

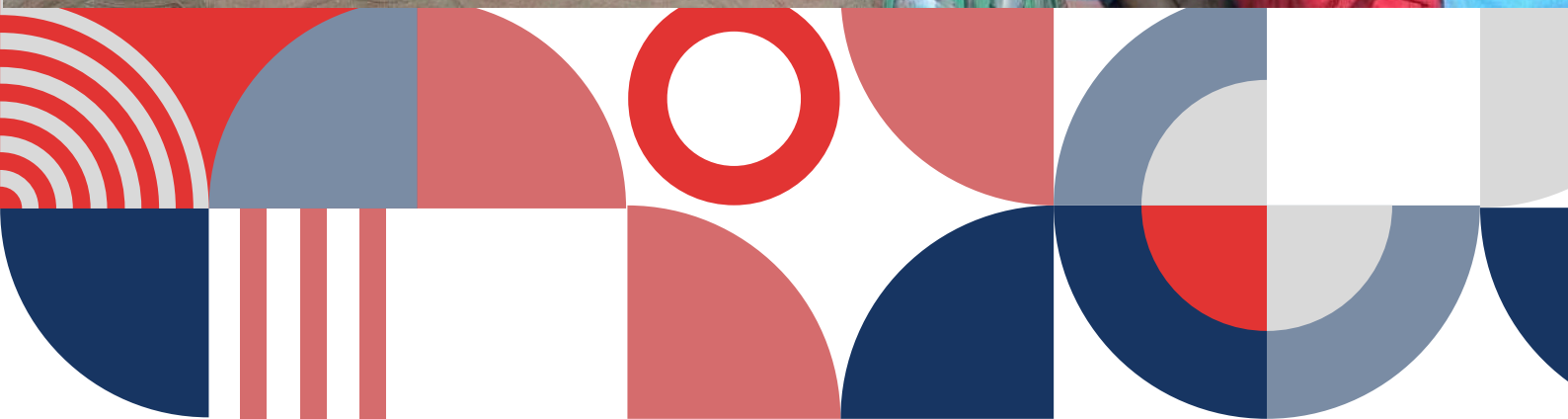
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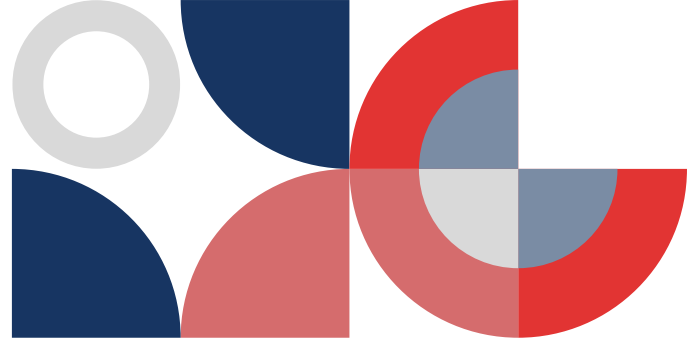
IMPACT ASSESSMENT REPORT

SEVA KUTIR PROJECT

Project ID	KMBL202122043
Year of Implementation	2021-22
Project Duration	January 2022 to March 2023
Partner Organization	PARIVAAR
Location	Madhya Pradesh

Unique ID-KMBL202122043





Disclaimer

This report reflects our views based on the accuracy and completeness of the information provided to Kotak Mahindra Bank Limited. We assumed the genuineness of all signatures and the authenticity of original documents but did not independently verify them. This is not an audit, and we do not express an opinion or assurance. Comments are not intended as legal advice or opinion.

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Our findings are based on information and explanations provided by KMBL and Parivaar. Neither KMBL nor its affiliates accept responsibility for errors in this report due to incorrect information provided by the Parivaar.

References to 'Descriptive and Thematic Analysis' indicate analytical activities on the underlying data to present the information. We do not accept responsibility for the accuracy of the underlying data.

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Ethical Considerations

- **Informed Consent:** Interviews were conducted with respondents' consent, and permission was reconfirmed after completion.
- **Confidentiality:** Participant information is kept private, with no disclosure of identities. Findings are presented anonymously.
- **Comfort:** Interviews were arranged according to respondents' preferences and schedules for their convenience.
- **Right to Reject or Withdraw:** Respondents could refuse to answer questions or withdraw from the study at any time.
- Images used in the report were clicked by ImpactDash team during fieldwork.

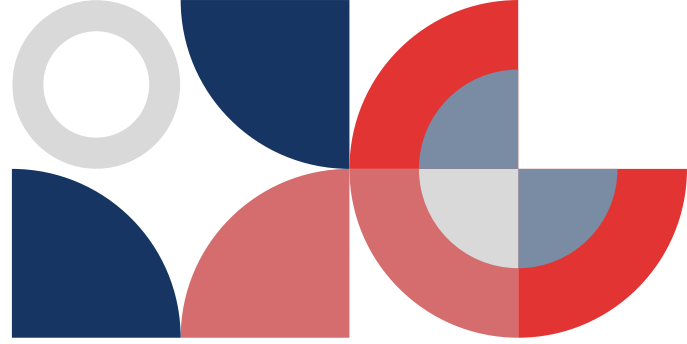
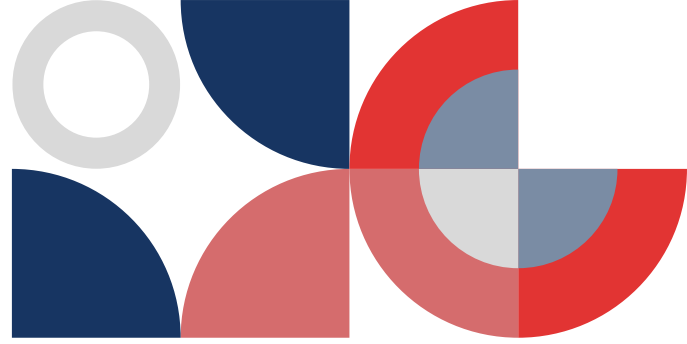


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Executive Summary

Parivaar is a humanitarian organisation focusing on the care and development of vulnerable children, including orphans, street children, and those at risk of trafficking. Kotak Mahindra Bank supported 25 Seva Kutirs across six districts in Madhya Pradesh: Dewas, Sehore, Chhindwara, Khandwa, Betul, and Harda. These centers collectively provided over 2,400 children with two nutritious meals per day, along with access to quality education conducted in two shifts.

Assessment Objective: The research aims to evaluate improvements in children’s academic performance, physical and cognitive development through nutrition, and the effectiveness of hygiene and civic education. It also examines reductions in school dropout rates and factors influencing retention.

Research Design



- Mixed-methods approach
- Exploratory Design

Sample Size



- Children Survey: 290
 - Children FGD: 5
- In-Depth Interviews
- Parents: 10
 - Teachers: 6
- Key Informant Interviews
- Community Leaders: 2
 - Management Team: 2

Findings

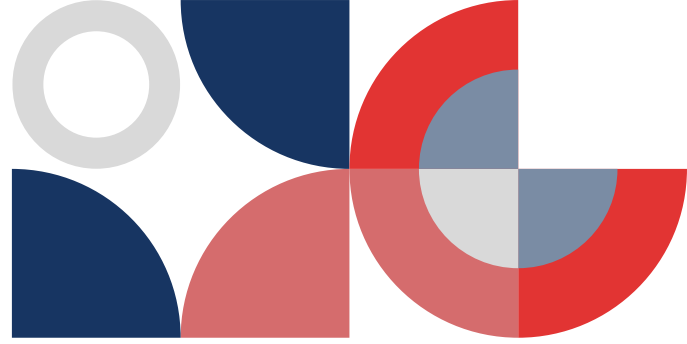
Numerical Proficiency



- **Pre-Primary:** 56% can recite up to 50 numbers, 54% identify numbers 26-50 from a visual medium, and 93% quantify objects.
- **Primary:** 94% in addition, 99% in subtraction, 100% in single-digit, and 98% in double-digit.
- **Upper-Primary:** 98% in multiplication, 94% in division, 88% solving division, 91% identifying even numbers.

Language and Grammar Proficiency

- **Pre-Primary:** 95% identified objects accurately and 91% demonstrated strong phonemic awareness and verbal skills.
- **Primary:** 100% successfully introduced themselves and identified objects, with 88% proficient in verb usage.
- **Upper-Primary:** Students showed strong vocabulary understanding, with 70% excelling in reading comprehension.



Health and Nutritional Intervention

- 99% of students reported improved focus in class and noticeable changes in height, strength, or energy after consuming meals at Seva Kutir.
- 97% of students experienced reduced tiredness, highlighting the meals' positive impact on overall well-being.

Civic Values

- 95% of students acknowledged that teachers played a key role in promoting hygiene and waste management, demonstrating awareness of cleanliness and responsibility.



Conclusion

The research highlights the notable educational outcomes across numeracy, language, and civic values, reflecting the effectiveness of the learning initiatives. The findings point to the potential for long-term educational growth, where the emphasis on both academic excellence and social awareness can contribute to the overall development of children. The approach appears well-positioned to foster sustainable learning outcomes that support future success, both in education and in broader societal engagement.



Image 1: Child from Seva Kutir

Chapter-1 Introduction

1. Student from Seva Kutir



1. Background

Tribal children in India represent one of the most vulnerable, often grappling with challenges arising from extreme poverty, abandonment, and a heightened risk of exploitation. The lack of access to quality education exacerbates their susceptibility to victimization and trafficking.

Tribal children education in India faces significant challenges despite various interventions. The literacy rate among tribal populations has increased from 8.5% in 1961 to 63.1% in 2011 (Sahu, 2014). Despite constitutional provisions for educational equity, **tribal children's dropout rates remain high** due to economic constraints and the need to contribute to household incomes (Prakash & Singh, 2022).

55%

Primary level dropout rates

71%

Secondary level dropout rates

Challenges



Language barriers pose a significant challenge, as the medium of instruction is often a regional or official language unfamiliar to tribal children. This hinders comprehension and results in poor academic performance and disengagement.



Schools in tribal regions often face **infrastructural deficiencies**, lacking basic facilities like drinking water, sanitation, and learning materials. Teacher absenteeism further diminishes the quality of education (Sharma & Patel, 2015).



