

Baseline Survey and Impact Assessment
of
Cosmo Foundation Interventions
in Karjan Area of Gujarat

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In all the efforts of Cosmo Foundation are meant to inspire people by explaining why the process and not just the destination is important, thereby helping people to develop the motivation to move forward.

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EXECUTIVE SUMMARY

To build and sustain brands people love and trust, one must focus—not only on today but also on tomorrow. It's not easy...but balancing the short and long term is key to delivering sustainable, profitable growth—growth that is good for our shareholders but also good for our consumers, our employees, our business partners, the communities where we live and work, and the planet we inhabit.

Irene B. Rosenfeld, CEO Kraft

The current evaluation and impact assessment study by NUV focuses on understanding the impact of Cosmo Foundation (CF) interventions through educational programs on the socio-economic development of the people of a cluster of villages in Karjan block of Vadodara district of Gujarat. The study covered various stakeholders including students, CF teachers, Cluster coordinators and other officials, school teachers and principals, parents of the students and the villagers. The study involved i) creating a baseline of the situation prevailing in target area, ii) analysis of the data collected from different stakeholders, and iii) its interpretation in the context of educational and social development and arriving at conclusion with regard to the program effectiveness. It was found that the CF interventions are very well accepted and highly regarded by all of them unequivocally.

CF interventions have brought about a transformation in school education for villagers, in the curriculum adopted by education department, and in the perspective of teachers and parents – all these at a fraction of the cost of traditional school education model. They have successfully established a PPP model and created a win-win situation for all. Thus, this concept has immense potential to extend to overall educational system with appropriate model and advocacy at taluka, district and state levels.

It is understood that the covered schools and villages are being continually enabled and have nearly reached or are likely to reach an empowered level where they can stand on their own. CF's gradual withdrawal to allow them to manage their own affairs is the need of the hour considering their future. It would also provide CF time and resources to expand and focus on other areas. It is evident that there is a demand for CF intervention in villages and schools not covered by CF. Expanding CF interventions in non-CF villages is the next stage of interventions for CF. In order to facilitate this, it would be necessary to develop (or say, package the developed model) and document a full-fledge CF model which can be easily replicated with the help of Government agencies and other NGOs.

The CF interventions and their impact have spread much beyond envisaged scope of education and have touched villagers' life in many ways – it has become an experiment in social engineering bringing diverse communities together, empowering girls and women, spreading awareness about cleanliness and healthcare, and generating zest for life. One of the most noteworthy features is the impact on CF teachers and Balmitras. CF has been able to enthuse them, they have acquired a different, meaningful identity for themselves, females have got much higher level of freedom from home, and their life has become more meaningful for them with gainful employment and meaningful work as well as respect of villagers. They have truly become change agents for villages.

It is recommended that the scope of CF interventions be expanded to adopt integrated development approach with focus on education covering more villages and also supporting other issues such as healthcare, nutrition, livelihood and social development – which are still major developmental issues for the villages in the region CF is working in. This is a logical expansion in line with CF's mission and vision.

It is observed that CF has already developed and implemented a planning, monitoring, implementation and feedback system. It is suggested that this system be expanded to bring about consolidation of information in view of increasing programs and activities and prepare reports in line with CSR Act which would facilitate evaluation and impact assessment. A framework for this has been outlined in this report.

1. Introduction

“Businesses cannot be successful when the society around them fails.”

Actions of firms that contribute to social welfare, beyond what is required for profit maximization, are classified as Corporate Social Responsibility (CSR). The acceptance of CSR by business scholars and practitioners has a spotted history. While scholars debated the legitimacy of CSR, consumers and investors developed clear preferences for socially responsible firms. Big corporations, in large part, responded positively, making CSR an important element of strategic management. The development of CSR from its controversial beginning to its current acceptance as a legitimate business function is outlined along with a discussion of the role of corporate social performance, socially responsible investing, and global corporate citizenship.

1.1 Background

Cosmo Foundation (CF, Annexure I), a CSR initiative of Cosmo Films Limited (CFL) has been involved in social development interventions through educational and related programs in rural area of Karjan Taluka of Vadodara District in Gujarat State for last 9 years. CF is interested in an impact assessment study of their work as well as some ideas for their future direction. This report is an outcome of the review and impact assessment study carried out by School of Business and Law of Navrachana University of the interventions carried out by Cosmo Foundation (CF) in few villages around the CFL plant.

1.2 The study

1. *Baseline has been generated in terms of Social, Economic, Demographic and Educational profile based on 2001 and 2011 census as well as available records/reports with CF (Needs Evaluation study of 2008 and Evaluation study of 2013) and interviews with various stakeholders including villagers.*
2. *Program efficiency has been assessed in terms of the process including CF teachers, time and resources. Program effectiveness has been assessed in terms of learning by participants and satisfaction of participants, parents and teachers.*
3. *Tools used for CF programs have been assessed in terms of*
 - *Level wise development*
 - *Pedagogy*
 - *Participant Assessment*
4. *Effect has been measured / assessed in terms of*
 - *Skill Development*
 - *Personality development*

➤ *Improvement in Employability rate*

5. *CSR System: A system to facilitate planning, implementation, monitoring, control, evaluation and reporting of CSR plan and activities has been outlined in Chapter 7.*

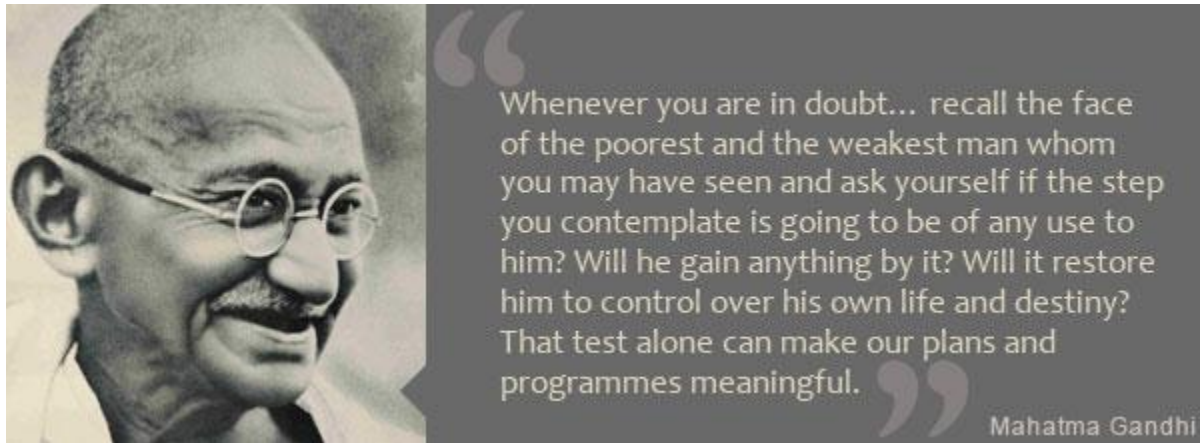
The study has been conducted by a team of three faculty members with different areas of specialization associated with CSR Cell – School of Business & Law, Navrachana University with the help of a few MBA students who worked on the assignment during their internship and surveyed the stakeholders. The students found this assignment quite meaningful, and enriching their knowledge. Annexure VII provides information about SBL, NUV as well as the researchers involved in the study. The purpose, scope and methodology are given in Annexure II.

1.3 About this Report

This report is an outcome of extensive interaction with various stakeholders of Cosmo Foundation's interventions, a study of its activities and the subsequent analysis and review.

- This Chapter 1 provides background and an introduction to the study. Information about CF programs, CF organization, and Cosmo Films Limited – the promoters is outlined in Annexure I while Annexure II outlines the purpose and objectives, scope and methodology for the study.
- Chapter 2 provides socio-economic profile of the geographical area covered as well as the baseline going back to year 2008-09 and 2011. A comparative scenario of year 2017 has also been generated which can be used as baseline for future impact assessment studies. The baseline tables (Annexure III) are given in a separate excel file.
- Chapter 3 is devoted to the analysis of the CF's interventions in terms of educational programs, short-term programs and other events conducted in villages.
- CF's engagement with different stakeholders from their views has been analyzed and presented in Chapter 4.
- An evaluation of CF's interventions by the researchers is presented in Chapter 5. A couple of case studies are given in Annexure IV. Annexure V outlines CF's organization.
- Chapter 6 presents an outline of a framework of a system for consolidation in reporting and continual evaluation. A format for this purpose is given in Annexure VI.
- Finally, the study concludes in Chapter 7 which also presents the researchers' recommendations for the future direction that CF may like to follow.
- Some more information used for the study as well as necessary to understand the study but not forming part of the main study are given in Annexure.

2. BASELINE AND THE SOCIO-ECONOMIC PROFILE OF THE TARGET AREA



2.1 Baseline Preparation

Baseline data represent the conditions before the start of the intervention program under consideration, serve as reference points and can be compared with the observed or assessed program outcomes or impact at any later point in time or at completion. However, in social settings many times, baselines are not available or cannot be defined. Also, there could be other factors or occurrences that influence the interventions or the outcomes – that indicates outcomes may not be fully caused by the interventions. To overcome such shortcoming, control groups are introduced which provide basis for comparison of the impact of interventions on the experimental or target group. However, in case of complicated societal situations and complex developmental interventions, it is not always possible to find or define proper control groups which may serve the purpose.

More or less similar situation prevails in case of CF interventions – explicit baseline is not available, also control group was not defined when the programs began. However, we have tried both to form a baseline as well as define a control group to provide credence to CF's interventions and our assessment of the interventions. For this, we have used information collected by CF at the beginning to prepare their project report, and also the information collected during our surveys of both CF schools and villages which provided a baseline in terms of situation and conditions prevailing at the beginning of CF interventions in the concerned villages. Besides, the information collected from the non-CF schools and villages about 2008-09 has been used to construe non-CF schools and villages as control group.

The baselines have been prepared using three sources of data namely,

- 1) Census reports of 2001 and 2011, Indikosh, Panchayat record and other published sources
- 2) Interviews, Surveys, FGDs and observations (perceptions of respondents)
- 3) Records and reports about Schools and CF Activities including progress over years

The baselines include:

- 1) A **socio-economic profile** of the target area including the demographic information about Karjan Taluka and the villages under consideration; the villagers, the community and the role played by the authorities. This forms the baseline for defining the need and type of intervention as well as impact assessment. The information includes:
 - a. Socio Economic profile of the region
 - b. Karjan Taluka Information from Census creating a Demographic profile
 - c. Information about Villages covered from Census and other sources (CF Intervention)
 - d. Individual Village level information including non-CF villages aslo
- 2) Prevailing **educational status** and situation in the villages along with various relevant aspects as a baseline for CF programs (2008-09) and also the present situation (2016-17) which has been obtained after CF intervention, as this will form the baseline for further interventions. This includes
 - a. Students - educational status and awareness
 - b. Educational Infrastructure, facilities and teachers' involvement
 - c. Parents and Community
 - d. Authorities' Involvement
- 3) **CF programs**, related activities and progress over years
- 4) The **methodology and the tools** used to carry out the study which also includes target groups and sources of data and information, qualifications and validation.

While the baselines have been presented in tables as mentioned above in a separate excel work-sheet, our observations and interpretations of the situation prevailing in 2008-09 and changes that taken place during last 8 years are outlined below:

2.2 Socio-Economic Profile

Our study reveals several areas which are lagging behind and in need of sustained developmental interventions:

- Gujarat's performance on HDI (rank 15 among all states of India) is not good as compared to developing states and all developed states like Maharashtra and Tamil Nadu.
- The poor performance of Gujarat is largely due to inadequate emphasis on education, lack of female literacy and health related infrastructure facilities; mainly in rural areas.
- Inadequate education, particularly among females is a major reason for ...
 - ✓ Poverty, poor health and hygiene, and social ills

- ✓ Lack of hygiene and sanitation during pre and post pregnancy of both child and mother resulting in higher IMR (about 40 for 1000 live births) and MMR (about 15 for 10000 live births).
- The conditions prevailing in Gujarat are also exhibited in Vadodara district in general and in Vadodara Rural (comprising of tribal area) in a more accentuated manner. Especially, the conditions in Vadodara Rural are alarming in terms of progress in Health and Education. The major indicators proving this are
 - High School dropout ratio for upper primary (V to VII) in rural area, and
 - Poor Maths and linguistic ability of School Children
 - Sex ratio (91%), IMR(40 – for 1000 live births), MMR(25 to 30) (for 10000 live births)
- While Gujarat in general and Vadodara Urban in particular do boast of higher per capita income and better employment rate, Vadodara Rural does not enjoy the similar conditions; people, especially from marginalized sections of the society including scheduled caste, scheduled tribes, OBCs and minorities do face problems of low or inadequate employment and rampant poverty.
- The data shows the status of various aspects of development as per census 2001 and census 2011. In the span of 10 years, while increase in population is quite marginal. there is a significant increase in the proportion of literate among population. There is some progress in rural road connectivity. Number of villages having banking facilities has significantly increased from 6 to 20.
- The tables also give an idea about decadal change in demographic profile of villages covered by CF. It can be seen that there is a high proportion of ST population in these villages especially in Karamadi, Vemar and Simli. Literacy rate and other development parameters are also lowest among ST and SC communities. This provides a reason to focus on educational efforts in these villages.
- The tables show the decadal change in the composition of workers in the selected villages. It can be seen that a significant proportion of population is involved in agriculture labor, though it has reduced somewhat since 2001 with industrialization. In villages such as Methi and Bodka the number of marginal workers is also higher who are not involved in economic activity throughout the year.
- **Economic profile** can be summarized as follows:
 - Good cultivable land with nearly 100% irrigation
 - Mainly cash crops such as sugarcane, cotton etc. involving child labor
 - Employment opportunities in form of farm labor, construction labor and labor for catering. However, these are seasonal and may not guarantee 100% employment as well as remunerative rates at par with minimum wage rate.
 - A few industries have come up and provide employment as industrial labor to a limited number of people.

