

Internship Training

at

TRIOs Development Support Private Limited

**Evaluation of Impact Assessment of the CSR Initiatives in 5 Villages of**

**Madhya Pradesh**

by

Dr. Swati Sharma

PG/20/092

Under the guidance of

Dr. Sumesh Kumar

PGDM (Hospital and Health Management)

2020-22



**International Institute of Health Management Research**

**New Delhi**

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**New Delhi**

## TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Dr. Swati Sharma** student of PGDM (Hospital & Health Management) from In International Institute of Health Management Research, New Delhi has undergone internship training at **TRIOs Development Support Private Limited** from **March 2022** to **May 2022**.

The Candidate has successfully carried out the study designated to her during internship training and her approach to the study has been sincere, scientific and analytical.

The Internship is in fulfilment of the course requirements.

I wish her all success in all her future endeavors.

Dr. Sumesh Kumar

Associate Dean, Academic and Student Affairs

IIHMR, New Delhi

Mentor

IIHMR, New Delhi

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The following dissertation titled “**Evaluation of Impact Assessment of the CSR Initiatives in 5 Villages of Madhya Pradesh**” at “**TRIOs Development Support Private Limited**” is hereby approved as a certified study in management carried out and presented in a manner satisfactorily to warrant its acceptance as a prerequisite for the award of **PGDM (Hospital & Health Management)** for which it has been submitted. It is understood that by this approval the undersigned do not necessarily endorse or approve any statement made, opinion expressed or conclusion drawn therein but approve the dissertation only for the purpose it is submitted.

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NAME

SIGNATURE

## **Certificate from Dissertation Advisory Committee**

This is to certify that **Dr. Swati Sharma**, a graduate student of the **PGDM (Hospital & Health Management)** has worked under our guidance and supervision. She is submitting this dissertation titled “**Evaluation of Impact Assessment of the CSR Initiatives in 5 Villages of Madhya Pradesh**” at “**TRIOs Development Support Private Limited**” in partial fulfillment of the requirements for the award of the **PGDM (Hospital & Health Management)**.

This dissertation has the requisite standard and to the best of our knowledge no part of it has been reproduced from any other dissertation, monograph, report or book.

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NEW DELHI**

**CERTIFICATE BY SCHOLAR**

This is to certify that the dissertation titled **Evaluation of Impact Assessment of the CSR Initiatives in 5 Villages of Madhya Pradesh** and submitted by **Dr. Swati Sharma**

Enrollment No. **PG/20/092** under the supervision of **Dr. Sumesh Kumar** for award of PGDM (Hospital & Health Management) of the Institute carried out during the period from **March 2022** to **May 2022** embodies my original work and has not formed the basis for the award of any degree, diploma associate ship, fellowship, titles in this or any other Institute or other similar institution of higher learning.

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## **FEEDBACK FORM**

**Name of the Student:** Dr. Swati Sharma

**Name of the Organisation in Which Dissertation Has Been Completed:** TRIOs

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**Area of Dissertation:** Public Health

**Attendance:** Desirable

**Objectives achieved:** Yes

**Deliverables:** Attained

**Strengths:** Swati has an inquisitive mind and good grasping power that made her neatly execute the tasks assigned. She has an incredible capability of adapting to the requirement and deliver what is required.

**Suggestions for Improvement:** Quantitative data processing and analysis

**Suggestions for Institute (course curriculum, industry interaction, placement, alumni):** -

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**Date:** 20 June 2022

**Place:** Delhi



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Dr. Swati Sharma

PG/20/092

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## Chapter 1: Introduction

Poverty is a process with many complexities and dimensions and can affect an individual's sense of well-being. A significant proportion of population in developing countries are under poverty. An estimated 75% of the world's poor, living under less than \$1 a day are from rural areas accounting for 68% of the labour force in low-income countries.<sup>1</sup> Lack of social development has been a very common feature in many of the underdeveloped/developing countries. Since the Rio Summit (1992), India has taken proactive steps towards fulfillment of the summit's objectives aimed at poverty reduction, providing sustainable livelihood opportunities, education, health, and empowerment of youth, women and children and vulnerable sections.<sup>2</sup> However, there have not been much improvement in rural development. Rural development aims at improving rural people's livelihoods in an equitable and sustainable manner, both socially and environmentally, through better access to assets (natural, physical, human, technological and social capital), and services, and control over productive capital (in its financial or economic and political forms) that enable them to improve their livelihoods on a sustainable and equitable basis<sup>3</sup>.

