



## Impact Assessment Report

Wel-Shiksha Program  
Welspun India Limited  
May 2022

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# 1. Introduction

## 1.1 Background

Welspun Group is one of the fastest growing conglomerates in India. It has presence in Home Textiles, Line Pipes, Steel, Advanced Textiles, Infrastructure, Warehousing, Steel, Oil & Gas and Flooring solutions. As a global leader in Home Textiles and Line Pipes, it has presence in more than 50 countries and boasts a workforce of more than 26,000 employees.

Welspun began its journey from Palghar in 1985. Welspun Polyester India Limited went public in 1991 and became Welspun India Limited (WIL). The terry towel facility in Vapi was established in 1993. In 2000, Welspun USA was formed as a fully owned subsidiary called Welspun Global Brands Limited. The Welspun City spread over 2,500 acres in Anjar, Kutch was inaugurated in 2004 which houses Asia's largest home textile factory and one of the world's largest diameter SAW pipes mill. From India, WIL is the largest exporter of home textile products. WIL has promoted a brand line and has a product portfolio in three major categories: Bed, Bath and Flooring.

Welspun CSR Thematic Areas: Education, Empowerment, Environment & Health.



Welspun Plant Location, Anjar

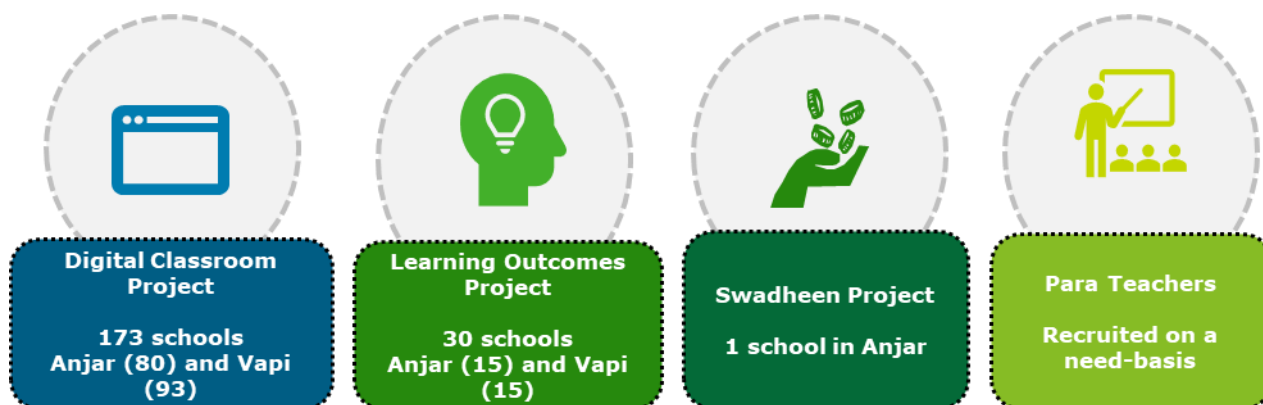
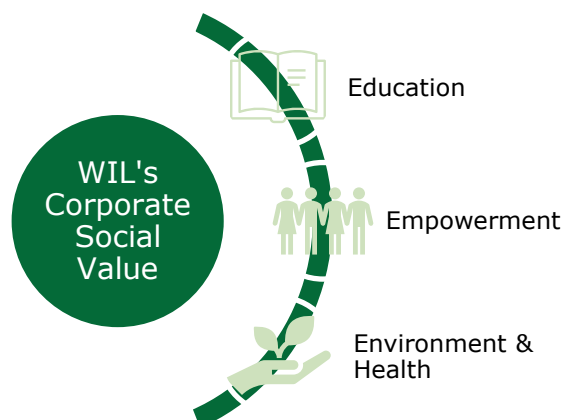


## About Welspun's Wel-Shiksha projects

The three pillars of WIL's several Corporate Social Value (CSV) projects are Education, Empowerment and Environment & Health. These projects are being undertaken in different parts of Anjar, Dahej and Valsad districts of Gujarat.

The project that is being covered in this impact assessment i.e., Wel-Shiksha, is a part of the Education outreach initiative in Valsad and Anjar districts of Gujarat.

Wel-Shiksha is WIL's flagship program in the Education vertical and it has four major interventions:



Interventions under Wel-Shiksha

## Implementing partner NGO

For the Learning Outcomes project, Welspun has partnered with **Pratham Education Foundation** for 15 schools in Anjar and 15 schools in Vapi. Pratham aims to improve the quality of education in India through innovative learning methods. It focuses on existing gaps in the education system through its high-quality, low-cost, and replicable interventions. With its innovative teaching material and methodologies, Pratham is breaking down traditional tactics, and it challenges the current learning mechanisms in the schools. Over the years, Pratham has become a powerful voice in the education sector and through its Annual Status of Education Report (ASER), it has been providing important inputs on the education policies of both the Central and the State governments across India.

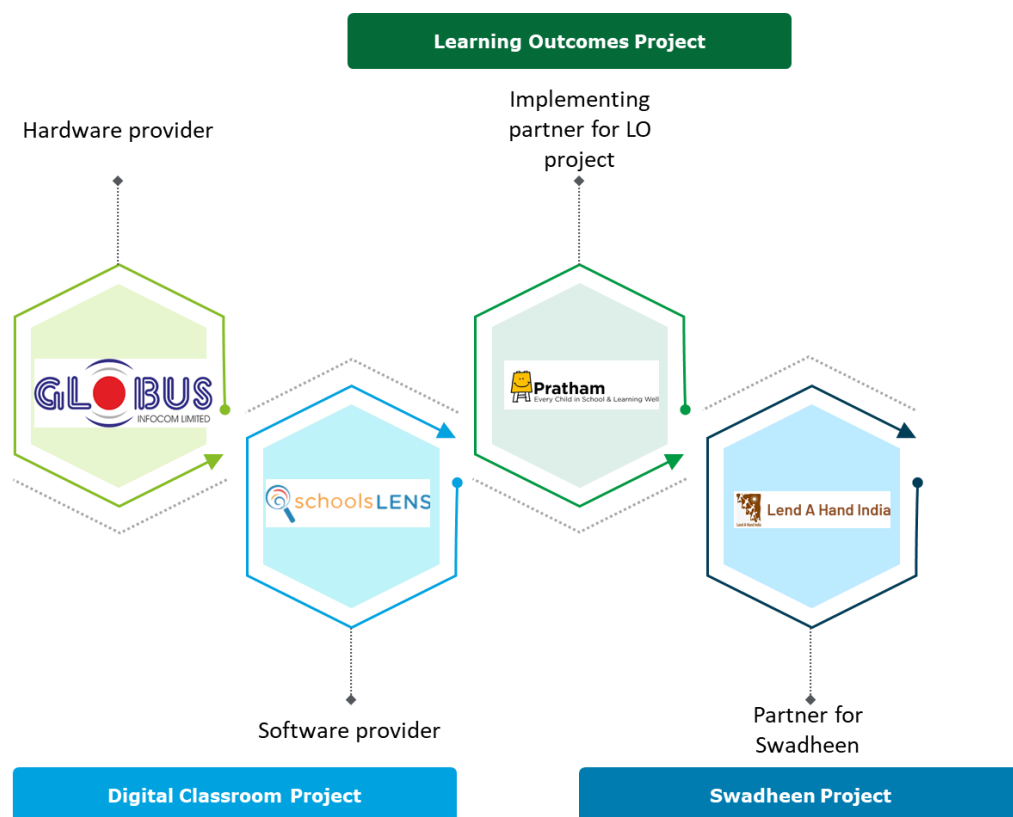
## Program Model:

Welspun has partnered with various stakeholders for different interventions.

**Digital Classroom Project:** Welspun has partnered with the education department, Globus Infocom and SchoolsLens for its smartboard equipped digital classroom initiative. Globus is providing infrastructure support services and SchoolsLens is providing software and content development services for the smartboard.

**Improving learning outcomes:** Partners include the education department, Pratham and Welspun. Learning camps are organized under this initiative. These camps are a mix of teaching-learning activities and are repeated several times in the same school in a year. These camps are organized by Pratham's Cluster Resource Leaders (CRLs) with the help of community members and teachers.

Innovative learning material and methodologies are used in these camps to support quick and sustainable improvement of learning.



**Para teacher support:** Welspun has been directly supporting the education department by supporting the para teachers. The schools which have low teacher-student ratio are supplemented with para teachers as and when required. The para teachers are trained by senior para teachers and they support the school staff.

**Swadheen Project:** Swadheen has been initiated in one of the schools in Anjar. The vocational training program was started in 2016 when the school principal realized that students have entrepreneurial abilities and need assistance and skills to start their own enterprise. The initiative was supported by the District Education Officer (DEO) and aligned with the government's SRLM mission.

Currently, there are 4 courses offered under the initiative:

- Agriculture
- Basic Engineering
- Home & Hygiene
- Electrical

Students can enroll in any of the course of their choice when they enter the grade 9 and subsequently complete four levels (L1-L4) each year by the time they complete their grade 12.

## 1.2 Scope of Services

The Wel-Shiksha projects are being funded and supported by Welspun for the duration of 2017-2021. Welspun approached Deloitte to conduct an impact assessment of the projects. Some of the objectives of Deloitte's advisory services are outlined below:

- To conduct impact assessment/evaluation of projects funded under Wel-Shiksha, i.e., Digital Classroom, Learning Outcomes and Swadheen
- To identify the target groups and impact parameters for each project after studying the project proposal, MoU extract and other relevant documents, in discussion with the CSV team of Welspun Group
- To create and define tools, methodology, reporting format and system for the impact assessment/evaluation and get the same approved by Welspun Group by incorporating changes, if required
- To study the impact (direct/indirect) of Welspun CSV projects on the lives of students/communities/people in the periphery of Welspun project areas and concerned locations using the finalized tools, methodology, field visits, onsite surveys, survey reports and any other mutually agreed system
- To evaluate the level of awareness of Welspun CSV projects among the stakeholders and the beneficiaries in improving their leaning levels
- To study the consistency in the implementation process in line with the fulfilment of stated objectives
- To identify the gaps in the identification of the project, involvement of the beneficiary, implementation, and recommendations for improvements
- To interact with implementation agencies, govt. officials, organizations, and relevant stakeholders to get inputs on the projects and their impact
- To evaluate the involvement and efficiency of project execution by implementation agencies, assess the flow and utilization of funds by implementation agencies
- To study the utilization efficacy of funds allotted for each project and recommend the need to extend/expand or to replicate similar projects in other areas
- To measure and record Social Returns on Investment (SROI) of projects under Wel-Shiksha
- To critically evaluate the monitoring tools used by the team and compare with best known practices and suggest iterations wherever applicable



Girl child enthusiastically answering questions on learning outcomes program, Anjar





# Context setting



## 2. Context setting

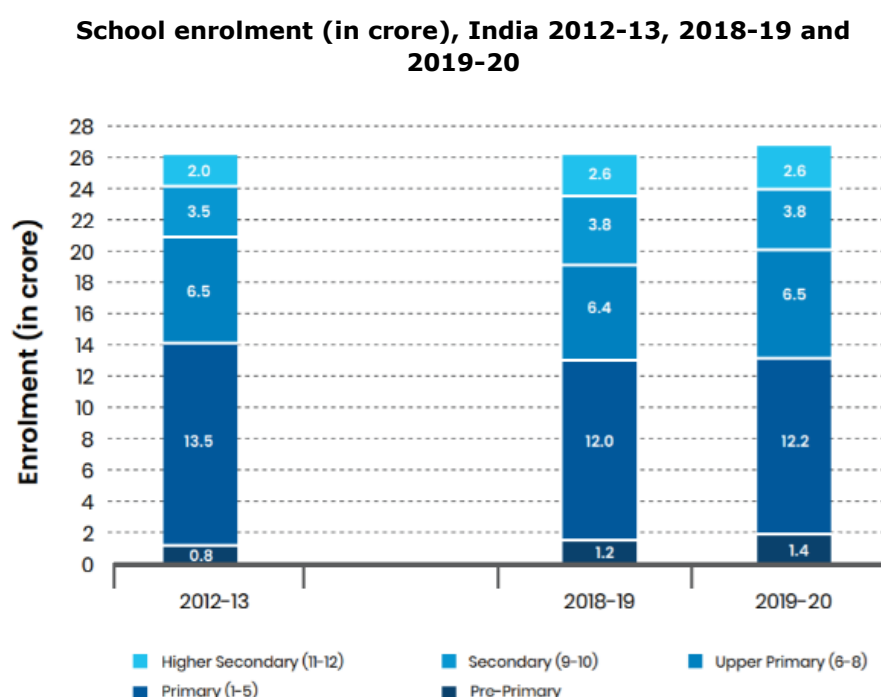
The section provides the rationale for the project with a situational analysis of the education sector in India and touches upon the various reforms and initiatives transforming the space of education. It also emphasizes the need for focusing on infrastructural support in schools and developing innovative tools to improve learning outcomes, particularly in the backdrop of the COVID-19 pandemic. Finally, it also gives an insight into the socio-economic and demographic characteristics of the project locations-Anjar and Vapi in Gujarat.

### 2.1 Insight into the education sector in India

Education is one of the fundamental building blocks of human development and plays a crucial role in improving growth prospects, both at the individual as well as the national level. It can play a transformative role in a person's life as it creates opportunities for socio-economic mobility and can ultimately break the vicious cycle of poverty that so many individuals and communities fall into. Recognized as a key sustainable development goal by the United Nations, quality education must be prioritized by governments, both in terms of access and affordability. Educated individuals can further be skilled in specific sectors, and this is especially important for a country like India which has a sizeable demographic dividend.

#### Improvements in performance

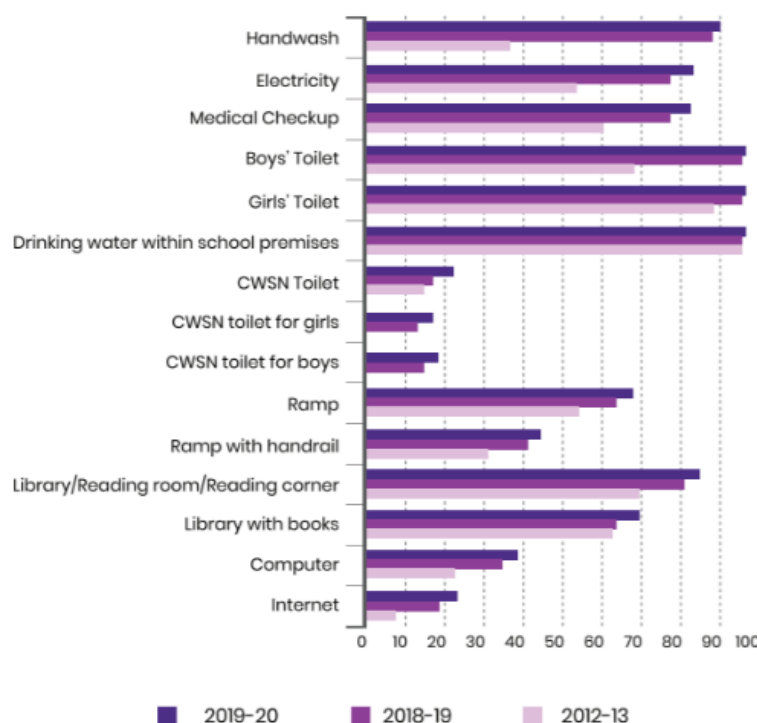
Since Independence, India has made significant progress when it comes to education and this is reflected in some of the key metrics of the education sector, including literacy rate, enrolment ratio (right from the primary level to higher education), accessibility to schools, availability of infrastructural facilities in schools etc. As per Census 2011, India's literacy rate stood at 74.4% -up significantly from a mere 18.33% in 1951.



Source: UDISE data 2019-20

The Gross Enrolment Ratio has also seen a significant rise and it currently stands at 97.8% at the elementary level. Policy measures, specifically the ones focusing on early education such as the Right to Education Act, have yielded some positive outcomes over the years. Positive trends have also been observed in school infrastructure- to some extent. The Unified District Information System for Education (UDISE), one of the largest Management Information Systems for school education in India covering 1.5 million schools and 250 million students has reported that infrastructural inputs in schools have seen an increase, at least across some facilities. The graph shows progress in percentage of schools that have certain facilities in 2019-20. Over 80% of schools have basic hygiene and sanitation related amenities such as toilets, amenities for handwash as well as drinking water. Over 80% of the schools also have electricity in the same time period.

**Percentage of schools having specific infrastructure facility, India, 2012-13, 2018-19 and 2019-20**



Source: UDISE Report 2019-20

## 2.2 Crisis of the Region: Opportunities for work

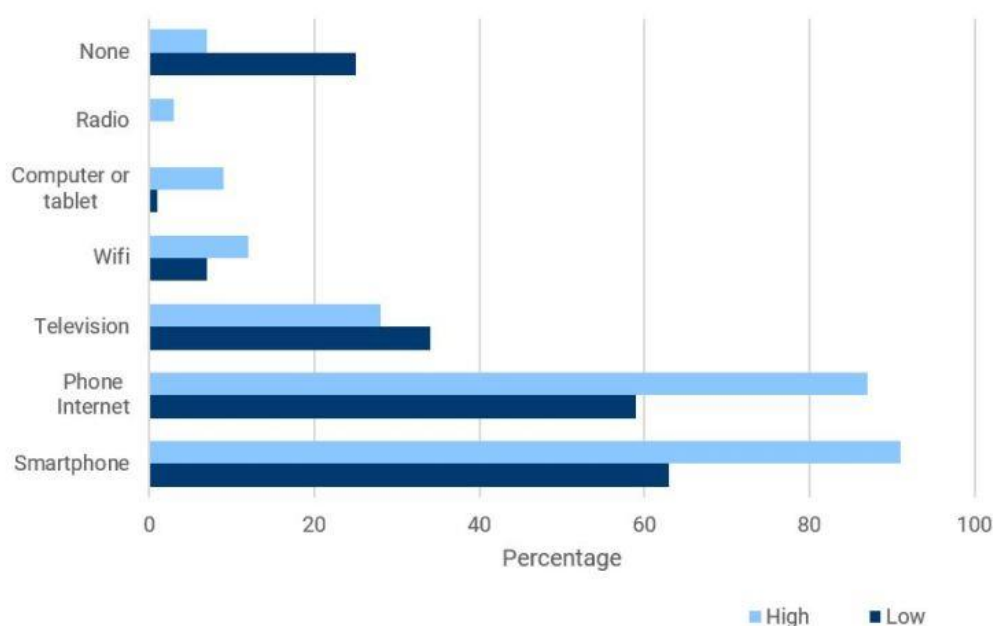
However, there is still a lot of ground that needs to be covered to make education in India better. As per the Economic Survey of 2019-20, only around 3.2% of GDP is spent on education, as against the recommended 6%. The literacy rate continues to be a challenge, especially when compared to the global literacy rate which stands at around 88%. Female literacy continues to stay much lower than the global average rate for women and the state-wise discrepancies are even more solemn- less than 60% of the women are literate in states such as Bihar, Rajasthan, and Jharkhand. Also, while the enrolment rate at the elementary level is nearly universal, the rate steadily declines as we go higher up the education ladder and stands at just 27.1%. Beyond gaps in infrastructure that continue to exist in schools in India, particularly government schools, gaps in learning have also been observed across India. As per the ASER report 2019, children at the kindergarten level (4-5 age group) struggle with the basics of numeracy and literacy, and the gap between private and government schools is only widening. Moving up a grade to Class I, the report notes a significant gap between private and government school-going children. In Class 1, 41.5% of private school children can read basic words. On the other hand, only 19% in government schools could do so. Even in mathematics, 47% could do basic addition in primary schools versus just 28% in government schools. Hence, a dire need to fix the basics of schools- learning outcomes and inputs such as quality teachers, resources, infrastructure etc. exists. However, the complexity of these challenges has been intensified manifold because of a single factor- the COVID-19 pandemic.

