



**Impact Assessment Study of Shikshak Pahal Programme and  
Poornma initiative**

**Submitted to: Eicher Motors Limited (EML)**



**April 2025**

Samhita Social Ventures,  
2nd Floor, Jagdamba House, Next to Anupam Cinema, Peru Baug,  
Goregaon East, Mumbai 400063.

## Contents

Contents.....	2
Abbreviations.....	5
1. Executive Summary.....	7
2. Introduction.....	9
3. About the Programme.....	9
3.1 About Implementation Partner – Bodh Shiksha Samiti (BSS).....	9
3.2 Relevance of Bodhshalas.....	10
3.3 About the Programme – Shikshak Pahal Programme.....	10
4. Research Methodology.....	11
4.1 Research Objectives and Framework.....	11
5. Profile of Primary Stakeholders.....	17
5.1 Gender Profile.....	17
5.2 Age Profile.....	17
5.3 Income Profile of Parents.....	18
5.4 Education history.....	18
6. Thematic-wise Key Findings.....	20
7. Detailed Findings.....	27
7.1 Education.....	27
7.2 Nutrition and Health.....	46
7.3 Infrastructure.....	50
8. Social Return on Investment.....	60
8.1 Methodology.....	60
8.2 Stage 1: Establishing scope and identifying key stakeholders.....	61
8.3 Stage 2: Mapping Outcome.....	62
8.4 Stage 3. Evidencing outcomes and giving them a value.....	67
8.5 Stage 4: Establishing impact.....	72
8.6 Stage 5: Calculating the SROI.....	74
9. Conclusion.....	75

10.	Recommendations .....	77
10.1	Teacher pay revisions and formal appraisal mechanisms .....	77
10.2	Formalised mentorship programme.....	77
10.3	Digital literacy and access improvements .....	77
10.4	Infrastructure upgrades.....	77
10.5	Bridging confidence level of students in English and reading in Primary Language through ELP standards .....	78
11.	Annexure 1 – Free listing and Gender box activity .....	81

### **List of graphs**

Graph 1	Gender profile of respondents .....	17
Graph 2	Age of respondents .....	17
Graph 3	Grades of respondents .....	18
Graph 4	Income profile of parents .....	18
Graph 5	Years studying in Bodhshalas.....	19
Graph 6	Learning materials in class.....	29
Graph 7	Teacher participation in annual review and planning meetings .....	30
Graph 8	Changes to teaching practices as part of annual review meetings .....	30
Graph 9	Disruption of conventional teaching practices.....	31
Graph 10	Adoption of workshop lessons .....	31
Graph 11	Workshop practices adopted .....	31
Graph 12	Reading in primary language.....	32
Graph 13	Writing in primary language .....	33
Graph 14	Confidence in Mathematics.....	34
Graph 15	Confidence in Science.....	35
Graph 16	Confidence in English .....	36
Graph 17	Confidence in Social Studies .....	37
Graph 18	Regularity in school .....	38
Graph 19	Regularity in previous school.....	38
Graph 20	SMC meeting attendance.....	41
Graph 21	Frequency of SMC meetings .....	41
Graph 22	Length of SMC meetings.....	41
Graph 23	Availability of mid-day meal.....	48
Graph 24	Quality of mid-day meals .....	48
Graph 25	Participation in sports activities .....	49
Graph 26	Enough space for all students in class.....	52

Graph 27 Comfortable place to sit.....	53
Graph 28 Access to clean toilets .....	54
Graph 29 Time taken to reach schools.....	55
Graph 30 How students travel to schools.....	56
Graph 31 Access to digital devices.....	57
Graph 32 Use of digital services for learning.....	57
Graph 33 Digital access sources.....	58
Graph 34 Frequency of use of digital services.....	58
Graph 35 Digital tools/ applications .....	59

### List of tables

Table 1 Evaluation criteria and indicators.....	12
Table 2 Stakeholders and survey instruments.....	14
Table 3 Color coding for size of Bodh schools.....	15
Table 4 Quantitative sample covered.....	15
Table 5 Summary of total sample covered .....	16
Table 6 Key findings.....	26
Table 7 Summary of confidence level of 6th, 7th, 8th grade Bodhshala students on different subjects.....	37
Table 8 Percentage of boys and girls in Bodhshalas.....	40
Table 9 SEL Parameters.....	43
Table 10 SEL scale .....	43
Table 11 Nutrition distribution quantity/number (each student, teacher and community member) under Poornma initiative .....	46
Table 12 Mid-Day meal guidelines under mid-day meal programme.....	47
Table 13 Stakeholder-wise goals and objectives of the programme.....	62
Table 14 Detailed Theory of Change (ToC) of the programme.....	64
Table 15 Investment/Input mapping of the programme.....	67
Table 16 Establishing the outcomes, indicators and financial proxies.....	71
Table 17 Outcomes measured for three years (Forecast) and outcomes measured during the evaluation period 2022-2023 .....	72

### List of figures

Figure 1 Literacy rates for those aged seven or more (%).....	10
Figure 2 OECD-DAC Framework.....	12
Figure 5 Children singing Bal geet in Kundalika Bodhshala .....	29
Figure 6 Free listing activity with grade 7 students on "favorite subject".....	35
Figure 7 The process of SROI calculation.....	60

## List of pictures

Picture 1 Local map of native area created by students as part of class activity .....	27
Picture 2 Free listing activity for 5th grade students in Agar .....	34
Picture 3 4th and 5th grade students demonstrating bad touch and good touch in Kundalika learning centre.....	45
Picture 4 Newly constructed floor in Haud ki Dhani .....	50
Picture 5 Students sitting outside classrooms in Taalvrikh.....	51
Picture 6 Seating infrastructure for students in Haud ki Dhani.....	52
Picture 7 Students walking to Siliser Bodhshala.....	55
Picture 8 Free listing activity with 5th grade students, Agar .....	56
Picture 9 ELP standards.....	80

## Abbreviations

AI: Artificial Intelligence
BPL: Below Poverty Line
BSS: Bodh Shiksha Samiti
CCSSO: Council of Chief State School Officers
CSR: Corporate Social Responsibility
DAC: Development Assistance Committee
DBMS: Database Management System
EML: Eicher Motors Limited
ELP: English Language Proficiency
ERC: Educational Resource Centre
FETP: Foundational Education Training Programme
FGD: Focus Group Discussion/Focused Group Discussion
FY: Financial Year
ICT: Information and Communication Technology
KII: Key Informant Interview
MDM: Mid-Day Meal
MIS: Management Information System
NCERT: National Council of Educational Research and Training
NEP: National Education Policy
NPV: Net Present Value
OECD: Organisation for Economic Co-operation and Development
OECD-DAC: Organisation for Economic Co-operation and Development – Development Assistance Committee

PM-POSHAN: Poshan Shakti Nirman  
RTE: Right to Education  
SDGs: Sustainable Development Goals  
SEL: Socio-Emotional Learning  
SIERT: State Institute of Educational Research and Training  
SMC: School Management Committee  
SPP: Shikshak Pahal Programme  
SROI: Social Return on Investment  
TLM: Teaching Learning Material  
ToC: Theory of Change  
UMHIC: Upper Middle- and High-Income Country  
VECV: VE Commercial Vehicles Limited

## 1. Executive Summary

Shikshak Pahal Programme (SPP) is a long-standing educational initiative supporting 31 Bodhshalas in the Alwar district of India, serving approximately 5,224 children from preschool to 8th grade in financial year FY 2022-2023. The program focuses on providing equitable quality education to children from economically challenged and disadvantaged backgrounds, with ~58%<sup>1</sup> of students' families being either illiterate or minimally educated. Under the Poornma initiative nutritionally balanced meals are provided to children, carefully designed to include essential nutrients like vitamins, proteins, and carbohydrates, etc.

SPP and Poornma, supported by EML in FY 2022-2023, have demonstrated significant positive impacts on education quality and student well-being in rural Alwar, Rajasthan. This impact evaluation, led by Samhita Social Ventures, using the OECD-DAC framework, mixed-methods approach, and participatory research tools, revealed that these initiatives successfully improved educational access, pedagogical quality, and nutritional outcomes.

The programmes contributed mainly to three SDG goals – SDG 3 – good health and well-being, SDG 4 – quality education, and SDG 10 – reduced inequalities. The programs showed **strong alignment with National Education Policy (NEP) 2020** principles, emphasising conceptual understanding over rote learning and incorporating early childhood education. Pedagogical innovations—such as the use of localised learning aids, a shift from rote learning to conceptual understanding—resulted in significant improvements in academic engagement, with **94% of students reporting access to quality learning materials**, and a SEL score averaging **~30 out of 40**, considered 'Good'. However, there was a gap observed in the confidence of students in English and over writing in primary language in comparison with reading.

The **Foundational Education Training Programme (FETP)** trained **77 teacher-fellows**, improving classroom delivery and inclusive education practices. **Attendance levels improved**, with over **2,449 students achieving perfect attendance**, and dropout rates remained below **5%**. Access to digital tools was moderate, with **55% of students in Bodhshalas reporting access to internet-enabled devices for learning**, though independent digital learning remains limited. Attrition among teachers was a challenge which could cause disruption of classes/continuity of classes.

---

<sup>1</sup> Community survey report by Bodh July 2023

Nutrition support under **Poornma initiative** provided **mid-day meals that exceeded national dietary standards prescribed by the Mid-day meal programme<sup>2</sup>**, with **100% of students rating meals as good or very good**, compared to only **60% in government schools**.

School infrastructure also showed gains—**95% had access to clean toilets**, though challenges in seating, transportation, and outdated library infrastructure persist.

The Social Return on Investment (SROI) analysis further affirms the programme's cost-effectiveness and impact, with a **total input value of ₹23,10,83,318**. The assessment revealed a **Gross SROI of 4.2**, indicating that every ₹1 invested generated ₹4.20 in social value. After accounting for potential overlaps and deadweight, the **Net SROI stood at 3.2**, reaffirming strong value creation for the community through education, nutrition, and teacher training interventions.

While the interventions demonstrated success in creating community ownership and implementing innovative pedagogical approaches, there is scope of improvement in infrastructure adequacy, digital access, and teacher retention. For sustained impact, the program should focus on strengthening institutional systems, addressing infrastructure gaps, expanding digital literacy resources, and implementing formal teacher appraisal systems to reduce attrition. An improvement in the confidence level of students in English and writing in primary language (Hindi) could be achieved using English Language Proficiency<sup>3</sup> (ELP) standard tools.

---

<sup>2</sup> Measurement of nutrition value of mid-day meal. (n.d.). <https://pib.gov.in/newsite/PrintRelease.aspx?relid=148353>

<sup>3</sup> The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.

## 2. Introduction

Eicher Motors Limited (EML) is the listed parent company of Royal Enfield, a renowned brand in middleweight motorcycles. Established in 1901, Royal Enfield holds the distinction of being the world's oldest continuously produced motorcycle brand. Eicher Motors defines its commitment to the community in a holistic sense, encompassing social, economic, and environmental spheres within which it operates and contributes<sup>4</sup>. The company implements its Corporate Social Responsibility (CSR) initiatives either independently or through the Eicher Motors Limited (EML), a Section 8 Company jointly established by Eicher Motors Limited and its unlisted subsidiary VE Commercial Vehicles Limited (VECV). This collaborative effort aims to facilitate and oversee CSR projects undertaken by both entities, ensuring a strategic and impactful approach to social responsibility.<sup>5</sup>

The present report offers a comprehensive impact assessment of EML's financial support to Shikshak Pahal Programme, Poornma initiative, construction and infrastructure repairs implemented by Bodh Shiksha Samiti during FY 2022-2023, delivering quality education, improved nutrition to marginalised children living in remote villages of Thanagazi and Umrain blocks of the Alwar district.

## 3. About the Programme

### 3.1 About Implementation Partner – Bodh Shiksha Samiti (BSS)

Bodh Shiksha Samiti (BSS) is a non-governmental organization established in 1987 with a mission to provide quality education to underserved communities in Rajasthan. Over three decades, BSS has developed expertise in creating community-based educational models that blend innovative pedagogical approaches with local cultural contexts. Their work spans from early childhood education to middle school, with a particular focus on first-generation learners.

BSS operates with a philosophy that education should be contextually relevant, child-centered, and community-owned. Their approach emphasizes activity-based learning, multi-grade teaching methodologies, and the development of custom teaching-learning materials that reflect local realities while meeting national curricular standards.

---

<sup>4</sup>Eicher:: Eicher Motors Limited:: About Us. (2016). <https://eicher.in/about-us/heritage>

<sup>5</sup> Annual Report on Corporate Social Responsibility (CSR) Activities for the financial year 2022-23. (2023). In STATUTORY REPORTS (pp. 178–179) [Report]. <https://eicher.in/content/dam/eicher-motors/investor/corporate-governance/corporate-social-responsibility/CSR-Report-2022-23.pdf>

### 3.2 Relevance of Bodhshalas

Rajasthan ranks among India's lowest-performing states in literacy, with a rate of just 69.7 percent<sup>6</sup>. Within the state's thirty-one districts, Alwar performs marginally better at 70.72 percent. However, female literacy in Alwar remains critically low at 56.25 percent<sup>7</sup>.

Government schools serve as the primary educational access points in rural areas. Unfortunately, many government schools across Alwar's villages suffer from severe infrastructure and resource deficiencies that hinder effective learning environments. Schools commonly lack functioning sanitation facilities and clean drinking water on premises.

Critical infrastructure needs include proper boundary walls, structurally sound classrooms with intact roofs and windows, levelled playgrounds, and appropriate recreational structures. These deficiencies significantly impact educational outcomes in the region.

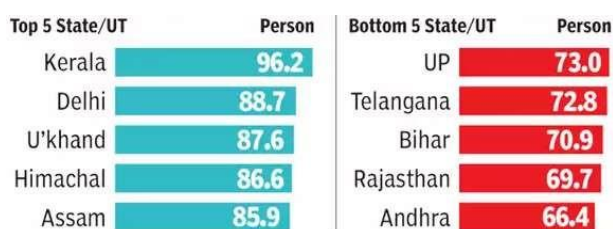


Figure 1 Literacy rates for those aged seven or more (%)

### 3.3 About the Programme – Shikshak Pahal Programme

The Shikshak Pahal Programme (SPP) is a long-standing educational initiative supporting 31 Bodhshalas in the Alwar district of India, serving approximately 5,224 children from preschool to 8th grade in FY 2022-2023. The program focuses on providing equitable quality education to children from economically challenged and disadvantaged backgrounds, with 58% of students' families being either illiterate or minimally educated. Under the Poornma initiative, nutritionally balanced meals are provided to children, carefully designed to include essential nutrients like vitamins, proteins, and carbohydrates, etc.

Supported by Eicher Motors Limited, SPP aims to demonstrate innovative pedagogical practices, ensure community involvement, and create sustainable learning environments for first-generation learners. The uptake of construction activities such as the construction of school buildings, classrooms etc, is also a part of the project. Teacher training, such as the Foundational Education Training Program (FETP), is also a unique component to improve the quality of teaching.

<sup>6</sup> Sectoral portal. (n.d.). <https://education.rajasthan.gov.in/pages/department-page/206>

<sup>7</sup> Ibid.

## 4. Research Methodology

In FY 2024-25, Samhita Social Ventures undertook a project evaluation of the Shikshak Pahal Programme and Poornma initiative, supported by EML in FY 2022-2023, to assess the intervention's outcomes.

### 4.1 Research Objectives and Framework

#### 4.1.1 Objectives of the Study

- To assess the efficiency and effectiveness of the project and the processes undertaken in achieving their intended goals
- To collate learnings from the analysis and present findings on impact and SROI in a detailed report
- To provide actionable recommendations and future strategies to enhance and maximise impact and social returns

#### 4.1.2 Analysis – OECD-DAC Framework

The OECD DAC Network on Development Evaluation has defined six evaluation criteria - Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability- that can be used for impact assessments of education programmes during the tool creation, analysis and report writing phases.

- **Relevance** will help us understand the extent to which the programme objectives and design respond to the beneficiaries and any gaps identified
- **Coherence** will help us understand the compatibility of the programmes with government policies and other such programmes in the sector
- **Efficiency** will help us understand the extent to which the programmes have delivered results in an economic and timely manner
- **Effectiveness** will help us understand the extent to which the programmes have achieved their targets
- **Impact** will help us understand the extent to which the programmes have generated significant positive or negative, intended or unintended effects
- **Sustainability** will allow us to understand the extent to which the benefits will continue over the years

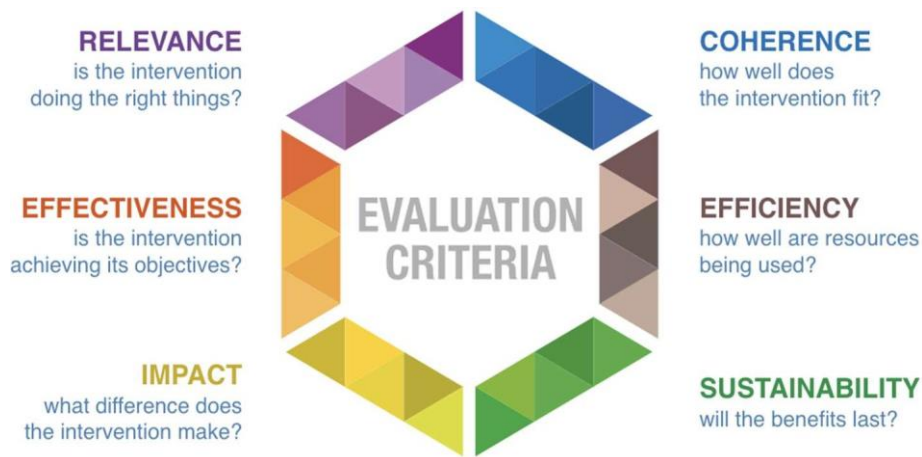


Figure 2 OECD-DAC Framework

Evaluation criteria	Indicators
Relevance	<ul style="list-style-type: none"> <li>Relevance to community needs</li> </ul>
Coherence	<ul style="list-style-type: none"> <li>Coherence with National Education Policy (NEP)</li> <li>Alignment of Poornma initiative with mid-day meal programme</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>Optimum utilisation of resources (such as financial, human, material, and other operating costs) efficiently used in the programme</li> <li>.1...1 Quality of infrastructure – seating, toilet and sanitation facilities, library facility, school transportation</li> <li>.1...2 Quality of mid-day meals</li> <li>.1...3 Quality of curriculum and new study materials created.</li> <li>.1...4 Quality of teaching and teacher training</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>Change in learning outcomes and confidence level of students for each subject</li> <li>Increase in access to extra-curricular activities/curriculum</li> <li>Change in access to computers, internet and usage</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Attendance regularity and change in drop-out rates</li> <li>Gender parity in access to education</li> <li>Change in parental involvement in children’s education and community perception</li> <li>Change in overall subjective well-being of the students</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>Percentage of alumni providing ongoing support, resources, and mentorship, contributing to the long-term success and sustainability of the project</li> </ul>

Table 1 Evaluation criteria and indicators

### 4.1.3 Modes of Data Collection

Samhita adopted a mixed-methods study involving quantitative and qualitative research.

A quasi-experimental research approach is used for the programmes, wherein a matched comparison group design, which would allow causal claims without random assignment of study participants, was used to identify a comparison group which has similar baseline characteristics to the treatment group. The study involved the following steps.