Thus, the vital components of rural development include in its purview the transformation of rural economy, improving standard of living by providing /facilitating basic amenities and also more importantly bringing in improvement among marginalized communities, and small and marginal farmers' socio-economic conditions<sup>4</sup>.

---

1 [https://web.worldbank.org/archive/website01005/WEB/0\\_CONTE.HTM](https://web.worldbank.org/archive/website01005/WEB/0_CONTE.HTM)

2 <http://moef.gov.in/wp-content/uploads/wssd/doc2/ch16.htm>

3 [https://uni-mysore.ac.in/sites/default/files/content/abhudaya\\_newsletter\\_of\\_ugcupe\\_focusarea\\_ii\\_volume3issue-3.pdf](https://uni-mysore.ac.in/sites/default/files/content/abhudaya_newsletter_of_ugcupe_focusarea_ii_volume3issue-3.pdf)

4 [https://uni-mysore.ac.in/sites/default/files/content/abhudaya\\_newsletter\\_of\\_ugc-upe\\_focus\\_area\\_ii\\_volume\\_3\\_issue-3.pdf](https://uni-mysore.ac.in/sites/default/files/content/abhudaya_newsletter_of_ugc-upe_focus_area_ii_volume_3_issue-3.pdf)

Over the years, the component of CSR has come to play a crucial role in this integrated social development, and it has emerged to complement government efforts in order to realize lasting social development for the benefit of the people.

### **About CSR initiative**

As part of the CSR initiative, programs are supported to deliver holistic rural development. The “Holistic Rural Development Programme” (HRDP) is the flagship CSR program, under which non-governmental organizations across the country are supported to deliver development interventions. The vision of these programs is to create happy and prosperous communities in terms of socio-economic and ecological development which is sustainable. The holistic approach supports the lives of communities by providing necessary inputs on issues like shaping economic independence through skilling, providing basic infrastructural development, establishing a better eco system thereby promoting a better living condition. By developing human capital, natural resources, and infrastructure in poor and backward villages would bring about their socio-economic transformation.

### **The Holistic Rural Development Program (HRDP)**

Under HRDP, non-governmental organizations across the country are supported to deliver development interventions. These interventions largely pertain to the following focus areas:

1. Natural Resource Management
2. Skill Development & Livelihood Enhancement
3. Education
4. Health & Sanitation
5. Awareness Generation

**HRDP Development Model:** The HRDP is essentially designed to facilitate overall development of the village and hence focuses on multiple areas of development needs in the village. Along with awareness, other activities and tasks are undertaken with farmers and other groups to have a holistic development of villages / communities that are proximate to each other and fall within project area. The program works with the help of local NGO partners consisting of village clusters of around 5-15 villages. Through the program, the locals (farmers, women and youth) are trained through various capacity building trainings to become more productive and uplift their livelihoods. They are also sensitized and are made aware of the importance of quality education, health and hygiene, etc. and are empowered for a holistic development. The communities are made aware of their responsibilities such as monitoring the functioning of government schools, promoting community participation and a sense of ownership and responsibility amongst the community members, which enables the villages to have a holistic development of the marginalized community.

The following are the key objectives of the programme:

- To improve family income and quality of life in the project villages and sustainable livelihood opportunities adapted to the region and the effects of climate change.
- To improve the socio-economic condition of beneficiaries through the improvement of natural resource management, soil, and water conservation work for an increase in crop production along with support to other activities.
- Increase knowledge and skills of the FPCs, their members to enhance their productivity, investment and income by linking them with capable service providers for quality and affordable technical, business and financial services.

- To establish a self-governance-based convergence model through the convergence of various development programs for holistic development i.e., NRM (Water & soil conservation), income generation, WATSAN, solid liquid waste management (SLWM), health improvements etc.
- To establish model school for providing better education environment to students.

The HRDP covered 5 villages in Katni district of Madhya Pradesh. The locations, number of households and population covered under the program is provided in table

1.1

**Table 1. 1: Locations, Number of HH and Population Covered under HRDP**

<b>S No.</b>	<b>Village</b>	<b>HH</b>	<b>Population</b>
<b>1</b>	Ghatkhirwa	150	577
<b>2</b>	Kudo	195	727
<b>3</b>	Khohari	200	894
<b>4</b>	Lamtara	156	487
<b>5</b>	Muhas	580	2006
	<b>Total</b>	<b>1281</b>	<b>4691</b>

## **Chapter 2: Organization Profile**

### **About TRIOs**

TRIOs Development Support Private Ltd (TRIOs) established on March 08, 2010, is an ISO 9001: 2015 certified research and consultancy organization, registered with Govt of India as Udyam Micro, Small and Medium Enterprise (Udyam MSME).