% of students who completed the task	Govt. pre-school	Private kinder-garten
<b>Cognitive Tasks</b>		
Sorting	77.5	87.2
Pattern recognition	43.4	49.9
<b>Basic Language</b>		
Picture description	63.7	76.6
Listening comprehension	23.5	40.4
<b>Basic Math</b>		
Counting objects	36.8	57.6

Source: ASER Report 2019

### COVID-19: Impact on education in India

In March 2020, with the onset of pandemic-induced lockdowns across the world, an estimated 1.2 billion children were out of educational institutions globally (World Economic Forum). Online learning became the preferred mode of teaching almost overnight and technology in the education sector became all the more important- from platforms to deliver online classes to applications delivering assessments and tutorials, everything had to be leveraged to ensure continuity in learning. India saw over 250 million students out of physical schools and the scope for ed-tech ventures quickly expanded. In fact, India is set to become the Ed-Tech capital of the world because of the emergence of a variety of players in the online education space, especially in the last 2 years. As per projections by BLinC Invest, an ed-tech focused VC firm, India's online education market is projected to grow to USD 3.5 billion by 2022. This is 5 times the USD 735 million of the industry in 2019. India is also home to 5 ed-tech unicorns- companies with a valuation of over USD 1 billion. The government has also provided a thrust to the education sector. The National Education Policy of 2020 emphasizes on the need for digital technology. However, in a country like India, with its vast inequality in access, opportunity and income, children in rural, underserved areas were hit particularly hard due to the transition to online classes. Digital preparedness and institutional support were much higher in private, urban schools. The graph below, based on a survey conducted by Brookings Institution, a leading think tank, shows the digital divide that exists between high income and low-income households.



Source: 2021 phone survey by Brookings



As per the Annual Status of Education Report (ASER) 2021 published by Pratham Education Foundation, a clear digital divide existed in the country which reduced accessibility to education. Over a third of students did not have direct or indirect access to smartphones and were hence unable to attend online classes. A clear reversal of trend in enrolment in government schools was also observed in the report. Enrolment in government schools increased from 64.3% in 2018 to 65.8% in 2020, to 70.3% in 2021. What is even more distressing is the impact of the pandemic on the learning outcomes of the students. Years of learning have seen a reversal, indicating that students are finding it difficult to cope up with formal education. For instance, as per a sample survey of 20,000 students in Karnataka, only 24.2% of standard III students could read basic standard I text- a sharp fall from 41.8% in 2018. Arithmetic also paints a similar dismal picture- the percentage of students who can only do beginner level mathematics in standard II has doubled since 2018. Finally, the pandemic has led to an increase in school dropout rates- the figure for dropout shot up to 17% at the secondary level in 2021 and in August 2021, the education minister Dharmendhra Pradhan stated that over 15 crore children have dropped out from school. Hence, it is imperative for the government- both the Central and State level- as well as philanthropic foundations, NGOs, and civic organizations to join hands and work towards reversing the losses induced by the pandemic in the education sector in India.

Education in Gujarat, specifically in government schools, also faces similar hurdles.

- Roughly 70% of the schools have been provided computers in government schools in Gujarat (UDISE 2019), but a large proportion of these computers either lay defunct or the teachers do not know how to use them.
- The COVID-19 pandemic has also wreaked havoc on education in the state, as it has in the rest of the country, and hence it becomes imperative to focus on digital infrastructure in classrooms as well as reverse the huge learning gaps induced by COVID-19.

### 2.2.1 Situational analysis of study areas

This section provides an understanding of the socio-economic and demographic characteristics of the project areas- Anjar and Vapi.

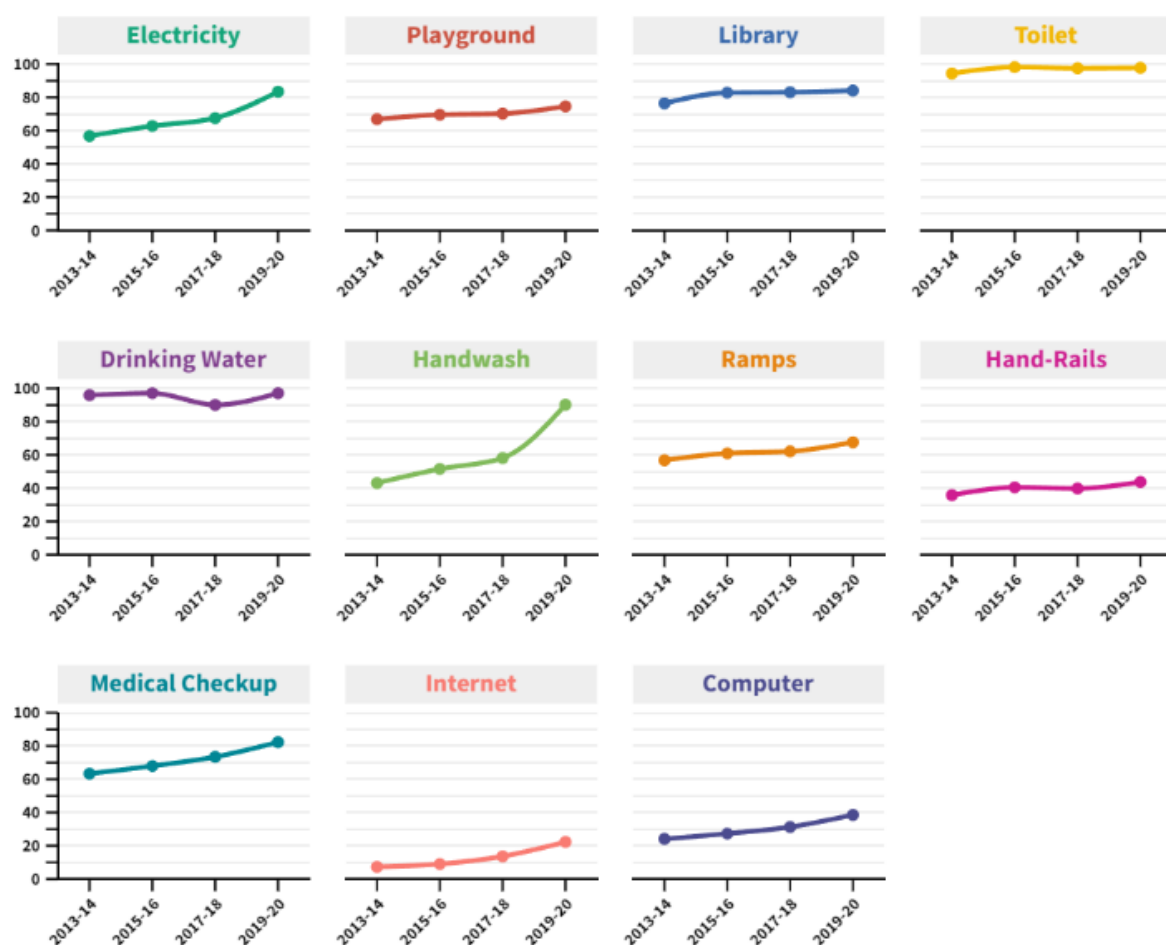
Population & Indices	Anjar		Vapi	
Geographic Area (in sq. kms)	1303.64		2,947	
Total Population	87,183		163,630	
% Scheduled Tribes	1.09%		1.8%	
% Scheduled Castes	8.6%		3%	
% Total Literacy Rate	80.49%		89%	
% Female   Male	48%	52%	42%	58%
% Literate Female   Male	74%	87%	84.3%	92.3%

## 2.3 Need for digital infrastructure in education

Today, as the world grapples with the COVID-19 pandemic and the education sector continues to bear the brunt of it, the government and organizations working in the space of education need to focus on ways to reduce learning gaps and embrace technology in the process. As the Unified District Information System for Education released by the Ministry of Education suggests, steady progress has been made in provision of physical infrastructure in government schools, right from tables and chairs to toilets in the school premises. However, to truly aid learning and ensure that students develop a sense of ease with technology, it becomes imperative for investments in digital infrastructure. India continues to lag in this respect.

The following statistics further elucidate the point:

- Computer infrastructure is not widely available in schools, as only 38.5% of schools in India have computers. Computers can play a crucial role in introducing students to the world of technology and help build skills ranging from typing to MS Office, which are relevant in the job market.
- Only 22.3% of schools have an internet connection and 61% have neither computers nor internet access.

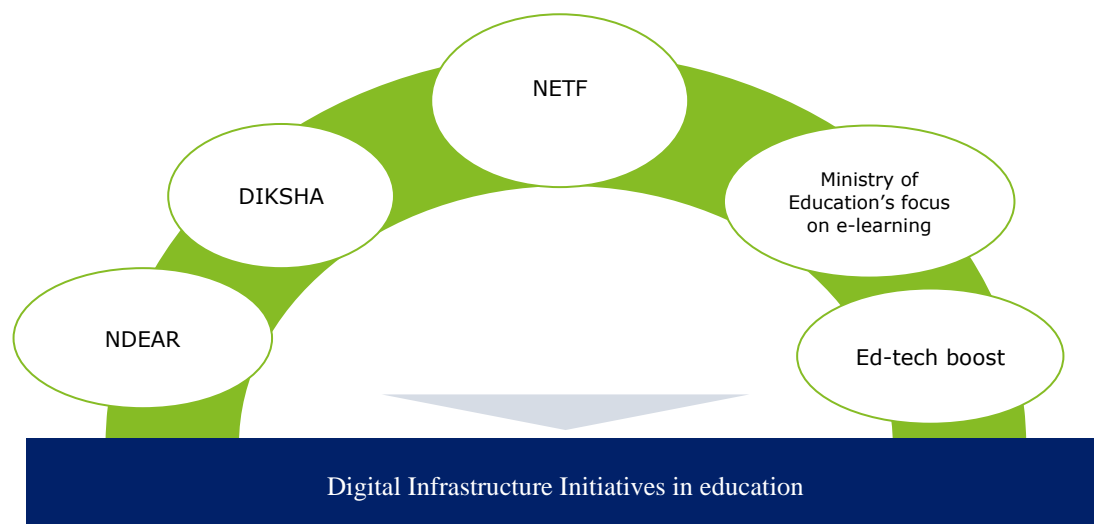


Source: UDISE dashboard

With frequent school closures happening due to COVID-19, it is also important to take stock of the availability of digital infrastructure at the homes of students and teachers to facilitate teaching. Hence, it is imperative that digital infrastructure is provided to students to make education accessible and inclusive for all.

## Recent trends are bringing change for development

With the right set of interventions, changes are expected to transform the overall scenario of digital infrastructure in schools. Some of the developments in digital infrastructure in India are listed as follows:



- **DIKSHA/Digital Infrastructure For School Education-** A program started by the National Council of Education Research and Training (NCERT), DIKSHA promotes the use of innovative, technology-based learning systems in school education, with teachers at the forefront. It is scalable in nature and can be leveraged by schools and even private organizations to facilitate teaching using digital tools including mobile applications.
- **National Digital Education Architecture (NDEAR)-** This system of digital infrastructure in education focuses on building an entire education ecosystem embedded in technology across the lifecycle of a student and map his/her aptitude and talents to different subjects and courses
- **National Education Technology Forum (NETF)-** This e-education platform will make use of new-age technologies including Artificial Intelligence, Blockchain, Machine Learning etc. and support administrative and academic interventions in schools to help improve learning outcomes
- The Ministry of Education also made extensive use of **innovative methods of online learning** through e-learning programmes run on television, provision of tablets and data packs to the less privileged students and teachers as well as creation of a National Repository of Open Educational Resources (NROER) to ensure continuity in online learning.
- The **National Education Plan of 2020** also lays fresh emphasis on creation of digital infrastructure in schools and is supporting initiatives such as the NETF to achieve this goal.
- E-learning in India has skyrocketed because of the presence of various ed-tech firms in the domain. It is set to grow at a CAGR of roughly 40% and reach USD 4 billion by 2025. The government is also planning to introduce regulation in the space to make ed-tech more accessible to students from socio-economically marginalized communities.

Hence, the opportunity is ripe for investments in digital infrastructure. It serves a two-fold purpose- ensuring continuity in learning during the pandemic and making the entire ecosystem of education in India tech and data-backed which will help improve learning outcomes and inform better policy making in the domain.





# Approach and Methodology

## 3. Approach and methodology

### 3.1 Engagement approach

The approach to this project has been designed in line with the objectives and scope of the engagement. Deloitte has adopted a consultative approach for the impact assessment. The field visit, which was conducted by the team in November 2021, was undertaken with the objective of getting deeper insights into the activities that were happening on the ground and to also get feedback from the stakeholders. The findings have been triangulated based on interactions with key stakeholders, supplemented by primary and secondary research, and complemented by domain knowledge and field expertise.

### 3.2 Engagement Methodology

An impact assessment study of a development project is an analysis of the change, positive and negative, brought about in the lives of an intended or unintended beneficiary, either directly or indirectly due to the implementation of the said project.

The impact assessment of the projects that have been undertaken by the Welspun Foundation utilized both qualitative and quantitative research methods to evaluate the impact the project has had on the lives of stakeholders. This impact assessment mapped the progress of the programme across the outcomes outlined and provided recommendations of best practices that can be implemented to improve outcomes further.

### 3.3 Study design

Our approach for conducting the impact assessment of the Welspun Foundation project was decided based on our prior experience in carrying out evaluation assignments of a similar nature. The evaluation design based on UNDP's Results Based Management Framework was adapted to design the study, inform question-making for stakeholder interactions and synthesize the findings in the form of a report. The four-step design is further elaborated below:

Steps	Design	Field Visit	Data Analysis	Report
Objectives	Design the study tools	Data collection	Analyze findings	Final report with recommendations
Key Activities	Selection of sample beneficiaries for the survey across projects	Conduct field visit across projects	Data collation	Prepare final reports
	Informing implementing team of selected sample	Survey/FGDs/Telephonic interviews	Data cleaning	Presentation
	Structuring final survey tool	Programmatic and financial reviews	Data analysis	Recommendations
		Collect data		
Deliverable	Sample and Study Tool	List of stakeholder consultations	Draft report	Final Report



The site visits ascertained the outcomes through multiple research tools and techniques:

- Process documentation including identification of ways to enhance the program design, that can adversely affect the overall impact
- Validation of outcomes and assessment of impact parameters by triangulation methods
- Bottom-up understanding of the program for suggesting relevant course correction

### 3.4 Sampling

The assessment included simple random sampling for drawing out the representative sample giving adequate representation to each subgroup/stakeholder in alignment with relevant project specific independent variables. Students and teachers were selected at random, basis their availability. **Across 8 types of stakeholders, 314 people were surveyed, of which 257 were students across 18 schools.** The interactions were conducted using tools like survey, key informant interviews (KII), FGD and in-depth interviews (Detailed names and information in Annexure).