- It is also observed that nearly 90% of the village resources comprising cultivable land are mostly owned by higher class and Muslims; while remaining 10% are held by OBCs, SCs and STs which account for more than 50% of village population.
 - **Changes from 2008-09 and 2016-17**
 - * Employment pattern is undergoing change with industry jobs being available.
 - * Somewhat higher wages are available as minimum wages have gone up.
 - * Land-holding pattern is changing with high caste migrating to cities and OBCs buying their land.
- **Social Profile:** Can be described as follows:
- High prevalence of superstition, early marriages, unhealthy social customs
 - Rampant alcoholism
 - Child labor coupled with inadequate nutrition
 - Social and religious festivals affecting children's' attendance in schools and education
 - **Changes from 2008-09 and 2016-17**
 - * Child labor has decreased, especially in CF villages.
 - * Literacy levels have gone up, more so in females
 - * Impact of urbanization on village community is felt in terms of changing life style with acquisition of auto vehicles, household consumer durables, higher emphasis on children education and more freedom to females.

2.3 Villagers' Awareness and Status

- Poor or inadequate awareness about education and career, healthcare, girl child's education and empowerment, their rights with respect to education, and other services.
- Alcohol consumption is also quite prevalent in these villages.
- There is a higher involvement of children in supporting their parents in agriculture activities. This keeps them away from studies. Students also frequently remain absent due to social functions such as attending marriages. Many students also work in catering business or construction activities to earn money. This also becomes a distraction for studies.
- Nearly 60% of population comprise ST, SC, OBC and minority who are not educated, under-developed, and not easily ready to take up or participate in any developmental activities due to lack of awareness and servile mindset.
- 40% of villagers are below poverty line, majority of them from marginalized groups. Gainful employment is a major issue, majority are bogged down by day-to-day struggle for life, do not have confidence or courage to look beyond their prevailing conditions.

- Prevalence of traditional culture of spending large amount of money in social occasions like marriage and religious functions. This leads to lack of availability of financial resources to invest in education and better life style.
- **Changes from 2008-09 and 2016-17**
 - * Villagers, especially in CF villages are now becoming aware of need of good education, need for hygiene, rights of girl child and are looking for better life. They send their children to schools regularly and do not send them for labor frequently.
 - * Social and religious functions do still matter but there is less rigidity about it and people have stopped spending beyond their means.
 - * Alcoholism has gone up in spite of efforts of CF as well as Government ban. This is mainly due to influence of urbanization and increasing disposable income.

2.4 Community Spirit

- While no major strife across communities was observed, but the communities did not have spirit to get together for larger inter-community benefit and upliftment
- Interactions and activities confined to individual communities, village as a whole is not seen as a larger community.
- **Changes from 2008-09 and 2016-17**
 - * Need to promote intercommunity engagements, demystification of myths as well as advantage of pluralism and diversity by taking up pervasive developmental activities beneficial to village as a whole.
 - * CF has been able to address this need to some extent through i) Staff recruitment from different communities, and ii) Celebration of festivals involving village as a whole. Composition of current CF staff includes members of different castes from the community. This is beneficial for strengthening community spirit.
 - * Inter-community engagements started in CF villages through CF arranged festivals.
 - * Communities are now positively disposed towards education, especially for females.
 - * CF teachers from different communities are well accepted in villages and highly regarded.

2.5 Involvement of Authorities

- Authorities used to get involved mainly during election times and for sundry administrative actions
- Not observed for education, healthcare or improvement in villagers' life in general
- Indifferent to villagers' day-to-day problems
- Tardy and in-effective implementation of various developmental schemes floated by government
- People not being made aware of Govt. schemes and their rights with respect to various statutory services and documents

➤ **Changes from 2008-09 and 2016-17**

- * Authorities have started responding positively especially in case of CF villages.
- * Due to CF initiatives, people are getting aware about Govt schemes and initiatives which in turn make authorities take some interest.
- * Some of the CF teachers are occupying important positions such as members in Panchayat Body and School Management Committee. Some of them are also ASHA workers. This is beneficial for getting connected with various authorities and seeking their involvement.

2.6 Education Status of Children

- Encouragement and parental care missing in many cases, children are forced to do household work or go for farm and petty labor jobs
- Among the school students, ability to read, write, communicate and do simple math's are much below expected level of main stream requirements
- Low confidence level both on part of children as well as parents
- Low awareness about normal hygiene, cleanliness etc. and poor life skills
- Very low ability to understand history, geography and science
- Nearly complete absence of computer literacy
- English as a language is neglected as it was not a compulsory subject
- General lack of interest in studies
- Poor in time and attendance discipline
- **Changes from 2008-09 and 2016-17**
 - * Gap between male and female literacy has decreased by about 8%. In SC population the between on male and female literacy has decreased up to 11%. Among ST population, this gap is reduced around 6%. Even then, while there is a good progress in terms of literacy among SC and ST males, but improvement among ST females is slower.
 - * Significant improvement seen in CF school children with respect to confidence, enthusiasm, hygiene, school attendance, reading and writing ability, simple math, comprehension, communication, computer literacy and general interest in education.
 - * Considerable change in parental care for children and attitude to children's care and education.
 - * Impact of CF interventions has been outlined in the table given below:

Before CF Intervention	After CF Intervention
High dropout rate	Dropout rates reduced
High absenteeism	Absenteeism is reduced
Low emphasis on quality in education	CF has been able to set a trend and a culture which focuses on quality education in rural schools. Thus it indirectly affects the administration of government and private schools in which they are running their programs. Earlier there were many students who had reached secondary level in education but they were not clear about 1 to 100 numbers. After CF programs, improvement is visible. There is improvement in scores of schools in <i>Gunotsav</i> .
Lack of awareness and low aspirations among SC and ST students	After getting influenced by CF programs, they have also started spreading knowledge among their family members. For example, they have started saying 'No' to parents if they want to indulge them in to activities which are unhealthy or inappropriate. There have been a few examples where students from this community have gone for further studies such as ITI, Diploma Engineering, nursing etc.
Low motivation among students for studies	Motivation among students has increased
Earlier hygiene level was very low among students	Hygiene level has improved now. Students have learned to cut nails by themselves
Lack of personal etiquettes	Etiquettes have improved among students
Initially many students could not even write their names.	Students have started writing their names. There is also improvement in their handwriting
Lack of awareness about computer education	CF has played a significant role in creating awareness about computer by providing computer teachers. There are students who have found jobs in Vadodara city after developing computer skills with help of CF.
Poor skills in English among students and teachers	Overall proficiency in English has increased. Both teachers and students learned the correct manner of learning English
Moderate level of student enrollment in schools	Enrollment has improved after CF intervention.
Lack of awareness about career alternatives	Through career counseling, students have started getting enrolled in technical courses

2.7 Conditions of Schools including Teachers' Involvement

- Classrooms and infrastructure was not adequate in most schools and also not well maintained. However, this changed during last decade.
- Computer facilities not available when CF started, computers were provided later by the Government but not being used till CF started Computer Literacy Program.
- There were questions about teachers' preparedness and involvement as well as time and attendance discipline. Many teachers were not properly trained.
- Teachers not familiar with computers and also neither comfortable nor well-trained to teach English.
- Inadequate number of teachers in Government schools.
- Principal's responsibility and ownership seem to be lacking. They don't present themselves as leaders and champions of their schools.
- **Changes from 2008-09 and 2016-17**
 - * Infrastructure improved and computers were provided by the Government.
 - * Certification for teachers introduced but with little impact in most non-CF schools. Teachers in CF schools started getting more involved.
 - * Not much change is seen in the availability of type of education institutes, there has not been any major change over the decade.

Before CF Intervention	After CF Intervention
Lack of interest and support from parents	Earlier mostly grandparents used to attend meetings but now parents have also started participating. They also come to drop students at school, inquire about their children's' growth
Some level of skepticism among community members	There is a good support of community members in different events organized by CF. In Kothav village, one of the Panchayat rooms has been given for using as a store to CF. In Choranda village, Madresa has given space for teaching and there is a good support from Maulavi. In Vemar village also there is active support from principal
Moderate levels of skills and confidence among teachers	After getting associated with CF, there is improvement in various parameters among teachers such as self confidence, concentration, English, mathematics, multitasking, working with systems, using internet, emails, using MS Excel, letter writing, Gujarati typing, etiquettes.
People from general caste, especially females who are hired as teachers used to show reluctance towards visiting homes of people from backward caste earlier.	After getting associated with CF, they got over such inhibitions. In a way such initiatives become instrumental in breaking caste barriers.

3. A CRITICAL OVERVIEW OF CF INTERVENTIONS

"When we inspire people by explaining why the destination is important, they develop the motivation to see the race through."

CF Programs

Considering the need of the villagers and the educational level of the schools in villages around the CFL plant, Cosmo Foundation began its developmental intervention through three educational programs, namely Computer Literacy Program (CLP), Cosmo GyanVihar Kendra (CGVK) and Basic English Program (BEP) with a vision to facilitate underprivileged children and youths to realize their potential. Addition of a program on Life skills education is quite recent and evolving and has not been considered for review.

To understand the programs in totality, secondary data was collected through annual reports, newsletters, websites, previous reports and other official database. Primary data has been collected from respondents including teachers, students, CF team members and other community members. For deriving responses from Teachers and Baal Mitras, FGDs, Survey and Observation checklists have been used. Semi structured interview schedule has been used to derive information from students, CF team members and other community members. The review of programs is described in following paras. In the beginning, there is a brief introduction of each of the program followed by the critical review of the program based on consolidating analysis of data collected from all methods mentioned above.

a. Computer Literacy Program (CLP)

Basic Information

Cosmo Foundation introduced the Computer Literacy Program to help children studying in government schools to have access to basic IT knowledge and skills. This program involves teaching basics of computers, and its applications for day-to-day information based functionalities including internet.

Mentioned below are some of the Salient features CLP:

- Partnership with 10 government primary and grant-in-aid local schools in 6 neighboring villages of the Karjan plant
- Covers 1800 students from class I to XII every year
- Imparts computer skills on Linux based operating systems
- Designs curriculum, modules assessment system for teachers and students
- Awards Laptops to the best performers
- Conducts Basic Computer course for youth in Summer Holidays
- Trains local youth to become trainers themselves

Over last 8 to 9 years, the Computer Literacy Program has evolved as the flagship program of Cosmo Foundation in line with the development of ICT and its acceptance in the society. It has been designed to provide the school children with the operating knowledge of Linux operating system with a view to build their functional skills. It has proved to be of high utility value to the students in their studies, broadened their outlook of the environment around them and has led to a dynamic change in their aspirations from becoming farmers or factory workers to computer programmers. It has significantly helped in enhancing their self-esteem and generating a feeling of pride in parents. There are enough instances where these students trained by CF program have pursued further studies in computer field and have developed their careers in that field.

Review of Program

CF educational programs are implemented in local schools for school students using school resources. CLP is carried out for secondary students in villages Kuarli, Methi, Choranda, Bodka, Kandari, and Vemar. It involves teaching basics of computers, operating system LINUX and tools such as how to use writer, paint, calculator, how to prepare folders, files. Students learn how to prepare presentation and how to use internet. So the students have essence of computer and its applications. Students also learn to use other operating systems like MS-Windows and compatible applications software. Awareness about computer has increased amongst students resulting into higher aspirations among them. They have learned to manage their time for additional training and use minimal computer facilities in the best possible fashion. Out of 20 teachers, 14 teachers participated in the process.

Table 3.1 Year wise student enrollment in CLP Program

Computer Literacy Programme								
Program	Caste					Gender		Total
Year	SC	ST	OBC	General	Minority	Male	Female	
2008	215	284	148	121	108	530	346	876
2009	115	286	178	181	106	350	556	906
2010	366	534	210	440	165	1028	687	1715
2011	281	643	316	428	168	1121	723	1844
2012	259	590	286	351	172	949	709	1658
2013	218	602	344	357	177	972	726	1698
2014	260	712	384	236	198	1055	711	1766
2015	170	691	481	154	218	1008	706	1714
2016	170	691	481	154	218	1008	706	1714

Table 3.1 shows that the CLP program had a good number of students enrollment from its beginning in 2008. By the year 2011, the enrollment number was more than double of the initial. After that year, the number has remained stable more or less. Number of male students is significantly higher than the female students. From caste perspective, highest number is of ST and OBC followed by SC and general category students.