- **Secondary Research**

This stage included review and analysis of documents pertaining to the programme including project inception reports, programme design, progress reports, MIS, to map the various stakeholders involved and to create a research framework.

- **Primary Research**

Quantitative data collection was undertaken through administering structured, digitised surveys to the primary stakeholders of the programme as well as the comparison group. The digital tool collected data on parameters ranging from demographics of the primary stakeholders and comparison group respondents, the primary stakeholders' perception of impact of access to quality education, actual impact, learning and SEL outcomes, access to digital services for learning, etc. Qualitative data collection was undertaken with secondary stakeholders such as parents, teachers, principal teachers, SMCs, alumni students, etc., to triangulate findings and obtain a more holistic understanding of the programme implementation and impact.

The details of the methods used for this study are as follows -

- **In-depth interviews / Key Informant Interviews:** This included in-depth, face-to-face interviews based on interaction guides with key stakeholders to gain a comprehensive understanding of their practice and perception of the initiative, challenges, and barriers in executing it, best practices, and suggestions for improvement.
- **Focused Group Discussions (FGDs):** This is a qualitative tool used to explore the range of opinions/views on a topic of interest held by a group of people from similar backgrounds. It helps to complement or enhance the survey findings through in-depth insights.
- **Participatory Research Tools – Gender Box and Free Listing<sup>8</sup>:** Samhita used participatory methods of Free Listing and Gender Boxes to gather information on the students' sense of subjective well-being and parents' perceptions on education of children, and any changes in community practices with regards to children's well-being.

---

<sup>8</sup> Added in [Annexure 1](#)

Gender box is a tool used to gather data on beliefs, attitudes, and norms around gender. Participants fill in boxes depicting 'typical' men and women in their community, describing their characteristics and behaviours and record what happens when they violate these norms. This data will help the Samhita team determine how gender norms are affecting or hindering social and behavioural change within the community.

The free listing method involves participants writing or stating terms, phrases and concepts that come to mind when given a prompt. In this case, the Samhita team used prompts such as nutrition, school infrastructure, favourite meal, favourite subject, challenges, dreams, etc. Repeating this exercise over time will show how attitudes and normative perspectives towards the domain are evolving within the community.

For the qualitative data collection, purposive sampling was followed to interact with programme stakeholders as per the sample sizes stated in the figure below.

<b>Stakeholders</b>	<b>Survey instruments</b>
<b>Bodhshala Students (370), Control group students (167)</b>	<b>537 surveys</b>
<b>Teachers, FETP fellows, Principal teacher</b>	<b>3 FGD, 5 KIIs</b>
<b>SMC members</b>	<b>2 KIIs, 1 FGD</b>
<b>Parents</b>	<b>2 KIIs</b>
<b>Alumni students</b>	<b>2 KIIs</b>
<b>EML Project SPOC</b>	<b>1 IDI</b>
<b>Bodh admin staff</b>	<b>1 IDI</b>
<b>Activities with students and parents - Gender box and Free listing</b>	<b>6 activities</b>

Table 2 Stakeholders and survey instruments

A random sampling technique was used to select respondents for student surveys coupled with stratification of the sample to ensure representation of different demographic categories such as genders, ages, and size of schools. We also established a comparison group for the SROI analysis. A comparison group is a group of individuals who are not receiving the treatment or intervention or receiving an alternative treatment or intervention from another source. Analysing with a comparison group will enable us to attribute the different values generated because of the programme and to bring out a cost-to-benefit ratio. The SROI analysis captures key indicators such as reduced expenditure on education, more contributions to other education activities, and overall student well-being, etc. The data was collected through a structured digitised survey by a team of enumerators in their vernacular language. A quantitative data sample with 95%

confidence level and a 5% margin of error was constituted using this sampling approach. The comparison group sample is taken as 50% of the treatment sample.

Large	Medium	Between small and medium	Small
-------	--------	--------------------------	-------

Table 3 Color coding for size of Bodh schools

Control group		Treatment group	
Block - Thanagazi			
School	Sample	School	Sample
Gowadi Govt School	30	Ambedkar Nagar	46
Kaler Govt School	32	Haud Ki Dhani	75
Samta Govt School	42	Taalvrikh Nala	84
		Tanwarala	34
Block - Umrain			
Bhojnath Private School	29	Indok Radi	52
S K Dayal Private School	23	Keerat Ki Dhani	45
Bharti Private School	11	Siliser	34
Total	167	Total	370

Table 4 Quantitative sample covered

Control group		Treatment group	
Block - Thanagazi			
School	Sample covered	School	Sample covered
Gowadi Govt School	<ul style="list-style-type: none"> <li>1 FGD with teachers (3 teachers)</li> <li>2 KII with two students (1 girl, 1 boy) and gender box activity with both</li> </ul>	Agar Bodhshala	<ul style="list-style-type: none"> <li>Free listing activity with 5th-grade students - 4 groups</li> <li>1 FGD with teachers (2 teachers, one pre-fellow)</li> <li>1 FGD with parents (part of SMC)</li> </ul>
		Taalvirkh	<ul style="list-style-type: none"> <li>Free listing activity with 8th-grade students - 4 groups</li> <li>1 FGD with teachers (1 teacher, one pre-fellow)</li> <li>3 KII with parents (2 - part of SMC)                             <ul style="list-style-type: none"> <li>- gender box activity with 2 parents</li> </ul> </li> <li>1 KII with principal teacher</li> </ul>

			<ul style="list-style-type: none"> <li>• 1 KII with admin staff</li> <li>• 2 KII with alumni students</li> </ul>
<b>Block - Umrain</b>			
		Kundalika learning centre	<ul style="list-style-type: none"> <li>• 2 KIIs with teachers (1 teacher, 1 early-fellow)</li> <li>• Good touch, bad touch activity, bal geet activity with 3rd, 4th, grade students</li> </ul>
		Indok Radi	<ul style="list-style-type: none"> <li>• Free listing activity with 7th grade students</li> <li>• 1 KII with principal teacher</li> </ul>

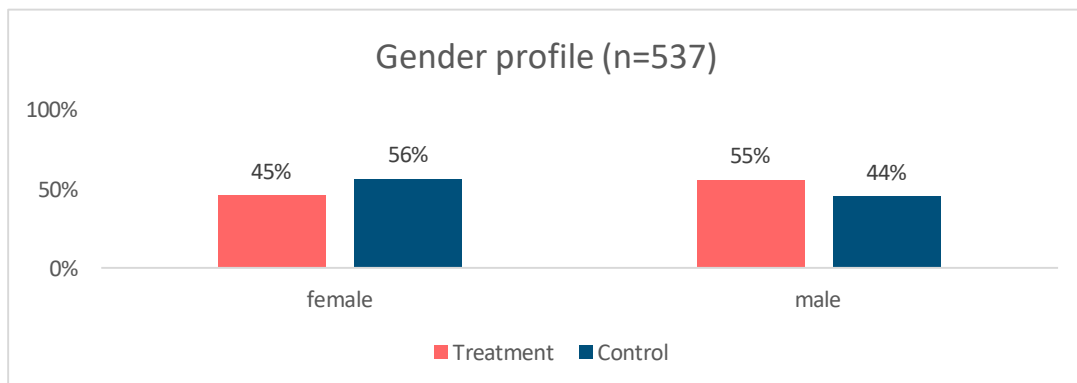
Table 5 Qualitative sample covered

The study conducted a comprehensive data collection effort consisting of 537 student surveys, interviews with 12 teachers and principal teachers, 2 alumni students, 6 parents and SMC members, and 2 administrators and Project SPOCs, covering a total of 9 Bodhshalas and 6 government and private schools.

## 5. Profile of Primary Stakeholders

### 5.1 Gender Profile

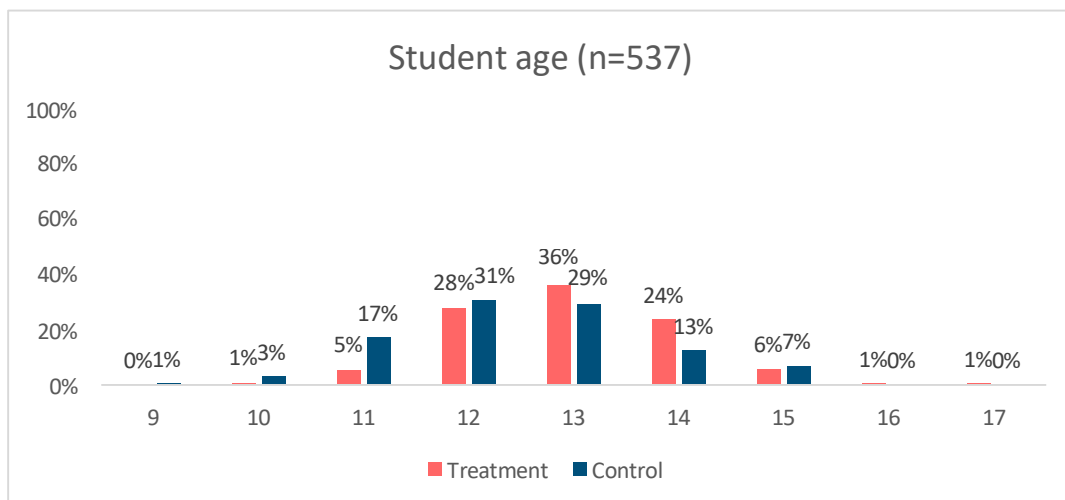
Out of the 537 respondents, 45% were identified as female and 55% were identified as male in the treatment group. Out of the total respondents, 56% were identified as female, and 44% were identified as male in the control group. The gender profile of the respondents is depicted in Graph 1 below. The gender distribution across the 537 survey respondents demonstrates appropriate balance between experimental groups. This strengthens the validity of our findings by minimising demographic variables as potential confounding factors in our assessment outcomes.



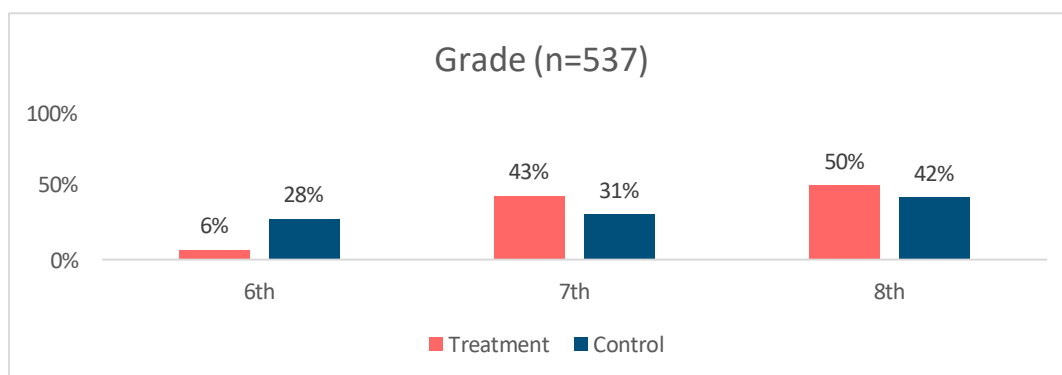
Graph 1 Gender profile of respondents

### 5.2 Age Profile

Out of 537 respondents, the majority (64% in treatment and 60% in control) belonged to the age of 12-13 in both groups. The majority of the respondents belonged to 7<sup>th</sup> and 8<sup>th</sup> grade as depicted in Figure 3.



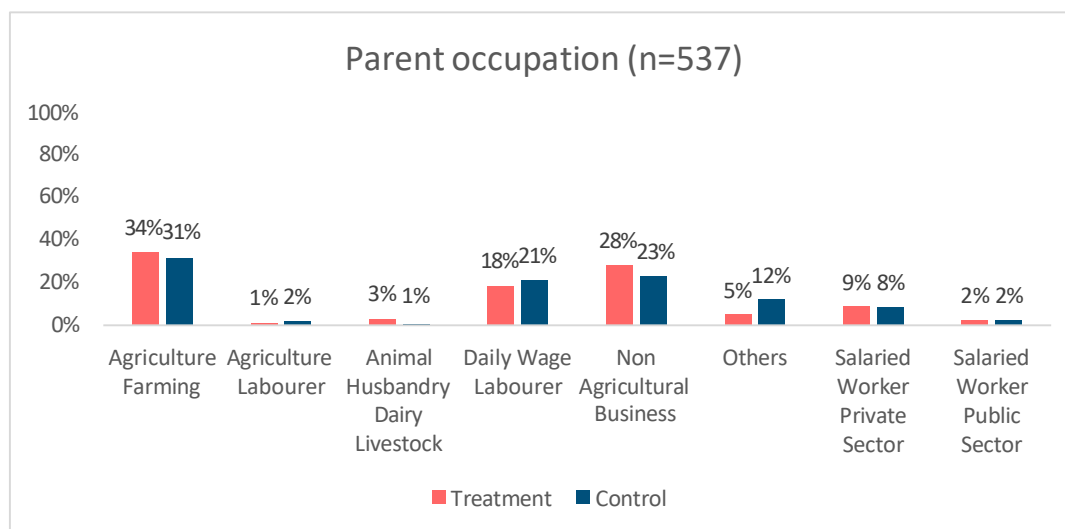
Graph 2 Age of respondents



Graph 3 Grades of respondents

### 5.3 Income Profile of Parents

Out of 537 respondents, the majority of parents were engaged in agriculture and farming (34% in treatment, 31% in control group), non-agricultural business (28% in treatment, 23% in control group), or daily wage labour (18% in treatment, 21% in control group). The comparable socioeconomic distribution between treatment and control groups establishes demographic parity, thereby strengthening the validity of comparative analyses and minimising economic profile of parents related variables that might otherwise influence program impact assessment outcomes.

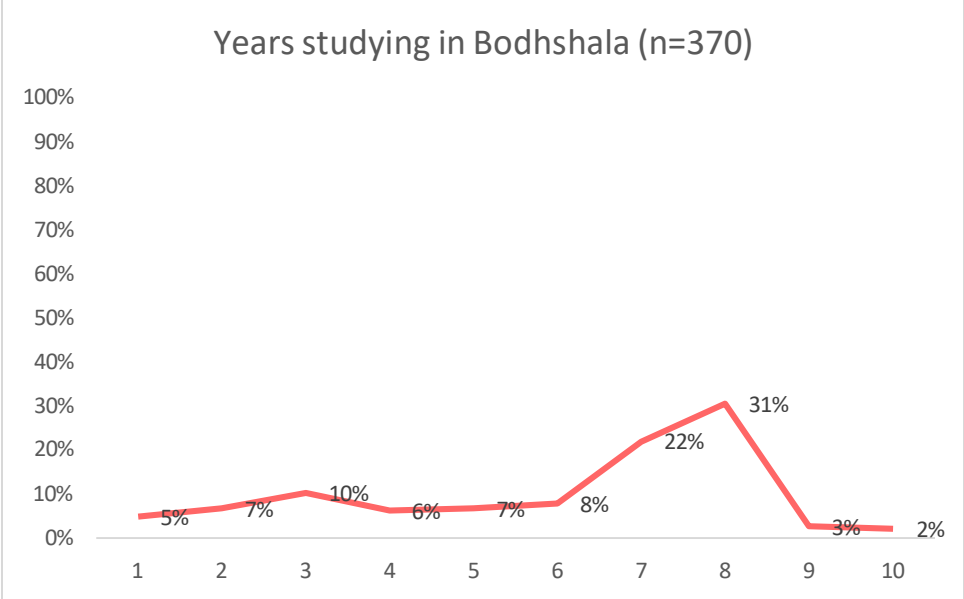


Graph 4 Income profile of parents

### 5.4 Education history

Out of 370 respondents in the treatment group, the majority of them (31%) have been studying in Bodhshalas for the past 8 years. Out of the total respondents, 22% of them have been studying in Bodhshala for the past 7 years. The substantial cohort with 7-8 years of exposure provides an

ideal sample for assessing longitudinal program impacts, strengthening the assessment's methodological rigour.



Graph 5 Years studying in Bodhshalas

## 6. Thematic-wise Key Findings

Evaluation criteria/indicators	Bodhshalas	Govt and private schools
<b>Education</b>		
Relevance  <b>Relevance to community needs</b>	<ul style="list-style-type: none"> <li>✚ Innovative pedagogy with learning aids focusing on students' learning needs, thereby improvement in quality of education - critical thinking and creativity over memorisation for example creation of local maps [cartography] through survey</li> </ul>	<ul style="list-style-type: none"> <li>✚ Gap between pedagogy and learners' needs - usage of textbooks and less use of activities beyond textbooks</li> </ul>
Coherence  <b>Coherence with National Education Policy (NEP)</b>	<ul style="list-style-type: none"> <li>✚ Complaint with New Educational Policy (NEP), 2020</li> <li>✚ Emphasis on conceptual understanding rather than rote learning</li> <li>✚ Emphasis on early childhood education (Pre – 4+,5+ years classes are conducted)</li> <li>✚ Teacher training and education quality improvement through FETP training for fellows and annual training for teachers</li> </ul>	<ul style="list-style-type: none"> <li>✚ Still not in line with NEP, 2020</li> <li>✚ Emphasis on rote learning</li> <li>✚ No emphasis on early childhood education</li> <li>✚ Teacher training is not very extensive or constructive as reported by govt school teachers</li> </ul>

<p>Efficiency</p> <p><b>Quality of curriculum and new study materials created</b></p>	<ul style="list-style-type: none"> <li>✚ 94% of students in Bodhshalas had access to adequate learning aids (enough to be comfortably shared by all students) in class</li> </ul>	<ul style="list-style-type: none"> <li>✚ Only 75% students in private and government schools of same scale have access to quality teacher’s learning materials</li> </ul>
<p>Efficiency</p> <p><b>Quality of teaching and teacher training</b></p>	<ul style="list-style-type: none"> <li>✚ Structured annual review and planning meetings with over 90% teacher attendance from small sample of teachers</li> <li>✚ Evidence-based teaching practice modifications implemented by majority of teachers</li> <li>✚ Willingness to disrupt conventional teaching methods (as shown in survey data), near-universal adoption of workshop training in classroom practice</li> <li>✚ FETP program providing structured pipeline for teacher recruitment and placement</li> </ul>	<ul style="list-style-type: none"> <li>✚ No structured annual review or planning meetings in government schools of same scale</li> <li>✚ Teaching practices are largely unchanged year-to-year without systematic review</li> <li>✚ No motivation for innovative teaching practices and limited disruption of conventional teaching methods</li> <li>✚ Absence of teacher training and recruitment pathways like FETP</li> </ul>
<p>Effectiveness</p>	<ul style="list-style-type: none"> <li>✚ Students showed strong performance in reading primary language (82% proficiency),</li> </ul>	<ul style="list-style-type: none"> <li>✚ Lower proficiency reported in reading primary language (76%), writing primary language</li> </ul>