Sr. No.	Stakeholder	Anjar	Vapi	TOTAL
1	Students	185	72	257
2	Principal and Teacher	Anjar, Vapi, Patan, Bharuch		16
3	Para Teachers	Anjar	-	6
4	Pratham Resources	Anjar	Vapi	11
5	Parents and SMC Members	6	5	11
6	Government Officials	Anjar	Vapi	4
7	Vendors and other stakeholders	Digital Classroom Project and Teacher Federation		3
8	Welspun CSR Team	CSR leadership and Wel-Shiksha Team		6
<b>TOTAL</b>		<b>314</b>		

### 3.5 Study tools

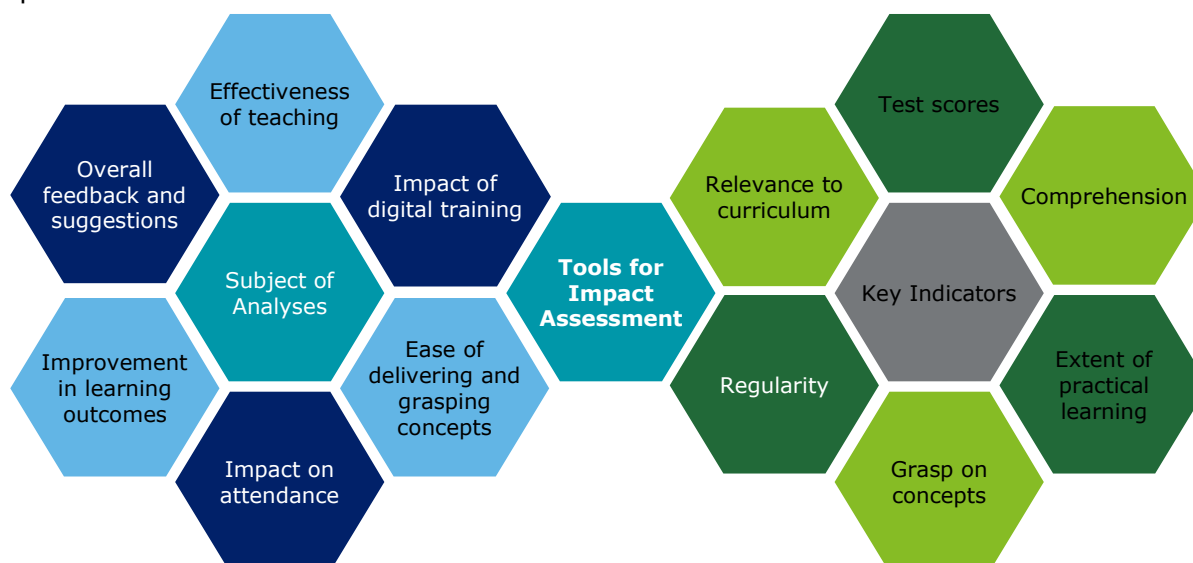
#### Study tools

Desk review and secondary research	A thorough background research was undertaken to gain a situational analysis of the region and skilling programmes currently undertaken by the Govt. and other organisations. Desk analysis of project documents (milestones achieved vs set targets) was also conducted.	
Primary research tools	<b>Case study</b>	A case study is a research method used to gather detailed observations on a single person, group, or event.
	<b>Focus Group Discussions (FGD)</b>	A Focus Group Discussion (FGD) is a research technique that collects data through group interaction on a topic. A group of 5-6 respondents are gathered and the researcher acting as a facilitator guides the discussion based on predetermined guidelines to explore opinions regarding the topic of discussion.
	<b>Key Informant Interviews (KII)</b>	Key Informant Interviews (KII) are in-depth interviews with people critical to the implementation of a project.



## Indicators covered in the study tools

The progress of key performance indicators was captured with the help of a mix of qualitative and quantitative tools.



## Stakeholder tools and indicators

The following study tools were employed to gather information from all the stakeholders covered during the study:

Sr. No.	Stakeholder	Key points covered	Study tool employed
1	Students	<ul style="list-style-type: none"> <li>Impact of digital training on teaching</li> <li>Ease of understanding content</li> <li>Interest in curriculum</li> <li>Impact on learning outcomes</li> <li>Feedback and suggestions</li> </ul>	Survey
2	Principals and Teachers	<ul style="list-style-type: none"> <li>Impact of program on overall learning outcomes</li> <li>Pandemic adaptability of program</li> <li>Ease of delivering content</li> <li>Feedback and suggestions</li> </ul>	Survey
3	Parents	<ul style="list-style-type: none"> <li>Impact of program on child's learning ability</li> <li>Impact of program on child's wellbeing</li> <li>Satisfaction with program</li> <li>Feedback and suggestions</li> </ul>	FGD
4	CRLs	<ul style="list-style-type: none"> <li>Background of CRL</li> <li>Training of CRL</li> <li>Satisfaction with program</li> <li>Impact of CRL</li> <li>Feedback and suggestions</li> </ul>	KII
5	Government Officials	<ul style="list-style-type: none"> <li>Experience of working with Welspun</li> <li>Inputs on current government programmes</li> <li>Pandemic adaptability in the education sector</li> <li>Feedback and suggestions</li> </ul>	KII

### 3.6 Pictures from field visit



Pratham learning outcomes class, Anjar



Smartboard used in classroom, Anjar Municipality School



Drop-out student joining back with father and sisters and school Principal, Anjar



Student enthusiastically responding during learning outcomes class, Anjar



TLM aids used by Pratham CRLs during learning outcomes class



School children with Pratham DRL, CRL, Welspun and Deloitte team, Anjar





School children with Pratham DRL, CRL, Welspun and Deloitte team, Anjar



Para teacher supported by Welspun taking remedial classes for 'Priya Balak' students, Anjar



Welspun supported TLM kits provided to students, Anjar



Classroom beautification supported by Welspun, Anjar



Masks provided by Welspun to students and teachers across all schools in Anjar as part of Covid relief measures



Deloitte team interacting with Aartiben Ahir, Sarpanch, Satapar village, Anjar whose children study in the school with digital classroom from Welspun





Deloitte and Welspun team along with sarpanch, school teacher, para teacher and Pratham CRL, Satapar, Anjar



Deloitte team interacting with students, Anjar



Deloitte team interacting with Pratham DRL and CRL at their weekly meet, Anjar



Pratham Upper CRL learning outcomes class



Pratham Upper CRL using show and teach technique



Girl students wearing traditional dress as uniform in a bid to encourage enrolment and prevent drop-outs, attending digital classroom provided by Welspun





Deloitte team interacting with students, Vapi



Teacher using smartboard for science class, Vapi



Deloitte team conducting activity mapping exercise with Welspun team and Pratham team, Vapi Plant



Enthusiastic teachers trained by Welspun uploaded the survey form for students on the smartboard to read during Deloitte interaction and survey, Vapi



Students and parents with Deloitte team, Vapi





# Programmatic Review

## 4. Programmatic review of project

### 4.1 Programmatic review of the Overall Wel-Shiksha Flagship Program

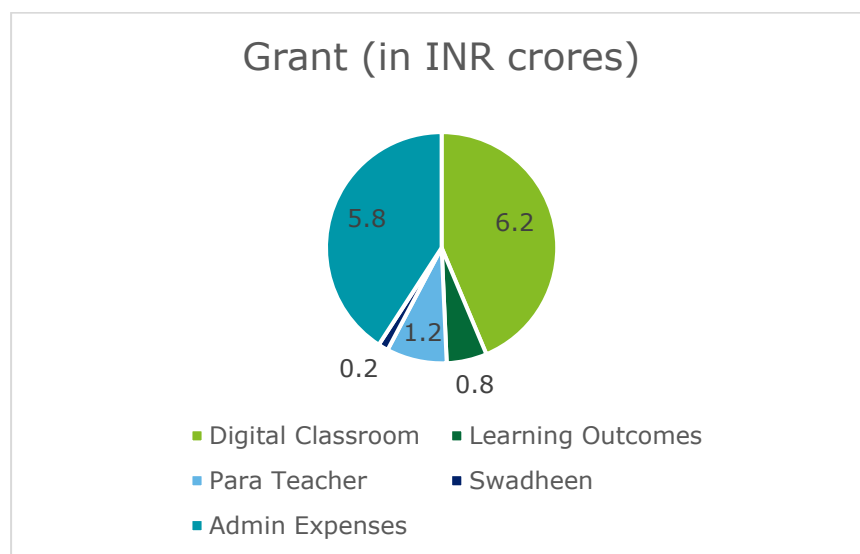
Sub-Pillar	Parameters	Status/Findings
Inputs - program design and planning	Genesis of the project	<ul style="list-style-type: none"><li>The Welspun Foundation for Health and Knowledge, under its flagship "Wel-Shiksha" project understood the need to provide innovative methods of teaching driven by technology to students in government schools in its project locations in Gujarat, including Anjar and Vapi.</li><li>This need was also in alignment with the "Gyankunj" Smart Classroom programme that was launched under the Sarva Shiksha Abhiyan by the Government of Gujarat.</li><li>Welspun Foundation for Health and Knowledge signed a Memorandum of Understanding with the Government of Gujarat in 2018.</li></ul>
	Grant	<ul style="list-style-type: none"><li>The total fund outlay for the Wel-Shiksha Program during the period <b>2016 to 2021 is around INR 14.25 crores</b></li><li>The projects that have been supported from this grant are:<ul style="list-style-type: none"><li>Swadheen Project (Lend-a-Hand India) from 2016 to 2021</li><li>Para Teacher Support Project from 2016 to 2021</li><li>Improving Learning Outcomes Project with Pratham from 2017 to 2021</li><li>Digital Classroom Project from 2018 to 2021</li></ul></li><li>The project wise and year fund outlay is below:</li></ul>

Welspun India Limited Wel-Shiksha Grant Outlay (2016-2021) (INR in Lakhs)						
Year	Digital Classroom Project	Learning Outcomes Project with Pratham	Para Teacher Project	Swadheen Project (Lend a Hand)	Admin Expenses (	Total
2016-17	-	-	15.5	3.3	52.9	71.7
2017-18	-	11	25.1	2	69	107.1
2018-19	251.8	9.7	26.8	6.3	135.4	430
2019-20	281.8	14.3	27.4	2.3	182	507.9
2020-21	88.6	45.9	27.2	1.5	145.8	309
Total	622.2	80.9	122	15.4	585.2	1425.7

<ul style="list-style-type: none"><li>Digital Classroom Project is the major outlay project with a total spend of INR 6.22 crore</li><li>The project wise distribution of funds across the 5 year period is as follows;</li></ul>
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## Sub-Pillar Parameters Status/Findings



### Project Coverage

- A total of 43,170 in 183 schools across 5 project locations have benefitted from the 4 Wel-shiksha projects

Welspun India Limited Wel-Shiksha Beneficiary Coverage (2016-2021)				
Location	No. of schools	No. of students	Male	Female
Anjar	57	14,279	7,234	7,045
Gandhidham	23	7,366	3,163	4,203
Bharuch	22	4,056	1,747	2,325
Patan	15	4,680	2,248	2,432
Valsad	56	12,789	6,696	6,093
<b>TOTAL</b>	<b>173</b>	<b>43,170</b>	<b>21,088</b>	<b>22,098</b>

- The proportion of girl students benefitting is slightly higher (52%)

## 4.2 Programmatic review of the Digital Classroom Project under the Wel-Shiksha Program

Sub-Pillar	Parameters	Status/Findings
<b>Inputs - program design and planning</b>	Grant	<ul style="list-style-type: none"> <li>The total grant outlay over the period of 2018 to 2021 for the Digital Classroom Project is <b>INR 6.22 crores</b> along with additional admin expenses</li> </ul>
	Human Resource - Staff	<ul style="list-style-type: none"> <li>The program is implemented under the guidance of Vice president, Group Corporate Social Responsibility and Chief Operating Officer, Welspun Foundation and has one regional manager and plant location based project managers- one each in Anjar and Vapi- who oversee the day-to day operations of the project across the selected schools</li> <li>The program managers coordinate with the principals of the schools on a regular basis and make a note of any concerns or grievances flagged by the teachers</li> <li>The program managers also coordinate with the vendors and their technology support teams to get technical issues resolved</li> </ul>
	Partnerships and vendors	<ul style="list-style-type: none"> <li>Separate vendors have been onboarded to maintain the software and hardware of the installed smartboards. Globus Technologies maintains the hardware of the smartboards</li> <li>For software, Welspun has onboarded SchoolsLens</li> <li>Resource people have also been provided by Globus and SchoolsLens for maintenance work</li> <li>The SLATE app was used for imparting online classes during the lockdown by the teachers</li> </ul>
	Content	<ul style="list-style-type: none"> <li>Welspun collated and provided content of GCERT for the relevant classes</li> <li>Content upgradation as per the Gujarat State Education board is also being done by Welspun for the smartboards</li> </ul>
	Staff training	<ul style="list-style-type: none"> <li>Project managers were onboarded and were explained the broad implementation model as well as the technical aspects of the smartboard</li> </ul>
<b>Activities- Program implementation</b>	Implementation model	<ul style="list-style-type: none"> <li><b>A 4-step implementation model</b> has been followed to run the Smartboards program</li> </ul> <pre> graph LR     A[Need Assessment] --&gt; B[MoU with government]     B --&gt; C[Onboarding of partners]     C --&gt; D[Monitoring]   </pre>
	MoU with the government	<ul style="list-style-type: none"> <li>Welspun Foundation entered an MoU with the <b>Gujarat Council of Elementary Education (GCEE) under the Sarva Shiksha Abhiyan, Gujarat</b> to run this initiative in select schools under the Gyankunj program</li> <li>It was laid down in the MoU that Welspun will drive the implementation of the project end-to end, right from onboarding vendors to upgrading course content</li> </ul>

## Sub-Pillar Parameters Status/Findings

		<ul style="list-style-type: none"> <li>The Government will play the role of regulator and coordinator. A Nodal Officer has been appointed by the Department for the project</li> <li>Monthly reports are to be shared with the Government to track progress</li> </ul>
Need Assessment		<ul style="list-style-type: none"> <li>Need assessment was carried out in accordance with the CSR policy to benefit communities nearby to plant location</li> <li>Schools were selected as per parameters recommended by the Department of Education</li> <li>These parameters included infrastructure, student strength, teacher's acceptance etc.</li> <li>Schools in the project location were then selected</li> </ul>
Onboarding relevant partners		<ul style="list-style-type: none"> <li>Separate vendors for hardware and software management have been onboarded</li> <li>For hardware, Globus Infocom Limited has been onboarded while for software, SchoolsLens has been onboarded</li> <li>Slate, an app for online learning, has also been developed. This facilitated teaching during the lockdown period in 2020 and 2021</li> </ul>
Installation and maintenance		<ul style="list-style-type: none"> <li>Smartboards have been installed in a phased manner in the selected schools</li> <li>A technical team has been provided by both Globus Infocom Limited and SchoolsLens to ensure maintenance of the systems</li> </ul>
SOPs		<ul style="list-style-type: none"> <li>The MoU has stated a clear demarcation between the roles of Welspun and the GCEE-SSA</li> <li>Vendor selection was also done based on Service Level Agreements (SLAs) to ensure quality in service applications</li> </ul>
Monitoring & Evaluation		<ul style="list-style-type: none"> <li>At present, monthly reports are being generated by each school on smartboard usage. Reports are being submitted either in Excel or manually</li> <li>Welspun has also developed an in-house software known as M2I to collect datapoints and have a Monitoring and Evaluation system for the entire gamut of activities</li> </ul>
<b>Evolution of organizations</b>	Focus	<ul style="list-style-type: none"> <li>Through the smartboard initiative, Welspun is focusing on creating digital infrastructure in tandem with the state government</li> <li>Digital infrastructure-based teaching, with its focus on interactive lessons and use of multimedia to explain concepts, plays a very important role in helping students understand various aspects of their syllabus in a visually appealing manner</li> <li>Teachers have also pointed at how the smartboards have helped them in conducting their lessons</li> </ul>
	Outlook	<ul style="list-style-type: none"> <li>Both students and teachers have a positive outlook towards the smartboards and their impact on teaching</li> <li>Smartboards turned out to be very useful during the lockdown since teachers could use the Slate app on MS teams during classes. Hence, continuity in learning was maintained</li> <li>Students have also noted that the smartboard has helped a lot when it comes to conceptual subjects such as math and science through visual aids</li> <li>The KBC-format quiz has also been widely appreciated by the students</li> </ul>

## Sub-Pillar Parameters Status/Findings

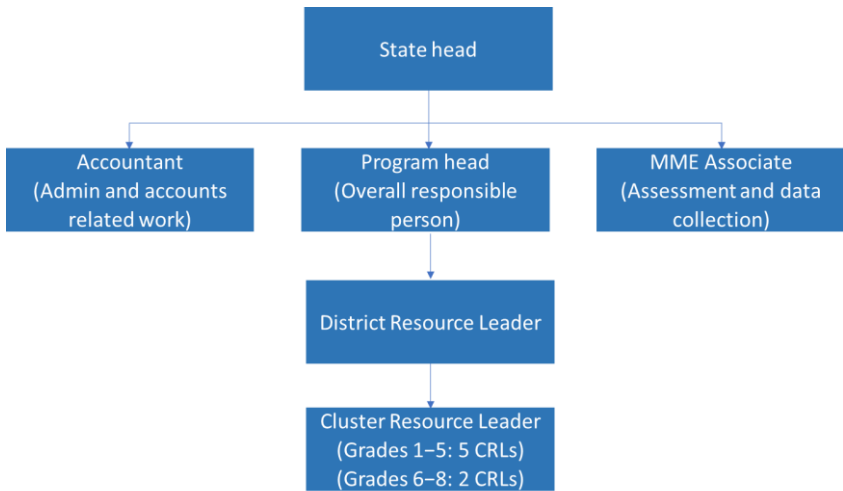
<b>Innovations</b>	Trainings	<ul style="list-style-type: none"> <li>Teachers were first provided training regarding using the smartboard in classes and the various use cases of the same- playing videos, taking quizzes/assessments etc.</li> <li>Teachers were also trained on system maintenance to ensure that they know how to troubleshoot minor issues with the smartboard</li> </ul>
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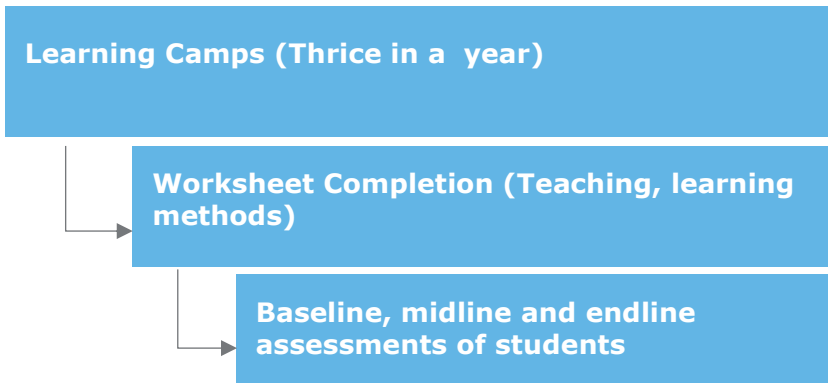
## 4.3 Programmatic review of the Learning Outcomes Project implemented by NGO partner Pratham