Mentioned below are the significant milestones in the progress of CLP over the years

- Beginning of CLP – 2008-09
- Beginning of Computer Vacation Batch - 2008-09
- Beginning of Computer Award - 2009-10
- Beginning of Basic English Programme identifying the need for English improvement from CLP experience - 2010-11
- Introduction of Linux based curriculum – 2010-11
- Publication of Linux based Computer books - 2010-11 (revised in 2013)
- Opening of Facebook Account - 2014-15
- Formation of What's app group of teachers and students - 2014-15
- Introduction of Internet Networking course - 2015-16
- Imparting Digital Transaction Training - 2016-17
- Providing Internet Connectivity in 2 Schools - 2016-17

It is also noted that the program curriculum is continually revised in line with the new developments in the field and the demand of the students.

Pedagogy

The pedagogy includes regular interactive classes, practical sessions, and practice sessions. Different devices and software such as flash card, power point presentations etc. are used to enhance interest and learning.

Challenges

Due to ongoing development in ICT, upgrading the syllabus regularly is a major challenge which CF is handling quite well by ensuring availability of diverse but compatible software for teaching. For new students, it is necessary to begin from zero level which needs more time and attention. Besides, availability of adequate number of computers with increasing class strength, ensuring regular attendance of students to maintain continuity, students' lack of knowledge of English language etc., are few other challenges which CF is trying to address – have been reasonably successful so far. One more issue they are facing is about getting Schools' permission to the Cosmo team to conduct the CLP class in 10th and 12th standard as the schools' focus is in getting better results in board exam.

3.2 Cosmo GyanVihar Kendra (CGVK)

Basic Information

The major challenge faced by the Computer Literacy Program was the lack of reading and writing skills among many students. Various researches suggested that children lacked these skills which subsequently had an adverse effect on the overall learning. To address this, Cosmo GyanVihar Kendra was set up to strengthen these skills as well as to teach students to explore, experiment and express their thoughts and emotions effectively.

Mentioned below are some of the salient features of CGVK:

- Linkages with primary schools in 6 villages
- Identifies, enrolls and grades students (500+ students from Class I to VII every year)
- Designs curriculum and activity based learning modules
- Focuses on school readiness and teaching **basic Gujarati language and mathematics**
- Trains local women as "Balmitras" (Teachers for Children)

Review of the program

Review regarding Teachers

Teachers who work in this program are called 'Balmitra'. They teach basic language and arithmetic in CGVK classes. Their level of education is mostly till 10th or 12th standard with a few exceptions with graduate qualification. Currently all of them are females. It was observed that quite a few teachers out of the 13 that interacted in the focused group discussion were comfortable with English as a language when it came to writing, even though they had little background. The teachers were initially shy but later interacted freely. Out of 24 BalMitras, 13 participated in the FGD.

Table 3.2 Year wise student enrollment in CGVK Program

Cosmo Gyan Vihar Kendra								
Program	Caste					Gender		Total
Year	SC	ST	OBC	General	Minority	Male	Female	
2009	12	118	37	4	35	122	92	214
2010	14	159	59	11	71	175	135	310
2011	22	188	106	11	83	257	212	469
2012	221	63	111	17	74	277	219	496
2013	25	289	111	97	23	292	253	545
2014	286	21	99	23	98	261	266	527
2015	287	65	99	28	103	284	298	582
2016	287	65	99	28	103	284	298	582

Table 3.2 shows that number of student enrollments has increased significantly over the years. Since year, 2014, number of female students has surpassed the male number. Looking at the caste distribution, number of SC students has drastically increased from 2014 onwards. On the other side, number of ST students has drastically decreased from the year 2014. In general category, a drastic increase in number of students is observed in 2013, while from 2014 there is a drastic decrease in the same.

Mentioned below are the significant milestones in the progress of CGVK over the years

- Beginning of Cosmo Gyan Vihar Kendra - 2009-10
- Published Books of children's Songs: GeetGunjan - 2012-13
- Introduction of Life Skill Education based on need identified in CGVK programme - 2014-15
- Modification in content in line with changes in state board text books – 2015-16

Life Skill Education Program

This program was introduced to integrate life skills in CGVK program. It facilitates a child to be a sensitive individual and independent thinker. The program also helps promote health and hygiene, creativity, study skills and critical thinking. Keeping this in mind, Cosmo Foundation designed five modules trained Balmitras to implement the same.

Salient Features:

- Implementation in 8 primary schools with 550 students
- Focuses on personal hygiene and healthy living practices
- Promotes creativity and critical thinking through non-conventional activities and games
- Focuses on imparting study skills by building positive attitude and correct techniques
- Focuses on enhancing social skills, interpersonal relations and communication through various exercises.

Pedagogy

The teachers are in a phase where they teach while they learn. They are expanding their knowledge simultaneously which has a different positive impact. They are allocated the job where time management is a must. Where some teachers have already mastered it, some are training themselves in order to give their best. Another major highlight is the innovative methods of the teaching. The teachers have created a very innovative pedagogy procedure to develop students' inquisitiveness and learning ability.

Challenges

The socio-economic and cultural profile of the students do present a few challenges such as motivating them to learn, making them use good language while communicating, making them follow time discipline and general behavior. However, a significant progress is made in these directions also.

Regarding teachers, students, parents and management team:

Villagers normally lack awareness about importance of education; however CF is trying its best to create this awareness. Teachers are trying to solve the problems regarding absenteeism which is nearly 10% by trying to change mindsets of parents and students. It is found that the students are not proficient enough, their grasping power is low, they lack in sincerity and attention towards studies – however, all these are gradually changing with repeated efforts on the part of CF teachers.

Progress

CF found that the basic concepts and fundamentals of students were not clear up to the point required which in turn, hampered their learning ability at higher standards. By initiating this program at lower standards, the change seen in students' academic improvement is substantial. With each passing year, the effectiveness of the program is increasing and issues are getting resolved.

3.3 Basic English Programme (BEP)

Basic Information

Inspired by a severe dearth of English teachers and a persistent demand from students and teachers to make arrangements to teach English, Cosmo Foundation introduced this program. This programme was started in 2010-11.

Salient Features:

- Linkages with three primary schools (475 students from class IV to VIII every year)
- Imparts Basic English Language Comfort Program for beginners
- Focuses on phonetics and common reading patterns, active listening and pronunciation skills , oral communication and comprehension, cursive patterns through AVs and activity based learning
- Conducts Basic English Learning Course in summer holidays with special focus on conversation practice and personality development
- Facilitates academic performance, higher education and employment opportunities Life Skills Education Program:

Review of the program

After starting the CLP program in the schools, the Cosmo team realized that the high school students are not well versed with English language which is necessary for learning computers. To teach the English language to students, Cosmo Foundation started this program. It was then scaled up to cover Basic English grammar, conversational skills, and development of vocabulary in English with an idea to improve communication skill. The programme has received overwhelming response especially in the vacation batches, still requires an intensive scaling-up in terms of regular classes at all the intervention sites of Cosmo Foundation. Mentioned below is the review based on FGD, survey and observation. Out of 20 teachers, 14 teachers participated in the process.

Table 3.3 Year wise student enrollment in BEP Program

Basic English Programme								
Program	Caste					Gender		Total
Year	SC	ST	OBC	General	Minority	Male	Female	
2010	4	17	8	14	8	36	15	51
2011	31	51	42	49	93	114	152	266
2012	26	67	40	57	59	160	89	249
2013	16	173	78	76	43	231	150	381
2014	29	156	129	35	181	309	221	530
2015	49	137	136	47	129	304	194	498
2016	49	137	136	47	129	304	194	498

Table 3.3 shows that number of student enrollment has increased around 10 times of the number which was there in the beginning of the program. Here the no. of male students is significantly higher compared to female students. From caste perspective, highest number is of ST and OBC followed by SC and general category students.

Mentioned below are the significant milestones in the progress of CGVK over the years

- Beginning of Basic English Programme - 2010-11
- Beginning of English Vacation Batch - 2010-11
- Inclusion of students from Std. 4 to 8 – 2014-15
- Development of curriculum focusing on English communication – 2014-15
- Classification of student groups as per learning level – 2015-16
- Introduction of indicator based evaluation system – 2015-16

Evolving Curriculum of BEP

CF teachers were trained in 2010 on basic grammar in summer holidays. In same year, 10th class students of one school were taught grammar and their results improved. The experiment was extended for one more year to 8th to 10th class students to teach them grammar and composition. One more experiment was teaching Basic alphabets, words, simple sentences and academic grammar to 4th to 6th class students for one year. Success of these experiments led development of a course for 4th to 8th class students on phonics and communicative English, cursive patterns, and comprehension over last two years. Along with that also developed a summer course of functional grammar with communicative approach.

Pedagogy

Teachers are in search of new methods to teach the same things as basics concepts of the students are not clear. They find TLM method more useful comparatively to teach. For slow learners, it becomes very important for the teacher to understand the family background of the student and understand the root cause of the problem and then figure a solution. They also devise new teaching methods to make the students learn with focus on hands-on-learning.

Progress

Personality of the teachers has developed and they find a drastic improvement in themselves and in the work they do. Teachers have learnt new practical ways of teaching that is creative, innovative and captivating; have also learnt to design the teaching method as per the interests and intellect of the student. They have achieved support from village residents and specifically the parents of the students. They were able to create their own identity among family and community as well gain their acceptance. Teachers have become more creative and efficient in managing the available time and resources and yet ensuring the quality output desired from the students through the programs.

Challenges

Teachers do find shortage of teaching time. Another issue is absenteeism of the students. Apart from this, teachers find a constraint in number of computers available as the number of students is more. There is a need to have an exercise in the form of hard copy besides soft copy so that students can keep practicing and revising. At program level, BEP seems to be more as a sub program to CLP than as a different program. English at the basic level is only taught to the extent of requirements of the CLP. This has a somewhat adverse impact as the students find it difficult to interact in English or write and understand the Basic English. This also makes it difficult for the students to operate the computer smoothly.

Many students have low willingness to be educated – they seem to lack awareness of the concept of education. They need thorough guidance for career path guidance and support in order to stay focused and become aware of the opportunities in external world. Children as well as parents are beset with a mindset that they cannot learn and don't need to learn the English as a language which indirectly decreases the interest of this subject which is the problem for the teachers.

The involvement of parents is found to be somewhat low, and found to be gradually improving. CF is providing adequate inputs to bring up the parental involvement which is a must for speedy improvement in the students.

3.4 Overall efficacy of programs

From the beginning, CF had ensured that the teachers are well-trained before they start their work. Besides, teachers are also trained on ongoing periodic basis by involving external experts and academicians to ensure their continued suitability in a changing world. The teachers are capable of understanding changing requirements of students, developments in their subject and evolving curriculum accordingly. They have also learned to establish rapport with the students and developed capability of teaching using interactive pedagogy.

The teachers were trained on...

- Teaching methods (Pedagogy)
- Computer Usage
- Behavioural Training

This has gone a long way to build efficacy of CF programs. To further assess the efficacy of CF programs, a survey was carried out several important aspects of the programs on a 5-point scale. The observations are described below:

Table 3.4: Overall rating of programmes

Program	Confidence of teachers			Students' Willingness to Learn			Students' Fluency in language			Students' Openness to interact		
	Max	Min	Overall	Max	Min	Overall	Max	Min	Overall	Max	Min	Overall
CGVK	4	2	Average	4.5	3	Good	4	3	Average	4	2.5	Average
CLP	3.5	2.5	Average	4	3	Good	4	3.5	Good	3	2.5	Average
BEP	3.5	2.5	Average	4	3.5	Good	4	3.5	Good	3	2.5	Average
Overall Impact			Average			Good			Good			Average

The parameters were confidence of teachers, student's willingness to learn, student's fluency in language and student's openness to interact. While interacting with students we found that student's willingness to learn is high, they are motivated to learn but need some cajoling in getting them open to interact, discuss and raise doubts. Similarly, the researchers also found confidence among teachers to be average. Both of these could be attributed to the shyness that villagers exhibit while interacting with urban outsiders. In general, they were found to be quite enthusiastic and sincere.

Impacts on children

Children have learnt to be punctual to attend schools. They have become more creative in the learning and their approach towards the teachers, depicting their willingness to learn more and in an innovative way. Their awareness about cleanliness has improved, be it the personal hygiene level or keeping the surroundings clean. They have inculcated good habits like brushing teeth thrice a day, washing hands before eating, clipping nails, etc.

Students are now taking keen interest in learning Computer and Maths (taught in CGVK). Reading capacity is improved to some extent. High aspiration was seen amongst students of Methi, Choranda and Bodka. Parents in Choranda were found to be more interested in educating their kids including girls.

The ambitions of the children have grown as now they know the importance of education and the opportunities it can open for them to lead a better and healthy life. The punctuality and regularity of CF students is also indirectly serving as a major influence on other village kids who do not go to the school at all.

Impacts of CF programs on parents and surrounding community

Earlier, due to their nature of work, most of the parents used to find it difficult to attend the PTM to evaluate their children's performance, however, now they try their best not to miss the PTM or for that matter any event conducted by CF. They now actively participate in such activities. The parents are now more aware about the education and its importance in life. As a small part for their input, they come to drop their kids at school and participate in their kids' development actively. With high expectations for their kids and with a wish that they lead a better and comfortable life, parents have started to keep in touch with the teachers regularly and have also started to respond through letters to the letters sent by the teachers.

People of different communities and other villages are now requesting CF to start their educational activities in their village areas as well. They participate in the health camps conducted by CF and have started to follow the basic hygiene requirements. The same energy is shown in other events like Baal Mela where the participation increases year on year. People

have started to encourage girl children towards education now as not only have they become aware but also witness the excellent performance of the females that surpasses that of the male students.