<p><b>Change in learning outcomes and confidence level of students for each subject</b></p>	<p>writing primary language (75% proficiency), and improved confidence in Mathematics (42% reported high confidence), Science (59% reported high confidence), and Social Studies (59% reported high confidence)</p> <ul style="list-style-type: none"> <li>✚ Lagged in English - only 25% were most confident in English subject</li> <li>✚ Pedagogical innovations focusing on conceptual understanding over rote learning resulted in measurable academic improvements.</li> </ul>	<p>(75%), and lower confidence levels in Mathematics (32%), Science (55%), English (20%), and Social Studies (7%).</p>
<p><b>Impact</b></p> <p>Attendance regularity and change in drop-out rates</p>	<ul style="list-style-type: none"> <li>✚ Reduction in drop-out rates (&lt; 5%) and a relative 16% increase in regularity (attending classes everyday) of students based on reporting by students who transferred from other schools to Bodhshalas</li> </ul>	<ul style="list-style-type: none"> <li>✚ Higher drop-out rates (8-10%)</li> <li>✚ 73% of students reported attending school regularly.</li> </ul>
<p><b>Impact</b></p> <p>Gender parity in access to education</p>	<ul style="list-style-type: none"> <li>✚ Gender parity in enrolment - only slightly tilted towards the boys by 7%</li> </ul>	<ul style="list-style-type: none"> <li>✚ Girl students were sent to govt schools and boys to bigger private schools as reported by principal teachers</li> </ul>

<p><b>Impact</b></p> <p>Change in parental involvement in children's education and perception of communities</p>	<ul style="list-style-type: none"> <li>More active involvement of parents due to the system design - active School Management Committee (SMC) meetings (spanning 2+ hours), follow ups for student regularity and outreach in catchment areas by principal teachers (specific days in a week assigned for this)</li> </ul>	<ul style="list-style-type: none"> <li>SMCs exist only on paper; they are not very active in the sampled schools</li> </ul>
<p><b>Impact</b></p> <p>Change in overall subjective well-being of the students</p>	<ul style="list-style-type: none"> <li>Socio-emotional Learning (SEL) score of ~30/40 – most notable difference in academic management where Bodh students performed 25% better in comparison to government and private schools of similar scale</li> <li>Civic sense among students – came out through free listing activity – took on shared responsibilities such as cleaning, distribution of food etc.</li> </ul>	<ul style="list-style-type: none"> <li>SEL score of ~29/40</li> </ul>
<p><b>Nutrition and Health</b></p>		
<p>Coherence</p> <p><b>Alignment of Poornma initiative with mid-day meal programme</b></p>	<ul style="list-style-type: none"> <li>Meals exceed national nutritional norms under mid-day meal scheme for pulses and vegetables. However, the oil and fat requirement of 5-7.5 grams per child isn't explicitly quantified in the food items list, though some would naturally be present in prepared dishes like laddu, pulao, and khichdi</li> </ul>	<ul style="list-style-type: none"> <li>Meals are prepared as per mid-day meal guidelines on weight of protein, oil, fat etc. to be served to children</li> </ul>

<p>Efficiency</p> <p><b>Quality of mid-day meals</b></p>	<ul style="list-style-type: none"> <li>✚ Quality of mid-day meals under Poornma initiative was reported to be “good” (64%) and “very good” (36%) by students from Bodhshalas</li> <li>✚ Central kitchen for mid-day meal system and participatory method of quality checks - parents are invited, turn-wise, to distribute and eat midday meals</li> </ul>	<ul style="list-style-type: none"> <li>✚ Quality of mid-day meals under mid-day meal programme was reported to be “acceptable quality” (40%), “good” (32%), and very good (28%) by students from govt schools of same scale</li> </ul>
<p>Impact</p> <p><b>Participation in extra-curricular activities</b></p>	<ul style="list-style-type: none"> <li>✚ Comprehensive extra-curricular activities with 95% student participation in sports and cultural activities. Students engaged in creative expression through arts, music, and local cultural activities as evidenced by classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>✚ Limited extracurricular programming with 83% participation rate in sports activities. Less emphasis on creative expression and cultural engagement.</li> </ul>
<p><b>Infrastructure</b></p>		
<p>Efficiency</p> <p><b>Quality of building and seating infrastructure</b></p>	<ul style="list-style-type: none"> <li>✚ Visits to cluster schools such as Haud ki Dhani showed improvement in school building infrastructure done such as construction of additional floors, addition of new classrooms which led to increased capacity to accommodate students, but lacked desks and benches for all students</li> <li>✚ Lack of seating infrastructure in schools for every grade in schools such as Indok Radi,</li> </ul>	<ul style="list-style-type: none"> <li>✚ Lack of basic facilities such as leak-proof classes, as reported by children and observed during field visits</li> <li>✚ Only 5% of students reported a lack in seating infrastructure in govt and private schools</li> </ul>

	Agar (17% lack of seating infrastructure overall in sampled schools)	
<b>Quality of toilet and sanitation facility infrastructure</b>	<ul style="list-style-type: none"> <li>Schools such as Agar experienced a lack of adequate toilets - they had 2 toilets for all students till grade 5 and 3+ teachers but the toilets were separate for boys and girls for all sampled schools and clean and functional</li> </ul>	<ul style="list-style-type: none"> <li>Presence of basic facilities such as clean and functional toilets (95% in Bodhshalas compared to only 74% in govt and private schools of similar scale) as reported by children</li> </ul>
<b>Quality of library facility</b>	<ul style="list-style-type: none"> <li>Lack of upgradation of library facilities in many schools [old books distributed more than 5 years ago]</li> </ul>	<ul style="list-style-type: none"> <li>This was similar to Bodhshalas where library books were not up to date</li> </ul>
<b>Quality of school transportation infrastructure</b>	<ul style="list-style-type: none"> <li>Lack of school transportation - Bodhshalas has three times the percentage of students (6%) walking more than one hour to reach school</li> </ul>	<ul style="list-style-type: none"> <li>In similar-scale government and private schools only 2% of students walk from more than one hour to reach school</li> </ul>
Effectiveness <b>Change in access to computers, internet usage</b>	<ul style="list-style-type: none"> <li>55% of students had access to devices, but independent use remains limited</li> <li>Digital content is mostly accessed via teachers' phones or occasional lab sessions</li> <li>Students from Bodhshalas had more access to digital services for learning from school (34%)</li> </ul>	<ul style="list-style-type: none"> <li>In comparison, a higher number of respondents (59%) had access to a digital device (at home, or other sources) in the comparison group</li> <li>Only 8% of respondents reported having access to digital services for learning at school (for example, watching online classes, using</li> </ul>

		educational apps, or searching for study-related information on the internet)
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Lack of competitive compensation for teachers and no formal performance appraisal system leading to attrition and thereby a gap in classes during one academic year</li> </ul>	<ul style="list-style-type: none"> <li>Lack of motivation for teachers to bring innovative TLMs (Only 75% compared to 94% in Bodhshalas had access to enough learning aids in class)</li> </ul>

Table 6 Key findings

## 7. Detailed Findings

### 7.1 Education

#### 7.1.1 Relevance to community needs

Education remains a critical challenge in rural Rajasthan, where literacy rates lag behind national averages. According to the 2021 census data, while India's rural literacy rate stood at 71.4%, rural Rajasthan reported 66.1%, with female literacy significantly lower at 57.6%. The Alwar district, located approximately 160 km from Jaipur, faces particular challenges with educational infrastructure, teacher shortages, and high dropout rates, especially among economically disadvantaged communities.

Our assessment found that the Shikshak Pahal Programme (SPP) demonstrates strong relevance to community needs through its innovative pedagogical approach. Unlike comparable private and government schools in the region that primarily rely on textbooks with minimal supplementary activities, Bodhshalas employ learning aids specifically designed to address students' individual learning needs. There is prioritisation of critical thinking and creativity over memorisation, for example, the creation of local maps [cartography] through survey. This is illustrated in Image 1. This learner-centred approach helps bridge the gap between traditional pedagogy and the actual educational requirements of children in the Thanagazi and Umrain blocks of Alwar, Rajasthan.



Picture 1 Local map of native area created by students as part of class activity



**“Here we give importance to critical thinking by students, we allow them to think freely over simple rote learning. Many activities are done and these charts on walls are made by students,”**

– Teacher 1, **Bodhshala**

### **7.1.2 Coherence with National Education Policy (NEP)**

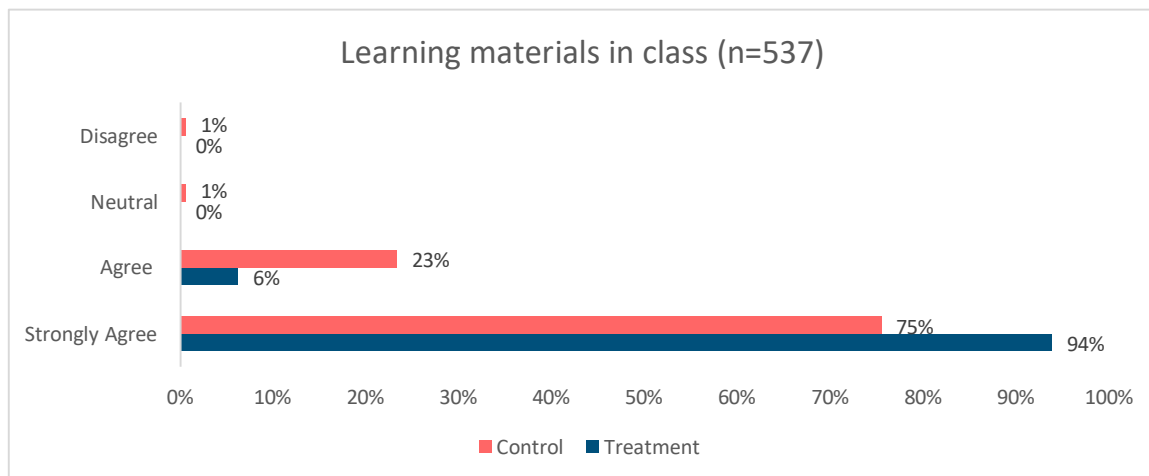
The SPP shows strong coherence with national educational policies, particularly the National Education Policy (NEP) 2020. While similar-scale government and private schools in the area still emphasise rote learning and lack focus on early childhood education, Bodhshalas have successfully implemented key NEP 2020 principles, including:

- Emphasis on conceptual understanding rather than rote memorisation
- Structured early childhood education programs for children aged 4-5 years
- Comprehensive teacher training through FETP (Foundational Education Training Program) for fellows and annual training sessions for all teachers

### **7.1.3 Quality of curriculum and new study materials created**

RTE talks about the need for teaching to be child-centred and assumes that if the teacher is in school, he/ she would be engaged in teaching and if he/she is teaching it would be child-centered. The availability of teaching learning material (as prescribed by the RTE Act) is a very important first step. But it becomes completely irrelevant when teachers neither know how to use them nor have the experience of perceiving how they facilitate learning. Not experiencing success with Teacher Learning Material teachers are not convinced about the usefulness of TLM. As a result, making TLM remains a formal unproductive exercise. These are either not used at all or not used effectively and therefore do not contribute to improving the quality of teaching and learning. This results in low academic achievement of students in government schools. This became evident through the qualitative interviews conducted with teachers from government schools in the control group. This was in sharp contrast to the teaching methods in Bodhshalas.

Out of 537 respondents, 94% in Bodhshala schools reported having access to quality learning materials in schools compared to 75% in comparison group. Observations of teaching learning materials and lesson plans created by Bodhshalas teachers showed exceptional quality. It was found through observation that enough copies of teacher learning materials were maintained by teacher which allowed comfortable sharing between students.



Graph 6 Learning materials in class



Figure 3 Children singing Bal geet in Kundalika Bodhshala

#### 7.1.4 Quality of teaching and teacher training

Bodhshalas demonstrate strong teacher engagement in professional development, with survey data (with a smaller sample size of 5 teachers from different sampled schools) showing over 90% participation in annual review and planning meetings. Most teachers have implemented changes based on these meetings, with approximately 75-80% modifying their teaching practices as a result.

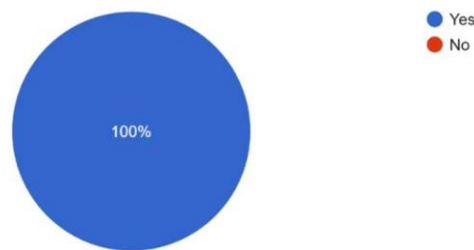
EML funded a Foundation Educational Training Programme (FETP) for students, after which trainees were placed as pre-fellows and early fellows in various Bodhshalas based on their

performance. This initiative increased the teacher-student ratio and improved skills for teachers.

The data reveals a significant willingness to disrupt conventional teaching methods, with most teachers embracing innovation. Workshop adoption rates i.e. lesson from workshops implemented as classroom practices are nearly universal (blue segment in Graph 17), with consistently high implementation (80-90% range) across various teaching practices.

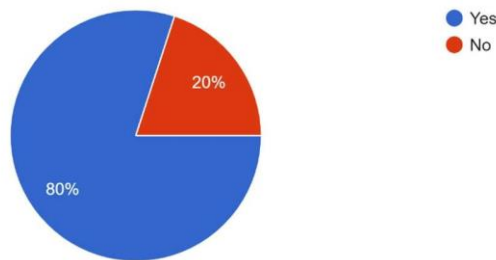
However, these positive indicators exist alongside several challenges: teacher shortages remain in specialized subjects like computer science and quality English instruction; no formal teacher appraisal system exists to link performance to compensation; and high teacher attrition rate among teachers. Although teachers receive annual summer training and apply this learning on the job, their salaries do not reflect performance differences. Consequently, there is high teacher attrition, leading to potential of classroom disruptions, also reported by several principal teachers.

10. Have you participated in the school annual review and planning meetings?  
5 responses



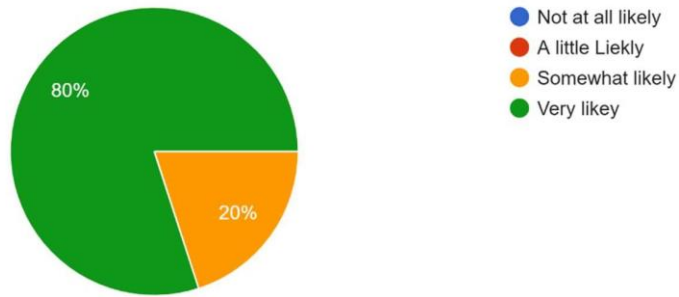
Graph 7 Teacher participation in annual review and planning meetings

11. Have you made any changes to your teaching practices or your routines as part of the decisions in these meetings?  
5 responses



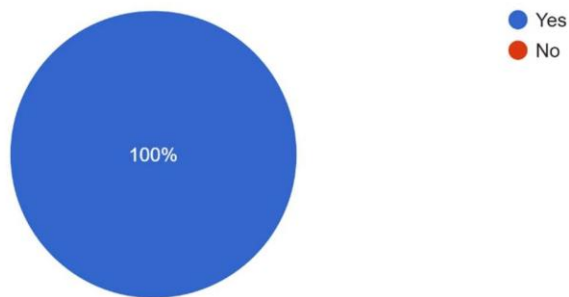
Graph 8 Changes to teaching practices as part of annual review meetings

12. How strongly do you feel that this exercise has disrupted any conventional teaching practices?  
5 responses



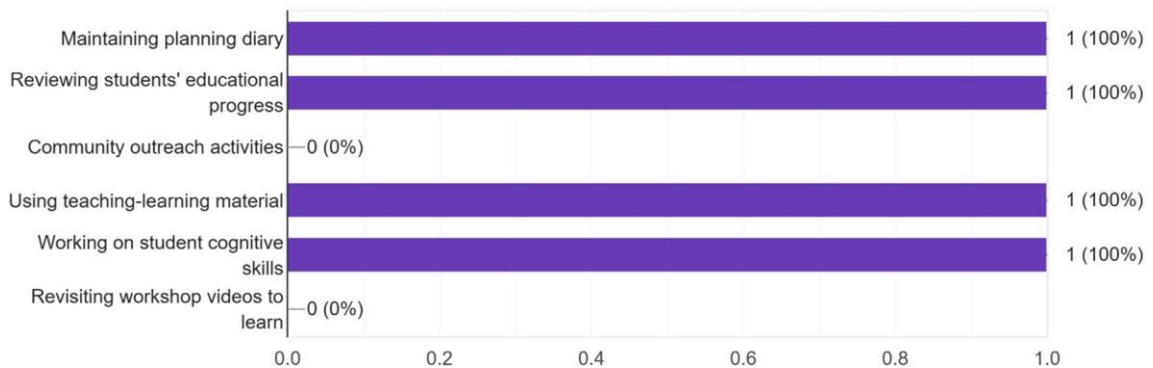
Graph 9 Disruption of conventional teaching practices

22. Have you adopted any practices recommended in the workshop in your classroom?  
1 response



Graph 10 Adoption of workshop lessons

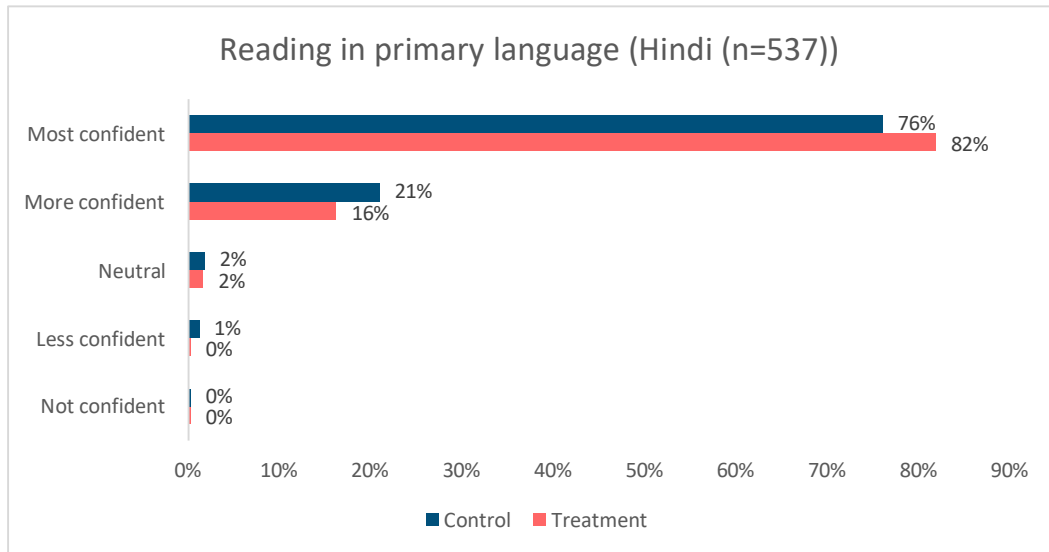
23. Which practices have you adopted?  
1 response



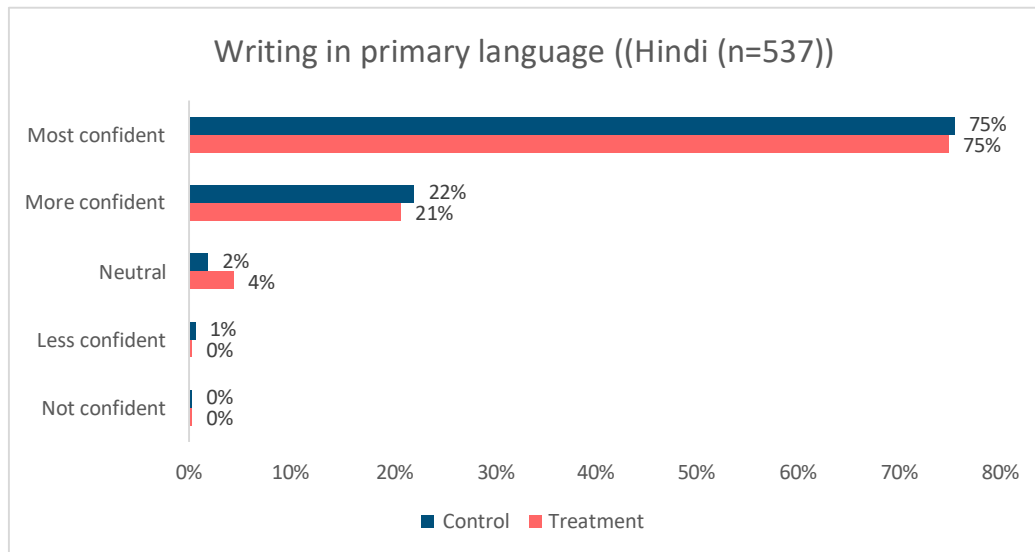
Graph 11 Workshop practices adopted

These issues are notably different from government schools in the same region, where there are no structured annual review or planning meetings of comparable scale. In these control schools, teaching practices remain largely unchanged year-to-year without systematic review, there's minimal motivation for innovative teaching approaches, and they lack structured teacher training pathways like the FETP program based on interactions with teacher from government schools in the control group.