The socio-cultural alienation of tribal children is a critical issue, as curriculum often lacks connection to the cultural and historical contexts of tribal communities, reducing education's relevance and discouraging participation. This exclusion fosters inferiority and is worsened by discrimination within educational institutions (Kumar, 2023).

Addressing these challenges requires culturally relevant pedagogy, better infrastructure, and economic support to empower tribal children and reduce vulnerability.

2. Project Brief

Parivaar is a humanitarian organisation grounded in the philosophical ideals of Sri Ramakrishna and Swami Vivekananda, with a strategic focus on the protection, education, and holistic development of children from highly vulnerable and socio-economically disadvantaged backgrounds. The organisation implemented its interventions through Seva Kutirs, which are structured as community-based centres designed to deliver supplementary education, life skills training, and nutritional support in underserved rural and tribal regions.

Kotak Mahindra Bank supported 25 Full-Service Seva Kutirs operating across six districts in Madhya Pradesh: Dewas, Sehore, Chhindwara, Khandwa, Betul, and Harda. These centres ran in two daily shifts—morning and evening—and provided nutritious meals (breakfast and dinner) alongside quality educational services aimed at promoting holistic child development. Over 2,400 children benefited from this intervention, gaining access to a safe and supportive environment that facilitated learning, growth, and overall well-being.

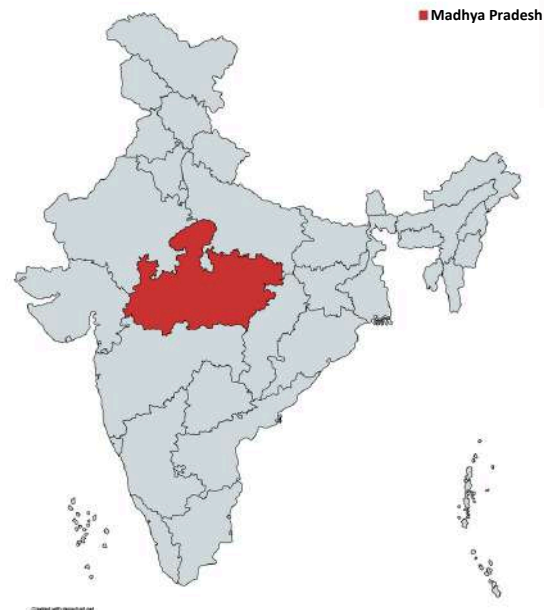


Image 2 : Project Focus Area: Madhya Pradesh

Project Components:

Bridging and Tutorship Initiatives: Children aged 4–6 years are enrolled in foundational classes to build a strong educational base. For children aged 8–12 without prior formal education, a "Fast-Learning Bridge Course" equips them with foundational skills, enabling placement into age-appropriate grades. A structured after-school tutoring initiative(2–4 hours daily) ensures sustained academic progress alongside formal schooling.

Comprehensive Growth Support: The organization provides long-term support from kindergarten to higher education and job placement, guiding children into independent adulthood. Tailored mentorship facilitates professional training for children with aptitude, enabling them to pursue higher education and secure meaningful employment in fields such as nursing, accountancy, and other careers.



Image 3: Children from Seva Kutir

3. Research Objectives



To assess the improvement in children’s learning outcomes and academic performance, focusing on grade-level proficiency in literacy and numeracy.

- Learning Skills Improvement: Evaluate the improvement in students' literacy (e.g., reading fluency, comprehension) and numeracy skills (e.g., basic arithmetic, problem-solving) across age groups
- Academic Progress Measurement: Measure the progress of children in standardized academic assessments or school-based evaluations

To evaluate the impact of nutritional interventions on reducing undernourishment and improving the physical and cognitive development of children.

- Nutritional Status Improvement: Assess changes in the nutritional status of children (e.g., weight-for-age, height-for-age) before and after the intervention
- Cognitive Skills Improvement: Evaluate the effect of nutritional interventions on students' cognitive abilities (e.g., memory, concentration, learning outcomes).

To measure the effectiveness of hygiene education and civic values programs in promoting healthy practices and positive behavioural changes among children.

- Hygiene Knowledge: Assess children's understanding of personal hygiene practices (e.g., handwashing, oral hygiene).
- Hygiene Practices Change: Evaluate changes in hygiene habits before and after interventions.
- Adoption of Civic Values: Measure the uptake of civic values and pos

To examine the reduction in school dropout rates and identify the key factors contributing to improved retention and re-enrollment of children in schools.

- Dropout Rate Reduction: Evaluate the impact of retention-focused interventions on keeping students in school.

To provide actionable insights and recommendations for scaling the project and improving its effectiveness in other underserved regions.

- Project Gaps Identification: Highlight any gaps in the current project that may hinder its scalability or effectiveness in other regions. Sustainability Recommendations: Provide actionable insights on overcoming financial challenges and ensuring the long-term sustainability of the intervention.

4. Assessment Frameworks

OECD DAC FRAMEWORK

The framework helps us to understand efficiency at the project or organization level. The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria – **relevance, coherence, effectiveness, efficiency, impact and sustainability**. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They serve as the basis upon which evaluative judgments are made. The OECD DAC framework systematically assesses the Seva Kutir project’s relevance, coherence, effectiveness, efficiency, impact, and sustainability. By applying these evaluation criteria, the study ensures a comprehensive analysis of the project’s implementation, resource utilization, and long-term viability in addressing educational and developmental needs in underserved communities.



Figure 1: OECD DAC model

Social Cognitive Framework

Social Cognitive Theory offers a strong framework for assessing educational interventions on adolescents, emphasizing cognitive processes, observational learning, self-efficacy, and environmental influences to drive positive behaviour, academic growth, and holistic development. This framework integrates psychological principles with educational practices, offering a comprehensive approach to assessing the multifaceted impacts of educational interventions in diverse settings.

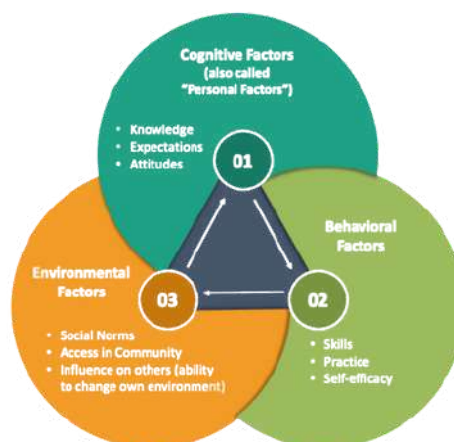


Figure 2: Social Cognitive Theory



4.1. Assessment Indicators

Objectives	Framework Elements	Key Indicators
Assess improvement in children's learning outcomes and academic performance.	Social Cognitive Framework (Behavioral Capability, Self-Efficacy)	<ul style="list-style-type: none"> Improvement in literacy and numeracy (reading fluency, comprehension, basic arithmetic, problem-solving) across age groups. Progress in academic assessments Feedback from teachers on students' participation and motivation Students' personal reflections on their learning journey.
	OECD DAC (Effectiveness)	
Evaluate the impact of nutritional interventions on reducing undernourishment and improving physical and cognitive development.	Social Cognitive Framework (Environmental Influences, Self-Efficacy)	<ul style="list-style-type: none"> Frequency and quality of meals provided. Impact on memory, concentration, learning outcomes. Frequency of children reporting fewer signs of fatigue or illness. Parent testimonials on health and activity-level changes in children
	OECD DAC (Impact)	
Measure the effectiveness of hygiene education and civic values programs in promoting healthy practices and behavioural changes.	Social Cognitive Framework (Observational Learning, Self-Efficacy)	<ul style="list-style-type: none"> % of children demonstrating proper hygiene practices. Reduction in hygiene-related illnesses. Students understanding of civic values Participation rates in hygiene and civic programs. Insights on children's adoption of hygiene and civic behaviours
	OECD DAC (Relevance, Effectiveness)	
Examine the reduction in school dropout rates and identify factors contributing to improved retention.	Social Cognitive Framework (Behavioral Capability, Environmental Influences),	<ul style="list-style-type: none"> Re-enrollment rates of previously dropped-out students. Case studies of re-enrolled students and their reasons for returning to school.
	OECD DAC (Effectiveness, Sustainability)	
Provide actionable insights and recommendations for scaling the project in underserved regions.	Social Cognitive Framework (Environmental Influences, Observational Learning),	<ul style="list-style-type: none"> Analysis of successful practices. Recommendations for expansion. Identification of challenges and solutions. Documentation of project impact. Insights into the role of community engagement in project success. Narratives from project implementers on scaling challenges and lessons learned.
	OECD DAC (Efficiency)	



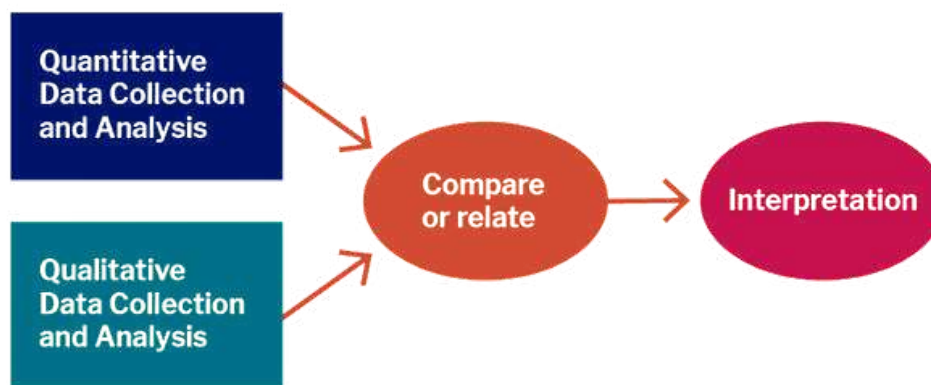
Image 4: Children from Seva Kutir

Chapter-2 Approach and Methodology

5. Methodology

5.1. Study Design

This study employed a mixed-method approach using an exploratory research design, which integrates quantitative and qualitative data collection techniques. Using a mixed-methods approach enhanced the robustness and triangulation of the data by incorporating diverse voices and perspectives, particularly those of students, into the assessment process.