Currency of the programs

The curriculum of the programs is being continually evolved in line with the changes and developments in the subjects/fields as well as the level and the requirements of the students. Pedagogy is also evolved along with the curriculum ensuring that the programs remain current and relevant for the students and the community at large.

3.5 Events and Short Programs

Along with the regular teaching and evaluation process, CF also organizes various events in the community and also conducts short term educational programs including vacation programs. These events are very important ingredients of their overall effort for the betterment of community as it provides them a platform for engaging larger community and increase their outreach as well as enhance their image and influence. CF has been introducing 2 to 3 new activities every year now reaching 36 different activities being organized every year in several villages. Table 3.5 provides a list of Events and Programs introduced by CF yearly since inception. Community Engagement Activities carried out in 2016 are outlined in Table 3.6. Mentioned below is the brief description of some of the events.

Cosmo Computer Award

This award is announced by Cosmo Foundation for the best performer students in computer education since 2009. The aim is to promote competitive spirit, motivation and honor the outstanding talents. This award is announced by Cosmo Foundation for the best performer students in computer education. During the year 2015-16, total 1716 students were benefited through computer literacy program. Under the various tests, out of 99 students, five students were selected for award and 22 students were chosen for consolation prize.

Children's Fair

Every year Cosmo Foundation organizes 'Baal Mela' - Children's fair to celebrate children's day. The event was first organized in 2011-12 with participation of 300 students which has now reached up to 1500 including students and community members. The aim of this event is to promote joyful learning and enhance creativity among children and teachers. The major attractions are children's rally, magic show, puppet show, computer games, indoor games, science experiments, mathematical magic, English learning, art & craft and Book Corner.

Industrial visit of students

With an aim to motivate students to pursue higher education and to orient them about functioning of manufacturing units, and the importance of technology, Cosmo Foundation began organizing visits of selected students to its Karjan plant since 2010-11. The HR Manager takes them around the plant and also educates them on the importance of education, ethics and values.

Celebration of Festivals and National Days

Since 2008-09, Cosmo Foundation plans an annual calendar of social, cultural, educational events, ranging from celebration of festivals of all faiths to fairs and exhibitions. The activity spectrum is focused on creating positive values, developing respect for diversity and building community spirit.

Engagement with Parents

Recognizing parents as key pillars of effective education of young children, Cosmo Foundation has regular contacts and organizes "faliya" meetings with parents. The major focus is on creating awareness of the importance of primary education and the role of parents in promoting overall development of children.

Education Aid to Slum Children

Since 2011, Cosmo Foundation has partnered with Bhartiya Samaj Seva Kendra, a local non-profit organization to select 8 students, ranging from class VI to diploma courses, for awarding them educational aids.

Digital transaction training in rural regions

With a view to encourage and implement the practice of digital transaction, Cosmo Foundation has initiated publishing the Digital Transaction Module. It helps community members to learn about doing transaction through cashless means i.e. adopting the practice by using digital technology.

Education and career counselling

Cosmo Foundation engaged Mr. JN Parmar, a retired Employment Officer and Certified Counselor to orient high school students about career alternatives in higher education in June'2016. The sessions were conducted in Choranda, Vemar and Kandari High schools covering 559 students.. This program has got overwhelming response from the students and teachers fraternity.

Celebration of International Yoga day

World Yoga Day was celebrated on 21st June, 2016 across the schools in Karjan. Cosmo Teachers participated in this initiative in all the schools. Now there is a regular practice of doing ten minutes Yoga during the beginning of every meeting and training of the teachers.

Impact

All the above mentioned programs have good presence of the government functionaries such as District collector, District Development Officer, MLAs etc. This shows the ability of CF to maintain relationships with key stakeholders in government system which is very important for the success of any social intervention. Such events are significant for expanding the reach of CF programs to more and more people, to increase engagement and motivation of current students and their parents and to increase involvement of other community members and government functionaries.

Special vacation courses

Cosmo Foundation also offers short term courses during summer vacation to cater needs of students of various age groups to strengthen knowledge and also to gain skills which are important for employment. Mentioned below is the brief description of such courses:

Basic Computer Certificate Course

Cosmo Foundation organizes Basic Computer Certificate Course for rural youth in villages such as Kurali and Choranda. Major subjects covered in this course are: computer operation, document formatting, database basics, presentation, English and Gujarati Typing.

Internet Networking Certificate Course

This course was organized with the help of an expert for the students, who had already completed basic computer course. It includes web search, application finding and downloading, Google map, Wikipedia, twitter blog, ecommerce, RTO forms, online form for the jobs and education.

English fluency development course

CF organized English Fluency Development course at Kurali village from 15th April to 1st June, 2016. 90 students representing from 23 villages participated in this course. The focus was on sentence formation, basic oral and written communication skill.

Table 3.5 CF - Year wise Events and Programs

Sr.no	Name of Activity	Year of initiation	Present Status
1	Teacher training	2008- 09	Running
2	Computer Literacy Program	2008-09	Running
3	Computer Vacation Batch	2008-09	Running
4	Career Guidance (Again Started in 2016-17)	2008-09	Running
5	Village based festival celebration	2008-09	Running
6	Cosmo GyanVihar Kendra	2009-10	Running
7	Computer Award	2009-10	Running
8	Basic English Programme	2010-11	Running
9	English Vacation Batch	2010-11	Running
10	Industrial Visit of School Students	2010-11	Running
11	Impact Evaluation	2010-11	Running
12	Linux based curriculum	2010-11	Running
13	Exposure visit of teachers	2010-11	Running
14	Published Linux based Computer books	2010-11 rev. 2013	Onetime
15	Balmela Started with 300, now 1500 Students, others	2011-12	Running
16	Placement Student/Interns. (started with 4, now 15)	2011-12	Running
17	Community spaces in three villages	2011-12	Running
18	Book Fair	2012-13	Closed
19	published Books of children's Songs: GeetGunjan	2012-13	One time
20	Employee Engagement Programme	2013-14	Running
21	Bitra Fair Visit	2013-14	Running
22	PTA meeting/ SMS to parents in 2013-14	2011-12	Running
23	Joy of giving	2013-14	Running
24	Parameter wise result	2013-14	Running
25	Life Skill Education	2014-15	Running
26	Swachh Bharat Campaign	2014-15	Running
27	Parenting for Peace	2014-15	Closed
28	Introduced Facebook Account	2014-15	Running
29	Quarterly Newsletter (Gujarati- English)	2014-15	Running
30	Flood relief	2014-15	Running
31	What's app group of teachers and students	2014-15	Running
32	Internet Networking course	2015-16	Running
33	Digital Transaction Training	2016-17	Running
34	SMC Meeting	2016-17	Running
35	Internet Connectivity in 2 School	2016-17	Running
36	Community Awareness Programs	2016-17	Running

Table 3.6 Cosmo Foundation : Community Engagement Activities

Sr.	Subject	Villages	Meetings/ Activities	No. attended
1	Parents (List of activities annexed)	9	16	716
2	AS / SC committee meetings	4	4	53
3	Healthcare Awareness	5	5	186
4	Cleanliness Awareness Drive	1	1	300
5	Training on Digital Transactions, Kanbha	1	1	30
6	Training Aanganwadi Workers on Digital Transactions, Karjan	45	3	95
7	Educational Counseling	3	3	12
8	Celebrating Festivals (List available)	53	11	3000
9	Meeting with Education Mandal Members	7		30
10	Meeting with Muslim and Thakor Community Leaders	2	2	40
11	Children Fair	1		400
12	Industrial Visit			24
13	Employ - Engagement			5
14	Award distribution for students with 100% attendance in CGVK			60
15	Community Contact for Vacation Courses			
Other means				
16	Quarterly News Letter			
17	Facebook (Social Media)			
18	Ex-Students' (of CF) WhatsApp group			
19	CF-Computer Award Winners's WhatsApp group			
total				4951

Sr.	Annexure to Table 3.6 Engaging Parents in various Activities
1	Malnutrition
2	Personal Hygiene
3	De-addiction
4	Healthcare
5	Mother and Child Security, Aadhar Registration
6	Demonetization / Netbanking
7	Quality Education / Importance of Education
8	Special Needs Children: Identification and Care
9	Summer and Monsoon precautions
10	Save Girl Child, Educate Girl Child
11	Child Marriage
12	Understanding of Eclipse days
13	Using Gas cylinder
14	Cleanliness Drive
15	Information about Government Schemes

4. Stakeholder Analysis: Outcomes and Impact

"Business has a responsibility beyond its basic responsibility to its shareholders; a responsibility to a broader constituency that includes its key stakeholders: customers, employee, NGOs, government - the people of the communities in which it operates."

Courtney Pratt, Former CEO Toronto Hydro.

In order to understand the impact of CF interventions in qualitative terms, it is necessary to understand the viewpoints of the the stake holders. Main beneficiaries of CF interventions included Students and Parents, School Principals and teachers, Villagers and Villages leaders including sarpanchs and mandal presidents overseeing the schools. Non-CF School Principals and teachers as well as villagers from other villages are also to be considered as they are interested in similar developmental inputs and do form a control group for our assessment. CF officials and teachers including Balmitras, Computer Teachers, Cluster Coordinators are the main protagonists involved in implementation. Views of alumni's and ex-employees of CF as past beneficiaries of CF programs also need to be considered. We engaged these different stakeholders through extensive interviews and focused group discussions to understand their views about CF interventions in order to create an objective picture of the impact. A demographic profile of stakeholder respondents is given in Table 4.1.

Table 4.1: Stakeholders' Demographic Profile

Stakeholders	Respondents	Age	Education	Tenure with CF	Occupation
Students	119	7 to 16	Various levels		
Balmitras	13 (out of 24)	18-42	SSC-5, HSC-6 B.A-2	Upto 2 years-5 >6 year- 8	Teaching
Computer Teachers	14 (Out of 14)	18-30	B.com- 3, B.E- 2 Diploma Eng.- 3 HSC- 1	Upto 1 year- 12 >1 year - 2	Teaching
Parents	91	23-51	Illiterate - 18 primary - 16 Secondary – 51 Graduate - 2		44- Laborers 23- Housewives 10- employed 14- self, farmers
Principals	10/13	31-58	Master degree	Since 2010- 8 Since 2016- 2	Teaching, School Administration
Alumni	13	24- 35	HSC- 4, Degree – 9	< 3 year- 1 3-6 year- 2	Jobs- 6, self -3 Housewives- 4

The study is divided into several sections: 4.1 General Information and 4.2 to 4.10 detailing Individual Stakeholder-Specific information and analysis of their perceptions.

The responses were collected on a Likert scale of 1 to 5 (1: Poor, 2: Normal, 3: Good, 4: Very good, 5: Excellent). Average of the group response is presented in the tables.

4.1 General

Table 4.2: Stakeholder Perception about Students' Development due to CF

Stakeholders	Willingness to learn	Willingness to share	Motivation to come to class	Regularity and Punctuality	Participation
Balmitras	3.7	4.4	3.8	3.4	4.1
Computer Teacher	4.8	4.0	4.9	4.8	4.5
Parent	4.1	3.8	4.2	3.2	-
Principals	4.0	3.9	4.0	3.8	3.5
Students	2.3	2.6	3.1	2.8	3.5
Upward Mobility	3.1	3.2	3.1	2.8	3.2

From the responses of various stakeholders, it can be seen that the overall impression about CF programs and its impact on students' development is very positive. Students' willingness to participate in education in the education process has improved significantly from an earlier indifferent level.

Table 4.3: Study Intentions and General Health Perception by Students

Stakeholders	Etiquettes and Manners	Retention	Initiatives	Confidence	Creativity	Self-Learning	Hygiene	Awareness about Health
Balmitras	2.5	3.1	4.2	3.2	3.0	3.6	4.3	4.0
Comp Teachers	4.3	3.8	4.0	4.4	4.1	3.6	4.5	4.4
Parents	3.0	3.2	3.5	3.5	3.7	2.7	3.8	4.2
Principals	3.5	3.1	3.8	3.5	3.8	3.5	3.9	4.0
Students	2.7	2.2	3.0	2.6	2.9	2.7	3.0	3.1
Alumni	3.3	2.8	2.9	3.2	3.0	2.8	3.4	3.6

4.2 Students

Table 4.4: Gender wise -Skill Assessment of Students

Students	Number of Respondents	Reading	Writing	Speaking	Confidence	Personal Hygiene
Female	64	2.21	2.45	2.40	2.80	3.11
Male	55	2.52	2.76	2.60	2.76	2.92

Table 4.5: Standard-wise Skill Assessment of Students

	Number of Respondents	Reading	Writing	Speaking	Confidence	Personal Hygiene
Primary	25	2.4	2.5	2.6	2.9	2.5
middle	71	2.3	2.5	2.4	2.7	3.1
higher	23	2.6	2.9	2.7	3.0	3.5

Table 4.6: Village-wise Skill Assessment (Gujarati language)

	Number of Respondents	Reading	Writing	Speaking	Confidence	Personal Hygiene
Kurali	11	2.4	2.5	2.4	2.9	3.0
Choranda	21	2.5	2.9	2.5	3.0	3.2
Simli	9	1.6	1.8	2.1	2.2	2.4
Methi	13	2.5	2.5	2.5	2.5	2.5
Vemar	14	2.2	2.3	2.3	2.3	2.6
Bodka	5	3.2	3.4	3.4	3.6	3.4
Kandari	20	2.6	2.8	2.7	2.8	3.5
Handod	7	2.1	3.1	2.6	3.2	4.0
Kothav	10	2.4	2.6	2.3	2.7	3.2
Karmadi	9	2.3	2.0	2.4	2.6	1.4

Notes: 1. Simli – only CGVK, Bodka – Vacation batches, Karmadi – started in 2016

From the above tables, it can be seen that the students have been able to move to a good level in their linguistic ability and have improved substantially on personal hygiene as a result of CF interventions. Their confidence levels have also improved substantially due to BEP and CLP – in case of Simli, all parameters are somewhat low as only CGVK is implemented there. Similarly, Karmadi is a new entrant and hence very little improvement is seen.