### 7.1.5 Change in learning outcomes and confidence level of students for each subject

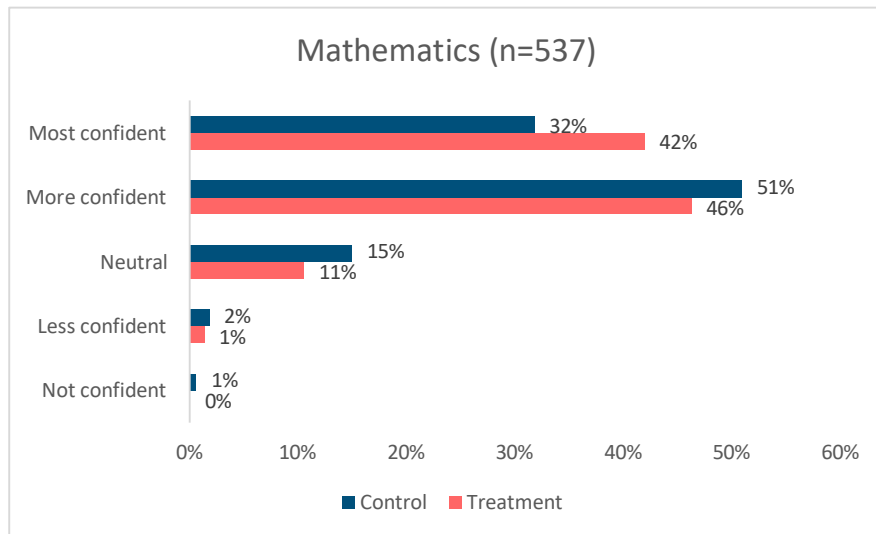


Graph 12 Reading in primary language



Graph 13 Writing in primary language

According to the pre-requisite assessment report by Bodh, Hindi proficiency analysis revealed concerning gaps, particularly since Hindi serves as the medium of instruction. The assessment found significant deficiencies in foundational reading and writing skills for Grade 3 students, with weakness in independent text engagement. While children demonstrated better abilities in discussions and verbal communication, their reading and writing skills lagged noticeably. By Grade 5, students showed good ability in general discussions, with slight improvement in reading, but writing skills remained persistently weak, suggesting insufficient writing practice throughout their education. Language learning emerged as the overall weak area, with significant pedagogical gaps that align with classroom observation feedback. This was validated by the quantitative survey which showed that although 82% were confident in reading in primary language, only 75% were confident in writing in their primary language.



Graph 14 Confidence in Mathematics

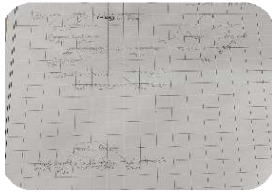


Picture 2 Free listing activity for 5th grade students in Agar

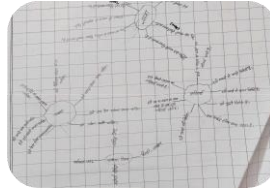
In Mathematics for Grade 3, only 36% of children retained 70% or more of the learning prerequisites, with another 20% retaining between 50-70%. This suggests that with proper support, about 56% of children could achieve high levels of mathematical competency. For Grade 5, the situation showed slight improvement with 43% of children attaining 70% or more of prerequisites, though about 40% still retained less than 50%. The assessment identified specific areas needing immediate attention, including division, fractions, decimals, carryover problems, and data handling concepts. In the quantitative survey conducted by Samhita, treatment group fared better than comparison group where 42% were most confident in Mathematics, compared to 32% in comparison group. Also. in the free listing activity

conducted with class 7 students in Indok Radi, majority of students wrote Mathematics as their favourite subject.

Figure 4 Free listing activity with grade 7 students on "favorite subject"



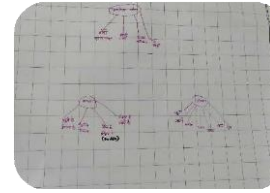
Mathematics was listed 2 times as favourite subject in a group of 4



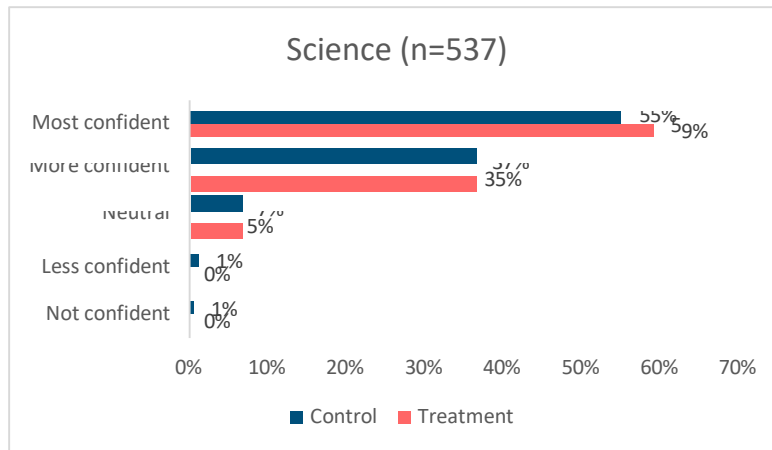
Mathematics was listed as favorite subject in a second group of 4



Mathematics was listed 2 times as favorite subject in a third group of 4

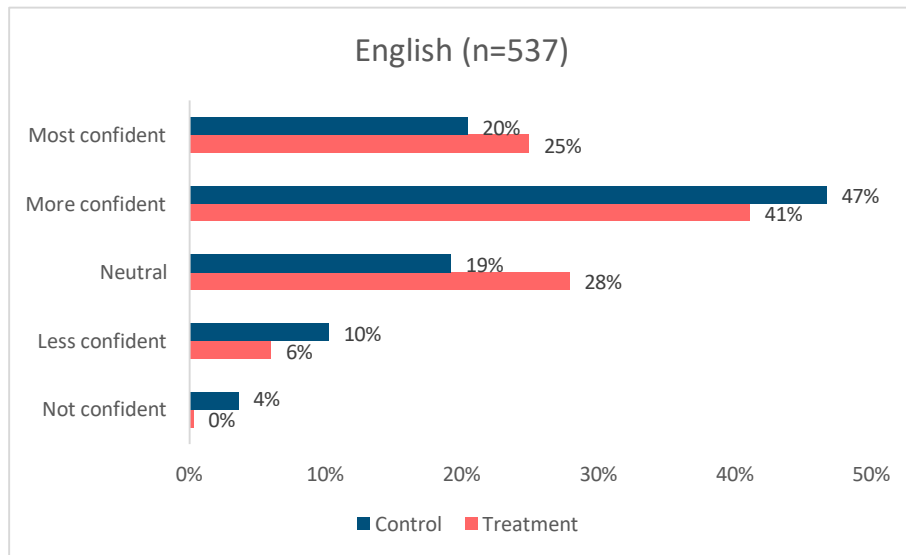


Mathematics was listed as favorite subject in a fourth group of 4



Graph 15 Confidence in Science

Out of 537 respondents, a slightly higher percentage of students (59%) were most confident in science subject than the control group (55%).

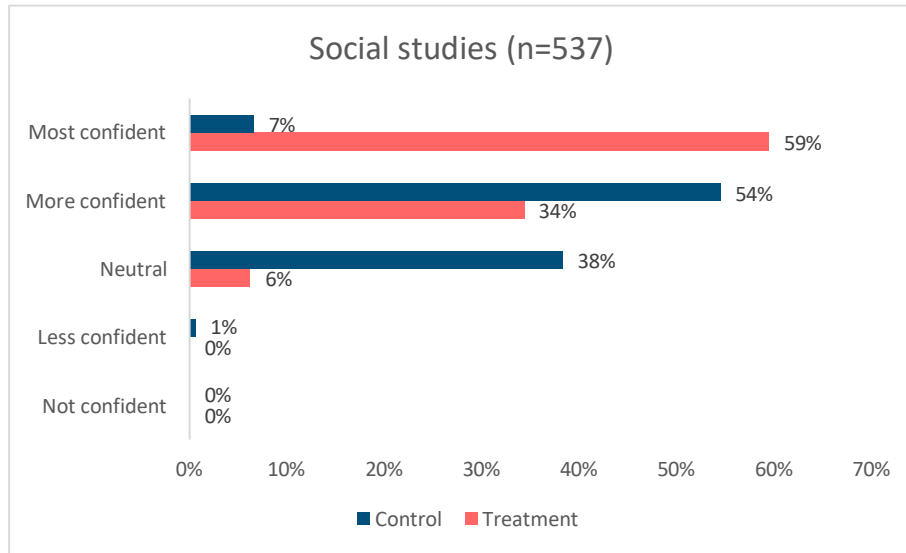


Graph 16 Confidence in English

Notably, students in the treatment group report generally higher confidence levels in English than their control group counterparts. In the treatment group, 66% of students identify as either "more confident" (41%) or "most confident" (25%) in English, compared to 67% in the control group (47% "more confident" and 20% "most confident").

However, this self-perceived confidence appears disconnected from actual English proficiency. The learning pre-requisite report by Bodh indicates that English remains the most challenging subject across all grade levels. Despite students' relatively high self-reported confidence, most children demonstrated lower achievement in English compared to other subjects, with few mastering even basic speaking and listening comprehension skills according to the pre-requisite assessment report by Bodh.

This discrepancy between confidence and competence likely arises from limited teacher expertise in English instruction and minimal exposure to English in children's home environments. The problem compounds as students' progress, with Grade 5 students showing persistent or worsening deficiencies, particularly in independent and creative language production. While some marginal improvement in reading skills was observed, this often manifested as mechanical decoding rather than meaningful comprehension. Also, English wasn't a favourite subject for most students who engaged in the free listing activity.



Graph 17 Confidence in Social Studies

Out of 537 respondents, 88% of Bodhshala students demonstrated strong engagement with social studies content, particularly in connecting historical and civic concepts to local contexts, compared to 70% in control group.

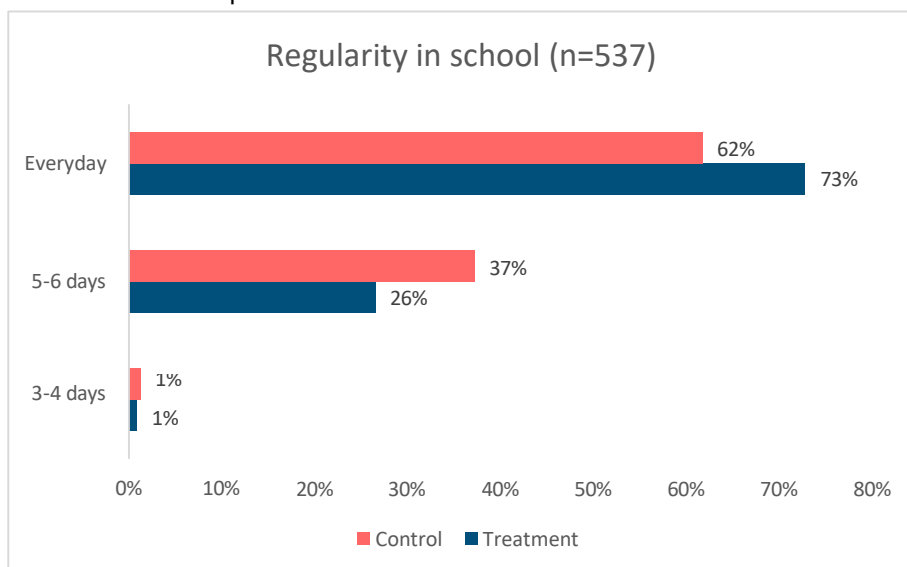
The confidence level in each subject in comparison to the control group is summarised in the table below. It is important to note that confidence in reading in the primary language (Hindi) is not translated to confidence in writing the language. Also, although the confidence in English in students in Bodhshalas is marginally better than control group, it is one of the important areas for improvement.

Subjects	Most confident (%) – Bodhshala students	Most confident (%) – government and private school students
Reading in primary language	82%	76%
Writing in primary language	75%	75%
Mathematics	42%	32%
Science	59%	55%
Social Studies	59%	7%
English	25%	20%

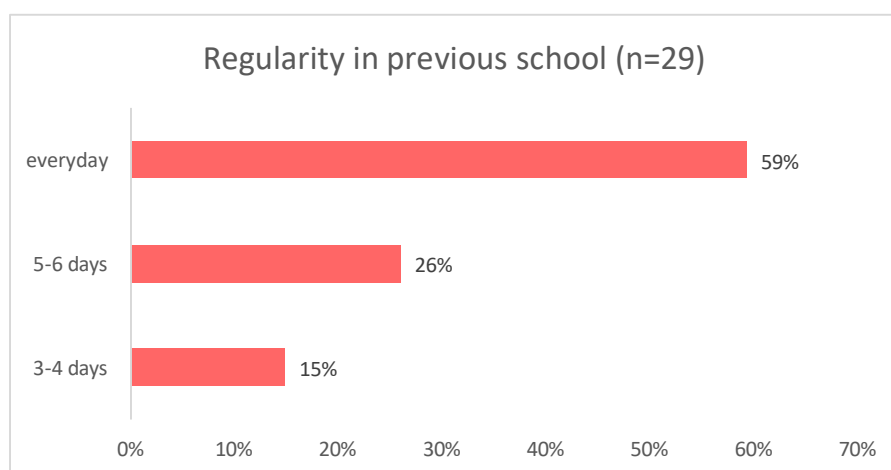
Table 7 Summary of confidence level of 6th, 7th, 8th grade Bodhshala students on different subjects

### 7.1.6 Attendance regularity and change in drop-out rates

According to attendance regularity sheets maintained by Bodh, 2449 Bodhshalas students had a perfect attendance score, and this was directly attributable to critical infrastructure in the Bodhshalas that provided a positive learning environment. The infrastructure here included clean drinking water, functional and clean toilets, spacious and well-ventilated classrooms, etc. The attendance regularity in the control group seems to be slightly better than the attendance regularity in treatment group; 73% of control group attended school every day, while only 62% of the treatment group attended schools every day. Qualitative interactions with Bodh admin team revealed that the dropout rate was less than 5%.



Graph 18 Regularity in school



Graph 19 Regularity in previous school

### 7.1.7 Gender parity in access to education

Near gender parity in enrollment, with boys outnumbering girls by only 7%, contrasting with the control group, where families reported sending boys to larger private schools and girls to

government schools, this was observed during the gender box activity conducted with parents of students from Bodhshalas. The gender box activity conducted with one of the students also revealed that there is more gender parity regarding education and parents' wish for success of both their sons and daughters, but they still hesitate to send their girl children to schools or colleges far away.

Sr. No	School Name	Total			Total	
		B	G	T	B	G
1	Aadharshila	171	155	326	<b>52.45</b>	<b>47.55</b>
2	Ambedkar Nagar	108	101	209	<b>51.67</b>	<b>48.33</b>
3	Badwala Guwada	80	59	139	<b>57.55</b>	<b>42.45</b>
4	Ban Ki Dhani	80	83	163	<b>49.08</b>	<b>50.92</b>
5	Bas Savdi	99	105	204	<b>48.53</b>	<b>51.47</b>
6	Bhal Ki Dhani	91	89	180	<b>50.56</b>	<b>49.44</b>
7	Dev ka Devra	199	134	333	<b>59.76</b>	<b>40.24</b>
8	Dheevron Ki Dhani	127	95	222	<b>57.21</b>	<b>42.79</b>
9	Haud Ki Dhani	213	153	366	<b>58.20</b>	<b>41.80</b>
10	Indok Radi	136	125	261	<b>52.11</b>	<b>47.89</b>
11	Khairati Ki Dhani	115	80	195	<b>58.97</b>	<b>41.03</b>
12	Meena Cooprative	93	83	176	<b>52.84</b>	<b>47.16</b>
13	Mukdo Ki Dhani	100	90	190	<b>52.63</b>	<b>47.37</b>
14	Reengaspuri	87	93	180	<b>48.33</b>	<b>51.67</b>
15	Shyampura	115	92	207	<b>55.56</b>	<b>44.44</b>
16	Silibavadi	197	154	351	<b>56.13</b>	<b>43.87</b>
17	Siliser	71	53	124	<b>57.26</b>	<b>42.74</b>
18	Taalvrikh Nala	267	212	479	<b>55.74</b>	<b>44.26</b>
19	Tanwarala	84	83	167	<b>50.30</b>	<b>49.70</b>
20	Agar	59	80	139	<b>42.45</b>	<b>57.55</b>
21	Indok	24	28	52	<b>46.15</b>	<b>53.85</b>
22	Kaleka	49	41	90	<b>54.44</b>	<b>45.56</b>
23	Manako Ki Dhani	22	46	68	<b>32.35</b>	<b>67.65</b>
24	Rajali	24	20	44	<b>54.55</b>	<b>45.45</b>
25	Ramali Ki Dhani	51	59	110	<b>46.36</b>	<b>53.64</b>
26	Bhanwta	21	20	41	<b>51.22</b>	<b>48.78</b>

27	Jogiyon Ki Dhani	14	15	29	<b>48.28</b>	<b>51.72</b>
28	Keero Ki Dhani	17	19	36	<b>47.22</b>	<b>52.78</b>
29	Kundalka	23	17	40	<b>57.50</b>	<b>42.50</b>
30	Lalpura	27	15	42	<b>64.29</b>	<b>35.71</b>
31	Rundh Binak	25	23	48	<b>52.08</b>	<b>47.92</b>
<b>Grand Total</b>		<b>2789</b>	<b>24</b> <b>22</b>	<b>521</b> <b>1</b>	<b>53.52</b>	<b>46.48</b>

Table 8 Percentage of boys and girls in Bodhshalas

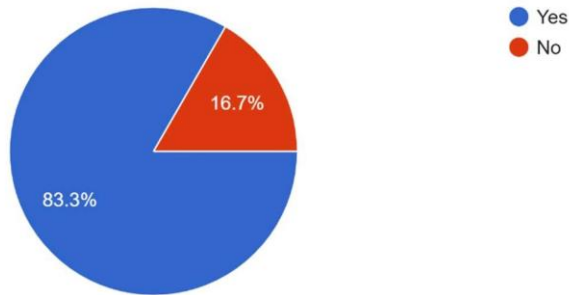
### 7.1.8 Change in parental involvement in children's education and perception of communities

It was observed in control group that SMCs exist only on paper in most schools while increased parental involvement was observed through active School Management Committee (SMC) meetings in Bodhshalas. SMCs were operational in all the visited Bodhshalas, and qualitative interactions with SMC members revealed that all issues pertaining to school and children are discussed and solutions are evolved in 2+ hour-long discussions.