### Sub-Pillar Parameters Status/Findings

Inputs - program design and planning	Genesis of the project	<ul style="list-style-type: none"><li>Pratham Learning Foundation reached out to Welspun with a 3-year proposal (2017-2020) to implement the Learning Outcomes Project in 15 schools in the Anjar block of Kutch District. The idea was to conduct Learning Camps for students in grades 3 to 5 and focus on improving their learning outcomes in the process</li><li>The Welspun Foundation for Health and Knowledge, under its flagship Wel-Shiksha program, entered an MoU with Pratham Learning Foundation in 2017 for Anjar and 2018 for Vapi</li><li>The project was extended for the FY 2020-21</li></ul>				
	Coverage	<ul style="list-style-type: none"><li>A total of 5,714 students have benefited from the Learning Outcomes Project across the 2 districts of Kutch and Valsad</li></ul>				
		Location	No. of schools	No. of students	Male	Female
		Kutch	15	1,383	632	751
		Valsad	15	4,331	2,115	2,216
		<b>TOTAL</b>	<b>30</b>	<b>5,714</b>	<b>2,747</b>	<b>2,967</b>
	Grant	<ul style="list-style-type: none"><li>The grant provided to Pratham Education Foundation for the Learning Outcomes project over 4 year period is around INR 81 lakhs</li><li>In the FY 2018-19, excess fund of INR 92,553 was returned back by Pratham which was again provided to Pratham later</li><li>The year wise break-up of grant outlay as per NGO partner Pratham’s year wise grant receipt records and WIL internal records is given below:</li></ul>				
		<b>S. No.</b>	<b>Grant Period (FY)</b>	<b>Anjar Grant (INR)</b>	<b>Vapi Grant (INR)</b>	<b>Total (INR)</b>
		1	2017-18	11,02,805	-	11,02,805
		2	2018-19	5,20,667	4,49,804	9,70,471
	3	2019-20	9,12,289	5,20,381	14,32,670	
	4	2020-21	20,35,083	25,55,874	45,90,957	
	<b>Total Grant</b>		<b>45,70,844</b>	<b>35,26,059</b>	<b>80,96,903</b>	
	Human resource - Policy	<ul style="list-style-type: none"><li>Pratham hires three kinds of personnel- permanent, contractual and consultant through a due selection process. Their terms of engagement have been separately detailed out in the HR policy.</li><li>The pay schedules, along with benefits including gratuity and hospitalization/accident insurance have also been listed out</li></ul>				



Sub-Pillar	Parameters	Status/Findings
		<ul style="list-style-type: none"> <li>For the Learning Outcomes project, a Program Resource Head has been appointed. District Cluster Resource Leaders have also been hired on a contractual basis at various levels who are in-charge of a particular project location and leads and trains the other CRLs.</li> <li>There are 5 CRLs for Grades 1-5 and 2 CRLs for Grades 6-8 at the Block level.</li> <li>Local people have been provided contractual employment since they are aware of the local context and language. Selection was done based on qualifications, aptitude, and interest.</li> </ul>
	Human Resource - Remuneration	<ul style="list-style-type: none"> <li>District CRLs currently earn INR 22,000 per month</li> <li>Upper CRLs currently earn INR 11,000 per month</li> </ul>
	Staff	<ul style="list-style-type: none"> <li>Welspun's program managers coordinate with the District Resource Leaders to oversee progress on the program</li> <li>7 CRLs, led by a District Resource Leader, have been appointed in the project locations of Anjar and Vapi</li> </ul>
	Organization structure	 <pre> graph TD     SH[State head] --&gt; A[Accountant (Admin and accounts related work)]     SH --&gt; PH[Program head (Overall responsible person)]     SH --&gt; MA[MME Associate (Assessment and data collection)]     PH --&gt; DRL[District Resource Leader]     DRL --&gt; CRL[Cluster Resource Leader (Grades 1-5: 5 CRLs) (Grades 6-8: 2 CRLs)]           </pre>
	Staff training	<ul style="list-style-type: none"> <li>CRLs were first provided a comprehensive training on their role and responsibilities in a training program conducted in Ahmedabad</li> <li>Formal training tools and guidelines have also been provided to the CRLs</li> <li>The District Resource Leader further meets the CRLs each week to discuss their experiences and challenges, and train them on methods of engaging with students through role play, group discussions etc.</li> </ul>
Finance	Finance - Team	<ul style="list-style-type: none"> <li>A state-level finance team has been appointed for the project.</li> <li>An accountant has also been provided at the block level to oversee finances and procurement of material</li> </ul>
	Finance - Budget	<ul style="list-style-type: none"> <li>A total budget of INR 80,96,903 was allocated for the Welspun Learning Outcomes project in Gujarat across the two project locations- Anjar and Vapi from FY 2017 to 21</li> <li>Of this amount, INR 45,70,844 (56.45%) was allotted to Anjar and INR 35,26,059 (43.55%) was allotted to Vapi</li> </ul>

Sub-Pillar	Parameters	Status/Findings
	Finance - Cost and Challenges related to it	<ul style="list-style-type: none"> <li>Disbursements and related details for the Pratham Learning Outcomes project have been provided in the Financial Review section</li> </ul>
	Finance – Grants from other Funding Partners	<ul style="list-style-type: none"> <li>The project is 100% funded by the Welspun Foundation. An MoU with Pratham was signed</li> </ul>
<b>Activities - programme implementation</b>	Broad SOPs	<ul style="list-style-type: none"> <li>The major activities of the learning outcomes project are:</li> </ul>  <pre> graph TD     A[Learning Camps (Thrice in a year)] --&gt; B[Worksheet Completion (Teaching, learning methods)]     B --&gt; C[Baseline, midline and endline assessments of students] </pre>
	Monitoring & Evaluation	<ul style="list-style-type: none"> <li>A <b>Measurement, Monitoring and Evaluation (MME) team</b> has been set up to track the progress of the Learning Outcomes project in both project locations</li> <li>The team checks the overall implementation and effectiveness of the program and has a centralized Management Information System (MIS) to capture data</li> <li>Capacity building of the personnel was done to ensure that they generate timely, reliable data</li> <li>Daily attendance of each child in the camp is tracked and uploaded by the Pratham CRL through an app</li> <li>Special formats have been developed for assessments, which are conducted at the beginning of camp (baseline) and at the end of each camp (end line)</li> <li>A monthly dashboard of each camp is then created and assessed on the MIS</li> </ul>

## 4.4 Programmatic review of Swadheen project

Sub-Pillar	Parameters	Status/Findings																
Inputs - program design and planning	Genesis of the project	<ul style="list-style-type: none"><li>Welspun has been supporting the Swadheen project as part of its Lend-A-Hand project since 2016</li><li>The project is focused on upskilling students to uplift their technical knowledge and confidence thus enabling them to venture into income generating activities at a young age.</li></ul>																
	Coverage	<ul style="list-style-type: none"><li>Currently, Swadheen is being run at Ratnal secondary and higher secondary school in Anjar.</li><li>Students, on entering grade 9, can opt for vocational courses and complete four levels by the time, they complete their schooling and gain mastery over skills of their choice.</li><li>Since the inception of this project, 46 students have completed all four levels of the courses of their choice.</li><li>All 46 students who completed their vocational skill training, were male</li></ul>																
	<table><tr><th>Year</th><th>2016-19</th><th>2017-20</th><th>2018-21</th></tr><tr><td>Students</td><td>17</td><td>13</td><td>16</td></tr></table>		Year	2016-19	2017-20	2018-21	Students	17	13	16								
Year	2016-19	2017-20	2018-21															
Students	17	13	16															
Grant	<ul style="list-style-type: none"><li>The total grant outlay of the Swadheen Project is INR 15.39 lakhs</li></ul>	<table><tr><th colspan="2">Welspun India Limited Wel-Shiksha Grant Outlay (2016-2021) (INR in Lakhs)</th></tr><tr><th>Year</th><th>Swadheen Project (Lend a Hand)</th></tr><tr><td>2016-17</td><td>3.28</td></tr><tr><td>2017-18</td><td>2</td></tr><tr><td>2018-19</td><td>6.28</td></tr><tr><td>2019-20</td><td>2.33</td></tr><tr><td>2020-21</td><td>1.5</td></tr><tr><td>Total</td><td>15.39</td></tr></table>	Welspun India Limited Wel-Shiksha Grant Outlay (2016-2021) (INR in Lakhs)		Year	Swadheen Project (Lend a Hand)	2016-17	3.28	2017-18	2	2018-19	6.28	2019-20	2.33	2020-21	1.5	Total	15.39
Welspun India Limited Wel-Shiksha Grant Outlay (2016-2021) (INR in Lakhs)																		
Year	Swadheen Project (Lend a Hand)																	
2016-17	3.28																	
2017-18	2																	
2018-19	6.28																	
2019-20	2.33																	
2020-21	1.5																	
Total	15.39																	
Human Resource - Staff Movement	<ul style="list-style-type: none"><li>There are 4 trainers, one for each course. These trainers teach all four levels of their course with hands-on practice</li></ul>																	
Activities - program implementation	Implementation model	<div><div>Need Assessment</div><div>MoU with government</div><div>Onboarding of partners</div><div>Monitoring</div></div> <ul style="list-style-type: none"><li>Welspun’s CSV team was approached by the principal of the school regarding a vocational training program. The principal</li></ul>																

## Sub-Pillar Parameters Status/Findings

		<p>realized that most of the students want to venture into their own enterprise instead of search for jobs.</p> <ul style="list-style-type: none"> <li>• Currently <b>four courses</b> are being offered under the program: <ul style="list-style-type: none"> <li>○ Agriculture</li> <li>○ Basic Engineering</li> <li>○ Health &amp; Hygiene</li> <li>○ Electrical</li> </ul> </li> </ul>
	Mobilization	<ul style="list-style-type: none"> <li>• Students themselves take up various vocational courses being offered. Since the students in this area want to start their own enterprises, they find the vocational course as a space to acquire new skills and work on their overall development</li> </ul>
	Monitoring & Evaluation	<ul style="list-style-type: none"> <li>• At present, monthly reports are being generated by the school on students enrolled in the courses as well as their performance in the assessment. Reports are being submitted in Excel to the Welspun team</li> </ul>
<b>Evolution of project</b>	Focus	<ul style="list-style-type: none"> <li>• Swadheen project focuses mainly on skilling the students in certain domains, making them technically capable and building their confidence</li> <li>• This enables the students to become "Swadheen" in terms of income generation</li> </ul>
	Outlook	<ul style="list-style-type: none"> <li>• Since most of the students want to have their own enterprise, this project supports them through technical capacity building and improving their communication and inter-personal skills</li> </ul>





# Financial Utilization Review

## 5. Financial review of Learning Outcomes Project with NGO partner Pratham

### 5.1 Financial Utilization Review- Pratham

Sub-Pillar	Parameters	Status/Findings																														
Financial Utilization Review	Grant Period under review	<ul style="list-style-type: none"><li>The year-wise fund disbursement since FY 2017-18 is given below:</li></ul> <table><tr><th>S. No.</th><th>Grant Period (FY)</th><th>Anjar Grant (INR)</th><th>Vapi Grant (INR)</th><th>Total (INR)</th></tr><tr><td>1</td><td>2017-18</td><td>11,02,805</td><td>-</td><td>11,02,805</td></tr><tr><td>2</td><td>2018-19</td><td>5,20,667</td><td>4,49,804</td><td>9,70,471</td></tr><tr><td>3</td><td>2019-20</td><td>9,12,289</td><td>5,20,381</td><td>14,32,670</td></tr><tr><td>4</td><td>2020-21</td><td>20,35,083</td><td>25,55,874</td><td>45,90,957</td></tr><tr><td colspan="2">Total Grant</td><td>45,70,844</td><td>35,26,059</td><td>80,96,903</td></tr></table>	S. No.	Grant Period (FY)	Anjar Grant (INR)	Vapi Grant (INR)	Total (INR)	1	2017-18	11,02,805	-	11,02,805	2	2018-19	5,20,667	4,49,804	9,70,471	3	2019-20	9,12,289	5,20,381	14,32,670	4	2020-21	20,35,083	25,55,874	45,90,957	Total Grant		45,70,844	35,26,059	80,96,903
	S. No.	Grant Period (FY)	Anjar Grant (INR)	Vapi Grant (INR)	Total (INR)																											
1	2017-18	11,02,805	-	11,02,805																												
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4	2020-21	20,35,083	25,55,874	45,90,957																												
Total Grant		45,70,844	35,26,059	80,96,903																												
Approach		<ul style="list-style-type: none"><li>Deloitte team followed a structured approach to undertake the financial review of Pratham for the FY 2021-21</li><li>The approach and methodology were divided into 5 main components and areas:<ul style="list-style-type: none"><li>Desk review</li><li>Virtual meeting with the Pratham finance team to go over the review process and discuss documents</li><li>Meetings with key stakeholders of the Implementing Partner (IP)</li><li>Assess frequency of updating or review of grants/ financial manual</li><li>Report collation &amp; follow-up questions (If any)</li></ul></li></ul>																														
Methodology		<pre>graph TD; A[Desk Review] --&gt; B[Virtual meeting with IP]; B --&gt; C[Key meetings at IP]; C --&gt; D[Document verification and review]; D --&gt; A;</pre>																														
Work procedures carried out during review		<ul style="list-style-type: none"><li><u>Desk Review:</u> The Deloitte team had requested the IP for the following documents prior to the site visits.</li></ul>																														

- Fund Utilization Certificate(s)
- MoUs and contracts
- Overall program budget
- Work plan
- Document verification: The Deloitte team reviewed and checked several documents to check regulatory compliance, programmatic and financial efficiency. Some of these were as follows:
  - MoUs with Welspun (Anjar and Vapi)
  - Fund Utilization Certificate
  - Finance Policy
  - Procurement Policy
  - HR Policy
  - Ledgers extract specific to FY 2020-21
  - Tally Dump
  - Original Vouchers and supporting documents for sample transactions
- Meeting with stakeholders at the IP: DTTILLP had an initial meeting to discuss the above documents with the following individuals:
  - Ms. Ankita Borah
  - Mr. Bhavik Raval
  - Mr. Kishor Dabhi

*The discussions covered the following areas:*

- Overview of project and organization
- Relationship with Welspun
- Financial systems used at organization
- Governance and internal control structures
- Challenges faced in implementation

<b>Review of various policies of the society</b>	Finance policy	<ul style="list-style-type: none"> <li>➤ Pratham has a finance policy in place which forms the basis for maintaining accounts, cash flows and all financial transactions undertaken under the project.</li> <li>➤ The finance policy of the IP covers financial policies and broad policies and procedures which guide operations and lay out the overall guidelines on how the organization uses and manages its money. This in turn helps to establish financial controls within the organization that ensure accuracy, timeliness, and completeness of financial data.</li> </ul>
	Procurement Policy	<ul style="list-style-type: none"> <li>➤ Pratham does not have a separate procurement policy- it is a part of the Accounts Policy.</li> <li>➤ It states that a minimum of three sealed quotations should be invited for making individual purchases of over INR 5,000/-</li> </ul>





- The unutilized amount can be pushed forward to the next FY provided Board level approval is available to convert the project into an ongoing project of 1 plus 3 years

➤ **Project Location 2: Vapi**

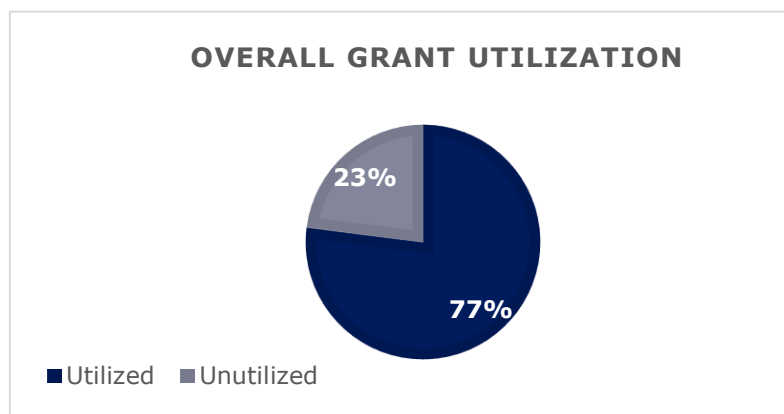
The grant utilization for the Learning Outcomes project in Vapi block is given below. The figures are based on the Utilization Certificate provided by Pratham. The UC was audited by Akhil Jain and Associates:

#	Project	Grant Period	Grant Amount (INR)	Utilized Amount (INR)	Unutilized Amount (INR)	Utilization (%)
1	Learning Outcome project - Vapi	FY 2020-21	25,55,874	14,51,625	11,04,249	-
		Opening balance		(4,84,656)	-	-
	<b>Total</b>		<b>25,55,874</b>	<b>19,36,281</b>	<b>6,19,593</b>	<b>76%</b>

- The utilization as per the UC is at 76% for the FY 2020-21 and is a red flag as per the new utilization related compliances for the CSR regulations as per amendments to the Companies Act which considers the CSR spend as amount utilized and not disbursed
- The unutilized amount can be pushed forward to the next FY provided Board level approval is available to convert the project into an ongoing project of 1 plus 3 years

**Cost breakdown against budget** **Project Location 1: Anjar**


- 77% of the allotted budget for FY 2020-21 has been utilized by Pratham in Anjar.



- Spend according to UC:

Annexure - I

S. No.	BUDGET HEAD	Total Expense incurred from 01 <sup>st</sup> May 2020 to 30 <sup>th</sup> April 2021
<b>A</b>	<b>RECURRING COSTS</b>	
	Personnel	11,45,196
A.1	District Resource Leaders	9,84,728
A.2	Cluster Resource Leaders	2,39,964
	Teaching Learning Material	7,44,764
A.3	Advanced Classes	94,090
A.4	Learning Camps	94,090
	Training Costs	
A.5	Internet Allowances	37,100
	Other Expenses	37,100
A.6	Electricity and Other Utilities	29,278
A.7	Travel	26,710
<b>B</b>	<b>ORGANISATION/THIRD PARTY/ADMIN COST</b>	2,568
B.1	State and Central Support Cost	89,006
	<b>Grand Total (A+B)</b>	89,006
		<b>12,34,202</b>



- Details of spends shared by NGO for as per budget

Particulars	Budget	Utilization	Variance
Personnel costs	9,62,368	9,84,728	-22,360
Teaching Learning Material	1,47,000	94,090	52,910
Training	85,250	37,100	48,150
Other Expenses	42,000	26,710	15,290
Program travel	9,900	2,568	7,332
Data Entry	25,000	Not mentioned	25,000
Admin costs	89,006	89,006	0
<b>TOTAL</b>	<b>13,60,524</b>	<b>12,34,202</b>	<b>1,26,322</b>

### Voucher testing

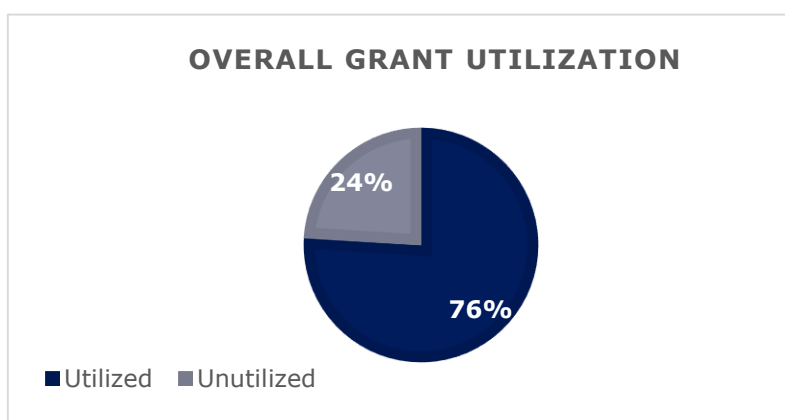
- Vouchers for different types of costs were sent by Pratham. These include salaries, expenditure on TLM, electricity, travel etc.