Interviews with students:

Aspirations of the students: To be Science professor, Computer Engineering, Doctor, Job, School teacher, Army Personnel, Policeman, Truck driver, work for Girl child empowerment

Changes perceived by students: Became confident in computer operations, Self improvement and willingness to study has improved, speaking skills, Spelling knowledge has increased, learnt to use electronic gadgets, Hygiene, requirements of the body, discipline, personality, became more focused, Learnt English, computer, guidelines, confidence.

Observations of the researchers: Sincere, good results through self study, timely completion of homework and regular doubts clearing, few weak in studies, some average in studies, some very good. Many of them have developed reading, writing and computer skills. Found one child who is fond of writing poems. Some needs directions to develop, needs attention at home.

Contents from the FGD and Observations

i) The village environment as well as inadequate parental attention encourages the children to engage in other work and playful activities than attending the school.

This is an important issue that is being addressed by CF quite well through constant counseling, career guidance, and creative teaching methods.

ii) The parents observed are mostly uneducated and coming from lower strata of society and hence are apprehensive about the change that education can bring in their life. This mind set is also fuelled by their economic condition. These two major factors make them understand and live on the logic that more hands on field will earn more, resulting into unwillingness and non-participation in the kids' education.

As a result of observing impact of CF interventions on students and further interaction with CF teachers, parents have started to realize the importance of quality education. Continuing interventions will make them take more interest in the education of their child and also act as the support pillars to their kids' development.

iii) While interacting with the students, it was evident that they had the knowledge but some of them found it difficult to express in words or on paper. They faced a challenge in sharing the information. May be their confidence level is low and they are mostly introverts, have fear and inhibitions.

Their writing and speaking skills need to be sharpened further in order to make them confident and smart enough to communicate through writing or speaking, be it their language or English. CF's efforts seem to be making change.

iv) Researchers' came across a few students who operated computers despite of the fact that they didn't understand how to write English or read it properly. The major reason they could operate a computer is because they understand symbols and act spontaneously. Using symbolic language to understand and comprehend testifies their intuitive ability.

It is suggested that teachers identify such students, help them understand the formal language and make them realize value of expressing themselves in a English or Gujarati.

v) Many students have apprehension that education may not help them and they would end up living life like their parents as laborers.

It is important to the education and career counseling, at an early age to motivate them to study and work towards a better career and steer their minds towards a positive change. (CF has started career counseling from 2016-17).

4.3 Parents

It was observed that while several are illiterate, many of them have been to secondary school but did not have adequate skills in language or expressing themselves. However, most of them do understand the value of education at least to some extent. Following table brings out their perception of the impact of CF interventions on their children.

Table 4.7: Impact on children due to CF Intervention – Parents' Perception

Item	Yes	Fair	No	Not answered
Language Improvement	58	2	3	28
Etiquettes	63	2	2	24
Helping at Home	63	0	2	26
Interacting with Elders	58	1	3	29
Hygiene	56	na	3	33
General Awareness	30	na	3	59
Discipline	61	na		30

Their views are outlined below:

Benefits of CF's Educational Programs

Behavioral changes – motivated to study, became regular, developed good attitude, eager to go to school, remains neat and tidy, and became sincere

Improved performance – learned computer, reading and writing has improved, ready to learn, teaches parents, results improved, watch TV and analyze the content of the programs.

Aspiration for their children

- Government job, any good job
- Whatever kids wants
- Graduate, engineer, doctor, lawyer
- Study till they want to study

Aspiration of their children

- Some have no idea
- Software engineer, Teacher
- Further studies.

Their Support

They try to provide support to their children for Education, however, some are not able to give enough time, and some have financial issues.

Suggestion to CF

Provide help to students in higher classes (8th to 12th) in academics so as to help them get good result in board exam.

4.4 Balmitras' Assessment

Table 4.7 Self-Development due to CF

Sr.	Parameter	Average Rating
1	Identity and Status	4.8
2	Lifestyle	4.5
3	Knowledge	4.6
4	Skills	4.1
5	Economic Situation	4.0
6	Managing Domestic affairs	4.8
7	Managing Children	3.2

Table 4.8 Researchers Observations of Balmitras

Willingness of the functionary towards job	4.0
Confidence	4.0
Fluency in language	3.5
Introvert/ Extrovert	3.5
Openness to discuss	4.5
Honesty	4.0

Observations for CF program

- The parents working as laborers are less involved. Such students require more attention.
- Students pay attention if they are taught through games.

- Sharing by experienced teachers is quite helpful - should be encouraged.
- CF programs are bringing about a change in schools, education and parental outlook to education.
- The programs are well-accepted and regarded by village communities.

Content Analysis of the FGD

i) View about Self Development

Participants expressed their view regarding learning new concepts, methods, importance of training in their development, increased confidence, and time management. They have learned to organize things better, have been able to create a meaningful Self Identity, have gained respect from the family and the society.

Typical phrases: 'I stay busy.' 'My curiosity and willingness to learn is increased'. I am regarded well by the neighbors and others in the village'. 'Children who are our students regard us very highly'. Etc.

ii) Impact of CF program on Parents

Parents regularly send their children. Parental support is evident. Awareness about learning has increased. They take interest in their children's growth. Regularity in the meeting. Parents respond to the need of education.

iii) Impact of CF program on others members of Community

Community leaders encourage parent to regularly send children. People in village appreciate CF efforts in providing quality education free of cost. Community members also attend events organized by CF.

Observation: Balmitras are turning out to be good counselors for both students and the parents. They are also turning out to be quite effective direct contact with the villagers. In fact, they are turning out to be examples for other villagers and change agents for developmental activities.

4.5 Computer Teachers

Table 4.9 Self-Development due to CF

Identity and Status	5.0
Lifestyle	4.8
Knowledge	4.9
Skills	4.9
Economic Situation	4.3
Managing Domestic affairs	4.7
Managing Children	2.9

Table 4.10 Observation of the Researchers

Willingness of the functionary towards job	3.5
Confidence	3.5
Fluency in language	3.3
Introvert/ Extrovert	0.0
Openness to discuss	3.3
Honesty	3.3

Challenges faced as a teacher

Managing different levels of learners, limited time availability, more number of students and less computers, students as slow learners, students not punctual, practice of child labor, low willingness of students at times, lack of career counseling, low attendance in extra classes, visiting different schools and different classes, adequacy of computer and software resources, internet connectivity, etc.

Impact of Activities of CF on students and parents

Students and parents have started recognizing CF teachers, parents have become more aware about importance of education. As parents are illiterate, they don't understand what children have written in notebooks but they feel happy. They want a better career and a life for children. Home visits have made this difference, Parents have become more aware about importance of cleanliness and hygiene, and students do share their learning experiences to their parents.

Example 1: After one of the students got Computer Award in Methi village, parents got inspired and enrolled him for Diploma in Computer science. .

Example 2: Home visits have helped to increase students' attendance. There was one student in Kandari village who was irregular in class as his parents involved him in labor work. After CF teachers talked to parents, they have started sending student to the class regularly.

Impact of activities of CF on other members of village/community

People attend events organized by CF and they get good support from them. Baalmela and computer award are much sought out events. Swatchh Bharat Mission Rally also well received.

Other Examples:

In Kothav village, Panchayat has provided room for storage, in Choranda village, Madresa has provided space for CGVK. After observing CF computer class, peon and Principal in Handod School have formed habit of removing shoes before entering classroom. Husband of one of the school teachers donated computer mouse for entire lab. A village leader said “*Standard of cleanliness is also improving in village*”.

Suggestions to make CF programs more effective:

- Better Internet Connectivity; better maintenance of hardware, availability of software.
- More frequent meetings with parent
- Level of students should be changed more frequently as some of them get bored once they have learned the concept of a particular level
- Changes in teachers due to high turnover of teachers is an issue that needs to be managed.

4.6 Principals of Schools which have adopted CF programs

The researchers interacted with 10 principals and obtained their views regarding i) Quality of Education at school, and ii) Impact of CF intervention.

i) Quality of Education at school

Its good, parents involvement is less, over a period of time students have began to show interest in studies. Facilities have grown, government support and initiatives has impacted education quality, and computer education has made an impact. People are becoming aware regarding importance of education. Admissions have increased. However, the environment at homes of villagers not conducive to studies.

ii) Impact of CF intervention

Students involvement has increased, absenteeism rate has dropped, hygiene has improved, health awareness has improved, CF teachers are motivating students do self learning, and take initiatives; reading and writing abilities have improved, interest for computer learning has increased. Under CF programs, learning is based on activities; CF teachers are regular and give their 100% to the work. CF teachers are going door to door to educate and counsel parents,

The burden of school has decreased. CF has also helped in imparting knowledge about different religions, and change in education pattern.

Case Study: Auditing body last year randomly checked students answer sheet and questioned the students regarding the exam. The officials were convinced regarding their performance and school applauds cosmo contribution for same.

4.7 Cluster Coordinators

Cluster Coordinators play a very important role in implementation of CF programs. It is necessary to consider their views in assessment of CF interventions and generating ideas for future. They were interviewed at length.

Program wise performance:

Good: Computers

Average: BEP

Needs Improvement: CGVK

Priority wise ranking as per how a program is more important for community children:

1. CGVK
2. BEP
3. Computers

Support from school management:

Good: Methi, Vemar, Kandari, Choranda

Average: Bodka, Kothav, Khandha

Needs improvement: Kurali, Simli

Government Schools

As per the respondent, teachers of government schools are found low on accountability. They also have a lot of administrative responsibilities which affect their involvement in teaching. Though for last 2 years, the pressure from government has been increasing about the quality of education and accountability of teachers.

CF Impact on students:

- Earlier hygiene level was very low which has now improved. Eg., students have learned to cut nails by themselves, and keep clean.
- .
- When CF started its operations in 2008, literacy level was very low in the area which has now improved considerably.
- Many students have gone to study courses such as Diploma, Engineering, nursing etc. after studying with CF.
- In some of the improvements, both CF and school education would be instrumental but computer awareness has come mainly because of CF only
- There is a prize for students who have attendance for all 26 days of month which is an attraction for students to be regular – it is working.

CF impact on parents:

- Since last 4-5 years, CF has been working actively with parents. Since 2 years there are continuous efforts. Every month minimum 8 parents visit are done by each teacher.
- It takes time to gain active support from ST community which is more involved in labor work. Parents from other communities have started taking interest in children's education.
- In the beginning, CF members were perceived as political promoters in some of the communities but later people understood their genuine interest in education. Now many of the parents have started giving good support, though a lot is still to be done.
- Due to their nature of work, most of the parents find it difficult to attend the PTM to evaluate their child's performance, however, now they try their best not miss the PTM or for that matter any event conducted by CF. They now actively participate in such events.
- The parents are now more aware about the education and its importance in life. As a small part for their input, they come to drop their kids at school and participate in their kid's development actively.
- With high expectations for their kids and with a wish that they lead a better and comfortable life, parents have started to keep in touch with the teachers regularly and have also started to respond through letters to the letters sent by the teachers.
- Earlier mostly grandparents used to attend meeting but now parents have also started participating. Parents also come to drop students at school

Social situation:

- Patel community is wealthier. They mostly send their students outside for study and there are more students who also go for higher studies from this community.
- Most of the students enrolled in CF programs belong to SC and ST communities. There have been a few examples where students from these communities have gone for further studies such as ITI and Diploma Engineering.
- These communities are mostly engaged in agriculture as marginal farmers or laborers. Many are dependent on selling milk as an occupation.

Self Development

- Improvement in self confidence, concentration
- Learned English, mathematics, multitasking, working with systems, using internet, emails, using MS Excel, letter writing, Gujarati typing, etiquettes, time management, etc.
- Develop a good career, would be able to give good education to their own children.
- Earned higher status in community

Community support

- There is good support from panchayats, school administrations and Community Leaders.
- In Kothav village, one of the Panchayat rooms has been given to CF for use as a store.

- In Choranda village, Madresa has given space for teaching and there is a good support from Maulavi.
- There is a good support of community members in different events organized by CF. Villagers participate in the health camps conducted by CF and have started to follow the basic hygiene requirements. Similar enthusiasm is shown in other events like Baal Mela where the participation increases year on year.
- People have started to educate female children. Female students are found to be performing better than male students.
- The students of CF have learnt punctuality and regularity that is indirectly serving as a major influence on other village kids who are not regular.
- The people of other villages are now requesting CF to start their educational activities in their villages also.