5.2. Sampling Strategy

Primary Data Collection

a) Quantitative Data Collection: Quantitative data from students were collected using structured surveys, with purposive sampling. The sample size was determined using Cochran's formula, with a 95% confidence level and a 5% margin of error (Bartlett, Kotrlik, & Higgins, 2001).

b) Qualitative Data Collection: To complement the quantitative data, qualitative methods were employed to gain deeper insights into the project's impact. Purposive sampling guided the selection of participants for In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs). IDIs captured detailed individual perspectives from stakeholders, while FGDs were conducted with pre-primary, primary, and upper-primary students. Additionally, Key Informant Interviews (KIIs) were conducted with parents, teachers, community leaders, and the management team. This mixed-methods approach strengthened the study by incorporating diverse voices into the assessment process.

Secondary Data Collection

Secondary data collection involved reviewing various reports and documents created for the project. This included examining photographs, scientific articles related to education gaps in the intervention states, baseline data, and other project-related documents. These materials were analyzed to gain a deeper understanding of the intervention area and implementation process. Following this analysis, the study design was revised.



5.3. Sampling Plan

The study used purposive sampling for qualitative data and quantitative data collection. The impact assessment of the Parivaar Project at Seva Kutirs covered two districts in Madhya Pradesh —Dewas (Barwai, Sulgaon) and Betul (Jirudhana, Jadiya, Teram).

Stakeholder	Sample Size	Data Collection Tools
Pre-Primary Students (3-6)	58	Survey
	1	FGDs
Primary Students (6-10 years)	139	Survey
	2	FGDs
Upper Primary Students (10-14 years)	93	Survey
	2	FGDs
Parents	10	IDIs
Teachers	6	IDIs
Community Leaders	2	KII's
Management Team	2	KII's

Table 1: Data Collection in Parivaar project

5.4. Data Analysis

Quantitative Data Analysis

The quantitative data analysis involved cleaning raw survey data, conducting descriptive statistics in Excel to analyze variable distributions, and summarizing key findings with implications aligned with the study objectives.

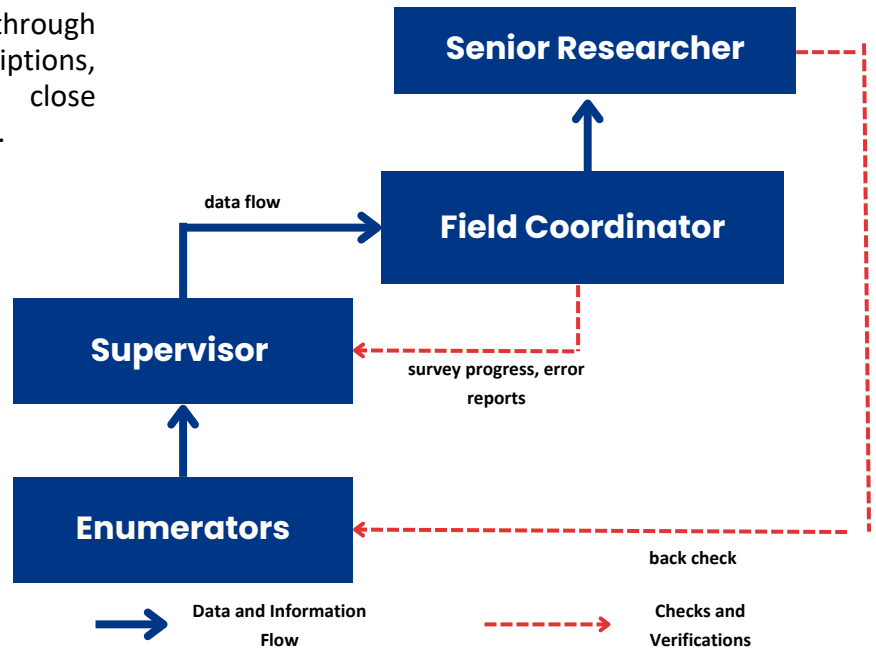
Qualitative Data Analysis

The qualitative data was collected through Focus Group Discussions (FGDs), In-Depth Interviews (IDIs), and Key Informant Interviews (KIIs) with stakeholders such as Pre-primary students, upper primary students, primary students, parents, teachers, community leaders and management team. The data was transcribed and systematically analyzed using Atlas.ti, a qualitative data analysis software. The study employed Thematic Analysis, beginning with the development of codes during the initial stages of analysis. These codes were then synthesized into broader themes to derive a deeper understanding of the data, uncover meaningful insights, and identify key patterns or themes within the collected information.



5.5. Data Quality Assurance, Validation and Analysis

Data quality was ensured through accurate coding, interview transcriptions, and systematic analysis, with close monitoring by the lead researcher.



5.6. Ethical Concerns

Participants in the study were thoroughly briefed, providing explicit verbal consent and assured of confidentiality and their right to withdraw at any time. To prioritize participants' well-being, the study avoided probing into potentially distressing personal experiences. Consent was obtained for audio recording and photography during surveys, interviews, and group discussions, with prior permission from all participants. Adolescents received additional attention, with explicit consent emphasizing confidentiality and their right to withdraw, safeguarding them from any distress. This ethical approach aligns with the UNICEF Procedure on Ethical Standards in Research, Evaluation, and Data Collection and Analysis (2021), ensuring respectful, safe research practices.

5.7. Limitations

Network Connectivity Limitations:

The poor network connectivity in Betul posed significant challenges for online data collection, particularly when using Google Forms. Enumerators were required to transport children to areas with better connectivity, which was both time-consuming and impacted the overall efficiency of the data collection process.

Language Barrier in Participant Communication:

Despite having a basic understanding of Hindi, many parents in Betul preferred using their local dialect, which created a language barrier during interviews. Enumerators needed assistance from Seva Kutir teachers to facilitate communication, which extended the time required for data collection and resulted in a smaller sample size from this region.



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Image 5: Children from Seva Kutir



Image 6: In-Depth Interview with Children of Seva Kutir

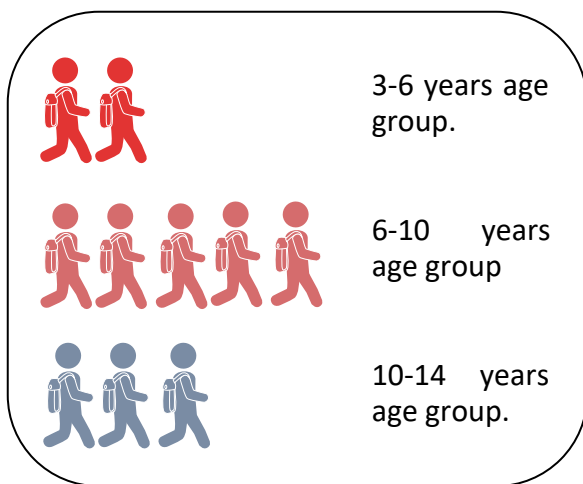
**EMPOWERED 2,400 CHILDREN
ACROSS 25 FULL-SERVICE
SEVA KUTIRS IN SIX DISTRICTS
THROUGH DAILY NUTRITION
AND QUALITY EDUCATION.**

Demographic Details



The findings chapter is structured into five key sections. The first section focuses on Early Numeracy Skills and Problem-Solving, examining children's progress in foundational mathematics. The second section explores Language Acquisition and Vocabulary, highlighting advancements in literacy and communication. The third section evaluates Hygiene Practices and Civic Engagement, emphasizing behavioural changes in cleanliness and social responsibility. Lastly, the fourth section captures health and nutritional interventions and the last section captures the perspectives and experiences of parents and teachers, providing valuable qualitative insights.

Student's Demographics



A total of 290 children participated in the study, divided into three age groups. The youngest group, aged 3-6 years, consisted of 58 children. The largest group, with 139 children, was in the 6-10 years age range. The remaining 93 children were in the 10-14 years age group. This distribution highlights the highest participation from children aged 6-10 years, followed by those in the 10-14 years range, and the smallest group being the 3-6 years category.

The demographic breakdown shows a diverse group of children across educational stages, with the highest participation from 5th grade (17%) and the lowest in 8th grade (5%).

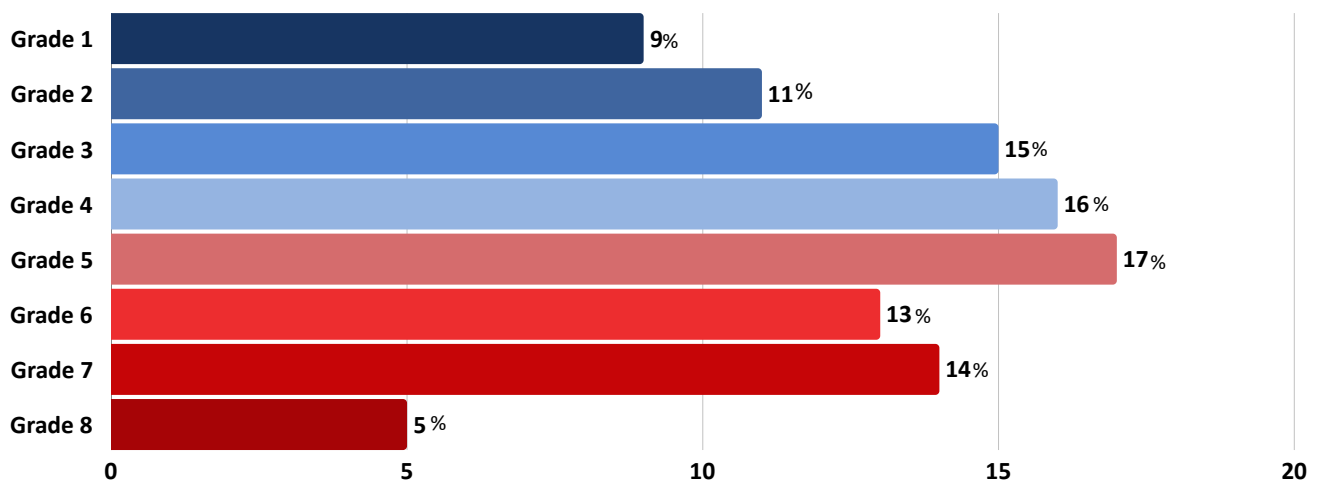
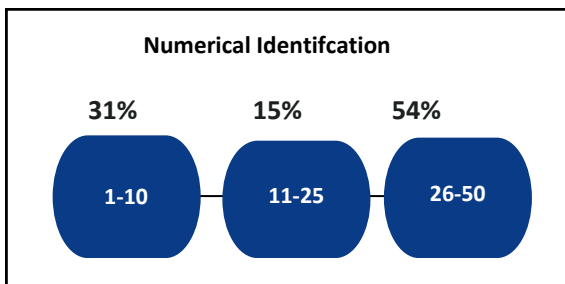
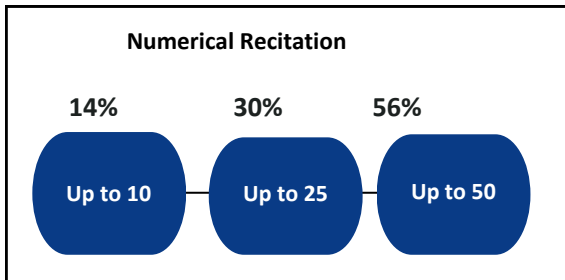


Fig. 3 : Percentage of Students Participated by Grade Level

1. Comprehensive Numeracy Proficiency



Pre-Primary Students



In the numeracy skills assessment, **93% of children accurately identified the correct number of objects**, demonstrating strong numeracy skills.