- The numbers for all the vouchers matched and supporting documents such as bills, invoices etc. were also provided. An example of the same is given below:

PRATHAM EDUCATION FOUNDATION							
NAME: Suresh Bhil							
DETAILS OF EXPS. :-							
PURPOSE: VM Training And Science Fair		LOCATION: Anjar					
PERIOD: 09/03/2021 to 13/03/2021		PROGRAMME: WELSPUN					
Sr. No	Date	Ref No.	Particulars	Bill YES / NO	Travel/Conveyance	Food Exps.	Total
1	09/03/2021 to 13/03/2021	page 1	Travelling (As per attached travel sheet )		1,668.00		1,668.00
2	09/03/2021 to 13/03/2021	page 2	Food (As per attached food sheet)			900.00	900.00
Total =					1,668.00	900.00	2,568.00
Advance					2,568.00		
Expenses Total					2,568.00		
Total Balance					0		
In Words .....				One thousand, five hundred and sixty eight rupees only/			

### Cost breakdown Project Location 2: Vapi against budget

- 76% of the allotted budget for FY 2020-21 has been utilized by Pratham in Vapi.



- Spend according to UC:

Annexure - I

S. No.	BUDGET HEAD	Total Expense incurred from 01 <sup>st</sup> June 2020 to 31 <sup>st</sup> May 2021
<b>A</b>	<b>RECURRING COSTS</b>	<b>13,46,234</b>
	Personnel	11,50,813
A.1	District Resource Leaders	2,43,468
A.2	Cluster Resource Leaders	9,07,345
	Teaching Learning Material	99,859
A.3	Learning Camps	99,859
A.4	Library Activities	
	Training	32,938
A.5	Internet Allowances	32,938
A.6	Volunteer	-
	Other Expenses	62,624
A.7	Rent for block office	60,000
A.8	Electricity and Other Utilities	2,624
A.9	Travel	
<b>B</b>	<b>ORGANISATION/THIRD PARTY/ADMIN COST</b>	<b>1,05,391</b>
B.1	State and Central Support Cost	1,05,391
B.2	MME Support Cost	
	<b>Grand Total (A+B)</b>	<b>14,51,625</b>



- Details of spends shared by NGO for as per budget

Particulars	Budget	Utilization	Variance
Personnel costs	11,35,240	11,50,813	-15,573
Teaching Learning Material	1,72,200	99,859	72,341
Training	85,250	32,938	52,312
Other Expenses	78,000	62,624	15,376
Program travel	9,900	0	9,900
Data Entry	25,000	Not mentioned	25,000
Admin costs	1,05,391	1,05,391	0
<b>TOTAL</b>	<b>16,10,981</b>	<b>14,51,625</b>	<b>1,59,356</b>



## Voucher testing

- Vouchers for different types of costs were sent by Pratham. These include salaries, expenditure on TLM, electricity, travel etc.
- The numbers for all the vouchers matched and supporting documents such as bills, invoices etc. were also provided. An example of the same is given below:

VFC-  
J-160  
25-03-21  
RS 2494

Coordinator Name :- Suresh Kumar Patel  
Block :- NG/Soc  
Program :- DIT  
Month :- MARCH - 2021

Sr.No.	Activity	Amount
1	Center Rent	
2	Office Cleaning Charges	
3	Electricity Bill	400
4	Zerox, Printing & Stationary	634 (1190+244)
5	Internet	
6	Courier & Postage	
7	News Paper	
8	Gas Cylinder	
9	Water Charges	100
10	Office Tea & Coffee Exp.	
11	Meeting Tea & Coffee Exp.	
12	Meeting Food, Snack, Tea & Coffee Exp.	450
13	Training Tea & Coffee Exp.	
14	Training Food, Snack, Tea & Coffee Exp.	
15	Office General expense	
16	Telephone Bill	
17	Computer Cartridge	
18	Computer Repairing & Maintenance	
19	Electric Material Purchase/ Repairing Exp.	
20	TLM-Printing, Teaching Learning Material	
21	TLM Material	
22	TLM Transportation	600
23	Office Transportation Exp.	
24	Other Office Expenses	310
25	Coordinator Travel Exp.	
26	TRG Cost - Zerox	
TOTAL		2494

Coordinator signature :- [Signature]

## Recommendations

- NGO partner can be instructed to spend the budgeted amount within the FY
- Internal monitoring of utilization of funds with tighter controls on spending the disbursed funds within the FY is recommended going ahead to comply with amendments to the Companies Act regarding utilization being the criteria instead of disbursement
- Nature of opening balance and approval for pre disbursement spending from funder to be verified by finance team to ensure opening balance records are matching the unutilized amounts carry forwarded each year and the spends are in line with agreed scope of work
- The NGO partner should also justify the urgency or need to spend respective FY related expenses before receipt of grants



# Outputs and Outcomes



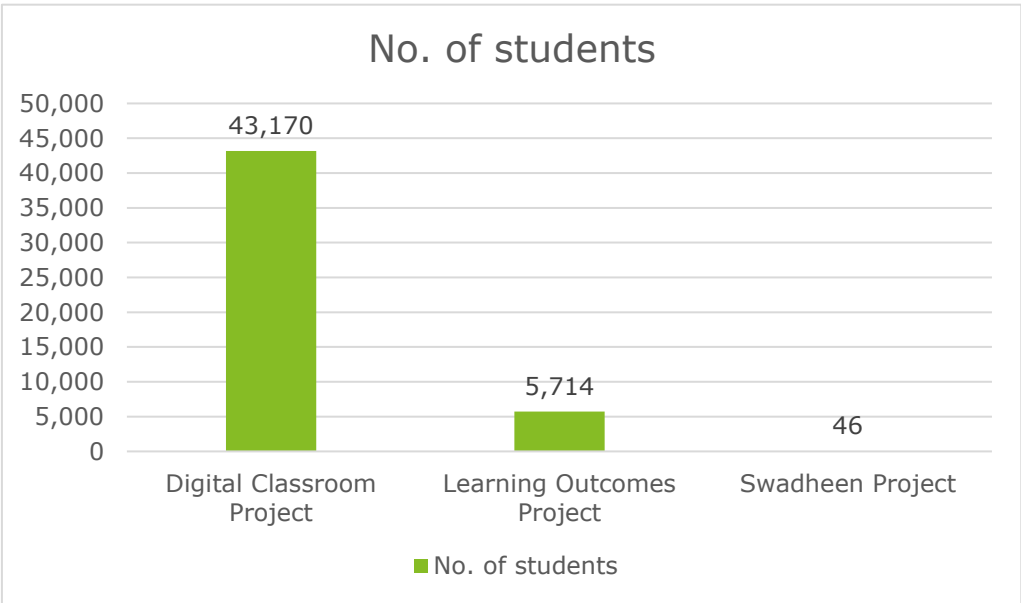
# 6. Key findings on Outputs and Outcomes

The sample schools were randomly selected from both Anjar and Vapi locations for the assessment from the list provided by Welspun CSR team. Beneficiary interactions were conducted with selected students and teachers based on simple random sampling and purposive sampling as required. The stakeholder mapping exercise indicated 8 major stakeholders across the three projects. A total of 314 stakeholder interactions were conducted for the study across all 8 stakeholders using tools like survey, key informant interviews (KII), FGD and in-depth interviews (Detailed names and information in Annexure).

## 6.1 Portfolio Level Outputs and Outcomes

### Beneficiary coverage

Aspect	Findings
Wel-Shiksha Flagship Program	
Total beneficiary coverage	<ul style="list-style-type: none"><li>An analysis of available data-sets, school records and sample coverage has indicated the total beneficiary coverage of Wel-Shiksha Program to be:<ul style="list-style-type: none"><li>Digital Classroom Project: 43,170</li><li>Learning Outcomes Project: 5,714</li><li>Swadheen Project: 46</li></ul></li></ul>



Aspect	Findings												
<b>Wel-Shiksha Flagship Program</b>													
<b>Location-wise distribution of students in Digital Classroom Project</b>	<ul style="list-style-type: none"> <li>The program is currently running in 5 districts and majorly in Kutch and Valsad</li> <li>Anjar has the maximum number of beneficiaries (33%) while Bharuch has the least number of beneficiaries (9%)</li> </ul> <div> <div>Location-wise distribution of students</div> <table border="1"> <thead> <tr> <th>District</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Anjar</td> <td>14,279</td> </tr> <tr> <td>Gandhidham</td> <td>7,366</td> </tr> <tr> <td>Bharuch</td> <td>4,056</td> </tr> <tr> <td>Patan</td> <td>4,680</td> </tr> <tr> <td>Valsad</td> <td>12,789</td> </tr> </tbody> </table> </div>	District	Number of Students	Anjar	14,279	Gandhidham	7,366	Bharuch	4,056	Patan	4,680	Valsad	12,789
District	Number of Students												
Anjar	14,279												
Gandhidham	7,366												
Bharuch	4,056												
Patan	4,680												
Valsad	12,789												
<b>Number of schools covered in Digital Classroom Project</b>	<ul style="list-style-type: none"> <li>Smartboards have been provided in 173 schools</li> </ul> <div> <div>No. of schools covered</div> <table border="1"> <thead> <tr> <th>District</th> <th>Number of Schools</th> </tr> </thead> <tbody> <tr> <td>Anjar</td> <td>57</td> </tr> <tr> <td>Gandhidham</td> <td>23</td> </tr> <tr> <td>Bharuch</td> <td>22</td> </tr> <tr> <td>Patan</td> <td>15</td> </tr> <tr> <td>Valsad</td> <td>56</td> </tr> </tbody> </table> </div>	District	Number of Schools	Anjar	57	Gandhidham	23	Bharuch	22	Patan	15	Valsad	56
District	Number of Schools												
Anjar	57												
Gandhidham	23												
Bharuch	22												
Patan	15												
Valsad	56												



Aspect	Findings						
Wel-Shiksha Flagship Program							
Gender-wise distribution of students in the Digital Classroom Project	<div><ul style="list-style-type: none"><li>A total of 43,170 students have benefitted from the Wel-Shiksha Digital Classroom Project</li><li>Of these, 22,098 (51%) are girls while 21,088 (49%) are boys</li></ul></div> <div><p>Gender-wise distribution of students</p><p>■ Male ■ Female</p><table border="1"><thead><tr><th>Gender</th><th>Percentage</th></tr></thead><tbody><tr><td>Male</td><td>49%</td></tr><tr><td>Female</td><td>51%</td></tr></tbody></table></div>	Gender	Percentage	Male	49%	Female	51%
Gender	Percentage						
Male	49%						
Female	51%						
Location-wise distribution of students in Digital Classroom Project	<div><ul style="list-style-type: none"><li>24% of the beneficiaires (1,383) are from Kutch while 76% (4,331) are from Valsad</li></ul></div> <div><p>Percentage of students</p><p>■ Anjar ■ Vapi</p><table border="1"><thead><tr><th>Location</th><th>Percentage</th></tr></thead><tbody><tr><td>Anjar</td><td>24%</td></tr><tr><td>Vapi</td><td>76%</td></tr></tbody></table></div>	Location	Percentage	Anjar	24%	Vapi	76%
Location	Percentage						
Anjar	24%						
Vapi	76%						

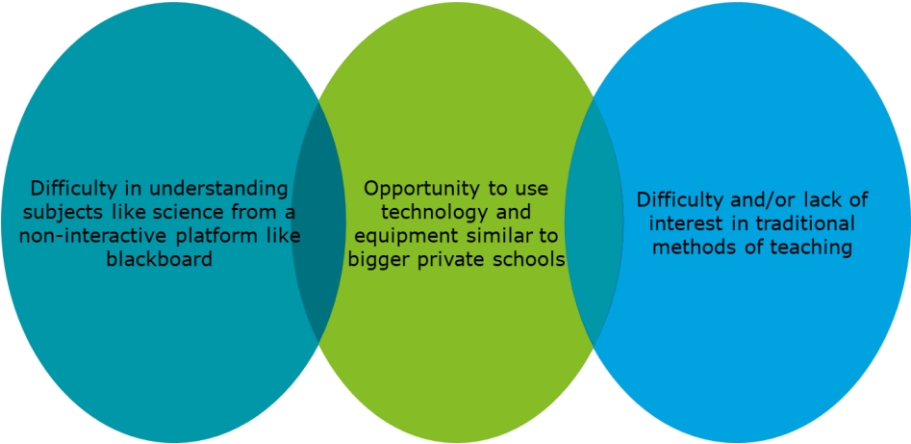
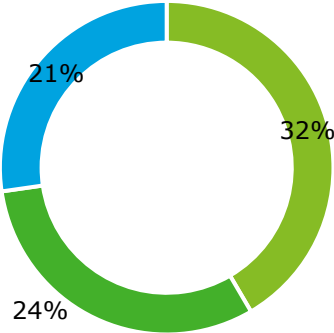
Aspect	Findings								
<b>Wel-Shiksha Flagship Program</b>									
<b>Gender wise-distribution of students in Learning Outcomes Project</b>	<ul style="list-style-type: none"> <li>A total of 5,714 students are currently benefiting from the Welspun-Pratham Learning Outcomes Project</li> <li>Of these, 2,747 students (48%) are boys and 2,967 (52%) are girls</li> </ul> <div> <p>Gender-wise distribution of students</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>48%</td> </tr> <tr> <td>Female</td> <td>52%</td> </tr> </tbody> </table> </div>	Gender	Percentage	Male	48%	Female	52%		
Gender	Percentage								
Male	48%								
Female	52%								
<b>Year-wise coverage of trainees in Swadheen Project</b>	<ul style="list-style-type: none"> <li>The year-wise breakup of trainees benefitting from the Swadheen Project: <ul style="list-style-type: none"> <li>2018-19: 17</li> <li>2019-20: 13</li> <li>2020-21: 16</li> </ul> </li> </ul> <div> <p>Year-wise break up of training</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Trainees</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>17</td> </tr> <tr> <td>2019-20</td> <td>13</td> </tr> <tr> <td>2020-21</td> <td>16</td> </tr> </tbody> </table> </div>	Year	Number of Trainees	2018-19	17	2019-20	13	2020-21	16
Year	Number of Trainees								
2018-19	17								
2019-20	13								
2020-21	16								

## 6.2 Study sample findings



### Programme Level Outcomes

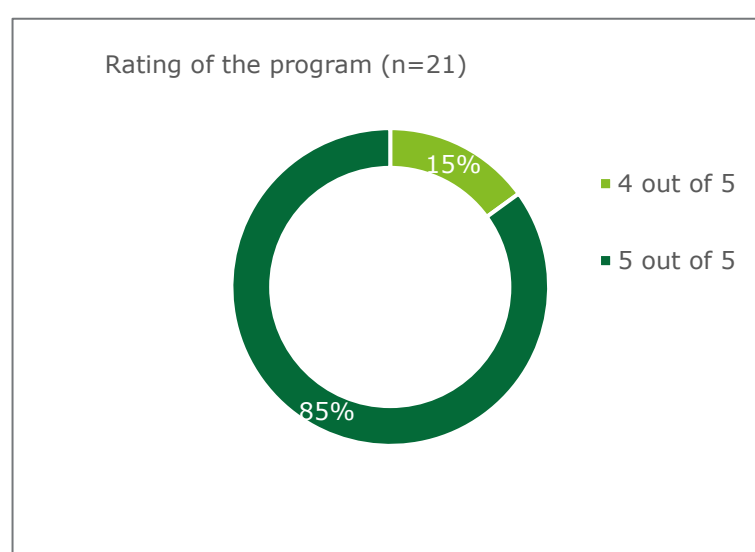
Aspect	Findings																																																																												
Sample beneficiary profile	<ul style="list-style-type: none"><li>Deloitte administered surveys randomly to 257 students across both Anjar and Vapi from 17 schools (10% of total school coverage of 173)</li><li>The school-wise distribution of sample beneficiaries was as follows:</li></ul> <table><tr><th>Sr. No.</th><th>Name of school</th><th>Location</th><th>No. of sample surveys</th></tr><tr><td>1</td><td>Abrama Primary School</td><td>Vapi</td><td>24</td></tr><tr><td>2</td><td>Ajapar Primary School</td><td>Anjar</td><td>12</td></tr><tr><td>3</td><td>Anjar Municipality School</td><td>Anjar</td><td>12</td></tr><tr><td>4</td><td>Khambara Primary School</td><td>Anjar</td><td>10</td></tr><tr><td>5</td><td>Khara Pasariya Primary School</td><td>Anjar</td><td>11</td></tr><tr><td>6</td><td>Pardi Kanya School</td><td>Vapi</td><td>22</td></tr><tr><td>7</td><td>Satapar Boys School</td><td>Anjar</td><td>10</td></tr><tr><td>8</td><td>Satapar Girls School</td><td>Anjar</td><td>12</td></tr><tr><td>9</td><td>Sri Lakhapar Primary School</td><td>Anjar</td><td>11</td></tr><tr><td>10</td><td>Sri Mathak Primary School</td><td>Anjar</td><td>27</td></tr><tr><td>11</td><td>Sri Modvadar Primary School</td><td>Anjar</td><td>8</td></tr><tr><td>12</td><td>Sri Nagavaladiya Primary School</td><td>Anjar</td><td>14</td></tr><tr><td>13</td><td>Sri Satapar Primary Boys School</td><td>Anjar</td><td>11</td></tr><tr><td>14</td><td>Sri Satapar Primary Girls School</td><td>Anjar</td><td>10</td></tr><tr><td>15</td><td>Sri Varshamedi Primary Boys School</td><td>Anjar</td><td>20</td></tr><tr><td>16</td><td>Sinugra Girls Primary School</td><td>Anjar</td><td>17</td></tr><tr><td>17</td><td>Vatar Primary School</td><td>Vapi</td><td>26</td></tr><tr><td colspan="3">Total</td><td>257</td></tr></table>	Sr. No.	Name of school	Location	No. of sample surveys	1	Abrama Primary School	Vapi	24	2	Ajapar Primary School	Anjar	12	3	Anjar Municipality School	Anjar	12	4	Khambara Primary School	Anjar	10	5	Khara Pasariya Primary School	Anjar	11	6	Pardi Kanya School	Vapi	22	7	Satapar Boys School	Anjar	10	8	Satapar Girls School	Anjar	12	9	Sri Lakhapar Primary School	Anjar	11	10	Sri Mathak Primary School	Anjar	27	11	Sri Modvadar Primary School	Anjar	8	12	Sri Nagavaladiya Primary School	Anjar	14	13	Sri Satapar Primary Boys School	Anjar	11	14	Sri Satapar Primary Girls School	Anjar	10	15	Sri Varshamedi Primary Boys School	Anjar	20	16	Sinugra Girls Primary School	Anjar	17	17	Vatar Primary School	Vapi	26	Total			257
Sr. No.	Name of school	Location	No. of sample surveys																																																																										
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17	Vatar Primary School	Vapi	26																																																																										
Total			257																																																																										
Student feedback- Need for intervention	<ul style="list-style-type: none"><li>Students were observed to be motivated to learn through the smartboards installed under the Digital Classroom Project and also showed keen interest in attending the learning outcomes classes conducted by Pratham resources</li><li>The three major reasons for high satisfaction of Wel-Shiksha projects was found to be- difficulty in learning subjects like science from non-interactive platform like blackboard, opportunity to use technology and equipment similar to bigger private schools and difficulty and/or lack of interest in traditional methods of teaching</li></ul>																																																																												