TRIOs provides research, consultancy and advisory services to national and international clients, central and state Governments, development partners, NGOs, private and corporate sectors to accelerate socio- economic development. Over a decade, TRIOs has established its credibility as a good quality service provider and has built its reputation through client centred approaches and innovative solutions, and advisory services to inform policy, program and market initiatives. Our pan India operations have successfully completed more than 125 assignments for more than 60 clients in the country.

### **Social Research & Consultancy Services**

In Social research and consultancy services, TRIOs weaves excellence in strategy development and planning, result-based management, technical support, evidence-based research, evaluation and capacity development to the social sector. Our core expertise is in public health and nutrition, education, water and sanitation, rural development and livelihood. We provide specialised technical and management support services to clients and support in executing corporate social responsibility (CSR) interventions, and in-sourcing of human resource for implementation and monitoring of projects and programs to maximise impact.

### **Market Research and Advisory Services**

TRIOs has expertise in market and business intelligence. We undertake market studies and surveys, modelling and analytics on consumer, industry, trade, and customer satisfaction aspects for its clients in the corporate world and the governments, which aids business-to-business (B2B) and business-to-consumer (B2C) decisions. We provide advisory services for appropriate market positioning; undertake competitor analysis; identify the consumer preferences; explore product innovations and development; and provides best quality creative business solutions within the committed time and cost. We help our clients for well informed decision making based on market research and intelligence for their Brands, Products and/or Services.

Over a decade now, TRIOs has built its reputation by undertaking studies customized to the clients' needs to inform policy, program and market initiatives.

### **COVID-19 Sensitive Work Systems**

The global outbreak of pandemic Covid-19 has distressed the social, economic, and financial structures of the whole world. This fatal epidemic has left severe impacts on the global economy and the countries face multiple challenges to revive the socio- economic conditions. While continuing with containment measures and support for an effective health system, social and economic policy refinements and protections are required to expedite normalcy. With the serious and worsened conditions all over the world, nations should require coordination and support. The need of the hour is to promote global cooperation and assistance to urgently address this pandemic related life-threatening concerns and revival of economy; and help nations to bring about behavioural changes of the people to effectively fight against Novel Coronavirus and sustain the changes to mitigate the adverse effects.

Considering the present situation and its adverse impact on the people and the economy, TRIOs has aligned its expertise and resources for COVID- 19 sensitive work systems to facilitate delivery of our socio- economic development-oriented services. This includes the adherence to necessary safety and precautionary protocols to avoid spread of infection during one-to-one interaction in the office and field work. Considering the COVID situation, we have also evolved a remote technical assistance model for 9 of our ongoing projects for providing technical and implementation support to our national and international clients.

### Strength

TRIOs as a reliable research and consultancy support organisation offers well-researched, good quality, result-oriented, as well as cost-effective services to its clients.

<p><b>Principles &amp; Practices</b></p>	<ul style="list-style-type: none"> <li>•Market Intellengce &amp; Analytics</li> <li>•Research and innovation Evidence-based Solutions</li> <li>•Quality consciousness</li> <li>•Efficiency and Cost Effectiveness</li> <li>•Timeliness</li> </ul>
<p><b>Infrastructure &amp; Support Systems</b></p>	<ul style="list-style-type: none"> <li>•Fully equipped offices at various locations</li> <li>•ISO 9001: 2015 certified Quality Assurance Systems &amp; standards</li> <li>•Result Based Management and Project Life Cycle Management System</li> <li>•Use of latest technologies/ICT</li> </ul>
<p><b>Expertise &amp; Experience</b></p>	<ul style="list-style-type: none"> <li>•One-stop Solutions</li> <li>•Skilled team with National and International experience</li> <li>•Multi-discliplinary Expertise</li> <li>•Experience of working with Governments, UN agencies and other Development Partners and Corporate Sector</li> </ul>



### Registration details of Institutional Review Board, TRIOs (IRB-TRIOs)

TRIOs has an IRB to review, approve, and regulate research conducted by the organisation and its members. It follows the ICMR ethical guidelines for biomedical and health research involving human participants and is registered with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services (HHS) as below:

TRIOS Development Support Pvt Ltd	IRB #1 (Social and Behaviour Research)
Organization Number:	IORG0010506
IRB Registration Number:	IRB00012457

### Empanelment

**TRIOs** are empanelled as a research agency by several organisations and government, Corporates, NGOs/ Foundations and academic institutes.