Challenges:

- Students' lack of basic language skills and comprehension.
- Inadequate parental support, especially from families involved in agricultural labor.
- *Students' aspirations* are unrealistic when asked. They are aware of a few occupations but not of the efforts required to realize the career aspirations.
- No access to personal computer
- Some children want to take up science but cannot enroll for the same due to financial constraints

Suggestions

- Foundation keeps expanding its reach and also keeps initiating new programs and events. Also, technology has been developing. This in turn, requires more, trained manpower as well as Computer facilities, internet connectivity and newer software.
- Internal communication and coordination can be improved to achieve higher efficiency.

Comments by Researcher:

All the three cluster coordinators exhibit high level of enthusiasm and commitment, and have acquired abilities needed for this position. The position requires multi-tasking abilities as the profile includes variety of tasks which are both administrative and academic in nature. The cluster coordinator needs to have very good mobilization skills, ability to develop and maintain relationship with people from various levels in community and should also have academic understanding.

4.8 Sarpanchs and Mandal Presidents

Sarpanchs are village leaders and have considerable influence over villagers as well as the activities carried out in the village. Grant-in-aid schools in villages are run by mandals headed by Mandal President. We interacted with 5 of them from different villages covered by CF. Our observations of their views are as follows:

Related to role and significance of Mandal President

Mandals now don't have much significance role to play in school education. Mandal President is not authorised to give instructions to principal as the school staff come through centralised selection process and are accountable to government officials. He also held the government responsible for making Mandals irrelevant through their centralised approach in administering primary education.

Mandal helps financially when there is a delay in government grant. Mandal takes care of the school building property, gets repairing work when required. At times there are issues related with parents which are sorted out by Mandal.

Respondents mentioned about the lack of availability of good teachers and principals in rural schools. There are times when vacancies remain open for a very long time. At times the teacher appointed by the government is not up to the mark. An example was cited where after waiting for a long time, school got a person to be appointed as a principal. The person had an appointment letter from the government but he did not have appropriate knowledge and skills, but as Mandal president had no other choice, he had to compromise and appoint him.

Issue of corruption in appointment of teachers in granted schools is also mentioned. After clearing exams conducted by government, teachers have to be approved by particular Mandal in order to get final appointment. In some of the places, candidates need to pay bribe to the Mandal president to get appointment in a desired school.

Respondents were critical about current government and its policies related to primary education. They said that as government keeps changing systems, policies, syllabus etc. it affects students learning. They also said that programs such as 'Praveshotsav' and 'Gunotsav' are 'waste of time'.

Earlier schools were built by donation from affluent families along with contribution of other villagers and government supported by giving grants and appointing teachers. Individuals who used to belong to the donor families took responsibilities such as being the Mandal President and took active interest in the school. Slowly affluent families started sending their children to urban schools which reduced interest of Mandal president from active involvement in schools. Apart from this there is no significant economic benefit out of the involvement in school administration. Thus taking leadership in positions such as Mandal President is either taken as a perceived social responsibility or to enhance the political identity in the village. Researcher also observed difference among Mandal presidents and Sarpanch about the extent to which they are actually aware of the academic development of students.

Career aspirations of Students

Within marginalised communities, parents do not have aspirations for higher education. Generally they send their children to courses such as ITI which could provide them employment at the earliest. There are some industries in surrounding areas where they find employment.

Girls are observed to be more sincere about studies, though only 10-15% would be going for higher studies. There is a tendency not to send girls outside for studies. Girls are observed to be getting better marks than boys as they care more about getting good education in order to find a good match for marriage. There is also a trend that once a boy fails in 10th, father stops spending on education. “Those who really want to provide good education to children, send them to city only” as shared by respondents. The students who get enrolled in village schools are mostly from SC, ST and Muslims, still there are some exceptions from them who study well and go for higher education.

Major occupation in village is agriculture and agriculture labour. Some of the young boys go to nearby market of Karjan for labour work and odd jobs and they ear Rs. 200-300 per day. Some boys learn skills such as welding and repairing and find work in the market. There are a few students who go for BA or B.Com degrees but they find it very difficult to get jobs.

Social aspects

The custom of child marriage has changed – the marriageable age has moved up from earlier 12 - 15 to now 21 – 25 in most communities. They commented about the skewed sex ratio by stating ‘80-85 girls per 100 boys’. According to them there is a general lack of awareness among parents who are doing labour work. Parents of ST community have alcohol addiction thus they set wrong example to their children.

Impact of CF Programs

CF has played a significant role in creating awareness about computer by introducing computer learning program and providing computer teachers. There are students who have found jobs in Vadodara city after developing computer skills with help of CF. They also appreciated the computer awards.

Earlier there were many students who had reached secondary level in education but could not do simple maths. After CF programs, improvement is visible. In primary schools, the fundamentals of students are very weak. Cosmo is doing commendable work in helping such students in extra classes. Overall proficiency in English has increased.

They are also appreciative of the efficient management of CF programmes which makes student learn. An example was cited of a Muslim boy giving a speech in a public event organised on Independence Day.

Trend of migration

They observed that in recent years many affluent families have started sending their children to nearby city (Karjan or Vadodara) for education at school level itself. Nearly 85% of upper caste families send their students to study in urban schools. Only those families, who cannot afford such education, send their children in schools in village.

Due to migration of children of affluent families to city schools, the village schools are now perceived to be for those who are less privileged and belonging to backward caste. As shared by one of the Mandal Presidents, some of the parents of general caste also have a worry that their children may get ‘spoiled’ if they study with the lower caste students in government school in village, thus they tend to send them in cities for education.

4.9 Principals of Non-CF Schools

We interacted with a couple of non-CF school principals – one from a school with mostly tribal students and another from a school which had good number of higher caste students. There are substantial differences in the profiles of these schools – the school with general class students has implemented Pragna - a Government scheme for rural schools, is rated A in school accreditation and is doing well compared to the other schools in this area. The parents are farmers or well-employed and many of them take interest in children’s education – participation level is 40%. However, the school with mostly tribal students is in a pathetic condition with respect to education standard and has obtained only D grade. The parents are mostly laborers and do hardly take any interest in education of their children – participation level is below 5%.

Both the principals agreed that they would like to follow CF methodology and replicate CF model in their schools. According to them, CF methodology is based on..

- Comprehensive education
- Focused learning
- Higher emphasis on Action learning
- Practice based learning
- Teacher’s training
- Grooming of students as well as teachers
- Focuses on student’s engagement
- Involves parents in learning process
- Besides education the focus is also on life skills, behaviors and empowering students
- Strives that student reach the benchmark

5. EVALUATION OF COSMO FOUNDATION

"It is not good enough to do what the law says. We need to be in the forefront of these [social responsibility] issues."

Anders Dahlvig, CEO of IKEA

Earlier, in Chapters 3 and 4, we have carried out an impact assessment of CF interventions in terms of programs and events; as well as impact on various stakeholders from their perspective. This chapter is devoted to an evaluation of CF in terms of a few important management criteria.

5.1 Evaluation Criteria

While Baseline is about identification of a significant state, meaning the set of data met an approval status, publicly recognized; a benchmark is about assessing the relative performance of an intervention with respect to a well-accepted milestone. Literally, a benchmark becomes a standard for comparison and an indicator of success.

Evaluation of CSR activities is an important task that provides an indication of how far and how well the program has travelled. It is necessary to carry out an evaluation with respect to baseline as well as benchmark. While we have discussed a baseline for CF in chapter 2, the benchmark could be considered in terms of CSR provisions and a target planned. Such evaluation needs to be carried out in respect of important facets of interventions such as...

- a) Effectiveness of the Strategy and the Efforts made
- b) Sustainability
- c) Visibility
- d) Meeting Statutory requirements
- e) Effectiveness of Vehicle for Implementation (Trust / Society / Non-Profit Company / NGO Partner)
- f) Institutionalization

A few important criteria for such evaluation of intervention includes...

- Make a difference in the target group through development on intended parameters to reach planned / regional / national benchmark
- Build capacity of the target group and empower them for sustained development even after withdrawal of intervention
- Generate adequate visibility for the corporate undertaking the activity
- Can become a model for replication

And hence such an intervention must be properly selected and defined through choice of

- The developmental focus in terms of activities and parameters
- Geographical Target Area and the population / community to be covered

In the following para, we have made an effort to evaluate CF interventions using the framework defined above.

5.2 Comparison with Baseline

The positive changes in the life of villagers can be attributed to CF interventions based on comparison of present situation with the baseline depicted earlier, and can be validated by the fact that similar changes are not seen in other non-CF villages. In fact, other villages are desirous of CF interventions or such developmental efforts.

a) Education Status of Children

As seen in Chapters 3 and 4, Education scenario has undergone a sea-change with children becoming interested in education, improving in time and attendance discipline, have developed basic linguistic skills (in Gujarati and English) and math's skills, learned computer operations and developed digital skills, have imbibed cleanliness and good habits; and above all have become more confident and expressive. The parents have also become more responsible and good caretakers.

b) Conditions of Schools including Teachers' Involvement

School infrastructure has improved significantly, computers have been added initially by CF and then by Government, villagers and external donors do also contribute to school infrastructure improvement, teachers and principals have become more responsible and cooperative, and have begun to realize the value of CF programs in overall growth of the school children.

c) Villagers' Status and awareness

Besides students, villagers are the main beneficiaries of all CF interventions including educational programs as well as other events. It has helped improve overall awareness about various aspects of quality life including healthcare, nutrition, childcare, cleanliness and girl-child empowerment and education.

d) Community Spirit

The interventions have also helped in generating an encompassing, village-level community feelings, a feeling of brotherhood, develop concern for others and made people get together for overall development of their children, themselves and the village. In fact, it is good example of social engineering where STs, SCs, OBCs and minorities are working together with a high level of communal harmony.

e) Involvement of Authorities

The CF interventions have turned out to be a kind of an awakening call for the officialdom. They are influenced by CF activities and its beneficial impact and have begun to respond very positively by helping CF as well as villagers as and when required.

The influence is also observed to positively affect the Education department officials in revising school curricula and improving school infrastructure.

The spread of CF activities and the acceptability it has received can be gauged from Tables 5.1 and 5.2 depicting increasing enrollment of students in different programs and different villages.

Table 5.1 Progress of CF Programs: Students' Enrolment

Year	CLP	CGVK	BEP	CLP + CGVK	CLP + BEP	CGVK + BEP	CLP + CGVK + BEP	CLP V.	BEP V.	Total
2008-09	876	0	0	0	0	0	0	0	0	876
2009-10	863	344	0	0	0	0	0	0	0	1207
2010-11	821	310	0	0	0	0	0	0	0	1131
2011-12	1469	384	62	90	130	0	0	108	58	2301
2012-13	1433	394	68	37	52	0	65	128	62	2239
2013-14	1365	396	194	7	142	54	38	202	50	2448
2014-15	1113	450	0	73	377	0	58	57	42	2170
2015-16	1104	335	0	130	367	0	115	49	0	2100
2016-17	1482	439	145	265	379	102	118	17	82	3029
Total	10526	3052	469	602	1447	156	394	561	294	17501

Table 5.2 CF programs: Village wise Student Enrolment[illegible]

In order to meet increasing demand for its interventions, CF has been expanding by training and recruiting more number of teachers. Earlier in chapter 3, we had seen Table 3.5 presenting year wise events and programs introduced by CF which testifies CF's efforts to continually increase their outreach, take up newer activities and expand geographical coverage. It indicates the vibrancy of the foundation and untiring efforts on the part of CF officials. The expanding organization is presented through Table 5.3 given below.

Table 5.3 Cosmo Foundation: Year wise team information

Year	Computer Teachers	Balmitras	Cluster Co-ordinator	Programm Co-ordinator	Total	Interns
2008-09	7	-	-	1	8	
2009-10	8	10	2	1	21	
2010-11	11	11	3	1	26	
2011-12	11	14	4	1	30	
2012-13	9	13	3	1	26	
2013-14	7	16	3	1	27	
2014-15	9	20	3	1	33	
2015-16	10	19	2	2	33	
2016-17	12	28	3	2	45	15

5.3 Evaluation on Management Aspects

a) CSR Strategy of CF

CF has evolved and adopted a well-thought-out strategy which has proved to be effective in terms of defining the bottleneck development needs of the people and designing appropriate interventions which have turned out to be apt and impactful due to continuity and consistency. The success of CF strategy can be attributed to its focus on understanding local needs and meeting these needs using local resources – the CF teachers are recruited locally; also the existing school infrastructure is used to implement CF programs.

Another important feature of the strategy is its coherence with national policies such as Make in India, Swachha Bharat, Digital India, Skill India and Right to Education. This imparts it a visibility and an increasing acceptance from all – villagers, local political and administrative machinery and other officials of various Govt. agencies, as well as NGOs. CF has been successful in engaging most of them quite gainfully.

b) Visibility

CF and as a result CFL are highly visible around the Karjan area – they have a high level of credibility and an image of saviors for villagers who are working to prepare their children for good future career, who are working for their happiness and prosperity. The image has received a further boost with CF taking up a number of events and short programs in line with various Government initiatives as seen above.