Aspect	Findings								
	 <ul style="list-style-type: none"> <li>The distribution of students’ interest in the program was found to be as follows:                             <div data-bbox="411 869 1337 1341"> <p><b>Reason for interest in program (n=257)</b></p>  <table border="1"> <thead> <tr> <th>Reason</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Difficulty in understanding subjects like Science</td> <td>32%</td> </tr> <tr> <td>Access to tech and equipment like bigger schools</td> <td>24%</td> </tr> <tr> <td>Lack of interest in traditional teaching methods</td> <td>21%</td> </tr> </tbody> </table> </div> </li> <li>This divulges that there was a need felt by students for the program to be implemented in their respective schools</li> </ul>	Reason	Percentage	Difficulty in understanding subjects like Science	32%	Access to tech and equipment like bigger schools	24%	Lack of interest in traditional teaching methods	21%
Reason	Percentage								
Difficulty in understanding subjects like Science	32%								
Access to tech and equipment like bigger schools	24%								
Lack of interest in traditional teaching methods	21%								

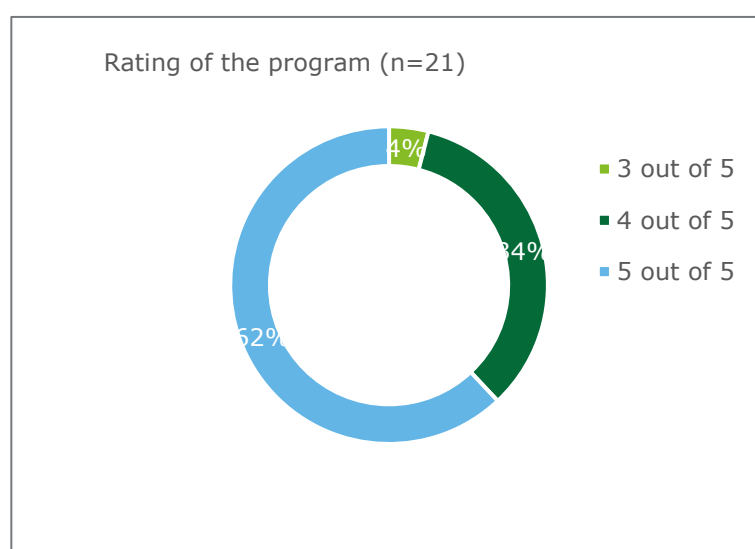


## Student feedback- Satisfaction with the Wel-Shiksha Program

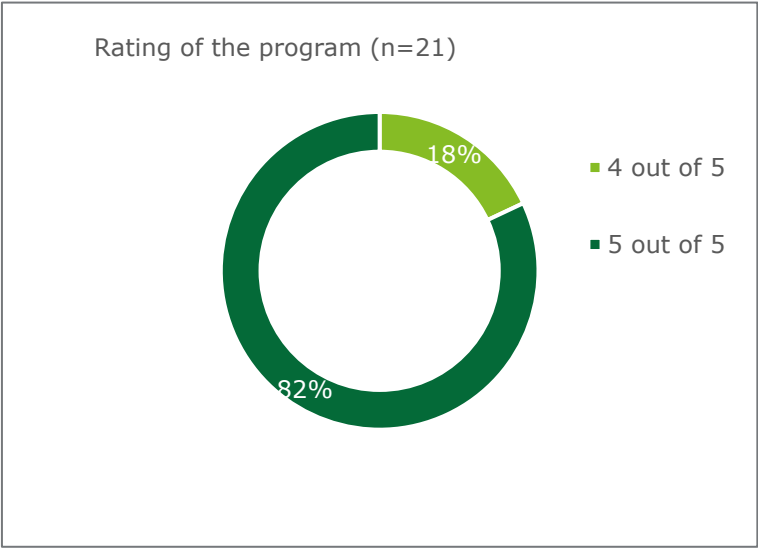
- The students mentioned that they had greatly benefitted from the smartboards installed in their classroom and those who were part of Pratham learning outcomes classroom also appreciated the role it has played in improving their learning outcomes
- The students were asked to rate the projects on various aspects on a scale of 1 to 5, in which 100% students rated the program as being excellent and impactful (4 to 5 out of 5)
- Additionally, 100% students felt that the program should be continued in their schools and also implemented in other schools so that more students can benefit
- These findings reveal a high acceptance level of the program among the students and willingness to continue learning using the innovative methods of learning outcomes program and the smartboards
- Survey findings on satisfaction levels of Digital Classroom Project
  1. Rating of the program



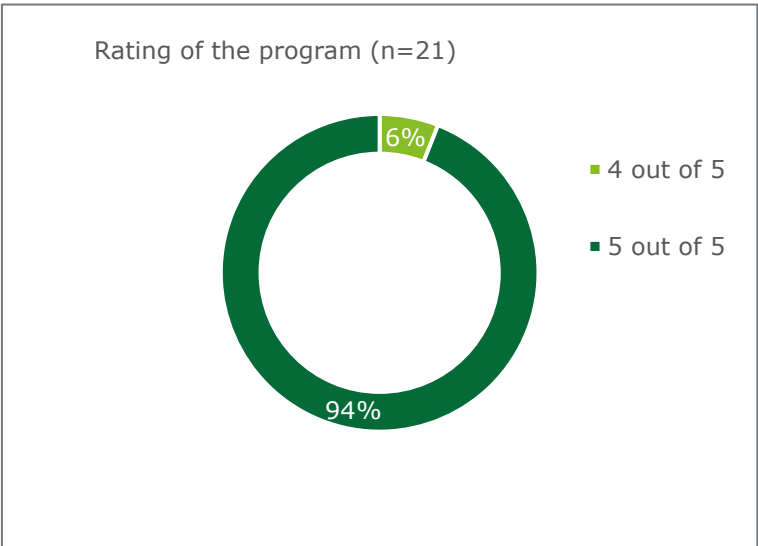
## 2. Digital classroom – Interactivity



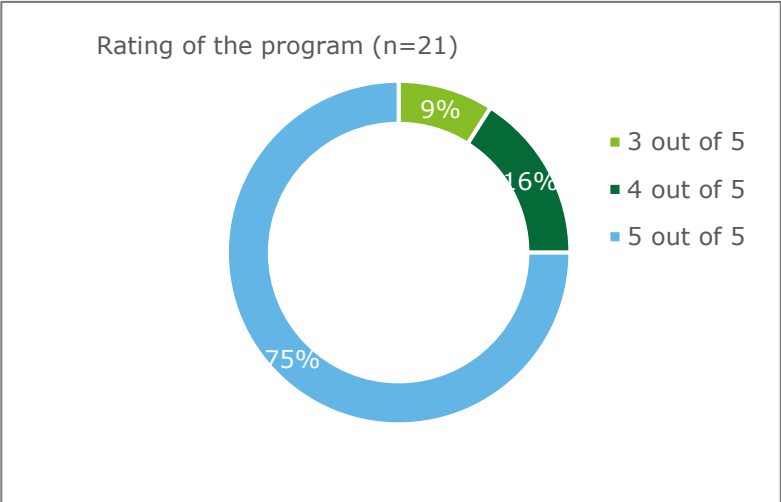
3. Quality of audio-visuals



4. Role of smartboard in storytelling and role plays

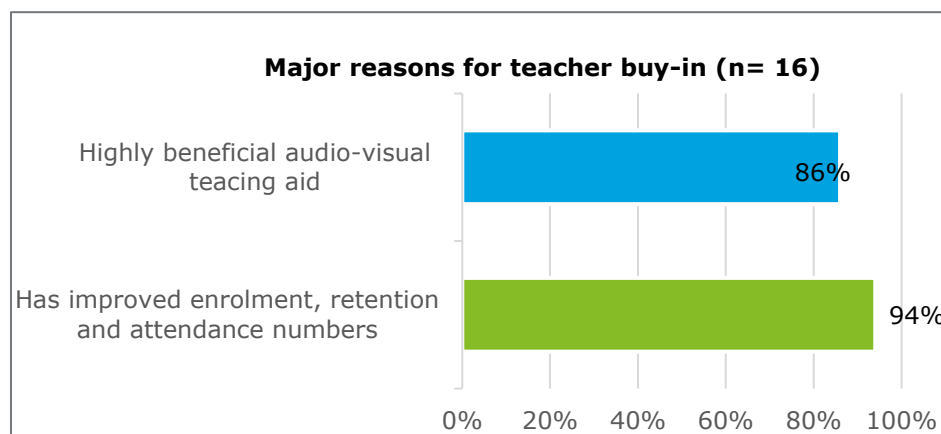


5. Simplicity of content and ease of understanding



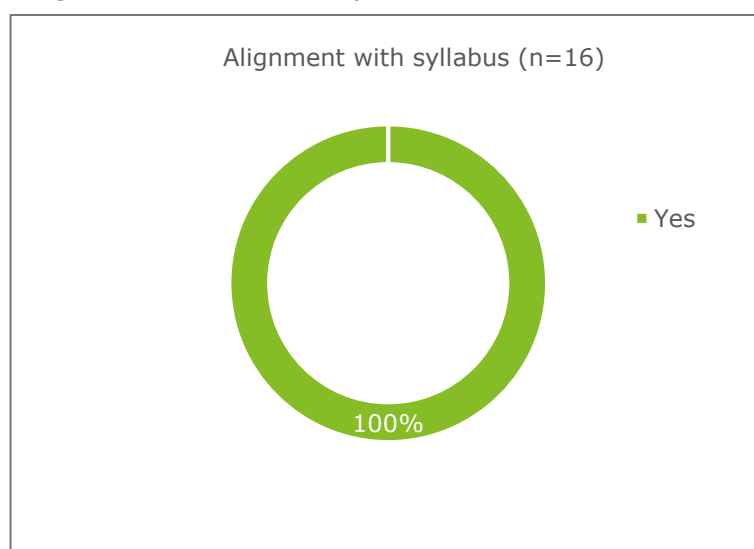
## Feedback from school staff

- The Principals and school teachers were overwhelmingly appreciative of both the digital classroom and learning outcomes project stressed on the need for such interventions in their respective schools
- Based on the interaction with them, 2 primary factors were found to be the most commonly referred benefit that influenced the teacher buy-in to the program:



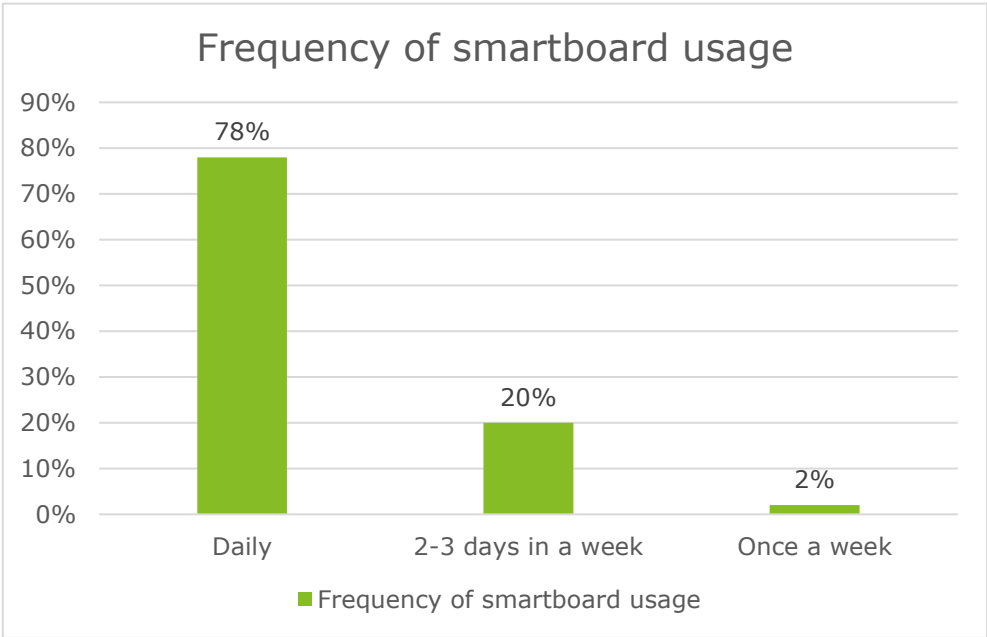
## Alignment of content with current syllabus – teacher feedback

- The unique aspect of the smart boards distributed by Welspun as compared to government smartboard distribution under the 'Gyankunj' Program is the on-boarding of technical partner SchoolsLens which regularly updates the content in alignment with the current syllabus
- All teachers agreed that the services provided by SchoolsLens and Globus Infocomm Ltd. were very helpful and beneficial and on **request of district education department Welspun is also updating the content to the latest version 11.0 for government distributed smartboards** too
- Alignment with current syllabus



Frequency of Digital classroom usage

- Most of the classrooms where smartboards have been provided are used daily by the students





## 6.3 Success Stories

### Case Study 1: A Cluster Resource Leader's work

**Name:** Aarti Acharya

**Designation:** CRL for Classes 3-5

I am from Anjar and have been teaching as a CRL for the past 2 years. I have a double B.A. in Sanskrit and Gujarati and have always been passionate about teaching. I came to know about Pratham through a neighbor and decided to apply. I went through a few rounds of interview and then underwent training in Ahmedabad. We were provided training on the TLM (Teacher Learning Material) and how to engage with children in class. I feel a sense of pride in giving back to society and working with children whose learning outcomes would otherwise not be up to the mark.



### Case Study 2: Principal's experience with Welspun project

**Name:** Beenaben

**Designation:** Principal

**School:** Lakhapara Primary School

The smartboards were installed 2 years back. When the students were coming to school before the lockdown, I could see how these smartboards had captured their interest. They appreciated the visual aids and the KBC-style quiz, as it made learning fun and effective. Even the teachers are quite invested in teaching the students using the smartboard and feel it complements their teaching. Also, the SLATE app turned out to be a boon during the lockdown period as our teachers could take classes utilizing it. We have always focused on each child's learning in this school since the beginning and Welspun's efforts have only given better direction to our efforts.



### Case Study 3: Swadheen Project Trainee

**Name:** Milind Vyas

**Designation:** Entrepreneur and former student, Ratnal Secondary and Higher Secondary School

I completed Class 12<sup>th</sup> in 2020 from Ratnal Secondary and Higher Secondary School, Anjar. I lost my father during the first wave of COVID-19 and our family was into the solar and RO plant business. After the demise of my father, I had to step up and take charge of the business along with my brother. My brother is managing the production while I handle the installation and front-end. I believe that the courses I took under the Swadheen project have made me capable of running the business at such a young age. Our venture "Umiya Tradelink" is currently exporting the inverters, RO plants and circuits. During the pandemic, we were not able to find enough labour for installation of RO and solar plants, but since I was trained in the Electrical Course under Swadheen, I hired a few of my batchmates from the course and we managed to complete installation for all our clients during the pandemic. I also feel that the personality development component under Swadheen project has improved my interpersonal skills and I am no longer hesitant to converse with anyone now.



#### **Case Study 4: Teacher**

**Name: Harsha Patel**

**Designation: Teacher**

**School: Satapar Primary School**

I am a teacher at Satapar Primary Girls School. The Smartboard was installed in 2019 at the school. Before this, I used to be overburdened with work. Now I get some time while I am operating the Smartboard to complete documentation and other tasks. Our school has only four teachers and so the para-teacher supported by Welspun comes in very beneficial. I can also see that my students find the smartboard more interesting as it makes concepts easier and more appealing to learn. Apart from this, Welspun has also organized medical camps and constructed the boundary wall for our school. I do feel that Welspun can step in even more. For example, more equipment can be provided in the laboratory. We can also be provided with online links to specific lessons so that all of us can access a wider variety of sources at the end of each lesson.

#### **Case study 5: Para-teacher**

**Name: Shanti Ben**

**Designation: Para- Teacher**

**School: Lakhapar Primary School**

I have been working as a para-teacher at Lakhapar Primary School for the last one year. I have completed my PTC training and started with the Mohalla classes as schools were not operational when I joined. During lockdown, I was teaching up to 5<sup>th</sup> grade and now I am teaching 4<sup>th</sup> grade students at the school. After joining as a para-teacher, I was trained for two days by another para teacher. I teach almost 70 students each week.