<b>Empanelment</b>	
<b>NITI Aayog, Development Monitoring and Evaluation Office, Government of India</b> for Survey Institutions for Monitoring and Evaluation of Government Programs	<b>Government of Gujarat</b> for undertaking evaluations, special studies and to provide technical and management support to Govt programs
<b>Odisha State Health &amp; Family Welfare Society (OSH&amp;FWS)</b> for execution of evaluation/assessment of NGO led health programmes under OSH&FWS	<b>Delhi International Airport Limited, GMR</b> for conducting qualitative market research studies for a period of 3 years at IGI Airport, New Delhi
<b>State Planning Commission, Planning Department, Uttarakhand</b> for Evaluation, Impact Assessment and Concurrent Evaluation of Various Centrally and State Sponsored Schemes under State Planning Commission	<b>Mazagon Dock Shipbuilders Limited</b> for conducting Impact Assessment Studies of CSR Projects of Mazagon Dock Shipbuilders Limited
<b>Charities Aid Foundation (CAF) India</b> for conducting impact assessment	

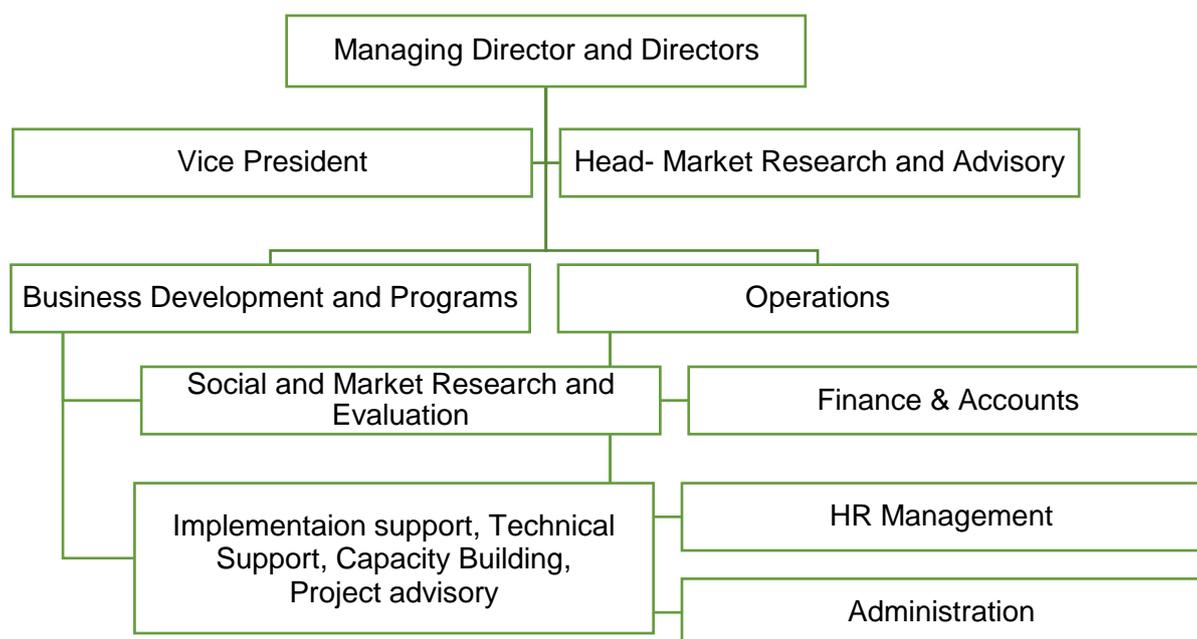
### Our Clientele

Bilateral and Multilateral Organizations, Corporates, Government, Private Sector, Research and Development Organizations