They had representation from parents, who are chosen collectively, children, teachers/principal teachers. Larger issues, such as necessity of upgrading schools till 5<sup>th</sup> standard to till 8<sup>th</sup> standard, are also raised. There were also with regular follow-ups for student attendance and community outreach by principal teachers to parents on various issues – sending girl children to schools, not discontinuing education due to migration, sending rotis for mid-day meals etc. Overall, the parental involvement in child education was more even though most of them were illiterate. The responses about attendance regularity of parents in SMC meetings were reported through a dipstick survey with a smaller sample and found that participation rates remain high in these meeting and most of the meetings extend to elaborate 2 + hours discussing on various issues affecting school and student issues.

15. Do you attend the School Management Committee (SMC) meetings?

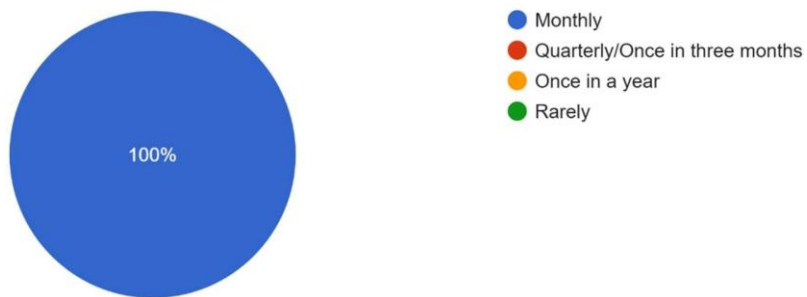
6 responses



Graph 20 SMC meeting attendance

16. How often do you attend these meetings?

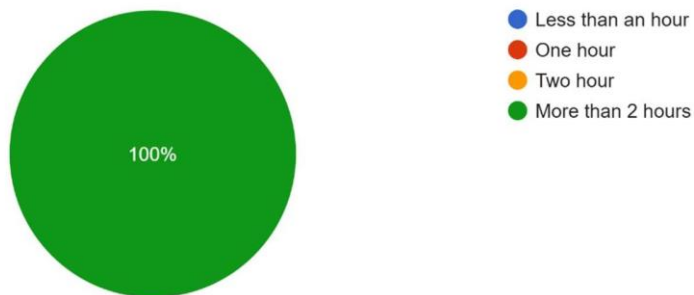
5 responses



Graph 21 Frequency of SMC meetings

17. How long do these meetings last?

5 responses



Graph 22 Length of SMC meetings

### 7.1.9 Change in overall subjective well-being of the students

SEL (Socio-Emotional Learning) test is a survey instrument adapted from the Panorama Student Survey<sup>9</sup> that measures students' perceptions of their socio-emotional skills and competencies. It was developed by researchers from the Harvard Graduate School of Education to track changes in students' SEL perceptions as part of a digital education intervention.

This SEL test measured the impact of Shikshak Pahal programme at the school level by administering a set of 8 questions to who responded in high affirmatives (very likely, most often, etc) to SEL-related questions.

The different SEL parameters and the scores of both treatment and control group is given below:

S. No.	Component	Description [each parameter calculated out of 5]	Score of private and govt school students of similar scale	Score of Bodh shala students
1	Grit	Ability of the student to stay focused and concentrate through difficulties and challenges to achieve their goal	4.71	4.40
2	Growth mindset	To evaluate if the student believes that it is possible for them to grow and improve in their classroom performance, behaviour	3.20	3.20
3	Self-management	Capability of the student to responsibly manage their own time, resist distractions and regulate their emotions	3.19	3.27
4	Social awareness	Capability of the student to empathise with their peers and other people around them and	2.99	3.10

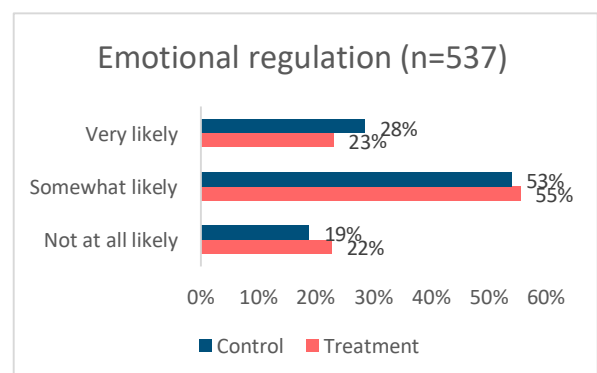
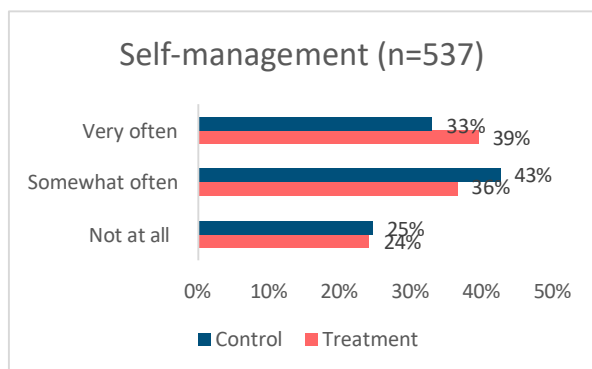
<sup>9</sup> Social Emotional Learning Assessment | Panorama Education. (n.d.). <https://www.panoramaed.com/products/social-emotional-learning-sel>

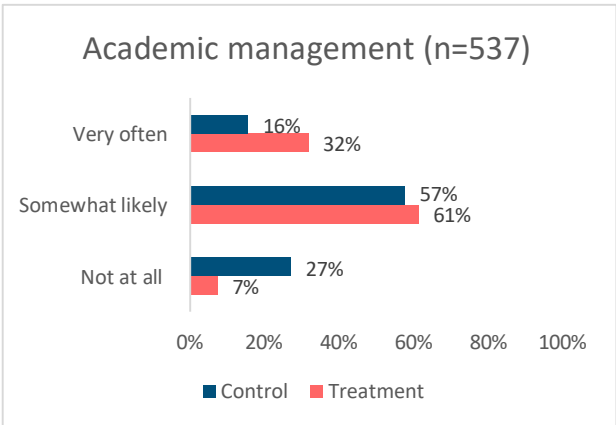
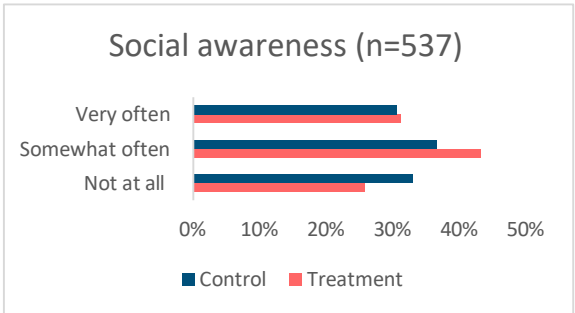
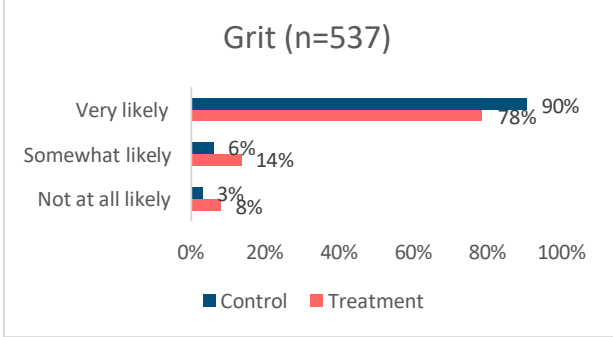
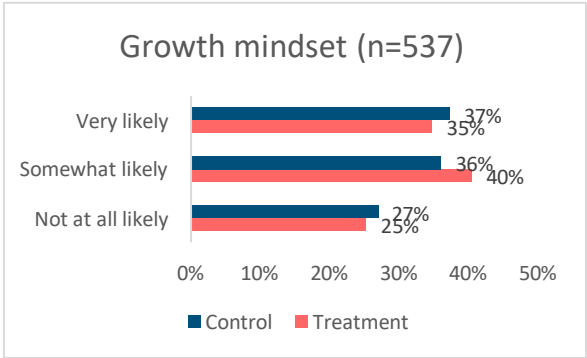
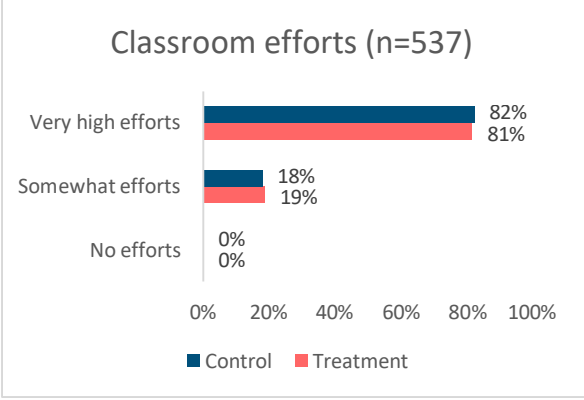
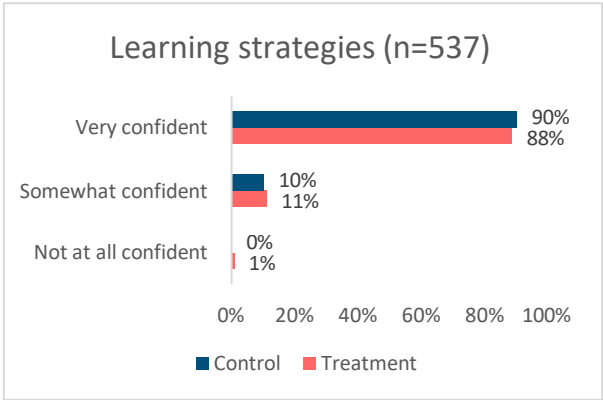
		engage in disagreements in a healthy way		
5	Learning strategies	To evaluate if the student adopts a strategic approach to learning	4.80	4.74
6	Classroom effort	To evaluate the way the student approaches tasks to do with the classroom	4.64	4.62
7	Emotional regulation	Capabilities of the student in managing their mood and emotions and preventing them from hindering completion of tasks	3.18	3.02
8	Academic management	Student capabilities to manage their academic life and connect the work they do to their long-term goals and aspirations	2.78	3.50
Total score			~30	~29

Table 9 SEL Parameters

<b>Below 20</b>	Requires immediate intervention	<b>20 - 25</b>	Needs improvement	<b>25 - 30</b>	Satisfactory	<b>30 - 35</b>	Good	<b>35 - 40</b>	Excellent
-----------------	---------------------------------	----------------	-------------------	----------------	--------------	----------------	------	----------------	-----------

Table 10 SEL scale







Picture 3 4th and 5th grade students demonstrating bad touch and good touch in Kundalika learning centre

Apart from the SEL test, during the free listing activity with students from 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, it was observed when children were given the word " school", they associated it with keeping school clean, cleaning school surroundings, and cleaning toilets this shows a development of civic sense among students, also since the students have to clean on a rotational basis they view it as their property and are very responsible in keeping clean. Qualitative interactions with teachers in learning centres in remote areas and observations revealed that students are introduced to socio-emotional components of learning, such as how to distinguish between appropriate and inappropriate physical contact, from an early grade level.

#### **7.1.10 Percentage of alumni providing ongoing support, resources, and mentorship**

Teachers demonstrate high motivation to create and use innovative Teaching Learning Materials (TLMs), with 94% of Bodhshalas having access to sufficient learning aids compared to 75% in the control group. However, lack of competitive compensation for teachers and absence of a formal performance appraisal system have led to attrition issues, creating gaps in classroom teaching during the academic year that could threaten long-term program sustainability.

The program lacks a formal mechanism for alumni engagement, with 0% of alumni providing ongoing support, resources, or mentorship through structured channels. Qualitative interactions with students revealed that while there is occasional ad hoc involvement of former students who excelled in sports for specific sporting events, there is no structured approach to involve them. Many students are in good positions based on interaction with principal teachers, admin staff, and parents and this opportunity could be used better.

## 7.2 Nutrition and Health

### 7.2.1 Alignment of Poornma initiative with mid-day meal programme

The Mid-Day Meal Scheme, now known as PM-POSHAN (Poshan Shakti Nirman), is a government initiative in India aimed at improving the nutritional status of school-going children. Introduced to provide free, cooked meals to children in government and government-aided schools, the scheme was made mandatory by a Supreme Court directive in 2001. It has significantly contributed to increasing school enrolment, improving attendance, reducing drop-out rates, and tackling classroom hunger. Beyond addressing child malnutrition, the scheme also plays a crucial role in promoting social equity among children<sup>10</sup>.

As part of Poornma initiative in Bodhshalas in alignment with Mid-day meal scheme, fruits such as Apple, banana, chestnut, cucumber, guava, orange, kinnow and vegetable meals such as Dal, Moong peel and spinach, Mogar, Mix dal, Urad, Gram dal, Potato and soybean, Mix vegetable, Kadhi pakoda, Pulao, Namkeen, Khichdi, Tomato chutney, Sprouted (Moong moth and seasonal gram), Rajma, Kabuli gram, Loki. Tomato, pumpkin, gourd, potato, cabbage, green onion, carrot and peas are distributed on all school days to children free of charge; only a nominal charge is taken from parents, which goes into the salary of drivers who bring the mid-day meals to different schools from the central kitchen.

Food	Weight (gms)
Pulses and vegetables	120 grams
Sesame seeds	60 grams
Fruit	One piece
Sesame laddu	1 no.
Kadhi	100 grams
Pulao	140 grams
Pind Dates	250 Grams
Cucumber	120 grams
Namkeen Khichdi	140 grams
Tomato Chutney	50 grams

Table 11 Nutrition distribution quantity/number (each student, teacher and community member) under Poornma initiative

<sup>10</sup>Mid-Day Meal in India (MDM) | Midday Meals Programme - Akshaya Patra. (n.d.). Akshaya Patra Foundation. <https://www.akshayapatra.org/indias-mid-day-meal-scheme/#:~:text=The%20Mid%2DDay%20Meal%20Rules,day%20except%20on%20school%20holidays>

Items	For children of Primary classes	For children of Upper Primary classes
<b>A) Nutritional Norms (Per child per day)</b>		
Calorie	450	700
Protein	12 grams	20 grams
<b>B) Food Norms (Per child per day)</b>		
Food-grains	100 grams	150 grams
Pulses	20 grams	30 grams
Vegetables	50 grams	75 grams
Oil & fat	5 grams	7.5 grams
Salt & condiments	As per need	As per need

Table 12 Mid-Day meal guidelines under mid-day meal programme<sup>11</sup>

The combined provision of pulses and vegetables at 120 grams exceeds the standard requirements of 20-30 grams for pulses and 50-75 grams for vegetables. This portion helps ensure children receive adequate fibre, vitamins, and plant-based protein. However, the oil and fat requirement of 5-7.5 grams per child isn't explicitly quantified in the food items list, though some would naturally be present in prepared dishes like laddu, pulao, and khichdi. Without specific measurements, it's difficult to confirm if this requirement is fully met.

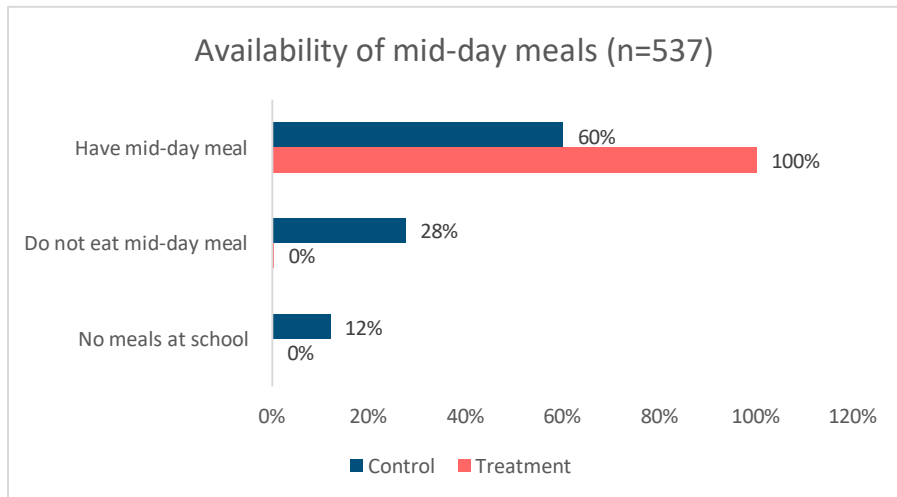
The food grain requirement of 100-150 grams appears to be satisfied when either pulao (140 grams) or namkeen khichdi (140 grams) is served, both falling within the appropriate range for upper primary students. The meal plan is further enhanced with nutritionally dense additions such as sesame seeds (60 grams), fresh fruit, pind dates (250 grams), cucumber (120 grams), and tomato chutney (50 grams). These items contribute additional vitamins, minerals, fibre, and natural sugars to the meals.

Another notable feature in Poornma initiative, when compared to the mid-day meal programme, is that parents must send roti for children, while the rest of the sabzi (curry) is provided by school. This approach involves parents directly in their children's nutrition, potentially increasing their awareness and investment in the school meal program. From a resource perspective, schools can focus their efforts on preparing quality curries and other components rather than dividing attention between multiple food preparations.

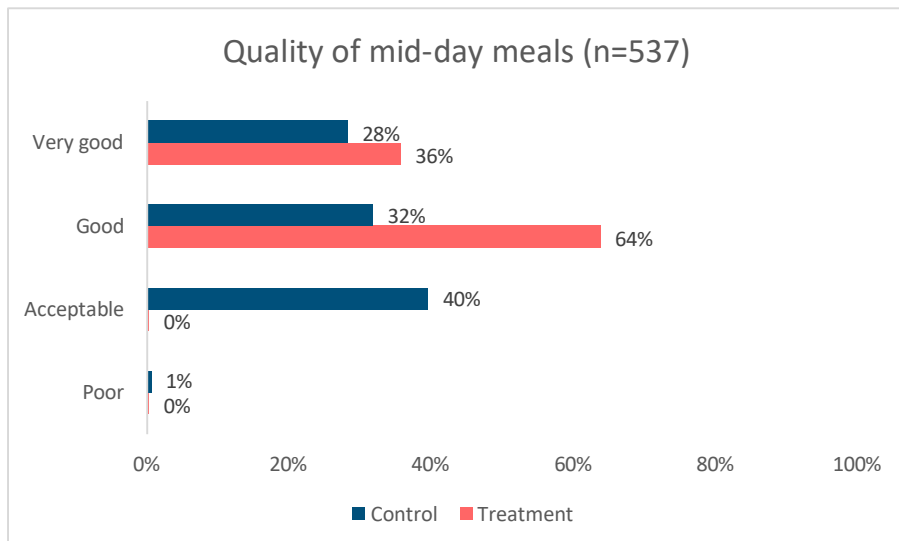
<sup>11</sup> Measurement of nutrition value of mid day meal. (n.d.-b). <https://pib.gov.in/newsite/PrintRelease.aspx?relid=148353>

### 7.2.2 Quality of mid-day meals

The Project Poornima central kitchen system for mid-day meals has yielded positive results, with 100% of Bodhshalas students rating meal quality as either "good" (64%) or "very good" (36%), compared to more varied ratings in government schools (40% "acceptable," 32% "good," and 28% "very good"). The interactions with admin staff from Bodhshalas and principal teachers revealed that food was prepared in a central kitchen and then brought to schools via vans. Teachers are contacted in the morning to understand the attendance and then adequate food is prepared avoiding wastage.