## 6.4 Voices from Field



"As a Science teacher, I have used the smartboard a lot of times to show experiments. This has been very useful since we often don't have the required equipment in our labs." -  
Ranjan Ben Patel, Teacher, Khara Pasariya

"I used to not like Maths that much. But since our teachers started conducting money and trade related activities, I have started enjoying it a lot." -Bhakti, Class 5 student (Pratham program), Satapar

"My child was able to continue with his lessons because of the Mohalla classes. Welspun provided a lot of support then." – Jukhiben Daangar, Parent, Modvadar

Through the Swadheen Agriculture course, I am helping my father manage our 5-acre farm. I have introduced new techniques such as vermicompost and other silvicultural operations in our pomegranate plantation. We are now managing a pomegranate plantation of 6,000 plants- with an average production of 20-30 kg from each plant, we are making 5-6 lakhs of profit each year.

-Vijay Mehta







# Recommendations



## 7. Learnings and recommendations from the flagship program

The recommendations from the model have been classified into two broad categories.

### Categorization\*:

**Management:** The learning under this category is ideally for advisory support in the management of the project. The recommendations are based on the findings and observations detailed in programmatic review and key findings chapter

**Implementation:** The learning under this category is ideally for advisory support in implementation of the project with implementing partner.

\*The below action points are not in any order of prioritization or preference. Deloitte team advises that finalization of action points be done by client after due consultation and discussion based on the perceived community needs, implementing partner's inputs and client project team's internal priority setting analysis.

Aspect	Observations/Best Practices	Learning / Recommendation
<b>Management related</b>		
Evolving to the flagship Wel-Shiksha Program	There are three major initiatives undertaken under the Wel-Shiksha CSR program across both plant locations and in nearby districts <ul style="list-style-type: none"> <li>Digital Classroom Project</li> <li>Learning Outcomes Project</li> <li>Para-teacher Support</li> </ul>	<ul style="list-style-type: none"> <li>The management has incorporated all the three programs under the flagship Wel-Shiksha Programme from FY 2020-21</li> </ul>
Resource augmentation through Para-teacher support	Para-teacher support currently provided in some schools is based on need, high student to teacher ratio and demand from community for bridging of gaps	<ul style="list-style-type: none"> <li>Para-teacher support can be evolved structurally as: <ul style="list-style-type: none"> <li>Laying out selection criteria for para teachers – level of education, grassroots connect, language proficiency, etc.</li> <li>Promotion of the opportunity as resume upgrade for youth of the region, which can help in future career opportunities and advancement</li> <li>Key performance indicator matrix for evaluation of para-teachers with</li> </ul> </li> </ul>

Aspect	Observations/Best Practices	Learning / Recommendation
		<p>aspects like improved learning outcomes, success rate with 'priya balaks' and regularity and punctuality</p> <ul style="list-style-type: none"> <li>○ Inputs from school principal and teachers</li> <li>○ Targeting specific subjects like English and Math which have larger resource augmentation requirement</li> </ul>
Tracking of project outreach and fund allocation	Most ledger entries and even tracking of program outreach terminology with Welspun Foundation usage	<ul style="list-style-type: none"> <li>• A brief overview of the records indicates efficient and up to date records of all spends and allocations attributed to Welspun Foundation</li> </ul>
Brand and recognition	<ul style="list-style-type: none"> <li>• Based on various stakeholder interactions especially with government officials and PRI members there is significant goodwill generated in community due to the efforts of the CSR team across both locations</li> <li>• Multiple community interactions alluded to the fact the Welspun was the only corporate diligently providing quality CSR support in the region</li> <li>• Some PRI members even said that we have no issues or complaints with the company's plant leadership as they provide us excellent support through CSR activities and instances of issues arising between community members and company representatives are minimal with Welspun due to the goodwill generated by the CSR efforts</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that the team can build on the goodwill and ensure further community buy-in especially with projects that align with government programs like Gyankunj, etc.</li> <li>• The CSR work during Covid was also highly appreciated by various stakeholders, activities like mask distribution, and others have generated goodwill in the community</li> <li>• The Wel-Shiksha education program also was very helpful during lockdown as due to smartboard installation, teachers had downloaded MS teams and the content was virtually shared with students through online learning</li> <li>• The CRLs and hardware and software partners were also involved at ground level in providing support to teachers and students and conducting Mohalla classes for children who did not have access to smart phones</li> <li>• Covid support provided by Welspun was also appreciated by community members including interventions like awareness drives, kadha distribution, ration kit distribution, vaccinations, provision of oxygen concentrators, bed sheets and other medical equipment</li> </ul>

Aspect	Learnings/Best Practices	Recommendation
<b>Implementation of projects</b>		
Grant/Cost per beneficiary -	<ul style="list-style-type: none"> <li>• <b>Digital Classroom Project</b></li> <li>• The grant per beneficiary amount for the Digital Classroom Project is INR 1,441</li> <li>• This is well below similarly benchmarked industry standards and is a very cost effective project</li> <li>• However, the cost per beneficiary may be subject to change considering a large proportion of current spends under administrative overheads may be attributed to this project</li> <li>• Still, the project will remain cost effective and is a very cost efficient and replicable model</li> <li>• <b>Learning Outcomes Project</b></li> <li>• The grant per beneficiary amount for the Learning Outcomes Project is INR 1,416</li> <li>• This is also well below similarly benchmarked industry standards and is a very cost effective project</li> <li>• However, the cost per beneficiary may be subject to change considering some proportion of current spends under administrative overheads may be attributed to this project</li> <li>• Still, the project will remain cost effective and is a very cost efficient and replicable model</li> <li>• <b>Swadheen Project</b></li> <li>• The grant per beneficiary amount for the Learning Outcomes Project is INR 33,456</li> <li>• The cost for Swadheen project is well above similarly benchmarked industry standards for a skilling project and the project is not cost effective</li> <li>• Considering data represents only 46 trainees so far under this project, the project is high cost and not an easily replicable model</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that the cost attributed in admin expenses towards Digital Classroom are also included going ahead</li> </ul>

Aspect	Learnings/Best Practices	Recommendation
Financial reporting by Implementing partner	<ul style="list-style-type: none"> <li>The utilization certificates shared by IP – Pratham for FY 2020-21 were analyzed for the financial review</li> <li>Currently, an advance percentage grant amount is paid to the IP post signing the agreement</li> <li>Basis the milestones achieved on monthly/quarterly basis the remaining payments are released</li> <li>The IP has maintained up-to date financial documents and records which are matching with Welspun internal fund disbursement records</li> <li>However, the fund utilization statements currently detail expenditure for the FY but do not provide details on expenses in the opening balance</li> </ul>	<ul style="list-style-type: none"> <li>It is found that two separate MoUs have been signed for both Anjar and Vapi locations, for better efficiency, going ahead one single MoU with financial tracking and quality controls are recommended as the learning outcomes project is identical across both locations</li> <li>It is recommended for the IP to align the program budget that is used for sharing the UCs to the requested and sanctioned amount to avoid any misallocation across different line items</li> <li>NGO partner can also be instructed to spend the budgeted amount within the FY as for both the locations, the spend was around 76-77%</li> <li>Internal monitoring of utilization of funds with tighter controls on spending the disbursed funds within the FY is recommended going ahead to comply with amendments to the Companies Act regarding utilization being the criteria for CSR spend compliance instead of disbursement</li> <li>Nature of opening balance and approval for pre disbursement spending from funder to be verified by finance team to ensure opening balance records are matching the unutilized amounts carry forwarded each year and the spends are in line with agreed scope of work</li> <li>The NGO partner should also justify the urgency or need to spend respective FY related expenses before receipt of grants and share details of how they were expensed</li> </ul>
Scalability	<ul style="list-style-type: none"> <li>The Digital Classroom Project, Learning Outcomes Project and Par-teacher support align with overall education thematic area goals of Welspun Group</li> <li>They are also cost effective and easily replicable models</li> </ul>	<ul style="list-style-type: none"> <li>We recommend scale and replication of Digital Classroom Project, Learning Outcomes Project and Para-teacher Support</li> <li>The district education officials have already provided a list of 150 schools which are not yet reached in the region</li> </ul>



Aspect	Learnings/Best Practices	Recommendation
		<p>by either CSR or government supported smartboards</p> <ul style="list-style-type: none"> <li>• This last mile gap can be bridged by scaling the digital classroom project to these unreached schools</li> <li>• The number of CRLs in the Pratham implemented learning outcomes project is currently very low and its proportion in the overall Wel-Shiksha outlay is also significantly less</li> <li>• Considering the cost effective nature and high outreach potential, the number of CRLs and schools can be scaled for learning outcomes and it can be a convergent activity along with smartboard installation under the flagship Wel -Shiksha Program</li> <li>• Alignment with government program 'Gyankunj' which can be leveraged to handover the smartboards to respective school managements and district administration for O&amp;M as and when required post initial support through Digital Classroom Program</li> <li>• Ensuring higher community buy-in with regular meetings with school management committees and teacher and parent groups have already been done and will help in sustaining the program post exit and handover</li> </ul>



# Annexure

# Annexure: Stakeholder coverage

## List of students interactions

Sr. No.	Location	School	Name	Designation	Type of interaction
1	Anjar	Shree Nagavaladiya Primary School	Dangar Sudip Shamaji Bhai	Student	Survey
2	Anjar	Shree Nagavaladiya Primary School	Roshni Jimalai	Student	Survey
3	Anjar	Shree Nagavaladiya Primary School	Shivani	Student	Survey
4	Anjar	Shree Nagavaladiya Primary School	Shiv Mahadev Nath	Student	Survey
5	Anjar	Shree Nagavaladiya Primary School	Rushik Ravji Bhai	Student	Survey
6	Anjar	Shree Nagavaladiya Primary School	Haresh Bhai Marand	Student	Survey
7	Anjar	Shree Nagavaladiya Primary School	Krupat Samat Bhai	Student	Survey
8	Anjar	Shree Nagavaladiya Primary School	Satyam Gadia	Student	Survey
9	Anjar	Shree Nagavaladiya Primary School	Sohan Dangar	Student	Survey
10	Anjar	Shree Nagavaladiya Primary School	Shiv Marand	Student	Survey
11	Anjar	Shree Nagavaladiya Primary School	Maher Slimbhai	Student	Survey
12	Anjar	Shree Nagavaladiya Primary School	Laxmi Marand	Student	Survey
13	Anjar	Shree Nagavaladiya Primary School	Shanti Hirabhai marand	Student	Survey
14	Anjar	Shree Nagavaladiya Primary School	Ritisha Kailashbhai	Student	Survey
15	Anjar	Shree Mathak Primary School	Khushi Raghunah Dangar	Student	Survey
16	Anjar	Shree Mathak Primary School	Nutan Dangar	Student	Survey
17	Anjar	Shree Mathak Primary School	Shanti Dangar	Student	Survey
18	Anjar	Shree Mathak Primary School	Ruchi Dangar	Student	Survey



Sr. No.	Location	School	Name	Designation	Type of interaction
19	Anjar	Shree Mathak Primary School	Nancy Dangar	Student	Survey
20	Anjar	Shree Mathak Primary School	Soni Dangar	Student	Survey
21	Anjar	Shree Mathak Primary School	Sumita Dangar	Student	Survey
22	Anjar	Shree Mathak Primary School	Laxmi Avadiya	Student	Survey
23	Anjar	Shree Mathak Primary School	Aayushi Shamjibhai Dangar	Student	Survey
24	Anjar	Shree Mathak Primary School	Sayushi Garyar	Student	Survey
25	Anjar	Shree Mathak Primary School	Drashti Khetabai Avadiya	Student	Survey
26	Anjar	Shree Mathak Primary School	Geeta Avadiya	Student	Survey
27	Anjar	Shree Mathak Primary School	Kapdi Shubh Badalbha	Student	Survey
28	Anjar	Shree Mathak Primary School	Uttam Dangar	Student	Survey
29	Anjar	Shree Mathak Primary School	Jigar Rajeshbhai Dangar	Student	Survey
30	Anjar	Shree Mathak Primary School	Shubham Dangar	Student	Survey
31	Anjar	Shree Mathak Primary School	Shamak Savalya	Student	Survey
32	Anjar	Shree Mathak Primary School	Yug Shambhubhai Bava	Student	Survey
33	Anjar	Shree Mathak Primary School	Kishan Lakhubhai Bava	Student	Survey
34	Anjar	Shree Mathak Primary School	Saral Dangar	Student	Survey
35	Anjar	Shree Mathak Primary School	Sasa Dangar	Student	Survey
36	Anjar	Shree Mathak Primary School	Ramesh Dishan	Student	Survey
37	Anjar	Shree Mathak Primary School	Sahitya Rabari	Student	Survey
38	Anjar	Shree Mathak Primary School	Roshni Khengarbhai Dangar	Student	Survey
39	Anjar	Shree Mathak Primary School	Krushni Shankarbhai	Student	Survey



Sr. No.	Location	School	Name	Designation	Type of interaction
40	Anjar	Shree Mathak Primary School	Dhrupti Ramjibhai Dangar	Student	Survey
41	Anjar	Shree Mathak Primary School	Shanti Avadiya	Student	Survey
42	Anjar	Shree Varsamede Primary Boys School	Vadher Kripal Rameshbhai	Student	Survey
43	Anjar	Shree Varsamede Primary Boys School	Khan Irfan Latifbhai	Student	Survey
44	Anjar	Shree Varsamede Primary Boys School	Karan Koli	Student	Survey
45	Anjar	Shree Varsamede Primary Boys School	Gautam	Student	Survey
46	Anjar	Shree Varsamede Primary Boys School	Anajik Ramjubhai	Student	Survey
47	Anjar	Shree Varsamede Primary Boys School	Mandal Sajjad Kabir Shravan	Student	Survey
48	Anjar	Shree Varsamede Primary Boys School	Shehjad Khan	Student	Survey
49	Anjar	Shree Varsamede Primary Boys School	Rajput Mayur	Student	Survey
50	Anjar	Shree Varsamede Primary Boys School	Vala Tarun Rameshbhai	Student	Survey
51	Anjar	Shree Varsamede Primary Boys School	Rabari Nagji Bhalabhai	Student	Survey
52	Anjar	Shree Varsamede Primary Boys School	Rabari Gopal Deva Bhai	Student	Survey
53	Anjar	Shree Varsamede Primary Boys School	Vijay	Student	Survey
54	Anjar	Shree Varsamede Primary Boys School	Ayan Mangariya	Student	Survey
55	Anjar	Shree Varsamede Primary Boys School	Asgar	Student	Survey
56	Anjar	Shree Varsamede Primary Boys School	Bhil Jesh Lalji Bhai	Student	Survey
57	Anjar	Shree Varsamede Primary Boys School	Rudra Dangar	Student	Survey
58	Anjar	Shree Varsamede Primary Boys School	Samar	Student	Survey
59	Anjar	Shree Varsamede Primary Boys School	Barot Nihal Sunibhai	Student	Survey
60	Anjar	Shree Varsamede Primary Boys School	Dangar Veer Ramesh Bhai	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
61	Anjar	Shree Varsamedi Primary Boys School	Dangar Ruchit Ravji Bhai	Student	Survey
62	Anjar	Shree Modvadar Primary School	Rabari Darshana	Student	Survey
63	Anjar	Shree Modvadar Primary School	Rabari Ravina	Student	Survey
64	Anjar	Shree Modvadar Primary School	Rabari Kavita	Student	Survey
65	Anjar	Shree Modvadar Primary School	Rabari Sangita	Student	Survey
66	Anjar	Shree Modvadar Primary School	Rabari Baya Rama Bhai	Student	Survey
67	Anjar	Shree Modvadar Primary School	Rabari Maya	Student	Survey
68	Anjar	Shree Modvadar Primary School	Rabari Ridhi	Student	Survey
69	Anjar	Shree Modvadar Primary School	Anusuya	Student	Survey
70	Anjar	Shree Lakhkapar Primary School	Dangar Krishan Kanjibhai	Student	Survey
71	Anjar	Shree Lakhkapar Primary School	Mata Axita	Student	Survey
72	Anjar	Shree Lakhkapar Primary School	Mata Aditi	Student	Survey
73	Anjar	Shree Lakhkapar Primary School	Chad Shruti Arjan Bhai	Student	Survey
74	Anjar	Shree Lakhkapar Primary School	Chad Nehal	Student	Survey
75	Anjar	Shree Lakhkapar Primary School	Mata Savan	Student	Survey
76	Anjar	Shree Lakhkapar Primary School	Mata Bhavya	Student	Survey
77	Anjar	Shree Lakhkapar Primary School	Dangar Prarthna	Student	Survey
78	Anjar	Shree Lakhkapar Primary School	Nilam Ahir	Student	Survey
79	Anjar	Shree Lakhkapar Primary School	Undriya Krupali	Student	Survey
80	Anjar	Shree Lakhkapar Primary School	Mata Tarun Ranchhod bhai	Student	Survey
81	Anjar	Shree Satapar Primary Boy's School	Udit	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
82	Anjar	Shree Satapar Primary Boy's School	Hitesh	Student	Survey
83	Anjar	Shree Satapar Primary Boy's School	Shankar	Student	Survey
84	Anjar	Shree Satapar Primary Boy's School	Ramesh	Student	Survey
85	Anjar	Shree Satapar Primary Boy's School	Jigar Dungariya	Student	Survey
86	Anjar	Shree Satapar Primary Boy's School	Kewal Ahir	Student	Survey
87	Anjar	Shree Satapar Primary Boy's School	Prashil Dangar	Student	Survey
88	Anjar	Shree Satapar Primary Boy's School	Akshay	Student	Survey
89	Anjar	Shree Satapar Primary Boy's School	Saawan	Student	Survey
90	Anjar	Shree Satapar Primary Boy's School	Jaideep	Student	Survey
91	Anjar	Shree Satapar Primary Boy's School	Chirag	Student	Survey
92	Anjar	Shree Satapar Primary Girl's School	Barot Bhakti	Student	Survey
93	Anjar	Shree Satapar Primary Girl's School	Bhavya Ahir	Student	Survey
94	Anjar	Shree Satapar Primary Girl's School	Mata Sheetal	Student	Survey
95	Anjar	Shree Satapar Primary Girl's School	Rashmi Kerasiya	Student	Survey
96	Anjar	Shree Satapar Primary Girl's School	Mata Shayuri	Student	Survey
97	Anjar	Shree Satapar Primary Girl's School	Mata Bhakti	Student	Survey
98	Anjar	Shree Satapar Primary Girl's School	Mata Preeti	Student	Survey
99	Anjar	Shree Satapar Primary Girl's School	Kali Gomti	Student	Survey
100	Anjar	Shree Satapar Primary Girl's School	Barot Dulari	Student	Survey
101	Anjar	Shree Satapar Primary Girl's School	Mata Krishna	Student	Survey
102	Anjar	Khambara Primary School	Khushbu Ba	Student	Survey
103	Anjar	Khambara Primary School	Namrata Ba	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
104	Anjar	Khambara Primary School	Nehal Ba	Student	Survey
105	Anjar	Khambara Primary School	Kiran Ba	Student	Survey
106	Anjar	Khambara Primary School	Rupali Ba	Student	Survey
107	Anjar	Khambara Primary School	Mital Ben	Student	Survey
108	Anjar	Khambara Primary School	Bhavesb	Student	Survey
109	Anjar	Khambara Primary School	Kavi	Student	Survey
110	Anjar	Khambara Primary School	Shivraj	Student	Survey
111	Anjar	Khambara Primary School	Mahavir Singh	Student	Survey
112	Anjar	Khara Pasariya Primary School	Mata Krupa Khimjibhai	Student	Survey
113	Anjar	Khara Pasariya Primary School	Dakhra Mamta Banghibhai	Student	Survey
114	Anjar	Khara Pasariya Primary School	Rabari Roshni Prabhu Bhai	Student	Survey
115	Anjar	Khara Pasariya Primary School	Kole Manish Ganjibhai	Student	Survey
116	Anjar	Khara Pasariya Primary School	Rabari Gopsl Sakrabhai	Student	Survey
117	Anjar	Khara Pasariya Primary School	Nancy Hirabhai	Student	Survey
118	Anjar	Khara Pasariya Primary School	Rabari Harsidhi Hirabhai	Student	Survey
119	Anjar	Khara Pasariya Primary School	Rabari Ashish Sanatbhai	Student	Survey
120	Anjar	Khara Pasariya Primary School	Rabari Kanti Babubhai	Student	Survey
121	Anjar	Khara Pasariya Primary School	Rabari Jairam Visabhai	Student	Survey
122	Anjar	Khara Pasariya Primary School	Rabari Padwati Rajabhai	Student	Survey
123	Anjar	Ajapar Primary School	Prem	Student	Survey
124	Anjar	Ajapar Primary School	Gautam	Student	Survey
125	Anjar	Ajapar Primary School	Himanshu	Student	Survey
126	Anjar	Ajapar Primary School	Chirag	Student	Survey
127	Anjar	Ajapar Primary School	Jaikesh	Student	Survey
128	Anjar	Ajapar Primary School	Parth	Student	Survey
129	Anjar	Ajapar Primary School	Priyam	Student	Survey
130	Anjar	Ajapar Primary School	Jigar	Student	Survey
131	Anjar	Ajapar Primary School	Pruthvi	Student	Survey
132	Anjar	Ajapar Primary School	Nidhi	Student	Survey
133	Anjar	Ajapar Primary School	Trushi	Student	Survey
134	Anjar	Ajapar Primary School	Nayan Hethwariya	Student	Survey