The visibility of CF obviously rubs off on CFL – the promoter organisation. Most noteworthy is that this visibility and an image of a savior is without any promotion or publicity efforts and expenditure. It helps in creating a goodwill for the organisation which would go a long way.

c) Meeting Statutory Requirements

The activities carried out by CF fulfill statutory requirements of CSR Act, 2013 as their focus is working on education and generating awareness about healthcare and cleanliness. These are some of the main activities identified as desirable under CSR Act. In our observation, CF had identified and had began carrying out these activities even before formal CSR Act was announced – an evidence of their pro-poor developmental approach.

d) Effectiveness of Vehicle chosen for implementation

CF as a vehicle for implementation of CFL's CSR requirements is truly an example of organizational innovation. While CF itself is a foundation and hence a part of CFL, the two main functionaries are retained as Consultants – that allows CFL management to create an ownership of CF vision and activities among them without establishing an employer-employee relationship. This ensures that the consultants are insulated from any internal matters of CFL and are able to drive CF in the right direction. It is noteworthy that the CFL management has not invested in creating a structure for CF that may result into a bureaucratic organisation.

Besides, the choice of this kind of an organization has also ensured that the necessary expertise becomes available without creating any long-term liability, the costs of implementation remains low, while ensuring high level of productivity and effectiveness.

The cost effectiveness is evident from Table 5.4. With increasing acceptability among students, schools and villagers, the CF has been expanding its activities and helping increasingly more number of students (876 to nearly 3000) through multiple programs. This necessitates more teachers and staff (from 8 in 2008-09 to 45 in 2016-17) and higher expenditure – as is evident from the fact that the expenditure has gone up from a modest 4 lac rupees in 2008-09 to above 70 lac rupees in 2016-17 – nearly 17 fold in 9 years.

Table 5.4 CF Programs: Expenditure

year	Expenditure on edu. program	Expenditure on events/community engagement	Donations made	Administration	Other exp.	No. of students in edu, programs
2008-09 (from Sep)	4,11,319	29,870	00	24,323		876
2009-10	10,04,617	79,353	00	75,770		1207
2010-11	18,45,348	89,022	19,500	86,514		1131
2011-12	23,17,449	82,714	55,500	93,496		2301
2012-13	26,07,399	91,102	0	1,08,000		2239
2013-14	31,43,777	1,00,309	55,000	82,479	3,30,204	2448
2014-15	42,52,569	2,32,979	1,31,000	1,36,000		2170
2015-16	45,21,587	2,92,250	75,000	92,438		2100
2016-17	70,55,092	5,04,628	4,31,000	54,212	3,01,686	2930

6. IMPLEMENTATION AND REVIEW SYSTEM

"When the wind blows there are those that build walls and then there are those that build windmills."

The test of successful implementation of any CSR project is achievement of desired objectives and outcomes effectively. It is also equally important to ensure that the project makes the desired impact which was visualized at the time of selection and planning. A robust implementation and reporting system appropriately supported by a review system for monitoring is an imperative. Further, a CSR Audit is one of the tools to evaluate the CSR projects performance. Besides, monitoring and evaluation helps to identify the gaps between planning and implementation and take midcourse corrective actions as desired.

It is noted that CF has already evolved a robust system for planning and implementation of its various activities. It is also noteworthy that CF has been getting impact assessment done periodically by some external agency (this report being an example of the same) to impart it an objective flavor as well as get a third party view about improvements required and future directions.

In this chapter, we have made an effort to outline a framework for that helps in consolidation of different programs and activities, take into consideration evolving organization and increasing activities, meet requirements of CSR Act, help in setting a baseline for future, and help in objective assessment.

6.1 Implementation System

- **Implementation Agency:** Cosmo Films has done well in establishing Cosmo Foundation as the implementation agency for its CSR activities. It has proved to be a robust and effective institutional mechanism to operationalize its vision and plans allowing CFL to gain the highest leverage and strategic advantage through the investment of intellectual and financial resources. CF works closely with external knowledge institution for developing knowledge and expertise as well as all stakeholders to develop rapport, win their trust and carry out desired interventions.
- **Planning for Implementation:** Before implementation of any CSR activity, it is prudent to carry out
 - Project development detailing the activity, locality, beneficiaries and the society, milestones and benchmarks expected to be achieved, project budget and expenditure schedule

- Project approval to ensure that all criteria of project conceptualization and development are met, and
- Finalizing the arrangement with stakeholders to ensure smooth execution and regular monitoring of the project

6.2 Reporting and Review System

As mandated by SEBI, CSR performance is required to be disclosed and reported in the Annual Business Responsibility Report. Besides it is also mandatory for CPSE who publishes their report as per the DPE guidelines. Purpose is to monitor the progress of the CSR activities and to provide for appropriate control and feedback for mid-course corrective actions. Such a reporting system would be based on Project Plan and milestones prepared earlier for the activities. It would include periodic reports on:

- i) Achievement against project milestones in terms of activities carried out and the resources utilized,
- ii) Beneficiaries involved and their response, and
- iii) Any unanticipated occurrences impacting the project activities or resulting into new information or insight.

6.3 System for Impact Assessment

Purpose is to carry out Impact Analysis and Review of the CSR activities in line with the company's objectives and baseline. The framework for such a report is outlined at the end of this chapter.

The system would involve carrying out such impact analysis of completed and ongoing CSR activities on a periodic basis (say, quarterly, six-monthly and yearly) taking into consideration the data and reports made available by implementation team as well as an on-the-spot independent study by external experts.

6.4 Documentation Guidelines

Purpose is to document experiences and learning from the completed CSR activities to be used as guidance for the future, as well as for education and training.

The learning from the experiences of the completed CSR activities could be quite useful for the future projects in terms of

- Reflections on project planning and preparation including milestones,
- Reporting system's adequacy with respect to information provided, and
- Effectiveness of the developmental intervention through impact analysis and review.

For this purpose, the documentation of the projects can be carried out as case studies with the project plan, periodic monitoring reports and report on impact analysis as appendices to the case study. The case studies can also be used for educational and training purposes.

6.5 Framework for CSR Activity Impact Analysis

In order to carry out an impact analysis of CSR activities and projects undertaken, it is necessary to develop a framework based on the objectives of CSR activities. The framework can then be used to analyse the impact of the activities on various parameters and also to assess the extent to which the objectives have been achieved. We have prepared such a framework for CF with explicit objectives of making a difference, attaining substantial development level, and creating a visibility for CFL. An explanation of terms and parameters used in the framework is given below:

Explanation of terms and parameters

1. **‘Implementation partner’** means the NGO, Government agency, education institute, a professional body or any other organization in partnership with which the particular CSR activity is going to be carried out.
2. **‘Category’** means the development area in which the particular activity will make an impact. All CSR activities may be considered under following categories:
 - 1) **Cultural**– Activities such as Classical music concerts, Garba festival, republic day celebration etc.
 - 2) **Education** – It has following sub-categories:
 - (a) **Education / Event**: Educational events on various themes related to technology, management and other aspects organized by educational institutes.
 - (b) **Education / Infrastructure**: Activities such as construction of Anganwadis, schools, laboratories or providing other infrastructure support to educational institutes.
 - (c) **Education / Sponsorship**: Activities such as sponsoring students for education support, sponsoring research, training programs etc.
 - 3) **Environment** – Activities related to conservation of environment such as ‘Van Mahotsav’.
 - 4) **Health** - It has following sub-categories:
 - (a) **Health / Camp**: Activities such as medical camps, health checkup camps related to various health issues.

(b) Health / Infrastructure: Construction activities for public health centers, hospitals, providing laboratory materials or other infrastructure support to organizations working for health.

(c) Health / Nutrition: Activities such as providing support to mid-day meals, supporting research related to food and nutrition etc.

5) **Infrastructure:** Activities such as construction of roads, drainage, utilities for public places such as gardens, water bodies etc.

6) **Sports:** Sports events, competitions, meets, coaching camps, marathons organized by different organizations.

7) **Welfare:** It has following sub-categories:

(a) Disabled Welfare: Events, activities related to differently able persons.

(b) Disaster Welfare: Contributing to funds, providing aids to people affected by natural calamities, accidents.

(c) Old age care: Supporting old age homes, activities related to welfare of elderly.

(d) Veteran Welfare: Supporting disable soldiers, ex-servicemen, martyrs and their families.

8) **Women Empowerment:** Activities, events related to socio-economic empowerment of women.

9) **Others:** CSR Activities which do not follow under any particular categories as mentioned above.

3. A) **‘Plan’** describes the staffing and the timeline for the activities to be undertaken

(B) **‘Budget’** means the amount to be spent by the company for particular CSR activity

4. **‘Geographical area’** means the name of the district / city and / or the village in which the particular activity or project is carried out.

5. **‘Type of impact’** is analyzed based on following factors

a) Time wise: Long term, Medium Term, Short term impact

Refers to the time period for which a particular CSR activity can create social impact by taking beneficiaries to the next level through socio/economic development

b) Empowerment of Target group to run their affairs

c) Catalytic influence on others in the surrounding areas or in contact for similar activities

d) Catalytic influence to take up other development activities in the same area with the same or other beneficiary groups

6. **‘Consistency’** means specifying whether the company has been consistent in carrying out a particular kind of CSR activity. Consistency has been analyzed in two ways:

6.1 Consistency with respect to Time means a particular CSR activity has been carried out consistently over the years by the company.

6.2 Consistency with respect to Area means a particular CSR activity has been carried out consistently in the same community/geographical area over the years by the company.

Eg. , If company has supported construction of school buildings in consecutive financial years, but every year the activity is done in different districts, the activity is **consistent with respect to time** but it is **not consistent with respect to the Area**.

7. **‘Visibility’** means whether the name of **CFL** and its contribution becomes visible to a large number of stakeholders resulting in to enhancement of the image of the company due to a particular CSR activity. **Visibility** is categorized as **High, Medium** and **Low** based on the social impact and consistency of a particular CSR activity and its potential to retain the enhanced image of the organization among stakeholders for a long period of time. Similarly, **image enhancement** can be perceived as **long** term, **medium** term or **short** term.
8. **‘Covered by Companies Act, 2013’** means whether the activity undertaken by the company can be considered as a CSR activity as per the areas covered in Schedule VII of the Companies Act, 2013. This parameter is categorized as **Yes, No** and **‘?’**. **‘?’** means the activity cannot be considered clearly as a CSR activity but it has an indirect relation with one or more areas mentioned in Schedule VII of the Companies Act, 2013.

A format for Monitoring and Evaluation report is given in Annexure V.

7. CONCLUSIONS AND FUTURE DIRECTIONS

"Corporate social responsibility is a hard-edged business decision. Not because it is a nice thing to do or because people are forcing us to do it... because it is good for our business."

Niall Fitzgerald, Former CEO, Unilever

7.1 Conclusions

a) Drawn from comparison with Baseline

The positive changes in the life of villagers can be attributed to CF interventions based on comparison of present situation with the baseline depicted earlier in Chapter 2, and can be validated by the fact that similar changes are not seen in other non-CF villages. In fact, other villages are desirous of CF interventions or such developmental efforts which is testimony of CF's acceptance among villagers.

b) Achieving objective – making difference in education

CF through its educational programs has made a major difference in the education scenario in villages around, both covered by CF and others not covered but influenced by CF programs. The education, especially the communication, language, Math's and general awareness, computer literacy and children's interest in education have improved substantially. Improvement is also observed in school infrastructure, teachers and principals' involvement, girls' education, and parental involvement. Medium to long term consistency and graded levels of inputs through the programs has ensured the beneficiaries move to the next level of development where they are empowered to lead their way into future.

The program has positively influenced all stakeholders to take up affirmative actions in a committed and involved manner. CF has been able to engage them all in the developmental activities including donors to donate for education in their area. Most noteworthy is the commitment, enthusiasm and a sense of fulfillment on the part of CF teachers who are turning out to be real social change agents for the villages. Especially, the women teachers feel quite empowered and free from traditional gender beliefs leading to changing outlook of their families and the surrounding society.

Cosmo Foundation has proved to be an effective implementation vehicle – the CFL management vision and mission have been well adopted by CF and implemented through appropriate strategies and programs – might not have been possible through an NGO.

c) Successful PPP model

CF's educational programs are run in the village schools ensuring effective and efficient utilization of publicly available school infrastructure, and achieving the educational purpose of the state in a highly cost-effective manner. The per capita cost incurred by Govt schools or Govt aided schools are much higher (about Rs.15000/- per student per year) against the cost incurred by CF (about Rs. 2700/- per student per year) for its educational programs – with higher learning by the students.

d) Employment generation

For the children educated by CF, as well as CF employees, especially Computer Teachers and the Balmitras better employment opportunities become available with many of them moving out to urban areas. While this means high turnover of trained CF teachers, it also meets a very desirable objective of preparing villages youth for a good future career.

e) Sustainability

For any developmental activity, long term sustainability is an important criteria. CF programs are found to be sustainable in terms of management support and resources allocation, lean organization structure, and support from schools and villages. CF will have to ensure continual search and training for manpower and new activities – opportunities of carrying out developmental interventions in villages would always be available. CF will also have to work towards making many of these programs and activities self-sustainable where beneficiaries become ready to pay in some form – either cash or work.

f) Beyond CSR

It should be noted that creation of CF and the education-based developmental activities by CF precedes the CSR Act by a couple of years. They could envision need for such interventions in this locality where CFL's plants are located and CFL's responsibility in meeting those needs.

The strategy adopted by CFL and the experimentation being carried out by CFL with respect to working with SC, ST and Muslims is a noteworthy example of social engineering. Getting Madrasas to provide school infrastructure, getting Muslim Maulavi emphasize the need for women education and not insisting on use of dupatta, etc. are phenomenally good examples of secularism.

g) Going beyond education to overall development of villages

Besides educational programs, CF undertakes many other activities mainly in form of various events and short programs conducted around different developmental themes throughout the year. These events attract good participation from villagers, create

awareness about the theme, promote a cohesive and encouraging culture, and make them work for a better future.