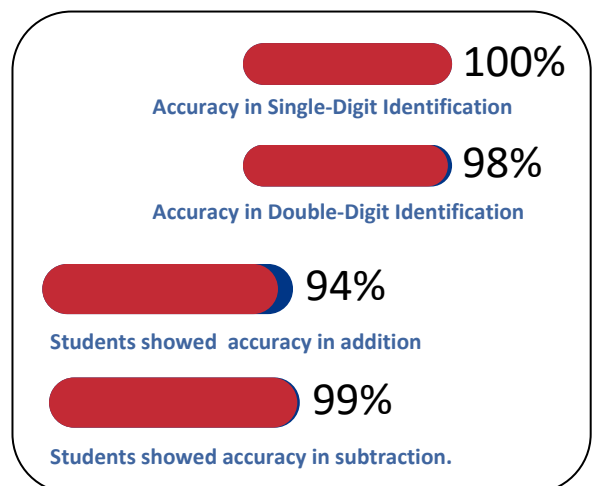
93%

The assessment evaluated pre-primary students' early numeracy skills, focusing on number recitation, identification, sequencing, and counting. The data indicates notable progress in children's numeracy skills, with 56% able to recite up to 50 numbers and 54% identifying numbers between 26 and 50. These findings highlight the effectiveness of early interventions in promoting numerical fluency and sequence recognition. Additionally, 93% of children accurately quantified objects, demonstrating strong numerical competency. Furthermore, 92% excelled in the sequential positioning of numbers, indicating a solid grasp of numerical order. These results reflect the positive impact of enhancing foundational numeracy skills. Seva Kutirs demonstrated a substantial impact on enhancing numeracy skills among pre-primary children, contributing to early mathematical proficiency and school readiness.



Primary Students

Numerical skills are essential in the primary stage of education, particularly as students build their understanding of arithmetic. Based on the syllabus-driven assessment, primary students demonstrated strong proficiency in basic operations. Notably, 100% of students accurately identified the largest and smallest numbers in single-digit sets, while 98% did so for two-digit sets. Furthermore, 94% successfully solved addition problems, and 99% demonstrated accuracy in subtraction. These findings suggest that students have a solid grasp of fundamental arithmetic, reflecting the effectiveness of the curriculum and assessments in fostering foundational numeracy skills.





Upper-Primary Students

The analysis shows a strong performance in fundamental arithmetic, with the highest accuracy in multiplication and division. Although students perform well in addition and subtraction, their accuracy is comparatively lower. Real-life problem-solving skills were evident, with students excelling in division and addition, though multiplication showed slightly lower accuracy. Their ability to identify even numbers was also notable. These results suggest that current interventions effectively enhance both computational skills and practical mathematical applications.

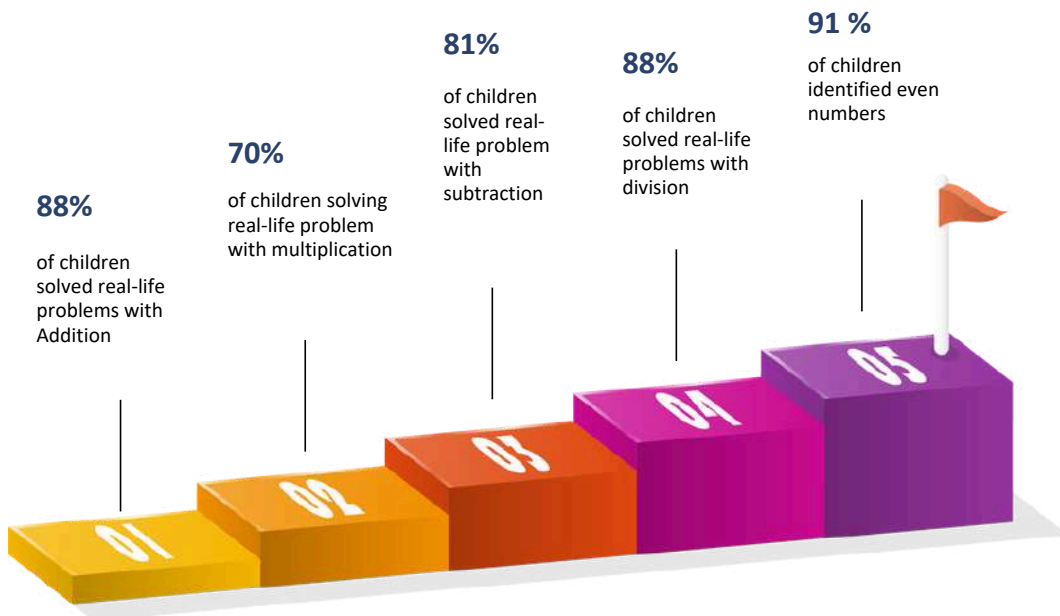
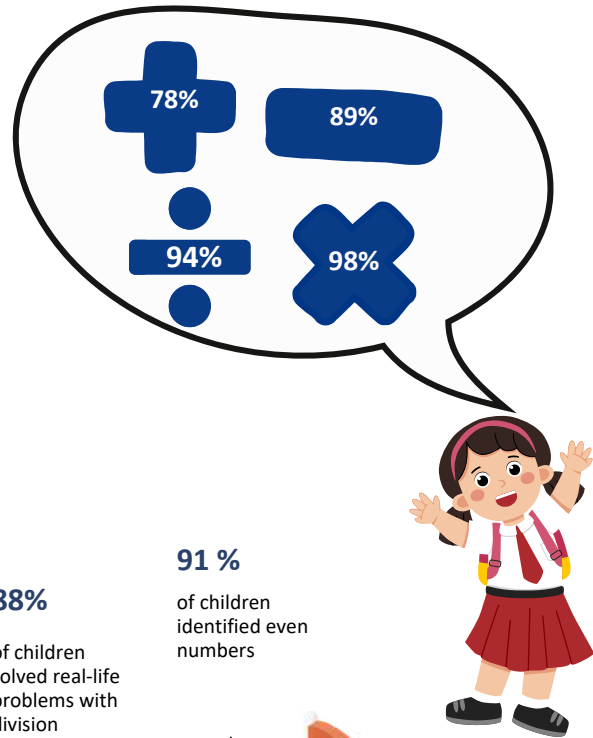
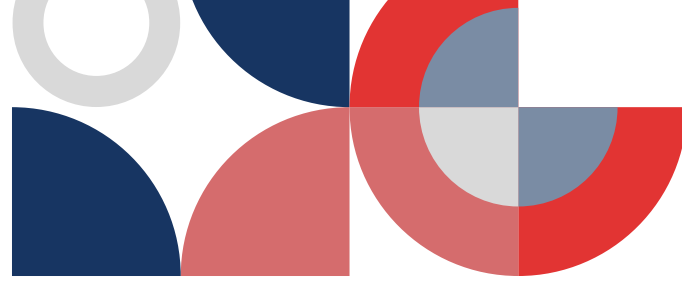


Image 7: Discussion with children of Seva Kutir



2. Language and Grammar Proficiency



Pre-Primary

Phonemic Proficiency:



- **Sound Articulation:** 91% of pre-primary students demonstrated the ability to articulate the sounds of letters A to Z, showcasing strong foundational phonemic awareness.
- **Object Identification:** Students achieved an average accuracy of 95% in identifying objects associated with alphabet letters, highlighting effective letter-to-object association and cognitive development.

Writing Levels:

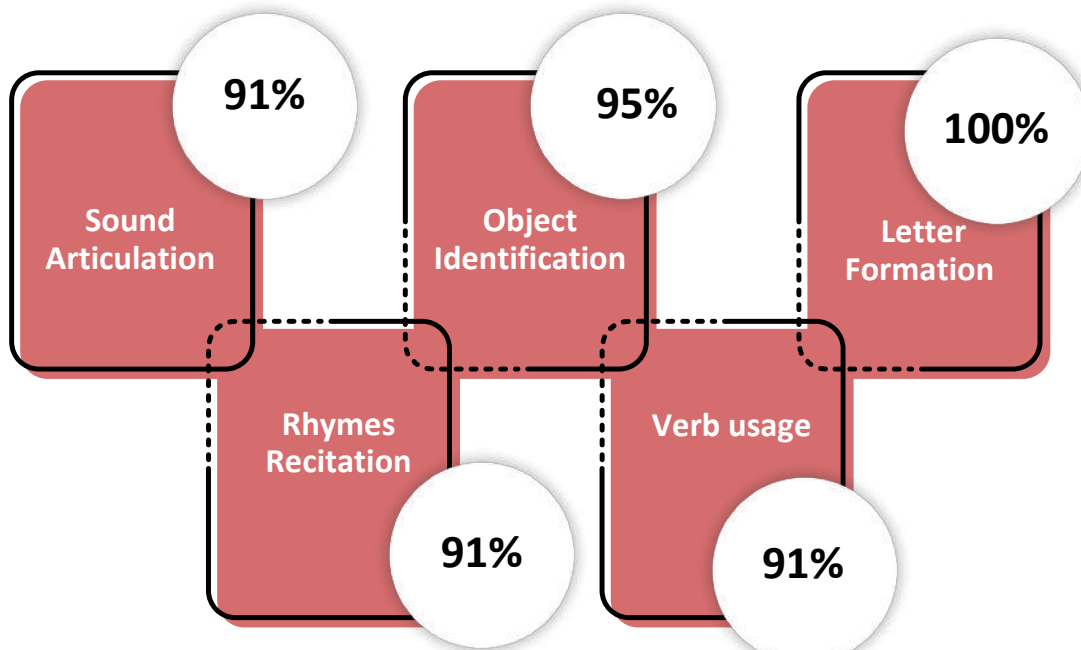


- **Letter Formation:** All children exhibited complete proficiency in writing letters indicating a robust foundation in letter recognition and handwriting skills.