Sr. No.	Location	School	Name	Designation	Type of interaction
135	Anjar	Sinugra Girls Primary School	Riya	Student	Survey
136	Anjar	Sinugra Girls Primary School	Bhavika	Student	Survey
137	Anjar	Sinugra Girls Primary School	Neha	Student	Survey
138	Anjar	Sinugra Girls Primary School	Saniya	Student	Survey
139	Anjar	Sinugra Girls Primary School	Jiya	Student	Survey
140	Anjar	Sinugra Girls Primary School	Janvi	Student	Survey
141	Anjar	Sinugra Girls Primary School	Priyanshi	Student	Survey
142	Anjar	Sinugra Girls Primary School	Rizwana	Student	Survey
143	Anjar	Sinugra Girls Primary School	Vanshita	Student	Survey
144	Anjar	Sinugra Girls Primary School	Asma	Student	Survey
145	Anjar	Sinugra Girls Primary School	Sahiba	Student	Survey
146	Anjar	Sinugra Girls Primary School	Romi	Student	Survey
147	Anjar	Sinugra Girls Primary School	Bhavya	Student	Survey
148	Anjar	Sinugra Girls Primary School	Ankita	Student	Survey
149	Anjar	Sinugra Girls Primary School	Arushi	Student	Survey
150	Anjar	Sinugra Girls Primary School	Bhawna	Student	Survey
151	Anjar	Sinugra Girls Primary School	Heeral	Student	Survey
152	Anjar	Satapar Boys School	Jignesh	Student	Survey
153	Anjar	Satapar Boys School	Parth	Student	Survey
154	Anjar	Satapar Boys School	Meet	Student	Survey
155	Anjar	Satapar Boys School	Madhav	Student	Survey
156	Anjar	Satapar Boys School	Srujan	Student	Survey
157	Anjar	Satapar Boys School	Hiren	Student	Survey
158	Anjar	Satapar Boys School	Jainish	Student	Survey
159	Anjar	Satapar Boys School	Mitesh	Student	Survey
160	Anjar	Satapar Boys School	Kuldeep	Student	Survey
161	Anjar	Satapar Boys School	Rakesh	Student	Survey
162	Anjar	Anjar Municipality School	Irfan Shaikh	Student	Survey
163	Anjar	Anjar Municipality School	Dhanji Bhai	Student	Survey
164	Anjar	Anjar Municipality School	Tarun Goswami	Student	Survey
165	Anjar	Anjar Municipality School	Sahil Navin	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
166	Anjar	Anjar Municipality School	Kakal Haaji	Student	Survey
167	Anjar	Anjar Municipality School	Gudaal Naveen	Student	Survey
168	Anjar	Anjar Municipality School	Mahesh Lal	Student	Survey
169	Anjar	Anjar Municipality School	Shivam Goswami	Student	Survey
170	Anjar	Anjar Municipality School	Ansh	Student	Survey
171	Anjar	Anjar Municipality School	Kavin	Student	Survey
172	Anjar	Anjar Municipality School	Jigar	Student	Survey
173	Anjar	Anjar Municipality School	Manu	Student	Survey
174	Anjar	Satapar Girls School	Trisha	Student	Survey
175	Anjar	Satapar Girls School	Khushi	Student	Survey
176	Anjar	Satapar Girls School	Bhakti	Student	Survey
177	Anjar	Satapar Girls School	Preeti	Student	Survey
178	Anjar	Satapar Girls School	Piyushi	Student	Survey
179	Anjar	Satapar Girls School	Jayshri	Student	Survey
180	Anjar	Satapar Girls School	Kinjal	Student	Survey
181	Anjar	Satapar Girls School	Rachita	Student	Survey
182	Anjar	Satapar Girls School	Shradha	Student	Survey
183	Anjar	Satapar Girls School	Aarti	Student	Survey
184	Anjar	Satapar Girls School	Asha	Student	Survey
185	Anjar	Satapar Girls School	Matarani Ranchodbhai	Student	Survey
186	Vapi	Abrama Primary School	Vaishali Chudasam	Student	Survey
187	Vapi	Abrama Primary School	Krutika Rathod	Student	Survey
188	Vapi	Abrama Primary School	Bharati Ahir	Student	Survey
189	Vapi	Abrama Primary School	Bhavisha Narainbhai	Student	Survey
190	Vapi	Abrama Primary School	Dhwaj Vaghela	Student	Survey
191	Vapi	Abrama Primary School	Krupali Nayaka	Student	Survey
192	Vapi	Abrama Primary School	Payal Wankhede	Student	Survey
193	Vapi	Abrama Primary School	Prashant Rathore	Student	Survey
194	Vapi	Abrama Primary School	Nehul Ahir	Student	Survey
195	Vapi	Abrama Primary School	Hina Prajapati	Student	Survey
196	Vapi	Abrama Primary School	Priyanshi	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
197	Vapi	Abrama Primary School	Mahi Talaviya	Student	Survey
198	Vapi	Abrama Primary School	Bansari	Student	Survey
199	Vapi	Abrama Primary School	Aman	Student	Survey
200	Vapi	Abrama Primary School	Rohan Lal	Student	Survey
201	Vapi	Abrama Primary School	Sheyas	Student	Survey
202	Vapi	Abrama Primary School	Dharmas Rathore	Student	Survey
203	Vapi	Abrama Primary School	Nindulal Patel	Student	Survey
204	Vapi	Abrama Primary School	Pritesh Dahi	Student	Survey
205	Vapi	Abrama Primary School	Sharhan	Student	Survey
206	Vapi	Abrama Primary School	Vikas Rathore	Student	Survey
207	Vapi	Abrama Primary School	Chaitali Patel	Student	Survey
208	Vapi	Abrama Primary School	Trehan Rathore	Student	Survey
209	Vapi	Abrama Primary School	Devanshi Sohawane	Student	Survey
210	Vapi	Vatar Primary School	Ujala Singh	Student	Survey
211	Vapi	Vatar Primary School	Aman Chauhan	Student	Survey
212	Vapi	Vatar Primary School	Nitesh Yadav	Student	Survey
213	Vapi	Vatar Primary School	Triya Patel	Student	Survey
214	Vapi	Vatar Primary School	Keyur	Student	Survey
215	Vapi	Vatar Primary School	Vivek	Student	Survey
216	Vapi	Vatar Primary School	Manan Patel	Student	Survey
217	Vapi	Vatar Primary School	Poonam	Student	Survey
218	Vapi	Vatar Primary School	Gresi	Student	Survey
219	Vapi	Vatar Primary School	Krishna Patel	Student	Survey
220	Vapi	Vatar Primary School	Darsini R. N.	Student	Survey
221	Vapi	Vatar Primary School	Madhu Singh	Student	Survey
222	Vapi	Vatar Primary School	Neha Manoj	Student	Survey
223	Vapi	Vatar Primary School	Priti Mandal	Student	Survey
224	Vapi	Vatar Primary School	Sonam Tiwari	Student	Survey
225	Vapi	Vatar Primary School	Sneha Ram	Student	Survey
226	Vapi	Vatar Primary School	Anjali Varma	Student	Survey
227	Vapi	Vatar Primary School	Trupti Halpati	Student	Survey

Sr. No.	Location	School	Name	Designation	Type of interaction
228	Vapi	Vatar Primary School	Vinay	Student	Survey
229	Vapi	Vatar Primary School	Nitisha Halpati	Student	Survey
230	Vapi	Vatar Primary School	Pravin	Student	Survey
231	Vapi	Vatar Primary School	Rahul	Student	Survey
232	Vapi	Vatar Primary School	Payal Halpati	Student	Survey
233	Vapi	Vatar Primary School	Pratham	Student	Survey
234	Vapi	Vatar Primary School	Keyur Halpati	Student	Survey
235	Vapi	Vatar Primary School	Babita	Student	Survey
236	Vapi	Pardi Kanya School	Diya Patel	Student	Survey
237	Vapi	Pardi Kanya School	Tripti Patel	Student	Survey
238	Vapi	Pardi Kanya School	Dixita Patel	Student	Survey
239	Vapi	Pardi Kanya School	Archana Solanki	Student	Survey
240	Vapi	Pardi Kanya School	Sumona Sarkar	Student	Survey
241	Vapi	Pardi Kanya School	Rashmi	Student	Survey
242	Vapi	Pardi Kanya School	Mansi Yagnik	Student	Survey
243	Vapi	Pardi Kanya School	Muntushu	Student	Survey
244	Vapi	Pardi Kanya School	Suhani Nayaka	Student	Survey
245	Vapi	Pardi Kanya School	Priyanka H.	Student	Survey
246	Vapi	Pardi Kanya School	Jensika Patel	Student	Survey
247	Vapi	Pardi Kanya School	Anchal Yadav	Student	Survey
248	Vapi	Pardi Kanya School	Dimple Prajapati	Student	Survey
249	Vapi	Pardi Kanya School	Neha Shinde	Student	Survey
250	Vapi	Pardi Kanya School	Dipika Prajapati	Student	Survey
251	Vapi	Pardi Kanya School	Sapna Garaniya	Student	Survey
252	Vapi	Pardi Kanya School	Mansi Patel	Student	Survey
253	Vapi	Pardi Kanya School	Diya Patel	Student	Survey
254	Vapi	Pardi Kanya School	Humayra Khalifa	Student	Survey
255	Vapi	Pardi Kanya School	Shafina Khalifa	Student	Survey
256	Vapi	Pardi Kanya School	Muskaan Khalifa	Student	Survey
257	Vapi	Pardi Kanya School	Rashmi Halpati	Student	Survey



## List of principal and teacher interactions

Sr. No.	Location	Name	Designation	Type of interaction
1	Shri Khambra Primary School, Anjar	Urmila Ben	Principal	Survey
2	Kharapaswariya Primary School, Anjar	Hasmukh Bhai Patel	Principal	Survey
3	Ajapar Primary School, Anjar	Kamlaben Patel	Principal	Survey
4	Lakhapara Primary Shaka, Anjar	Beenaben	Principal	Survey
5	Shri Varshamedi Kumar School, Anjar	Narayan Dodia	Principal	Survey
6	Madhav Primary School, Anjar	Sanjay Jay Baldani	Principal	Survey
7	Nagawaladiya Praathamik Shala, Anjar	Kailash Kumar Vasantraai Nattda	Principal	Survey
8	Modvadan Primary School, Anjar	Gautam Bhai Joshi	Principal	Survey
9	Anjar Municipality Boys Primary School No. 2, Anjar	Sachde Kaminiben J.	Principal	Survey
10	Abrama Primary School, Vapi	Niyanta Patel	Principal	Survey
11	Vatar Mukhya Prathamik Shala, Vapi	Jignaben Patel	Principal	Survey
12	Sri Satpar Kanya Primary School, Anjar	Chaudhary Sangitaben	Principal	Survey
13	Sri Sarkari Madhyamik ana Ucchatar Madhyamik Shala, Anjar	Dakshaben Bhan	Principal	Survey
14	Sri Satapar Kumar Primary School, Anjar	Bhavini Goswami	Principal	Survey
15	Senugia Boys and Girls Group School, Anjar	Ramjibhai Maheshwar	Group HM	Survey
16	Biliya primary School, Patan	Uttambhai Pawar	Principal	Survey

### List of para-teachers interactions

Sr. No.	Name	Designation	Type of interaction
1	Dharmendra Mohanlal	Teacher	Interaction
2	Parul Vadawiya	Teacher	Interaction
3	Rampura Rita	Teacher	Survey
4	Chandani Balasar	Para-teacher	KII
5	Nikita Dungariya	Para-teacher	KII
6	Komal Ghusal	Para-teacher	KII

### List of Pratham Resource interactions

Sr. No.	Name	Designation	Type of interaction
1	Sureshbhai Keshubhai Patel	DRL	KII
2	Sonaliben	CRL	KII
3	Aarti Acharya	CRL	KII
4	Dangar Shradha Sambubhai	Upper CRL	KII
5	Sundha Neelam Rameshbhai	CRL	KII
6	Hiral Pandya	CRL	KII
7	Chandani Balasar	CRL	KII
8	Makwana Raj Deepakbhai	CRL	KII
9	Chintan Rameshbhai Patel	CRL	KII
10	Mikita Patel	Upper CRL	KII
11	Dashaben Surti	CRL	KII

### List of Parents and SMC member interactions

Sr. No.	Location	Name	Designation	Type of interaction
1	Modvadan	Jukhiben Dangar	Parent	Focus Group Discussion
2	Modvadan	Gathvi Hetalben	Parent	Focus Group Discussion
3	Modvadan	Ramaben Koli	Parent	Focus Group Discussion
4	Modvadan	Asaarimai Ben	Parent	Focus Group Discussion
5	Modvadan	Sahar Ben	Parent	Focus Group Discussion
6	Modvadan	Jamnaben Koli	Parent	Focus Group Discussion
7	Vapi	Sheetalben Halpati	SMC member & parent	Focus Group Discussion
8	Vapi	Lataben Halpati	SMC member & parent	Focus Group Discussion

Sr. No.	Location	Name	Designation	Type of interaction
9	Vapi	Kalawati Halpati	SMC member & parent	Focus Group Discussion
10	Vapi	Keena Rai	SMC member & parent	Focus Group Discussion
11	Vapi	Pragyaben Patel	SMC member & parent	Focus Group Discussion

#### List of Government officials and elected members interactions

Sr. No.	Location	Name	Designation	Type of interaction
1	Valsad	Ankurbhai Patel	DPEO Senior Team	In-depth Interview
2	Satapar	Aartiben Ahir	Sarpanch	In-depth Interview
3	Modvadan	Shambhubhai Ahir	Sarpanch	In-depth Interview
4	Anjar	Mayur Patel	BRC Co-ordinator	In-depth Interview

#### List of other stakeholder interactions

Sr. No.	Name	Designation	Type of interaction
1	Pratik Rameshbhai Patel	Field Technical Supervisor, SchoolsLens	In-depth Interview
2	Dharmendra Patidar	Service Engineer, Globus Infocom Ltd.	In-depth Interview
3	Munafbhai Ayyub Tinki	Teacher Federation President, Bharuch	In-depth Interview

#### List of Welspun CSR team interactions

Sr. No.	Name	Designation	Type of interaction
1	Mr Harshvardhan Nawathe	Vice President, Group CSR and COO Welspun Foundation	KII
2	Mr K.D. Kandpal	Assistant General Manager, CSR	KII
3	Ms Veena Joshi	Senior Manager, Wel-Shiksha, Anjar	In-depth Interview
4	Vijay Chaudhary	Assistant Manager, Wel-Shiksha, Anjar	In-depth Interview
5	Ms Avni Shrivastav	Manager, Wel-Shiksha, Vapi	In-depth Interview
6	Dr. B.V. Bharti	Doctor, Anjar	In-depth Interview



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