Graph 23 Availability of mid-day meal



Graph 24 Quality of mid-day meals

This central system also helps to monitor the quality of meals efficiently when compared to other schools where they have individual kitchen to prepare meals. Bodhshalas also adopt a

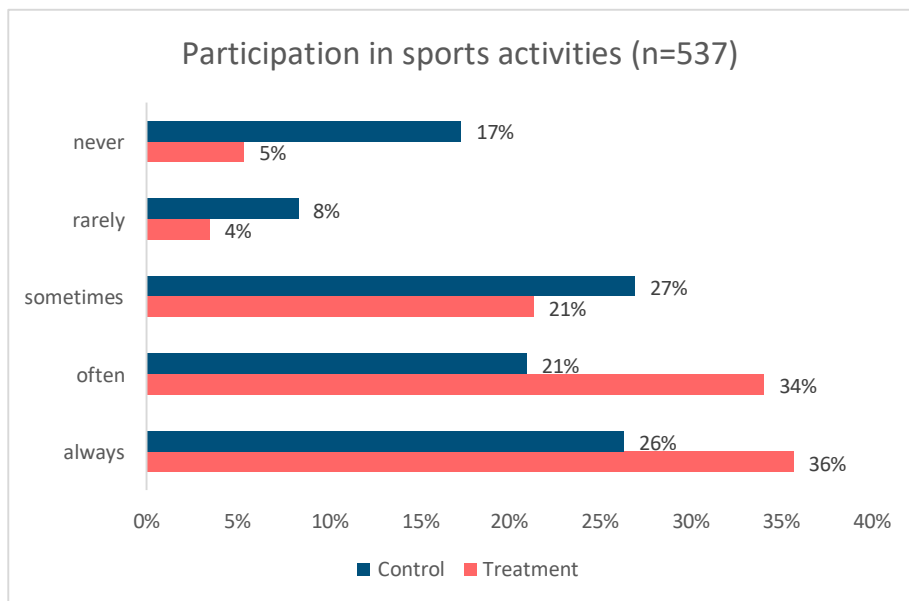
participatory method of quality check of meals at grassroots levels by inviting parents on a rotation basis to come have the mid-day meal at schools.

### 7.2.1 Participation in extracurricular activities

Out of 537 respondents, 17% students in control group never take part in sports activities in comparison to only 5% in treatment group. During qualitative interactions with alumni students, it was observed that some of them have even gone to national level, post their training in Bodhshalas.

“I got a solid foundation in running from this school. I followed my passion even after this school and got into national level”

- [Student 3, Bodhshala](#)



Graph 25 Participation in sports activities

The improved participation in sports activities could be either attributed to the improved energy levels among children in Bodhshalas or the increase in access to such sports activities when compared to the control group.

## 7.3 Infrastructure

### 7.3.1 Quality of infrastructure

The Right to Education (RTE) Act, 2009, sets norms for recognised elementary schools. The RTE norms provide for an all-weather school building consisting of, inter alia, at least one classroom for every teacher and an office-cum-store-cum-Head teacher's room, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water facility to all children and playground<sup>12</sup>. Sections 8 and 9 of the RTE Act, 2009 lays down the duties of appropriate Government and local authority to inter alia provide infrastructure including school building, teaching staff and learning equipment<sup>13</sup>. EML supported in repairs of roofs of classrooms which were leaking, creation of entire floor for certain Bodh schools such as Haud ki Dhani which allowed barrier free access to class infrastructure to students. Improvements in school building infrastructure, including additional floors and classrooms, have increased capacity to accommodate students.



Picture 4 Newly constructed floor in Haud ki Dhani

<sup>12</sup> Improving the condition of schools in rural and remote areas of the country. (n.d). <https://pib.gov.in/PressReleasePage.aspx?PRID=1539289>

<sup>13</sup> Ibid.

### **Seating infrastructure**

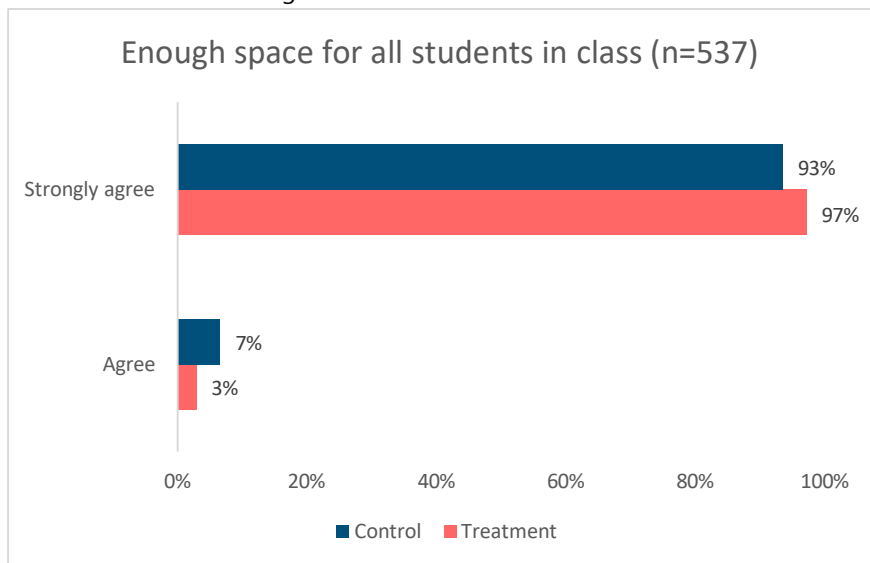
29% of Bodhshalas lack adequate seating infrastructure for all grades, compared to only 15% in the comparison group. Among 537 respondents, only 3% of Bodhshalas students reported insufficient classroom space, versus 7% in the comparison group. Qualitative interactions revealed that not all grades have dedicated classrooms, forcing some classes to rotate between indoor and outdoor learning spaces monthly. This arrangement poses significant challenges during harsh weather conditions such as extreme heat or monsoon season. Also, teachers from smaller schools (up to 5th grade) noted that disturbances in one class frequently disrupt adjacent classes due to the limited separation between learning spaces.



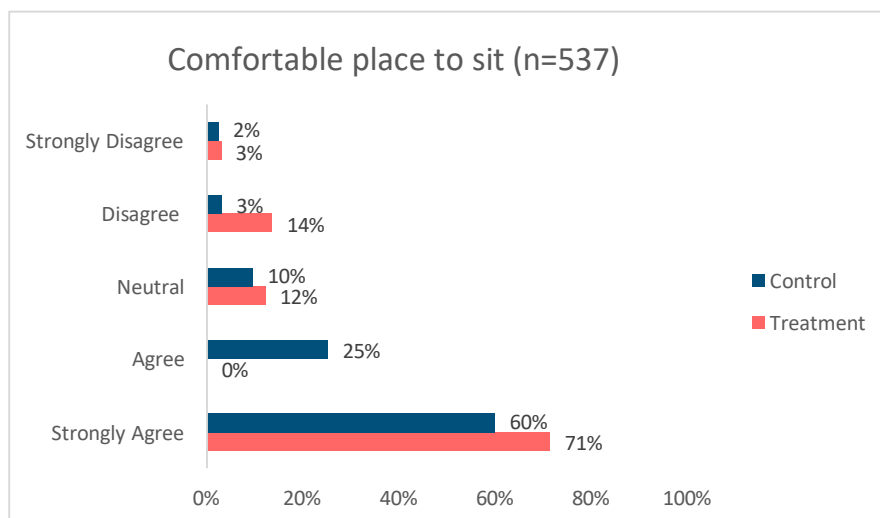
Picture 5 Students sitting outside classrooms in Taalvrikh



Picture 6 Seating infrastructure for students in Haud ki Dhani



Graph 26 Enough space for all students in class



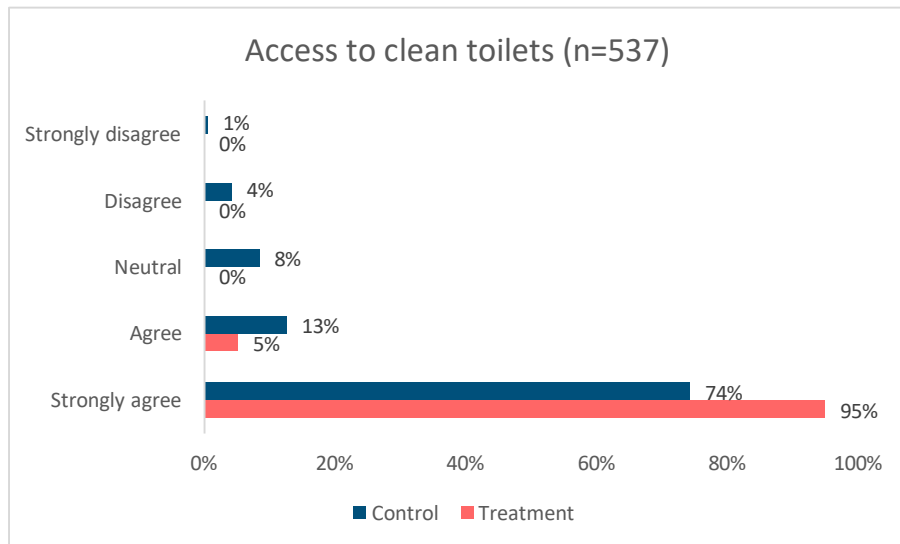
Graph 27 Comfortable place to sit

“Sometimes our class sits under the shade for a whole month before we get our turn in the actual classroom. I don't mind when the weather is nice, but during summer, it gets so hot.”

- [Student 1, Bodhshala](#)

**Toilet and sanitation facilities**

95% of Bodhshalas maintain clean and functional toilet facilities, compared to only 74% in similar government and private schools, according to 537 survey respondents. Field visits observations revealed that students clean these toilets and sanitation facilities on a rotation basis. This practice of shared responsibility has fostered civic awareness among students while effectively keeping toilets and surrounding school areas clean, as noted during visits to Bodhshalas. During interactions in smaller schools, such as Agar, it was noted that there were only two toilets for 3+ teachers and all students till 5th grade.



Graph 28 Access to clean toilets

### Library facilities

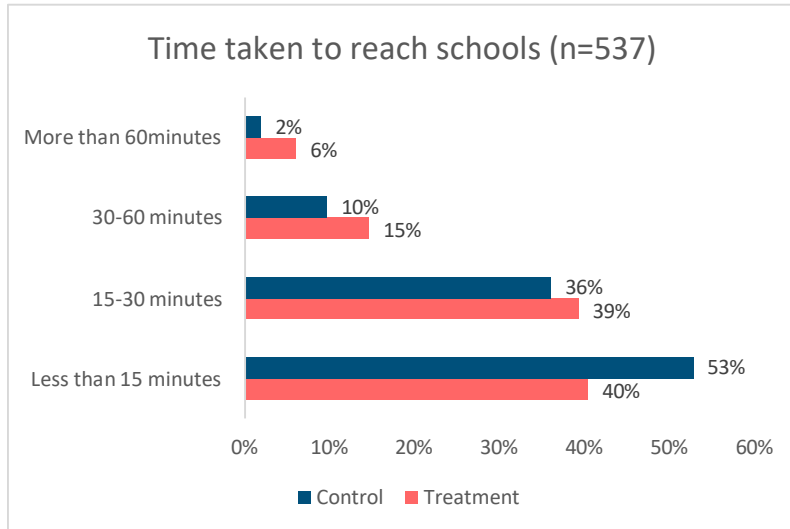
It was observed during qualitative interactions with principal teachers in several schools (both small and big schools) that they need library facility upgrades, with many still using books distributed more than 5 years ago.

### School transportation

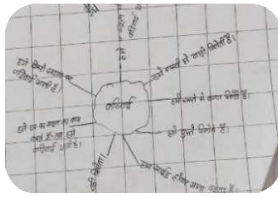
Transportation remains a challenge, with Bodhshalas having three times the percentage of students (6%) walking more than one hour to reach school compared to similar-scale government and private schools (2%). This also came out very clearly in the free listing activity where the word “challenge” was given to 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students in varied-sized schools – and one of the challenges listed was walking to schools, fast cars are going by, there are monkeys, fear of dogs etc.



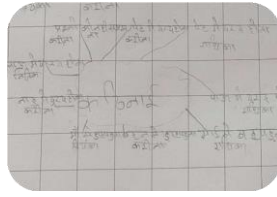
Picture 7 Students walking to Siliser Bodhshala



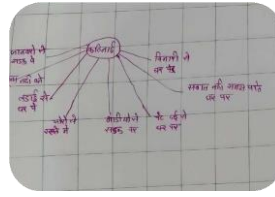
Graph 29 Time taken to reach schools



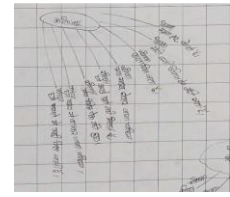
Students listed leg pain as one of their challenges from walking too long to their schools



Leg pain was one of the challenge faced by students in the second group as well

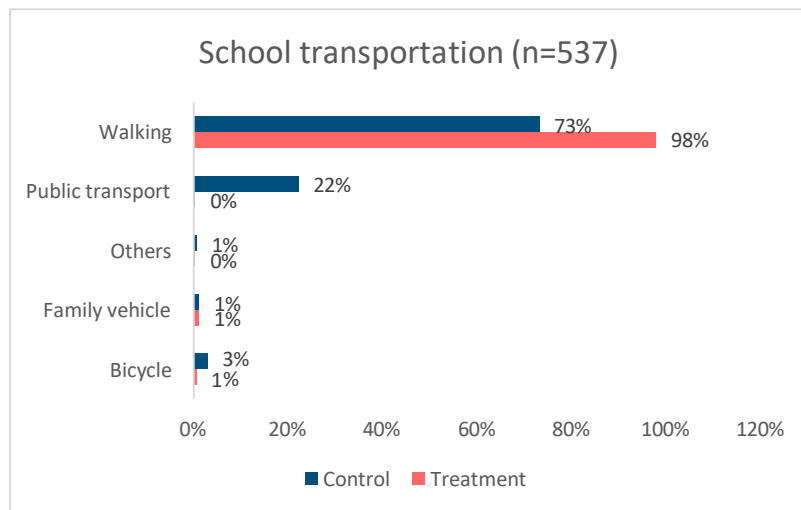


Students faced challenges from animals by the road while walking to school



Students listed challenges such as reaching late to schools, monkeys and dogs on side of roads

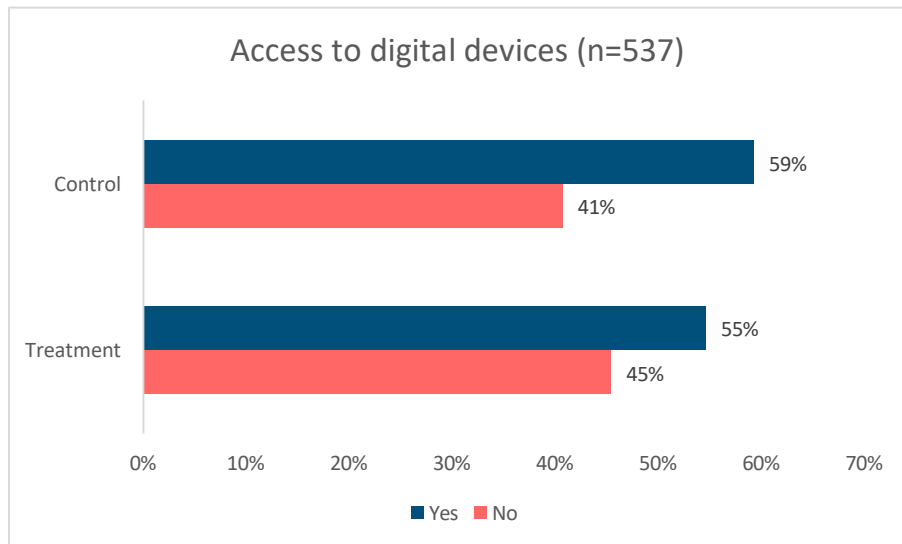
Picture 8 Free listing activity with 5th grade students, Agar



Graph 30 How students travel to schools

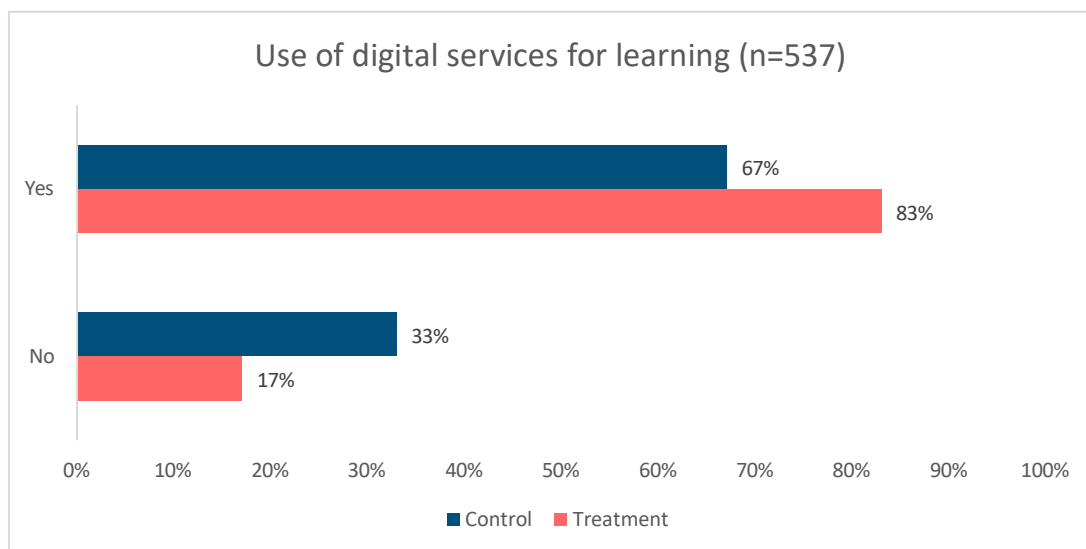
### 7.3.2 Change in access to computers, internet and usage

Out of 537 respondents, 55% of the treatment group had access to a digital device such as a mobile phone with internet, laptop, or computer. In comparison, a higher number of respondents (59%) had access to a digital device in the comparison group.