Language Development:



- **Rhymes Recitation:** 91% of students recited rhymes, with 43% integrating actions and 48% without actions. This reflects strong engagement in language skills and active participation in early literacy activities.
- **Verbal Usage:** 91% of children can converse independently, with only 9% requiring teacher assistance, suggesting high levels of verbal communication skills and autonomy.



Key Observation

Early literacy programs enhance phonemic awareness, writing, and communication, though verbal autonomy gaps need targeted intervention.

Primary

Introduction Skills:



- All students successfully introduced themselves, indicating 100% proficiency in basic self-expression and communication.

Object Identification:



- Object identification accuracy was observed at 100%, highlighting strong cognitive association and comprehension skills.

Grammatical Understanding:

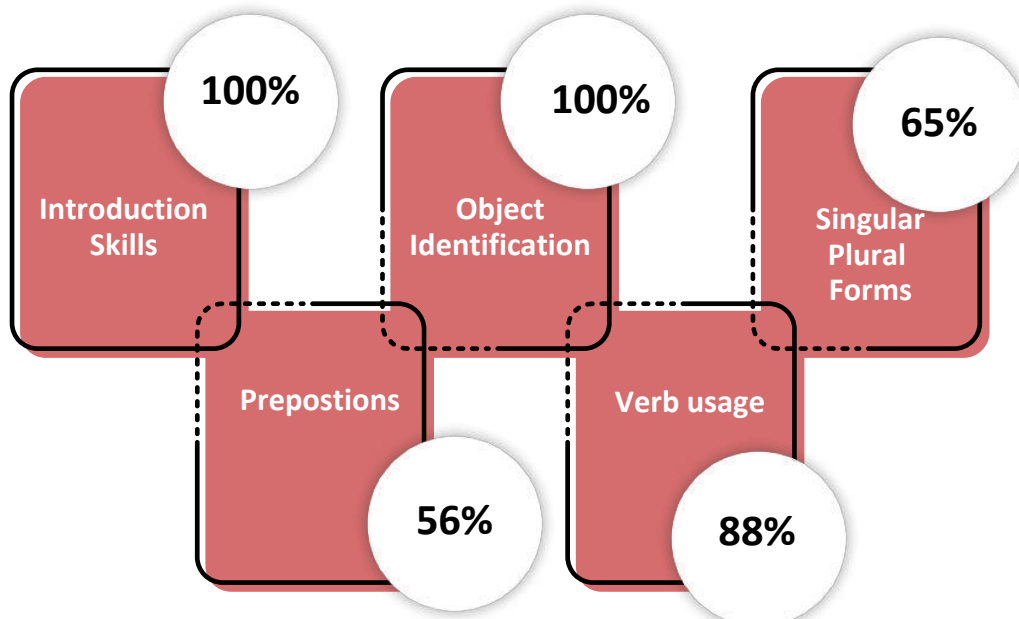


- Demonstrative Pronouns: 84% of students demonstrated correct usage, while 16% showed a need for reinforcement.
- Prepositions: Correct application of prepositions was recorded at 56%, with 44% displaying partial understanding.
- Verb Usage: 88% demonstrated proficiency in verb identification, with 12% requiring further support.

Singular/Plural Forms:



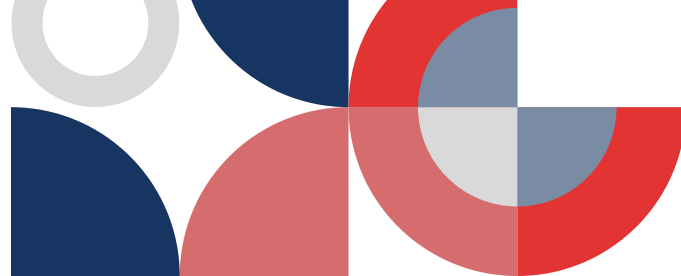
- An accuracy rate of 65% in distinguishing between singular and plural forms reflects foundational grammar skills.



Key Observation

Students demonstrate strong literacy skills, reflecting effective instruction. Targeted support is needed for prepositions, singular/plural distinctions, and word recognition to ensure uniform proficiency.

Upper-Primary



Vocabulary Proficiency:

- Most students demonstrated a strong understanding of vocabulary, accurately identifying and explaining the meaning of "happy".



Grammar - Articles:

- 45% of students correctly applied articles, while 55% made errors. This suggests a need for more focused grammar instruction, particularly in article usage.



Contextual Sentence Understanding:

- 86% of students chose the correct word to complete a sentence in context, indicating strong comprehension skills.



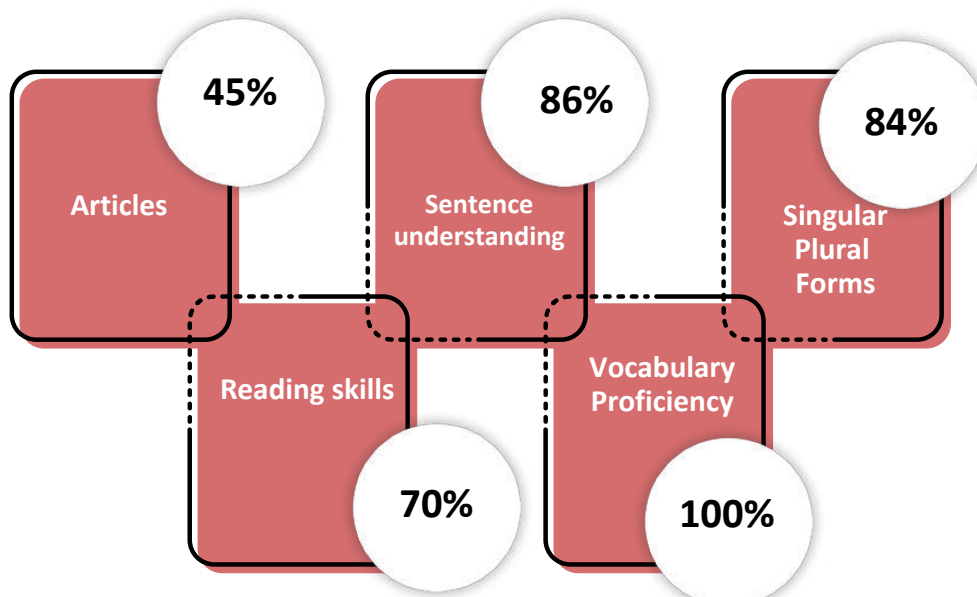
Singular/Plural Knowledge:

- 84% of students identified plural forms correctly, while 16% showed inconsistent understanding, highlighting an area that could be further refined.



Reading Comprehension:

- 70% of students answered reading comprehension questions correctly, demonstrating good interpretive skills.



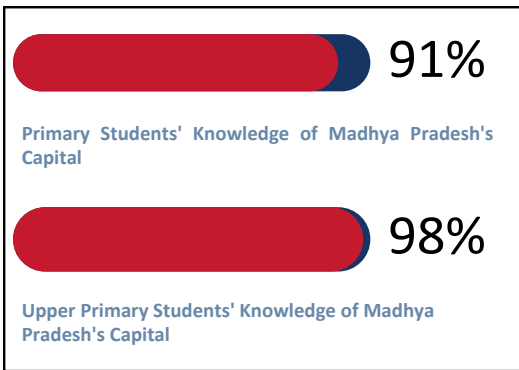
Key Observation

Students demonstrate strong literacy development, excelling in vocabulary and context-based comprehension. Challenges in article usage (55% incorrect) and reading comprehension (30% incorrect) highlight areas for targeted support to enhance overall proficiency.

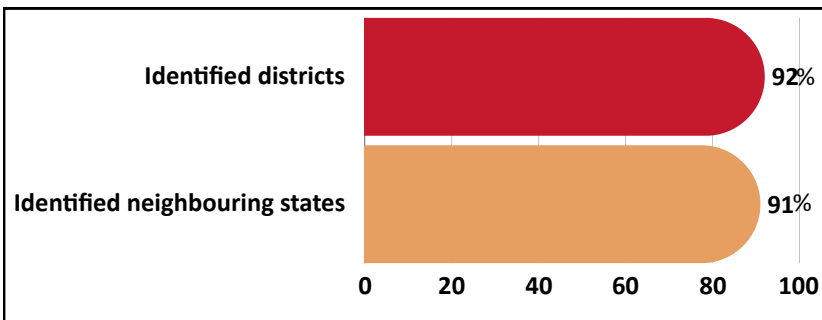
3. General Knowledge Skills



The general knowledge assessment was mainly aimed at primary and upper-primary students, based on the Seva Kutir syllabus. It focused on evaluating their awareness and understanding of topics related to their state.



The assessment evaluated students' regional awareness per the Seva Kutir syllabus. Upper primary students showed strong geographic knowledge, while primary students demonstrated familiarity with Madhya Pradesh's capital. The findings suggested that structured exposure to general knowledge topics significantly contributed to students' cognitive development and enhanced students' awareness, critical thinking, and retention of fundamental concepts.