7.2 Suggestions for Future Direction

CF is doing well, has been able to make a visible impact among the beneficiaries and has been able to achieve its objectives. Then the obvious concern is about its future in terms of direction, activities, aspirations of the people involved, and changing needs of the beneficiary groups as well as the expanding vision of the promoters and the implementing team. One of the most important development concern is empowering the beneficiaries through appropriate capacity building and counseling.

We have delved upon this issue and have following suggestions to offer:

a) Strengthening ongoing Interventions

i) Curricula and Pedagogy improvements

In the changing technology scenario, as well as with new developments taking place in education methodology; it is imperative for CF to keep reviewing and modifying their curricula as well as continually train their teachers. It is a good sign that they are taking help of external experts and educational institutes.

ii) Engaging the Villagers

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

Villagers, donors and local government are also required to be engaged in enhancing educational infrastructure in villages. The needs are playgrounds in villages, toilets in schools, better maintenance, and sports facilities.

iii) Deepening partnership with schools for performance enhancement

CF needs to explore possibility of extending their partnership with schools to a higher level in which schools are involved as active partners in customized program design, reviews with focus on overall performance improvement of both teachers and students. This would also include educational counseling of students at various levels – primary, middle and higher. This can be extended to other non-CF schools also.

One more area that needs attention at school levels is sports. The children need to be inspired to take interest in sports and develop their potential. This will also help in confidence building and personality development. With some external experts, CF

can develop sports as a movement in the schools it is working with. Government support would also be available.

iv) *Adoption of ICT*

Working with schools and villagers for better adoption of evolving digital technologies in various areas including tracking of progress of students as well as programs, making villagers use services based on these technologies, etc.

v) *Broad basing the Educational Interventions*

Considering evolving techno-economic scenario, it is necessary for CF to engage others including educational institutions, academicians, experts, other NGOs and Government officials in understanding future educational needs and exploring ways of meeting those needs.

CF should also work towards forming an Alumni Association of the past students and employees – that would help in improving CF interventions, identify newer areas and would become a support for existing students and employees.

vi) *Involving CFL Employees*

CF is already involving CFL employees in many of their activities – this involvement needs to be taken to a higher level so that CFL employees would become an integral part of the surrounding villages. We have observed that the employees are very enthusiastic and highly motivated. They are working with CF not just for employment but for creating a different identity and satisfaction of doing something value-added for the society. Their role as **change agents** can be expanded further based on their interest – events and activities can be worked out around their interest.

b) *Expanding the scope of CSR Interventions*

i) *Direct Interventions*

It is suggested that CF focus on a few villages in surrounding areas for integrated village development with emphasis on children and women's health including nutrition, education and primary infrastructure. This is to be continued for a couple of years so as to bring them to next level of development as measured by Human Index parameters as well as empower them to take care of themselves. This can then be developed as a model which can be replicated in other areas.

ii) *As Catalysts*

Given the goodwill and credibility CF has been able to generate in other areas as well, it is a fond hope that CF can work as a Catalysts in those schools and villages where it

is not possible for them to physically, directly intervene. In such cases, their influence, knowledge about impacts of their programs, and some periodic interactions may suffice to spread the message of development among the villagers. Stories about their interventions and the positive outcomes are bound to get created and spread around. CF can work at two levels: i) Train teachers (Balmitras) for those schools and help schools take up educational programs, and ii) organize events in those villages to create awareness among villagers.

It is suggested that CF develops the concept of a model school based on its experience of educational intervention in many schools. This can then be extended to other schools and promoted through Education Department at District and State levels.

c) Institutionalization

In order to ensure continuity and sustainability of the CSR activities in line with the strategy, it is imperative to institutionalize the entire activity. This depends on...

- Developing and implementing an appropriate Reporting and Review System to periodically monitor progress on the objectives, and to assess Impact of the CSR activities in terms of Development, Sustainability, Capacity building, and Visibility. An outline for such a system is presented in Chapter 6.
- Engaging stakeholders to a level which inculcates a common vision, creates an ownership among them, establish a positive relationship between them and make them work towards a better future for all.
- CF has involved employees of CFL in
- As a part of institutionalization, CF will also have to develop and implement a withdrawal strategy – withdrawal from a school, a village, an area, a program or an activity. That would make the stakeholders real owners of that activity and put the activity on a self-sustainable, auto-pilot mode. On part of CF, it would mean empowering the main beneficiaries and the stakeholders and building their capacities so as to enable them to run the activity.

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

a. About Cosmo Films Ltd.

Cosmo Films Ltd. (CFL) established in 1981, is one of the largest producers of Bi-axially Oriented Poly Propylene (BOPP) films in the world and has an enviable record of pioneering introduction of new variants of the film for a variety of applications. CFL is the largest BOPP film exporter of India with exports to over 80 countries, with manufacturing facilities in at Karjan – Vadodara district in Gujarat and Waluj - Aurangabad in Maharashtra and also in USA and South Korea.

b. About Cosmo foundation (www.cosmofilms.com/cosmo-foundation)

In line with the philosophy that “We can make a difference” in lives of less privileged people with appropriate efforts, CFL undertook various philanthropic initiatives at Aurangabad including a dispensary, educational scholarships, and beautification of city. In order to implement these initiatives more effectively and to undertake more such initiatives, CFL set up Cosmo Foundation (CF) in 2008 as a vehicle to carry out ensuing activities.

Under the banner of CF, several educational programs have been initiated with the existing schools that include the basic literacy skills, computer literacy skills and learning Basic English. These programs aim to help young students to realize their potential, make informed choices and become empowered individuals. The interventions cover some schools in the villages situated within an area of 20 kms around the CFL plant at Navi Jithardi in Karjan Taluka of Vadodara.

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

Cosmo Foundation currently have a team of 43 teachers and 2 regular consultants. An organization structure has been provided in Annexure IV.

c. CF Programs and Events

Considering the need of the villagers and the educational level of the schools in villages around the CFL plant, Cosmo Foundation began its developmental intervention through three educational programs, namely Computer Literacy Program (CLP), Cosmo Gyan Vihar Kendra (CGVK) and Basic English Program (BEP) with a vision to facilitate underprivileged children and youths to realize their potential. CF supplemented their intervention through various events including festival celebrations at village level, mainly to generate awareness and get villagers’ acceptance.

The Study

a) Purpose and Objectives

Purpose: To evaluate the Corporate Social Responsibility (CSR) activities of Cosmo Foundation, Karjan and prepare a baseline and a framework for regular evaluation of CSR Programs.

Objectives of the study:

- 1) To assess CF program in terms of efficiency and effectiveness
- 2) Tool Assessment
- 3) To map the effect

b) Terms of Reference (TOR):

- 1) Review of current CSR initiatives including Computer Literacy Program, Cosmo GyanVihar Kendra, Basic English Learning Program and events such as Cosmo Computer Award
- 2) Evaluating the impact of the activities in terms of development of Knowledge, skills and change in attitude among students and also the social and economic benefits derived by the direct beneficiaries and the community at large
- 3) Preparing a framework which could be used for yearly evaluation of CSR activities of the foundation.
- 4) Indicate directions for future activities.

c) Scope of Work (Expected Outcome):

- Evaluating the impacts created as gauged under different programs of CF especially among children, parents and community at large. This can be in the areas of skill enhancement, confidence, attitudes and perceptions, lifestyle, socio economic benefits among direct and indirect beneficiaries.
 - Create a Baseline and a frame work which enable the Cosmo Foundation to assess the impact on regular basis every year.
 - Indicate directions for the future viability and sustainability of the program.
- Comparative assessment of changes in intervention and non-intervention areas (schools, teachers, student and parents especially).
- Assess improvement of learning levels among students covered under different CF programs.

- To identify unique achievements of Cosmo Foundation interventions and how it has added value in strengthening mainstream education.
- Community perception towards Cosmo Foundation.

Assess relevance and contribution in the context of Right to Education Act, Millennium Development Goal -holistic government policies and the CSR Act due to CF supportive educational programs.

d) Methodology for the Study

The Study comprised surveys of important stakeholders and beneficiaries as well as secondary data from documents and records. A baseline was generated which has been used for impact assessment. A baseline of year 2017 has also been generated which can be used for subsequent assessment studies. The study also included Review of current activities by intensive reference to available documents, in-depth interactions with few selected key stakeholders, site visits and student assessment.

- 1) Students Survey: Behavioral aspect and Knowledge Skill Building
- 2) Other Intangible effects
- 3) Analysis and impact assessment and benchmarking
- 4) Baseline generation
- 5) Interpretation and conclusions in form of a report

Annexure IV

Case Studies

CASE STUDY- DIMPLE MARCHING AHEAD

Background

This case study is the success story of **Dimple Raju Bhai Macchi**, an extraordinary student and the class topper studying in class 9 at Methi High School. **Dimple**, 15 years old is an exceptional student. This is a child who has around 3 members living at her home. A case of single parent, she is a person who is trying to make the life of her mother and brother better by better career opportunities.

Her mother, Rekha ben Macchi collects roses and sells them for a living, with no other source of income. Despite of such a condition, her mother never allows Dimple to work for additional income by bunking the school.

Challenges

Being a child of a single parent with financial constraints, her biggest problem is to manage studies and become something with limited resources. She is a bright child no doubt, but didn't have her way with English and computers. Her confidence level, the ability to talk to new people was lacking. Social commitments include looking after her younger brother while the mother was away at work, doing the household chores to keeping the house clean, help mother to earn in vacations whenever she gets a chance along with studies.

Overcoming the Challenges

Learnt to manage time. Now she easily juggles the family, home and studies. Joined CLP of CF in order to learn about computers and expand her knowledge spectrum. Through this program, her English speaking skills got strengthened as the program covers frequent presentations to be presented by students to their class. Also, her fear that computer is a device that she may never learn to use has been defeated. Now she is more confident. So far she has learnt what technology is and different applications on the computer that even includes internet browsing.

Marching Ahead

She aspires to become a doctor to serve people and help them out of their misery. Upon asking how did she decide upon this profession, she said she searched for the best profession that can cater to help and serve people. Her education has no opposition from her home. In fact, her mother involves herself into her study lessons as to check if they are complete. Dimple says even if her mother won't understand, she will ensure that Dimple has her homework finished and self-study lessons completed in time.

Annexure V

Cosmo Foundation Organization

Board of Trustees→Program Coordinator

- **CSR Executive – Aurangabad**

4 Computer Centers, 6 Computer Teachers, 2500 students
+ Inventory + Data Management + liaison for company & community.

At Karjan

- **Associate Program Coordinator & Sr. Faculty of English Program**

6 BEP Centers + summer course, 2 Assistant Teachers, 739 students
+ Event Management + School rapport+ PR at community and Govt+ interns planning+
voucher maintenance+ teachers mentoring + communication

- **Cluster Coordinator 1**

13 Computer Centers, 15 Computer Teachers, 2243 students

+ Newsletter+ Inventory + Computer Award + Digital Transaction+ Data+ Records+
Assessment

- **Cluster Coordinator 2**

27 CGVK Centers, 15 Balmitras, 922 students

Redding, Writing, Arithmetic + Life Skill + Community Awareness + Parent Engagement +
Balmela + Swachta project + career counseling

- **Cluster Coordinator 3**

Maintaining and Assessment support of CLP CGVK + Field Base Account + Computer
Hardware Maintenance.

Annexure VI

Format for Monitoring and Evaluation Report

1. Implementation partner:

2. Category:

a. Cultural

b. Education

(a) Education Event:

(b) Education Infrastructure:

(c) Education Sponsorship:

c. Environment

d. Health

(a) Health Camp

(b) Health Infrastructure:

(c) Health Nutrition:

e. Infrastructure:

f. Sports:

g. Welfare:

(a) Disabled Welfare:

(b) Disaster Welfare:

(c) Old age care:

(d) Veteran Welfare:

h. Women Empowerment

i. Others (Pl. specify):

3. Plan vs Achievement

a) Plan

b) Target achieved (till date)

c) Budget

d) Actual Expense till date

4. Geographical area covered

- a) Primary Target group
- b) Secondary Beneficiaries

5. Type of impact

- a) Time wise: Long term, Medium Term, Short term impact
- b) Empowerment of Target group to run their affairs
- c) Catalytic influence on others for similar activities
- d) Catalytic influence to take up other development activities

6. Consistency

- a) With respect to Time - over how many years
- b) With respect to Area - over how many years

7. Company's image

- a) Visibility for CFL High / Medium / Low (explain)
- b) Image Enhancement Long terms / Med Term / Short term (Explain)

8. Covered by Companies Act, 2013 Yes or No

Provide description / explanation as deemed necessary

Team of Researchers

From School of Business and Law, Navrachana University

1. Dr. Nirlesh Kothari, Fellow, IIM Ahmedabad
Professor and Dean, SBL, NUV
2. Dr. Anitha Thomas, PhD, NIT, Durgapur
Assistant Professor, SBL, NUV
3. Mr. Bhumit Trivedi, Pursuing PhD at MSU, Vadodara
Assistant Professor, SBL, NUV
4. Two team of students during their Social Internship
First year MBA students of SBL, NUV