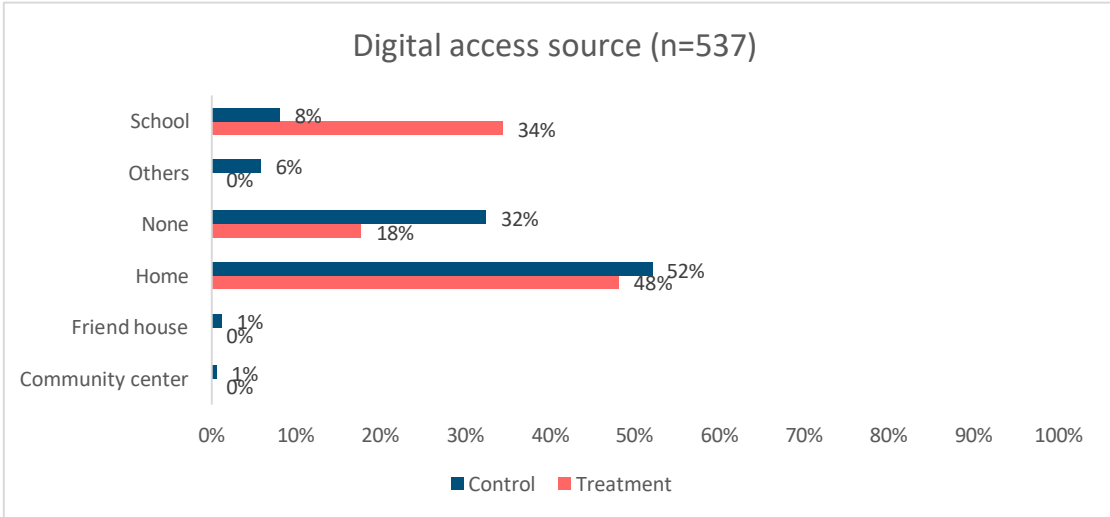


Graph 31 Access to digital devices

However, it is important to note that students from Bodhshalas had more access to digital services for learning from school (34%) compared to the comparison group, where only 8% of respondents reported having access to digital services for learning at school (for example, watching online classes, using educational apps, or searching for study-related information on the internet).

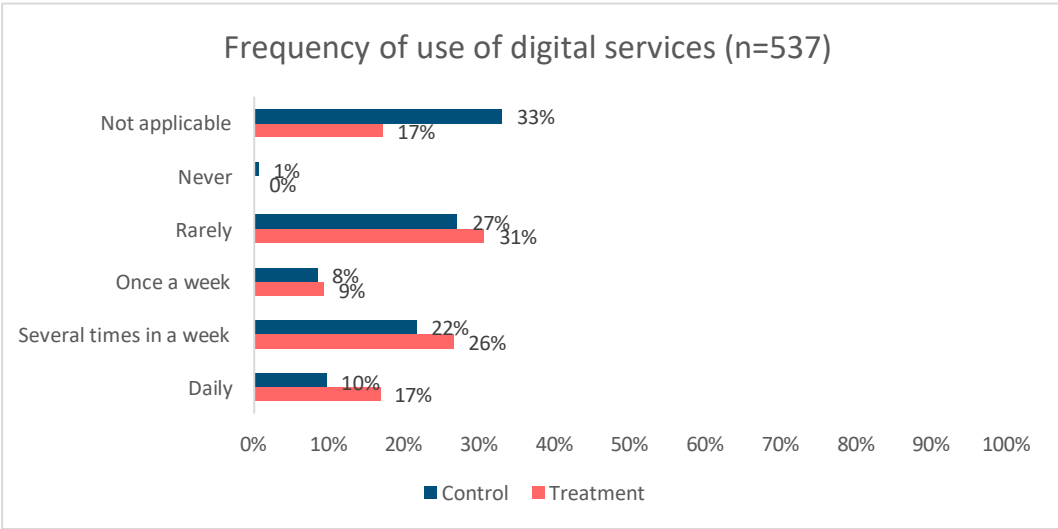


Graph 32 Use of digital services for learning

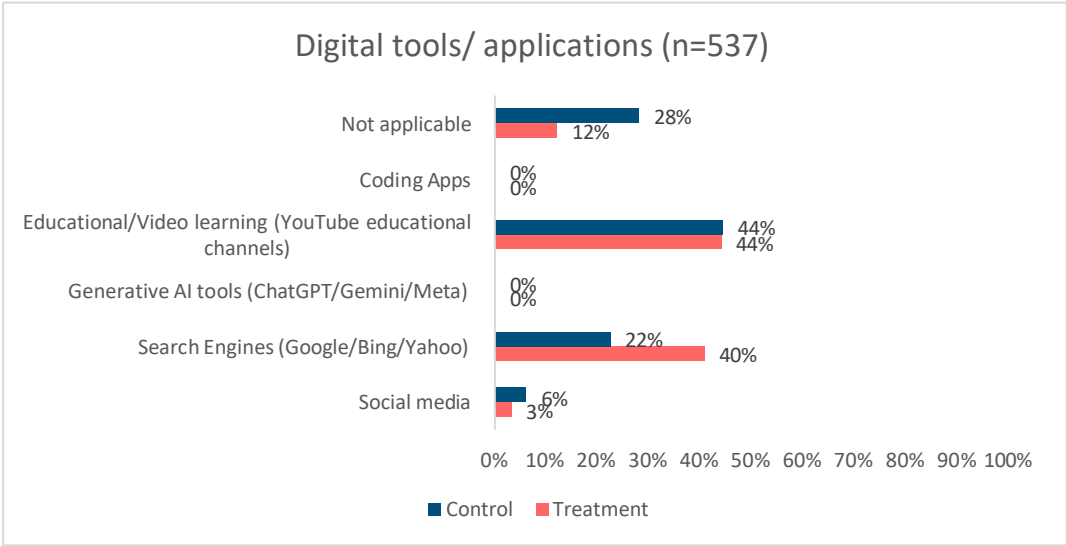


Graph 33 Digital access sources

Out of 537 respondents, in contrast to the access to digital learning services in school, students in both treatment and control groups were rarely able to use these services independently. 31% in the treatment group compared to 27% in the comparison group and rarely used digital services by themselves. This finding was validated during qualitative interactions with teachers and principal teachers from larger schools, who mentioned that students have access to computer labs only once a week, while the smaller Bodhshalas schools did not have access to computer labs at all. Students in these schools primarily learned from educational videos shown by teachers on phones. This fact is also validated by 44% (majority) of respondents from treatment group, who reported that they have access to educational content from YouTube.



Graph 34 Frequency of use of digital services



Graph 35 Digital tools/ applications

## 8. Social Return on Investment

A SROI analysis is a method to understand the value of the outcomes experienced by the key stakeholders in the programme using a Return on Investment method. The one conducted for this study is an evaluative Social Return on Investment (SROI), which is conducted retrospectively and based on actual outcomes that have already taken place. SROI is a framework for measuring and accounting for a broader concept of value. It measures how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 2:1 indicates that an investment of Rs.1 delivers Rs. 2 of social value.

### 8.1 Methodology

The process followed for calculating the SROI of the present programme is broadly captured in the figure below:



Figure 5 The process of SROI calculation

## 8.2 Stage 1: Establishing scope and identifying key stakeholders

The SROI for the present study is evaluative, i.e., conducted retrospectively and based on actual outcomes that have already taken place. It is important to add here that while this has been the general approach, for some of the indicators, the calculations have been conducted in forecast for up to 3 years after the end of the evaluation phase. This is the case because in an education program, some of the outcomes continue to give measurable benefits many years after the program has come to an end. The present SROI study is limited to the project implemented in the Bodhshalas of the Alwar district of Rajasthan state with the support of donors like the Eicher Motors Limited between the years 2021 and 2024.

The process of establishing stakeholders involves determining which stakeholders will experience outcomes due to the investment, which aspects of the investment (inputs) will be considered in the analysis, and the timeframe over which outcomes and investment are considered. The following table shows the identified stakeholders and how they are affected and how they are involved for the present SROI study.

### 8.2.1 Table of stakeholder objectives and goals

Stakeholder	Description	Goals	Objectives
Students	Primary beneficiaries, comprising children and youth in rural areas who receive educational and developmental support from the program.	<ul style="list-style-type: none"> <li>• Increase access to quality education</li> <li>• Enhance learning outcomes</li> <li>• Improve health and physical development</li> </ul>	<ul style="list-style-type: none"> <li>• Improve attendance and enrolment rates</li> <li>• Boost digital literacy and grade-level competencies</li> <li>• Enhance nutritional status and overall well-being</li> <li>• Participate in capacity-building training (e.g., on innovative teaching approaches, technology integration)</li> </ul>
Teachers	Educators responsible for delivering instruction and facilitating learning, as well as adapting inclusive practices for all students.	<ul style="list-style-type: none"> <li>• Improve teaching quality and drive professional development</li> <li>• Adopt inclusive education practices</li> </ul>	<ul style="list-style-type: none"> <li>• Increase application of inclusive techniques and improved pedagogies in classrooms</li> </ul>
FETP Trainees	Teacher trainees or early-career educators receiving specialized training to build foundational and advanced teaching capacities.	<ul style="list-style-type: none"> <li>• Enhance educator capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve measurable improvements in classroom teaching outcomes</li> <li>• Successfully complete foundational learning</li> </ul>

Parents	Families and guardians of the students who support the educational process and benefit indirectly from economic relief and improved school quality.	<ul style="list-style-type: none"> <li>• Provide economic relief for families</li> <li>• Increase parental awareness and engagement in school governance</li> </ul>	courses that reflect emerging best practices <ul style="list-style-type: none"> <li>• Reduce the financial burden on families by providing free or subsidized educational materials and support services</li> <li>• Boost participation in School Management Committees</li> </ul>
---------	---	---	--

Table 13 Stakeholder-wise goals and objectives of the programme

### 8.3 Stage 2: Mapping Outcome

The Impact Map is central to the SROI analysis. The relationship between inputs, outputs and outcomes is called a ‘theory of change’ or a logic model – or the story of how intervention makes a difference in the world.

#### 8.3.1 Developing the theory of change

Stakeholder	Activity	Output	Outcome	Impact
Students in 31 Bodhshalas	Providing curated teaching and learning materials	Increased enrolment and retention	5007 students have increased access to quality education and improved health and physical development	Enhanced long-term employability
Total Population: 5007	Providing access to quality infrastructure and learning environment Establishing a robust nutritional program Promoting digital literacy and SEL based learning in classrooms	Higher attendance rates Availability of digital learning materials Improved SEL scores	2449 students have perfect attendance records attributable to quality infrastructure. 2059 students have experienced	Improved socio-economic prospects in rural Alwar

			improved academic performance and enhanced social skills due to an effective SEL curriculum in place.	
Teachers  Total Teachers: 168  Total number of pre and early fellows: 77	Teachers who underwent training in DBMS and AI: 46 Teachers who underwent training in inclusive education (Adi Sanstha): 67	Teachers experienced improvements in teaching methods and quality. Teachers reported an increase in income levels/increased salaries because of additional skills. Teachers reported increased awareness about inclusive education models. Increased participation and engagements in annual review and planning meetings	Better teacher motivation and professional development Adoption of inclusive teaching practices Adoption of digital teaching practices in classrooms.	Sustained improvement in classroom delivery Contribution to higher quality education for students
Foundational Education Training Programme (FETP) Trainees	100% trainees successfully completed the programme Trainees inducted into the education	Enhanced capacity as teachers in classrooms Measurable competencies	Overall educator capacity is upgraded, contributing to an	Improvement in overall teaching environment leading to positive

Total Trainees: 77	programme as teachers/educators	acquired, including improved confidence levels	improvement in student performance metrics in classes taught by these trainees	changes in student learning
Parents  Total students: 5007 (each representing per capita of change at the household level)  Total parents part of the SMC: 4155	Providing educational materials like bags, uniforms, stationery, etc. to students Mobilizing alumni networks to support students and the school community Organising regular School Management Committee (SMC) meetings to increase parent participation in decision-making	Parents saved costs incurred on educational materials like books on a year-on-year basis. Participation in child's education related decision-making increased in the community School and current students gained immensely from increased networking with ex-Bodhshala students employed in stable job roles.	Economic relief for families and increase in dispensable income levels Increased parental awareness	Enhanced support for students' academic and socio-emotional growth. Strengthened community support that reinforces educational quality and outcomes

Table 14 Detailed Theory of Change (ToC) of the programme

### 8.3.2 Valuing Inputs

The investment in SROI refers to the financial value of the inputs. The study identified what stakeholders are contributing to make the activity possible. Inputs are used up during the activity money or time information on which is provided by the funding partner. The input from the beneficiaries (community members) is not included as their contribution is counted in under attribution as a percentage of the total input costs.

Thematic area	Activity	Inputs	Amount (₹)
---------------	----------	--------	------------

Improved health and physical development under the nutritional project – “Poornima”	Supplies for the central Kitchen (Cleaning and other recurring) Supplies for the School cleanliness and Hygiene (Cleaning and other recurring) Repairs and Maintenance of Equipment	Project Poornima total cost in the FY 2021-22 (Excluding the amount contributed by the community)	₹ 28,92,198
	Service charges and rent - central Kitchen Fuel charges Social Audit # One-time item, replacement, and Infrastructure Development (Water) Utensils and required material	Project Poornima total cost in the FY 2022-23 (Excluding the amount contributed by the community)	₹ 1,40,25,000
		Project Poornima total cost in the FY 2023-24 (Excluding the amount contributed by the community)	₹ 9177571
Total Input Cost (Project Poornima)			₹ 2,60,94,769
Improved teaching quality and professional development (Teacher Capacity building and Training)	Costs incurred in the FY 2021-22 on this training program/workshop		₹ 24,13,410
Inclusive Education Training – Program by Aadi Sanstha	Costs incurred in the FY 2021-22 on this training program/workshop		₹ 11,06,179
Enhanced Educator Capacity – Foundational Educational Program for fellows and pre-fellows	Pre and Early Fellow Induction/ Orientation Primary & Elementary Teachers Annual Workshop with follow up workshop	Costs incurred in the FY 2021-22 on this training program/workshop	₹ 16,90,956
		Costs incurred in the FY 2022-23 on this training program/workshop	₹ 37,95,783

	Workshop and visit by ERC (4weeks X 10months X 2) Travel Elementary Teachers Annual Workshop with follow up workshop	Costs incurred in the FY 2023-24 on this training program/workshop	₹ 24,31,202
Total Input Cost (Teacher Training and Capacity Building)			₹ 1,14,37,530
Economic relief for families – Cost on educational material	Teaching Learning Material - Recurring includes material for Science/ Maths/ Art/Music and Sports	Costs incurred in the FY 2021-22 on teaching and learning materials	₹ 37,06,064
	NCERT Text Books - Class VI-VIII (1808 X1 X @320 =578560) SIERT Text Books - Class V (695 X1 X @180 =125100)	Costs incurred in the FY 2022-23 on teaching and learning materials	₹ 45,81,967
	Bodh Text Book with Workbooks - Class I to IV and VI & VII (SST) (2583 X1 X @380 =981540) Workbooks - Pre 4+ and 5+ (914 X1 X @130 = 118820) Assessment Material/Package Modules Children Insurance / ID card	Costs incurred in the FY 2023-24 on teaching and learning materials	₹ 35,08,439
Total Input Cost (Teaching and learning material)			₹ 1,17,96,470
Increased Parental Awareness – Cost on	Community Mobilisation and Support	Costs incurred in the FY 2021-22 on information dissemination/branding	₹ 3,41,031

information dissemination/branding	Information And visibility Community alumni allowance	Costs incurred in the FY 2022-23 on information dissemination/branding	₹ 3,27,377
	Audio and Video creation and social media updating Display and Boards	Costs incurred in the FY 2023-24 on information dissemination/branding	₹ 30,980
Total Input Cost (Increased parental awareness)			₹ 6,99,388
Program Support – Costs not directly covered under each outcome	Personnel/Salary Cost Program Management Academic	Costs incurred in the FY 2021-22 on program support	₹ 5,96,30,476
	Coordination Bodhshala Personnel Allowances	Costs incurred in the FY 2022-23 on program support	₹ 6,25,75,744
	Operational Costs (Office) MIS, DTP and Designing	Costs incurred in the FY 2023-24 on program support	₹ 5,87,90,536
Total Input Cost (Program support)			₹ 18,10,55,161
Total Input Cost			₹ 23,10,83,318

Table 15 Investment/Input mapping of the programme

#### 8.4 Stage 3. Evidencing outcomes and giving them a value

This step involves determining how many stakeholders experience each mapped outcome and then establishing the financial proxies of each mapped outcome.

Outcome indicators are developed and are used to collect evidence on the outcome that is occurring. There are four stages – developing outcome indicators, collecting outcome data, finalising how long outcomes last and putting a value on the outcome.

Indicators are the ways of knowing that change has happened. They are applied to outcomes as these are the measures of change that we are interested in. The indicators which are measurable for each activity outcome are mentioned ahead.

The preliminary indicators were identified at the beginning when the Theory of Change (ToC) document was drafted using the available secondary programmatic documents. Based on

these, the questionnaires/tools for the primary interviews and focus group discussions (FGDs) were developed. The process of developing these indicators and assigning values to them is also referred to as monetisation. For some indicators, monetisation required a thorough examination of existing secondary literature from sources like government reports, research publications and other secondary sources. It was decided to use proxies, i.e., a value that is deemed to be close to the desired indicator, for which exact data was unavailable. The comparison and treatment survey data were mainly used to arrive at various financial proxies for indicators.