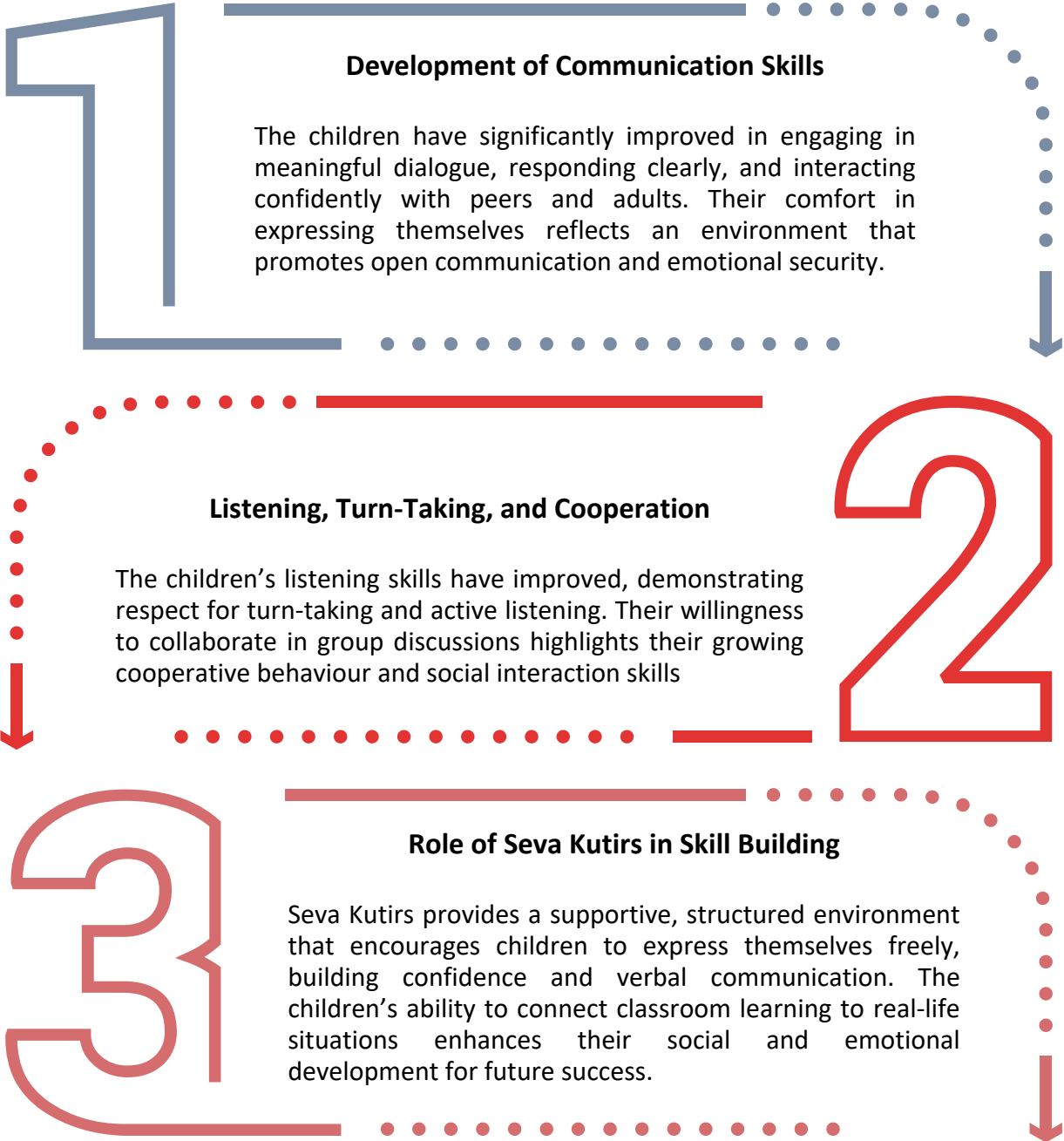


92% of students correctly identified the districts, and 91% correctly identified the neighboring states. This indicates a strong understanding of regional geography among the students.

Fig. 4 : Percentage of Upper Primary Students Identified Districts and Neighbouring States



Image 8: Children studying in one of the Seva Kutir



4. Basic Civic and Hygiene Values



This section examines how children’s understanding of hygiene and civic responsibility is shaped, with a focus on the influence of educators. It highlights the role of teachers in promoting cleanliness, waste management practices, and in assessing the development of civic values through active engagement in these practices."

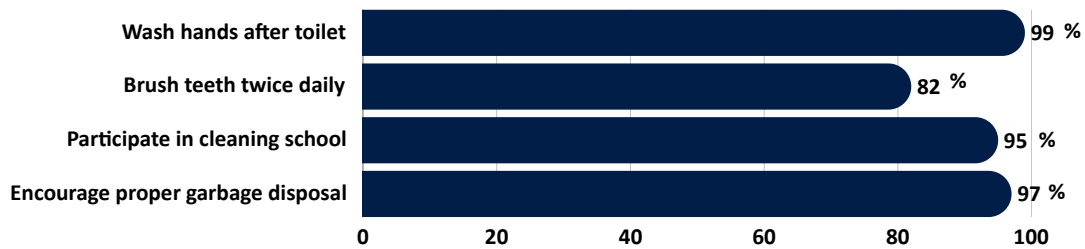


Fig.5 : Percentage of Children Practicing Hygiene and Cleanliness Activities

We wash our hands after using the toilet and before eating.

- Primary student, Betul



We brush our teeth two times a day, once in the morning and once before sleeping.

-Primary student, Barwai



Now we can do decimals and multiplication because Sir helped us.

-Primary student, Barwa



We didn't know about maps before, but now we know where states are.

-Primary student, Jirudhana



The analysis indicates that teachers play a pivotal role in reinforcing hygiene practices and instilling civic values. Most children acknowledge the importance of proper waste disposal and cleanliness, demonstrating an understanding of their responsibility towards maintaining a clean environment. Additionally, students actively promote these practices, reflecting the effectiveness of educational efforts in fostering responsible behaviour.

95% of primary students

Reported having taught others about cleanliness, highlighting their active engagement in promoting hygiene-related practices.



The majority of children reported that teachers from the Kutirs are the primary individuals who remind them to wash their hands.



Similarly, children also reported that teachers from the Kutirs taught them about the proper use of dustbins, highlighting the role of educators in instilling civic values.



The majority of children demonstrated awareness that failing to dispose of garbage in the dustbin would result in unclean surroundings, reflecting their understanding of basic civic values such as cleanliness and responsibility.

5. Health and Nutritional Intervention

The meals provided at the Seva Kutir have had a positive impact on students' overall well-being. Participants reported reduced tiredness and enhanced ability to focus in class, demonstrating improved energy and cognitive function. Additionally, students observed physical changes, including better strength and vitality, attributing these to the nutritional value of the meals. The incorporation of these foods at home by some students further underscores the project's influence on promoting healthy dietary habits beyond the school environment.

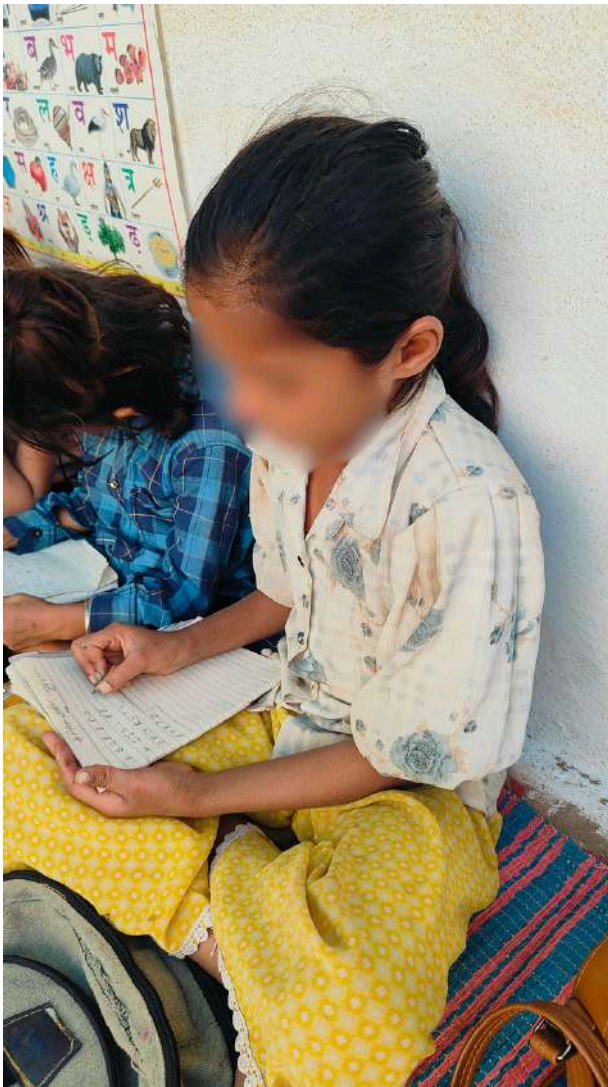


Image 9: Child from Seva Kutir



HAVE YOU NOTICED CHANGES IN YOUR HEIGHT, STRENGTH, OR ENERGY AFTER EATING AT THE SEVA KUTIR?

YES 99%

DOES EATING AT THE SEVA KUTIR IMPROVE YOUR FOCUS IN CLASS?

YES 99%

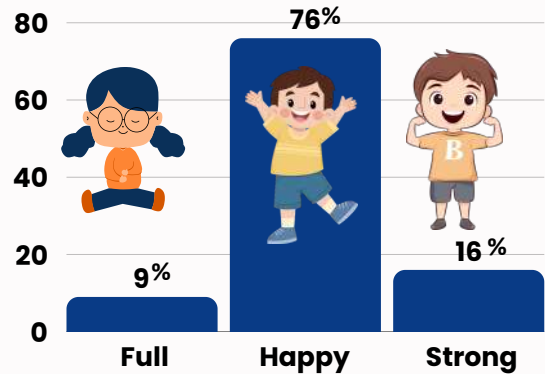
DO YOU EAT THESE FOODS AT HOME TOO?

YES 82%

DO YOU THINK THESE FOODS ARE HEALTHY FOR YOU?