Stakeholder	Outcome	Indicator(s) for measurement and possible proxies
Bodhshala students	<p>Increased access to quality education: 4851 student enrolment number in the academic year 2021-22 plus the 52 new enrolments in the academic year 2022-23 and the 104 new enrolments in the academic year 2023-24 who joined the program and therefore did not have to seek admissions in other schools in Alwar, Rajasthan</p>	<p>The financial proxy identified here was the cost that was saved on alternate schooling options, including private schools that usually charge high fees.</p> <p>The enrolment numbers were captured through the admission/enrolment documents shared by the Bodhshalas and the figure of ₹ 11,000 as cost saved in alternate schooling was arrived at using FGDs with parents who were asked how much schools in Alwar charged on an average as fee for a year.</p>
	<p>Improved health and physical development: 5007 Bodhshala students receiving nutritious mid-day meals under project Poornima. This translated into the outcome that with an improved health due to availability of nutritious food at school, the students were able to save costs for treating illnesses and therefore improving their overall performance at school.</p>	<p>Average annual per capita healthcare expenditure was identified as the financial proxy here and the annual estimated figure of ₹ 4000 was arrived at using FGDs with the parents. This cost involved expenditures on treatment and medications, including any possible admissions at a government healthcare facility for check-up and treatment.</p> <p>The figure has been further verified using secondary research, where a survey report published by the government in 2024, reported</p>

		average spending on hospitalisation at ₹ 4129 in rural areas.
	<p>Increased access to quality education:</p> <p>2449 Bodhshala students had a perfect attendance score, and this was directly attributable to critical infrastructure in the Bodhshalas that provided a positive learning environment. The infrastructure here included– clean drinking water, working clean toilets, spacious and well-ventilated classrooms, etc.</p>	<p>The calculations for this indicator were based on the premise that better infrastructure leads to improved attendance rates and so the number (n) was calculated on the bases of student's responses (primary survey) to questions on attendance and availability of infrastructure like availability of toilets, availability of clean drinking water, availability of comfortable classroom spaces, etc).</p> <p>The figure amount for the financial proxy was calculated at ₹ 39,890, based on strong secondary research findings that substantiated the average amount that a school must incur on re-enrolment activities of students who have dropped out.</p>
	<p>Improved academic performance and enhanced social skills:</p> <p>This outcome measured the impact of a SEL programme at the school level on the projected costs incurred in the future on healthcare components, particularly related to mental health risks like depression and anxiety disorders. A total of 2059 students were identified from the universe who responded in high affirmatives (very likely, most often, etc) to SEL related questions (total of 8 questions).</p>	<p>This calculation has been made keeping in view a strong Social and Emotional Learning (SEL) based learning curriculum where secondary research shows the average amount that an individual residing in India would have to incur on individuals who have not been exposed to such a curriculum at school. According to a credible study, it has been observed that this figure is around ₹ 6500 (Based on fixed dollar prices in the year 2017, which was Rs. 65 and the cost estimate for UMHIC being around \$100).</p>
Teachers	<p>Improved teaching quality and professional development:</p> <p>This outcome was specifically measured for 46 teachers who had received training on DBMS and AI</p>	<p>The figure for cost saved on similar courses was identified by asking the teachers how much they would be willing to pay for a similar course and then arriving at the average amount</p>

	<p>and therefore increased their capabilities to enforce digital learning in classrooms.</p>	<p>and an average figure of ₹ 8333 was calculated.</p> <p>While the number of teachers was calculated using the program documents provided by the Bodhshalas, the figure was arrived at using an FGD of teachers who had undergone this training program</p>
	<p>Improved teaching quality and professional development: A total of 67 teachers had undergone a workshop/training that was organised on inclusive education in collaboration with Aadi Sanstha. The teachers identified for this outcome were the ones who said that they had adopted some of these practices in their own classroom teaching.</p>	<p>Calculations were arrived at using the same logic as with the other capacity building related outcome, which is the teachers in an FGD cited the amount they were willing to pay for a similar course. The amount identified in this case was ₹ 3000.</p>
<p>FETP Trainees</p>	<p>Enhanced educator capacity: This outcome was measured for around 77 Foundational Education Training Program (FETP) fellows who were trained on modules related to foundational learning and then later inducted into the SPP as teachers.</p>	<p>The FGDs and the school data were used to identify these stakeholders and the FGDs were primarily used to arrive at a figure for the financial proxy, which was only ₹ 1000. It is important to add here that while the fellows were not too eager to invest too much money into a training program like this, it might be because they belong to the low-income group and therefore might not have the required purchasing power. A basic internet search reveals that the actual price of a similar course offered by platforms like UDEMY are much higher (approx. around ₹ 2,200).</p>
<p>Parents</p>	<p>Economic relief for families: This outcome is based on the premise that the students enrolled in the Bodhshala receive free books, reading materials,</p>	<p>The parents through the FGDs were asked how much on an average do they save on educational materials otherwise received for free. The figure arrived at ₹ 8750. The number of the</p>

<p>stationery, etc. and that results in per capita saving on costs that would otherwise have to be incurred on the parents for educating their child. Since this is a per capita figure, it was calculated for all 5007 students. For students who had enrolled in 2021-22 and 2022-23, this figure was calculated for 3 years and 2 years respectively because the students enrolled continue to be a part of the program for the entire duration.</p>	<p>students/households were arrived at using the enrolment data provided by the Bodhshalas</p>
<p>Increased parental awareness: This outcome measures the actual engagement of the parents of the students enrolled in the Bodhshalas by participating in the monthly School Management Committee (SMC) meetings. The outcome shows that with an increased awareness and engagement of the parents in decision-making activities related to the welfare of their child, they contribute to an improved educational ecosystem.</p>	<p>This calculation involved the number of children who said their parents attended SMC meetings (primary student survey) i.e. 4026. Based on the responses from the sample, like in other indicators, the percentage was then projected over the total universe and an estimate number was arrived at. The calculations for the gross figure were based on the average salary/wage monthly that the students responded their parents earned, which was ₹ 9117. From this, a three hourly figure was arrived at based on the FGD response that a regular SMC meeting lasted 3 hours. These meetings happen monthly and so an annual figure was arrived at which was ₹ 1368.</p>

Table 16 Establishing the outcomes, indicators and financial proxies

### 8.4.1 Establishing how long outcomes last

While most of the outcomes have been calculated in real-time (evaluative), i.e. their impact is calculated only during the duration that the program is being evaluated for, some of the outcomes necessarily had to be calculated for 3 years after the program evaluation period (forecasting) because it is believed that the stakeholders continue to benefit from the impacts of these outcomes even after they are no longer part of the program. Some of these outcomes are as follows –

3 years	
Stakeholders	Outcomes
Bodhshala Students	<ul style="list-style-type: none"> <li>• Increased access to quality education (Infrastructure)</li> <li>• Improved academic performance and enhanced social skills</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Improved classroom pedagogy</li> <li>• Increased awareness of inclusive education</li> </ul>
FETP Trainees	<ul style="list-style-type: none"> <li>• Foundational learning course</li> <li>• Enhanced educator capacity</li> </ul>
1 year	
Stakeholders	Outcomes
Bodhshala Students	<ul style="list-style-type: none"> <li>• Increased access to quality education (Cost saved in alternate education)</li> <li>• Improved health and physical development</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Economic relief for families</li> <li>• Increased parental awareness</li> </ul>

Table 17 Outcomes measured for three years (Forecast) and outcomes measured during the evaluation period 2022-2023

### 8.5 Stage 4: Establishing impact

In establishing impact, we assess whether the outcomes that are analysed for result from project activities. It is estimated how much of the outcome would have happened anyway and what proportion of the outcome can be isolated as being added by the project activities. It is important as it reduces the risk of overclaiming and means that the story will be more credible. Establishing impact may also help to identify if any important stakeholders have been missed.

This stage involves considering Deadweight, Displacement, Attribution and Drop-off.

**Deadweight** is a measure of the amount of outcome that would have happened even if the activity had not taken place and is calculated as a percentage. For most of the outcomes, the deadweight was measured by making a comparison between the findings of the primary

surveys (treatment vs comparison groups). Following is the deadweight calculation as per each outcome where deadweight is applicable –

- Improved health and physical development: Deadweight is taken at **66%** here to show similar responses from comparison group students who seem to have been receiving mid-day meals at their own schools/institutions. This shows that even if the programme wouldn't have been in place, these students would receive the benefits similar to the programme.
- Increased Access to Quality Education (Critical infrastructure): Here deadweight is put at **62%**, because that is the percentage from the comparison group who said that they had access to quality infrastructure and that their attendance rates were high.
- Improved academic performance and enhanced social skills: Deadweight is **19%** showing students from comparison group who responded in high affirmative to the questions related to SEL outcomes. So, irrespective of whether the programme is active or not, these students somehow have access to SEL learning.
- Economic relief for families: Deadweight is calculated at **50%** because in the FGDs, around 50% of the parents said that they will be able to afford purchasing this material on their own if the Bodhshala does not provide it to them for free.
- Increased parental awareness: Deadweight has been calculated to be **80%** because this is the percentage of students who said that their parents were part of other meetings and engagements as well, so irrespective of SMC meetings, parent participation was high.

**Displacement** is an assessment of how much of the outcome displaced other outcomes. This does not apply in every SROI analysis, but it is important to be aware of the possibility of loss to someone in the project area. In the project under study, there are no negative impacts, hence displacement is considered to be **zero**.

**Attribution** is an assessment of how much of the outcome was caused by the contribution of other organisations or people and is calculated as a percentage (i.e. the proportion of the outcome that is attributable to the project). The attribution shows the part of deadweight for which there is better information and where we can attribute outcome to other people or organisations.

Following is the attribution calculation as per each outcome where attribution is applicable –

- Increased Access to Quality Education: Attribution is taken at **2%** because there has been an input cost incurred on community mobilisation and information dissemination, an activity that can be attributed to increasing enrolment rates.
- Improved health and physical development: Attribution is taken at **14%** because of the specific inputs/investments incurred on Poornma initiative.

**Drop-off** - In Stage 3, how long the outcomes lasted was considered in future years, which is 3 years in this project. The amount of outcome is likely to be less to the project and is likely to be influenced by other factors, so attribution to the project is lower the next year. Drop-off is used to account for this and is calculated for outcomes that last more than one year. Drop-off is calculated by deducting a fixed percentage from the remaining level of outcome at the end of each year.

Following is the drop-off calculation as per each outcome where drop-off is applicable –

- Increased Access to Quality Education: Dropoff is at **5%**, because a dropout trend of around 5% has been observed among the students of Bodhshalas over the three years of evaluation.
- Improved health and physical development: Dropoff is at **5%**, because a dropout trend of around 5% has been observed among the students of Bodhshalas over the three years of evaluation.
- Improved Teaching Quality & Professional Development: Dropoff is calculated at **50%** based on the assumption that it takes at least two years for such a skill set to lose its value unless a refresher course is introduced.
- Dropoff for outcomes related to parents/community is at **100%** because each of the indicators are based on year-on-year activities and each year the activity is repeated.

### 8.5.1 Calculating impact

Impact is calculated for each outcome as follows:

- Financial proxy multiplied by the quantity of the outcome gives a total value.
- From this total we deduct percentages for deadweight and attribution.
- Repeating this for each outcome (to arrive at the impact for each)
- Adding up the total (to arrive at the overall impact of the outcomes included)

## 8.6 Stage 5: Calculating the SROI

The final step involves calculating the financial value of the investment and the financial value of the social costs and benefits. Projecting into the future, we subtract any drop-off identified for each outcome for the future time periods after the first year. We then calculate the net present value (NPV) by adding up the costs and benefits paid or received in different time periods. In order that these costs and benefits are comparable a process called discounting is

used which is considered 3.5%. Discounting can be understood as an inflation rate that helps convert future costs to present-day values.

### Calculating the ratio

The SROI ratio for the programme along with the net value of impact with a value of input at INR 23,10,83,318 is presented below:

<b>INPUT VALUE – INR</b> <b>23,10,83,318</b>	<b>GROSS SROI – 4.2</b>	<b>NET SROI – 3.2</b>
---	-------------------------	-----------------------

To understand the increase over time of the social return of any intervention, it is important to note that impact compounds over time. Over time, practices also become embedded within the community, leading to a multiplier effect where the programme may only directly provide quality education to one person, but the associated benefits will be taken up by all relevant members of that person’s family and community.

In conclusion, we can see that the programme achieves positive value right from the first year and achieves significant value over the course of 3 years.

Gross SROI of 4.2 indicates that for every INR 1 invested in the programme, INR 4.2 of social value was generated before accounting for deadweight, attribution, and displacement factors. Net SROI of 3.2 represents the actual social return after adjusting for these factors, meaning every INR 1 invested created INR 3.2 in true social value. The Net SROI is the more conservative and accurate measure that should be considered when evaluating the programme's impact and reporting to stakeholders.

## 9. Conclusion

The Shikshak Pahal Programme and Project Poornima have proven to be transformative, community-rooted interventions that significantly improved educational access, quality, nutrition, and well-being in remote regions of Alwar. The programme’s strengths lie in its community ownership, innovative pedagogy, and evidence-backed planning. The

programmes contributed mainly to three SDG goals – SDG 3 – good health and well-being, SDG 4 – quality education, and SDG 10 – reduced inequalities.



**By integrating nutritional support, the programmes addressed key aspects of SDG 3, ensuring that students received mid-day meals surpassing national dietary norms and improving their physical and cognitive development**



**By delivering inclusive, equitable, and holistic education to children in rural Rajasthan, the initiative not only improved foundational learning outcomes and socio-emotional well-being but also strengthened teacher capacities through continuous training**



**By reaching children from marginalised communities, particularly those with minimal parental education and limited access to technology, the programmes contributed meaningfully to SDG 10. They created inclusive learning environments that empowered underserved children, bridged infrastructural gaps, and enhanced community participation**

---

However, to ensure long-term sustainability and wider replication, the programme must strengthen institutional systems, particularly in areas of teacher retention, infrastructure modernisation – seating infrastructure, extent or number of toilet infrastructure, and digital access. There is also scope for improvement in learning outcomes and confidence level in English subject and writing in primary language. With continued strategic investment and community involvement, the initiative has the potential to reshape rural education ecosystems and serve as a model for inclusive development.

## 10. Recommendations

### 10.1 Teacher pay revisions and formal appraisal mechanisms

The lack of competitive compensation for teachers and absence of a formal performance appraisal system have led to attrition issues, creating gaps in classroom teaching during the academic year that could threaten long-term program sustainability. A slight shortage of teachers was also observed, particularly in computer science and high-quality English instruction.

**Implementing competitive pay structures for teachers addresses a critical factor in education quality.** By offering salaries comparable to similar professions, schools can transform teaching from a "profession of last resort" into a respected career choice. This financial recognition not only attracts talented individuals but also significantly improves retention rates of experienced educators who might otherwise leave Bodhshalas for better-paying opportunities.

### 10.2 Formalised mentorship programme

Currently, the program design does not include a formal network to engage alumni for mentorship. **Establishing structured mentorship programs through senior educators and alumni networks creates valuable support systems for teachers.**

These relationships provide guidance on classroom management strategies, curriculum implementation, and professional development opportunities. Mentorship helps reduce the isolation new teachers often experience while creating a collaborative professional community that strengthens teaching quality and teacher satisfaction. This could also fill gaps in continuity of classes when a teacher is not available/ has resigned from their job.

### 10.3 Digital literacy and access improvements

55% of students had access to devices, but independent use remains limited for them. **Equipping Bodhshalas with functional computer labs and reliable internet connections prepares students for modern workforce requirements.** When combined with age-appropriate digital content and structured teacher-led technology sessions, students develop essential digital competencies. This infrastructure investment bridges the digital divide while enhancing educational delivery through technology-enabled teaching methods.

### 10.4 Infrastructure upgrades

The assessment of infrastructure and facilities in Bodhshalas revealed several critical needs requiring attention. While these schools demonstrate stronger performance in certain areas, such as providing clean and functional toilets (95% compared to 74% in comparable government and private schools), they face significant challenges in other aspects of physical infrastructure. Seating accommodations are inadequate in 17% of sampled schools (compared to just 5% in government and private institutions), with specific facilities like Indok Radi and

Agar facing particular deficiencies. Some locations suffer from insufficient toilet facilities, as exemplified by Agar, which provides only two toilets for all students through grade 5 plus teaching staff. The library resources remain outdated, with many schools continuing to use books distributed more than five years ago without subsequent upgrades.

Samhita's recommendations for key infrastructure upgrades focus on four key areas: modernising libraries to provide access to relevant and engaging resources that support learning and research needs; **improving classroom seating to reduce overcrowding and student fatigue caused by unfavourable weather conditions; increasing the number of toilets, which would positively impact attendance and reduce health risks for both staff and students; and developing community transportation initiatives to enhance attendance regularity by reducing barriers to reaching school.** These targeted improvements are designed to have a meaningful impact on the overall educational environment.

### 10.5 Bridging confidence level of students in English and reading in Primary Language through ELP standards

The Council of Chief State School Officers (CCSSO), WestEd and the Understanding Language Initiative at Stanford University developed a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be

**INFRASTRUCTURE UPGRADE RECOMMENDATIONS**

The following infrastructure upgrades to be done to enhance student well-being and learning experience in Bodhshalas

- LIBRARY UPGRADES NEEDED**  
Modernising libraries ensures they have access to relevant, engaging, and informative resources to support their learning and research needs.
- IMPROVING CLASSROOM SEATING**  
Better seating reduces overcrowding and fatigue due to unfavourable weather conditions
- INCREASING NO. OF TOILETS**  
Focus on these needs would have ripple effect on attendance, reduced health risks for both staffs and students
- COMMUNITY TRANSPORTATION INITIATIVES**  
Develop local solutions to enhance attendance regularity - and to reduce the barriers of reaching school

CREATED BY SAMHITA SOCCIAL VENTURES

successful in schools. **Using English Language Proficiency (ELP) standards the learning outcomes in English and the confidence level of students in English as a secondary language could improve.**

The following ELP standards<sup>14</sup> given in picture 9 could be used to improve language skills among students.

By following these recommendations, these Samudhayik Bodhshalas will continue to serve as beacons of light for children in marginalised, underserved communities, ensuring that we truly "leave no one behind" in our collective journey toward wisdom.

---

<sup>14</sup> Oregon Department of Education. (n.d.). English language proficiency standards: Grade 6-8 literacy in grade 7. [https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Documents/ELPStandardsGrade6-8\\_LiteracyGrade7Final.pdf](https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Documents/ELPStandardsGrade6-8_LiteracyGrade7Final.pdf)

	ELP Standards	Grades 6-8 Literacy Standards			Grade 7 ELA Standards	
		RH	RST	WST	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
<u>7</u>	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4	
<u>10</u>	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

**Legend for Domains**

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science and Technical Subjects		

Picture 9 ELP standards

# 11. Annexure 1 – Free listing and Gender box activity

## Free listing activity

<b>Materials Needed</b>
Blank sheets of paper/ chart (one per student group) - one group could be 5 students
Pencils/pens/ Colorful markers (optional)
Timer
<b>Duration: 30 minutes</b>
<b>Procedure</b>
<b>Introduction (2 minutes)</b>
Greet the students and explain that they will participate in an activity to share their thoughts about studying here
Explain: "This activity is to write down as many words or short phrases as you can think of when you hear a particular word or idea." for eg when I hear about car I think of word wheels, I think of family beacuse we travel in car, I think of road etc
<b>Activity Instructions (5 minutes)</b>
Distribute chart and writing materials to each student group after dividing them - should have a mix of both boys and girls - teachers to facilitate each group
Tell students: "When I give you a prompt or question, I want you to write down as many words, ideas, or short phrases as possible that come to your mind. Don't worry about what others are writing—there are no wrong answers!"
Ask students to write their ages at the top of the paper (not their names, to maintain anonymity).
<b>Free Listing Rounds (20-25 minutes)</b>
Round 1: "What comes to your mind when you think about "your school"?" (5 minutes)
5 minutes
Round 2: "What are some of the words that come to your mind when you hear about "favorite meal, "favorite subject?" (5 minutes)
5 minutes

Round 3: "What are some of the words that come to your mind when you hear about "dreams?" (5 minutes)

5 minutes

Round 4: "What are the some the words that come to mind when you hear about "challenges/ difficulty?" (5 minutes)

5 minutes

Wrap-up (5 minutes)

### **Gender box-activity**

#### **Activity Setup (5 minutes)**

Give each group two large chart papers.

Have them draw a box on each paper and label one "Boys/Men" and the other "Girls/Women."

#### **Part 1: Community Expectations (15 minutes)**

Prompt: "What does our community (family, neighbors, society) expect from boys/men and girls/women?"

Inside each box, write or draw things that boys/men and girls/women are expected to do, be like, or enjoy according to your community.

Prompt: What happens when boys/men or girls/women do things outside these expectations?

Outside each box, write or draw what happens when people don't follow these expectations

#### **Part 2: Personal Reflections (15 minutes)**

Distribute sticky notes or have students use a different color marker.

Do you agree with all these expectations? Are there things inside or outside the boxes that you think should be different?

Have them mark which expectations they personally agree with and which they question or disagree with.

What activities or traits do you think should be for everyone, not just inside one box

Have students circle these items or add new ones in a third color

---

**Group Sharing and Discussion (10 minutes)**

Did you notice any differences between what society expects and what you believe?

Were there any expectations that most of you disagreed with?

What would help make it easier for everyone to do what they enjoy, regardless of gender?

---

**Wrap-up (5 minutes)**