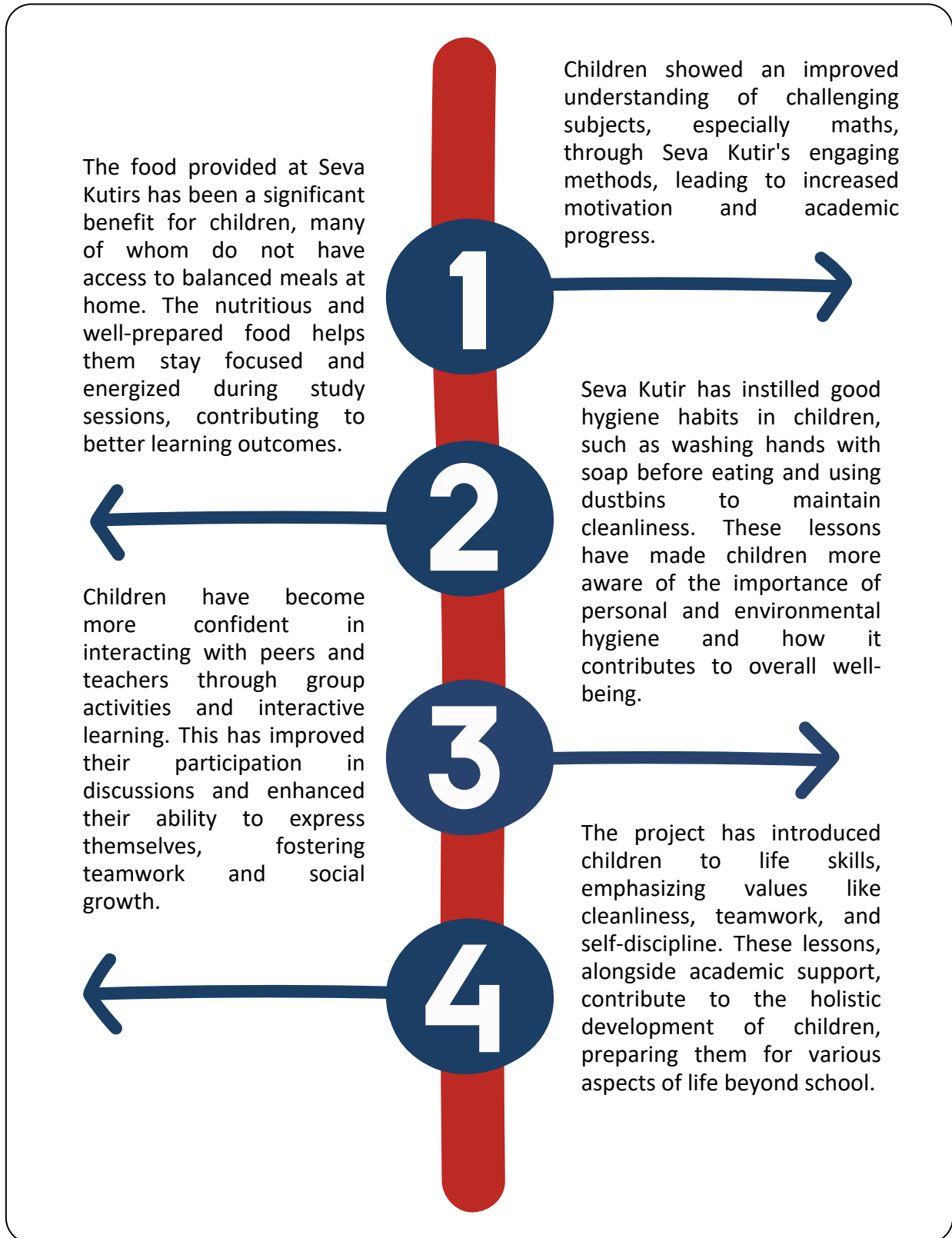
YES 99%

How do you feel after eating the food from the Seva Kutir?

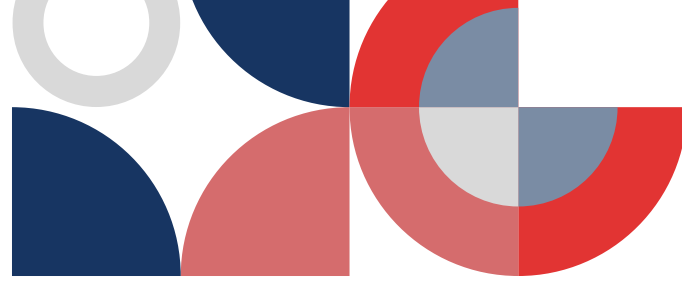




Key Takeaways from Children's Perspectives on Seva Kutirs



6. Parental Insights and Experiences



This section provides a comprehensive examination of the feedback from parents whose children are attending Seva Kutirs. The insights are derived from the in-depth interviews and direct testimonials collected during the field study.

Improvements in Health and Hygiene Practices

A major theme in the parental feedback was the significant improvement in their children's health and hygiene practices. Parents highlighted the success of regular health education sessions and hygiene demonstrations at Seva Kutirs, which have instilled essential habits like handwashing, brushing teeth, and maintaining overall cleanliness in children. Parents reported better eating habits, weight gain, and overall improved vitality, showcasing the project's positive impact on addressing malnutrition and enhancing child health in rural communities. Providing nutritious meals at Seva Kutirs addresses a critical gap for families struggling with poverty, where access to balanced diets is often limited. Parents highlighted how the initiative supports them by alleviating the burden of ensuring proper nutrition for their children and fostering healthier growth and development.

Earlier, my child didn't care about washing hands before eating. Now, it is a part of their routine. They even remind us sometimes.

-Parent, Dewas



She was very weak earlier. I often told her to eat vegetables but she doesn't listen. She only likes dal and rice. But here, she eats many things. She says the food here is good.

-Parent, Dewas



There has been a change. My son used to be skinny, but his health has improved since the project started providing food.

-Parent, Dewas



Before coming here, I was not able to feed my child that kind of breakfast.

-Parent, Betul



Academic Progress and Cognitive Growth

Parents expressed satisfaction with the academic progress their children had made, particularly in foundational literacy and numeracy skills. Many parents shared that their children, who had previously had little exposure to formal learning, were now displaying a newfound eagerness to learn and showing measurable academic improvements. Since many parents have limited educational backgrounds, they were unable to provide detailed explanations on cognitive development. However, they all noted significant improvements in their children's learning progress, even though they couldn't fully articulate the reasons behind these changes.

He could even count properly, but now he can do simple calculations.

- Parent, Dewas



Earlier, he didn't know how to read or write properly. But now, he is learning. He has started reading a little bit and is improving.

- Parent, Dewas





Behavioral Transformation and Confidence Building

Parents also noted significant changes in their children's social behavior, including increased confidence and willingness to engage with peers and adults. Many reported that their children, who were once shy or hesitant, now demonstrated greater social skills and responsibility, both at home and within the Seva Kutir setting.

She reads well, she speaks well.



-Parent, Betul

They have become confident and independent.



-Parent, Dewas

She is more polite and understanding now.



-Parent, Dewas

Gratitude and Long-Term Vision

Parents expressed profound gratitude for the Seva Kutir initiative, recognizing its transformative impact on their children's lives and future opportunities. Many highlighted that the project had opened doors to education and growth that their children would not have had otherwise, fostering hope for a better tomorrow. Parents also noted that the Seva Kutir project has provided **a sense of security and relief**, allowing them to focus on their work without worry, as their children are engaged in a safe and nurturing environment throughout the day. With most parents belonging to low-income households, this support has been particularly significant. The dual-day structure of the project—operating both in the morning and evening—has ensured that children remain productively engaged while alleviating the burden on parents managing their daily livelihoods. Many parents expressed a strong desire for the continuation and expansion of Seva Kutir services, emphasizing its role not only as an educational platform but also as a critical support system for families in marginalized communities.



Image 10: Enumerators with Parents

7. Teachers' Reflections on Seva Kutir



Support to Children

- **Engaging Learning Methods:** Activities like poetry recitation, games, and hands-on learning were emphasized as engaging and impactful for students. For example, counting activities using objects like beads helped children learn mathematics more effectively.
- **Family Engagement:** Teachers provide continuous counselling to students and their families, encouraging regular attendance and explaining the value of education.
- **Provision of Essentials:** The provision of food and learning materials has made a significant difference, particularly for children from disadvantaged backgrounds. For example, children who previously lacked clean clothes or educational supplies are now provided with uniforms and essential materials.

We involve activities to teach. For instance, in English, we recite poems or use interactive games. Sometimes, we show children props like flashcards with letters or numbers to teach concepts visually.

-Teacher, Dewas

Previously, students didn't understand much during regular lessons. But when we started using activities and games, they understood things better and found it easier to grasp concepts.

-Teacher, Dewas

We visit their homes and counsel the parents, explaining to them that their children should go to school and also come to the center. We tell them that their hard work will pay off if their children study well.

-Teacher, Betul

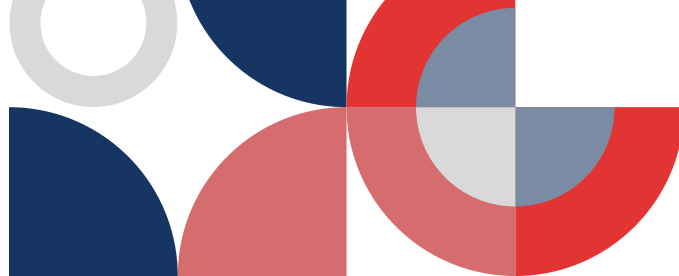
We use visual aids, flashcards, and props. These tools keep children engaged and focused. Without such tools, children tend to get distracted.

-Teacher, Betul

Image 11: Enumerators with Teachers and Coordinator



7. Teachers' Reflections on Seva Kutir



Impact on Children

- **Academic Progress:** Teachers observed significant improvements in children's literacy, numeracy, and communication skills. Students who initially struggled with recognizing letters and numbers now confidently identify and use them.
- **Behavioural Transformation:** Behavioural changes were highlighted, with children becoming more disciplined, attentive, and participative in-class activities. For instance, students who used to play in unsupervised conditions are now more focused on learning.
- **Health and Well-being:** The Seva Kutirs' programs have addressed the nutritional needs of children, resulting in better health outcomes. Teachers reported that children appeared healthier and more energetic compared to when they first joined.
- **Improved Hygiene Practices:** Children's hygiene practices have improved substantially. They now wash their hands, brush their teeth, and wear clean clothes regularly, as reinforced through daily reminders and specific hygiene-related activities.
- **Enhanced Confidence and Participation:** Increased self-confidence and participation in both academic and extracurricular activities have been observed.

Yes, there has been noticeable improvement. Initially, children didn't know how to speak properly, but we taught them through activities like dance and singing. For example, we use number cards to teach them counting or match objects with numbers.

-Teacher, Dewas

There is development in their studies, mental growth, physical growth—everything has improved. Even the school has seen growth. The biggest improvement is in sports because the children here are from villages and are more interested in games. Alongside sports, their academic performance has also improved.

-Teacher, Dewas

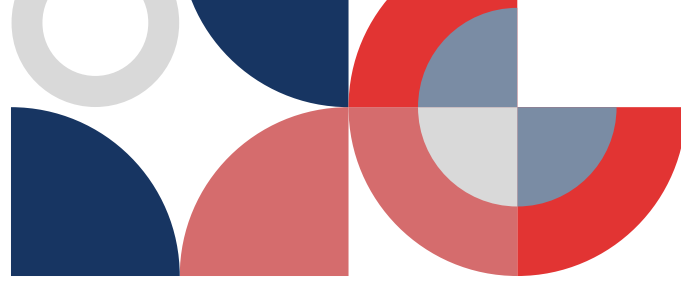
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- **Enhanced Confidence and Participation:** Increased self-confidence and participation in both academic and extracurricular activities have been observed.

Yes, earlier, children didn't wash their hands or maintain cleanliness. Now, they take care of hygiene themselves and even practice it at home.

-Teacher, Dewas

Yes, earlier they used to hesitate and did not speak much. Now, they greet the teacher with "Good morning" or "Good evening" every day.

-Teacher, Dewas



Changes in drop-out rates

- **Improved Retention:** Teachers noted a positive impact on student retention, with fewer children dropping out. Regular attendance has been encouraged through continuous engagement with both students and their families.
- **Motivation to Stay in School:** Many students who were initially disengaged or absent are now motivated to stay in school due to the support they receive at Seva Kutirs. Teachers highlighted the importance of counselling, providing materials, and encouraging children to focus on their future potential.
- **Improved Retention:** Teachers noted a positive impact on student retention, with fewer children dropping out. Regular attendance has been encouraged through continuous engagement with both students and their families.
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- **Community Engagement:** Teachers make concerted efforts to engage with the families of children, especially those whose parents are involved in labour work and unable to ensure regular school attendance. This proactive approach has reduced dropout rates, as families are encouraged to prioritize education
- **Holistic Development:** The Seva Kutir projects, which include nutritional support and engaging learning activities, have contributed to a more positive school experience, leading to increased student satisfaction and decreased dropout rates.

Yes, earlier children didn't value education and skipped school. Now they attend regularly, as they see its importance.

-Teacher, Betul

Many children who didn't have much interest in studies earlier are now showing interest. Children who used to do labour work are now focusing on education.

-Teacher, Dewas

We talk to parents in the villages and explain the importance of education for their children's future. The dropout rate has significantly reduced because of the project.

-Teacher, Betul

Case Study

Meena, a young student, initially faced challenges in attending school regularly. Due to various reasons, she remained absent from classes, impacting her academic progress and overall development. Recognizing this issue, the school intervened by counselling her parents, emphasizing the importance of education for her future. As a result of these efforts, Prem Lata now attends school regularly. Her commitment to learning has led to significant improvements in both academics and personal behaviour.



Training for educators

- **Professional Development:** Teachers participate in online training programs aimed at improving teaching methods and addressing the diverse needs of students.
- **Practical Teaching Materials:** The available Teaching Learning Materials (TLM) have proven effective in facilitating lesson planning and improving student engagement.

Challenges

- **Need for Specialized Training:** Teachers identified a gap in English language teaching and requested more targeted training to address this challenge.
- **Digital Tools Knowledge and Resource Constraints:** Teachers expressed a need for greater access to digital tools and resources to enhance classroom learning, as they currently face a lack of adequate materials. They also emphasized the necessity for additional training to effectively integrate these digital resources into their teaching methods, helping them to address the evolving needs of students and improve overall engagement.

More training sessions would help us learn new methods. This would enhance our teaching skills and benefit the children.



-Teacher, Betul

More training in teaching English would be helpful.



-Teacher, Dewas

Image 12: Hand-Washing Activities being performed by Children from Seva Kutir





Image 13: IDI with Children from Seva Kutir

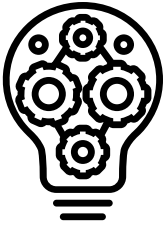
Chapter-4 Recommendation and Conclusion

Summary of Findings- OECD DAC Framework

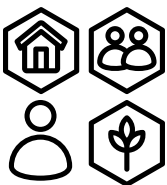


Framework Elements	Details
Relevance	The project addressed the critical gap in foundational literacy and numeracy skills among underserved children, directly aligning with the educational needs of marginalized communities.
Effectiveness	The intervention effectively improved children’s literacy, numeracy, and communication skills, with measurable progress in reading, writing, and mathematics.
Coherence	The Seva Kutir initiative aligns with national education and child development policies, emphasizing the importance of early learning and holistic growth in underserved areas. It complements existing efforts to address educational inequities in rural communities
Efficiency	The project utilized available resources efficiently, including Teaching Learning Materials (TLMs) and structured training for teachers, to deliver high-impact learning experiences. Teachers leveraged these tools to implement activity-based teaching, improving academic engagement
Impact	The project brought significant academic and behavioral changes, enabling children to perform calculations, communicate confidently, and adopt positive habits like improved hygiene practices
Sustainability	The initiative fosters long-term educational development by integrating structured learning approaches, community engagement, and teacher training.

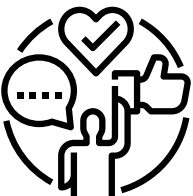
Summary of Findings- Social Cognitive Framework



Cognitive Factors: Children showed cognitive growth in literacy, numeracy, and problem-solving through structured learning activities. Completing tasks and academic milestones boosted their confidence and self-efficacy. Exposure to hygiene practices enhanced their understanding of health and cleanliness. These developments reflect well-rounded skill-building for lifelong learning.



Environmental Factors: Seva Kutirs provided a supportive environment with teaching materials, engaging activities, and nutritious meals for overall development. Regular parental counselling strengthened learning continuity at home. Collaborative activities encouraged peer interaction, teamwork, and active participation.



Behavioural Factors: Children actively engaged in learning, group activities, and events, showing improved focus and discipline. Reinforcement of hygiene, teamwork, and discipline led to positive behavioural changes. Access to engaging methods and nutritious food boosted motivation and attendance.

SDGs Alignment



SDG 1: No Poverty: Seva Kutir contributed to poverty reduction by addressing the foundational needs of children in marginalized communities. By providing access to quality education, nutritious meals, and health services, the initiative helped lift families out of the cycle of poverty.



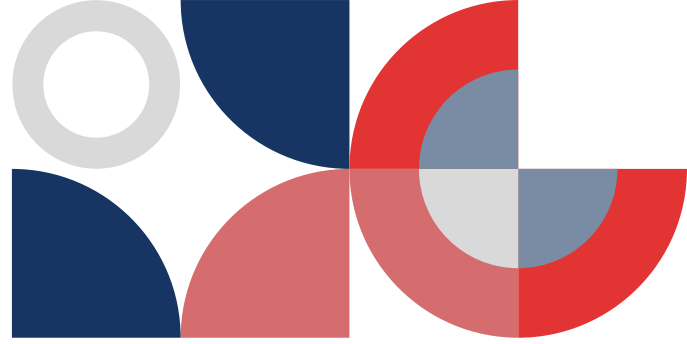
SDG 3: Good Health and Wellbeing: The Seva Kutir initiative significantly improved children's health by providing nutritious meals and promoting hygiene practices. Each center offered two nutritious meals daily, addressing malnutrition and fostering healthy habits among children.



SDG 4: Quality Education: The project focused on foundational literacy and numeracy, providing structured learning environments that enhanced academic skills. This approach ensured that children received quality education, preparing them for future academic endeavours.



SDG 10: Reduced Inequalities: By targeting marginalized communities, Seva Kutir worked to reduce educational and health inequalities. This comprehensive support system helped bridge the gap by fostering inclusivity and social equity.



Recommendations

1. Provide Adequate Classroom Furniture:

Ensure that classrooms are equipped with enough comfortable and functional furniture to promote an organised and conducive learning environment.

2. Resource Allocation for Teaching:

Provide teachers with a variety of teaching resources, including books, worksheets, and other learning materials, to effectively engage students. This will help address the challenge of resource scarcity and support diverse learning needs.

3. Storybooks and Reading Materials:

Provide a variety of storybooks and reading materials to make learning more engaging and enjoyable for children. This will not only enhance their reading skills but also foster a love for learning, making education more interactive and fun.

4. Teacher Support for English Instruction:

Offer ongoing professional development and training for teachers to strengthen their English teaching skills, focusing on classroom management, effective communication, and lesson planning.

5. Digital Tools and Technology Training for Teachers:

Implement regular training sessions for teachers to develop their proficiency in using digital tools, interactive platforms, and educational apps. This will help integrate technology into lessons, making them more dynamic and accessible for students.

Conclusion

The Seva Kutirs initiative, supported by Parivaar, has made a profound impact on children's academic, physical, and cognitive development across Madhya Pradesh. Through targeted interventions in education, nutrition, and life skills, the project has successfully addressed disparities in access to quality education, offering children the tools they need for both academic success and social empowerment. The integration of supplementary education with nutritional support has improved students' focus and energy levels, directly contributing to better classroom performance. Moreover, the initiative has fostered greater confidence and communication skills, allowing children to engage more actively in both their academic and social environments, which in turn boosts their overall development.

The initiative's focus on holistic development is in line with national educational goals, especially those outlined in the National Education Policy (NEP) 2020. By integrating educational content with vital nutritional and hygiene programs, Seva Kutirs provides a comprehensive approach to learning that supports both cognitive growth and well-being. Its ability to adapt and scale according to regional needs showcases its transformative potential for the future.

Looking ahead, Seva Kutirs is well-positioned to expand its impact further by leveraging technology and expanding partnerships with key stakeholders. Continued investments in digital tools, community engagement, and content expansion will enable the initiative to create lasting educational opportunities for vulnerable children. By building a sustainable and inclusive model, Seva Kutirs is shaping a future where every child has access to the resources needed to succeed academically and socially.

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Abbreviations

- FGD- Focus Group Discussion
- IDI's- In-depth Interviews
- NEP- National Education Policy
- SDG- Sustainable Development Goals

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