<b>Clients</b>	
<b>United Nations and Bilateral Agencies</b>	
The World Bank Group	United Nations Population Fund (UNFPA)
United Nations Children's Fund (UNICEF)	German Development Cooperation (GIZ)
The Department for International Development (DFID)	
<b>Government/ PSUs</b>	
International Institute for Population Sciences (IIPS)/ Ministry of Health and Family Welfare	Ministry of Development of North Eastern Region
Chandigarh State AIDS Control Society (CSACS)	Ministry of Panchayati Raj, Government of India/ Govt. of J&K
Commissionerate of Rural Development, Government of Gujarat	Ministry of Panchayati Raj, Government of India/ Govt. of Gujarat
Development Commissioner for Handlooms, Ministry of Textiles	RMSI / Govt of Jammu & Kashmir
District Administration, Udhampur District, Jammu and Kashmir	Technical and Management Support Team (TMST)/ Govt of Odisha/ DFID
Bihar Technical Assistance Team/BTAST, Bihar State Govt/DFID	Uttar Pradesh Department of Health & Family Welfare/ The World Bank Group
<b>CSR/ Corporates/ Academic Institutions/ Consultancies</b>	
ACC Cement Limited	Management Training International, Thailand
Centre for microFinance, Tata Trust	NSE Foundation
The London School of Hygiene and Tropical Medicine (LSHTM), UK	Reckitt Benckiser (RB)
ICICI Foundation, Mumbai	TARU / Vedanta Group
TATA Powers, India	IPE Global
Futures Group International	HDFC Bank CSR
<b>International NGOs and Institutions</b>	
Aga Khan Foundation, India	Plan International
Bill & Melinda Gates Foundation	Population Foundation of India
Centre for Catalyzing Change	Evidence Action India
ChildFund International, India	Project Concern International, New Delhi

Clients	
Ford Foundation, India	Public Health Foundation of India
Handicap International	Save the Children India
Jhpiego Corporation, USA	Swiss Red Cross
Learning Links Foundation	TB Alert, UK/ DFID
Magic Bus India Foundation	Water For People
Nutrition International	Water.org
WaterAid India	William J Clinton Foundation/ Clinton Health Access Initiative (CHAI)
The American India Foundation (AIF)	Breakthrough Trust

## Organogram



## Offices

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## **Chapter 3: Key Objectives of the Study**

### **KEY RESEARCH QUESTION**

What are the impact of the CSR activities conducted in 5 villages of Katni, MP?

### **OBJECTIVES**

1. To estimate the impact of CSR activities on health, hygiene and livelihood among the sample population
2. To assess the intervention with respect to infrastructural development at village level.

## Chapter 4: Literature Review

S. No.	STUDY NAME	METHODOLOGY	RESULTS	STRENGTHS	WEAKNESSES
1.	Impact assessment report (2016), Conducted by- Department of Management Studies, Indian Institute of Technology, Roorkee	Exploratory in nature. FGDs, IDIs and unstructured questionnaire were used as a tool. The study is based both on the primary and secondary data.	Overall social development of the villagers is positively associated with the infrastructure provided by the company.	Sample size and broad geographical coverage. A well written report.	The sample size was different in each project. In some cases sample size is uncertain.
2.	Monachino, M S; (2016) The Corporate Social Responsibility (CSR) approach as a framework for business	Qualitative approach	CSR initiatives present some dilemmas for health promotion in terms of potential pursuit of	Highlights the need of assessing the impacts of initiatives through both biomedical and social markers.	Extensive research

	involvement in health promotion in the welfare state		opportunistic objectives and the creation of inequalities arising from the purposeful selection of causes, beneficiaries and social partners.		
3.	RTI International India; (2021) Evaluation of p Bank's HRDP Program in Uttar Pradesh	Mixed-methods retrospective design (in the absence of any baseline data). FGDs, IDIs, semi-structured questionnaire to assess their pre-and post-intervention status. Random sampling method	Evaluation of the HRDP across the UP clusters has recorded positive results but limited intervention.	Generating Index for all the indicators.	Retrospective pre-and post –test approach- sometimes same population was not present.

## Chapter 5: Methodology

### Study Design: Descriptive Study

The study was conducted in all the 5 intervention villages of Katni block of Katni district, Madhya Pradesh. A comprehensive impact evaluation was conducted covering the beneficiaries, implementers and key stakeholders under the project eco-system using retrospective analysis study design and mix method approach. Besides impact, the study broadly looked into and commented on relevance, efficiency, effectiveness, and sustainability related to the project at the endline stage.

### Sampling Method

The study adopted a mixed methodology that used quantitative and qualitative questionnaires along with qualitative guidelines for data collection. Owing to challenges with mobilisation and availability of farmers, the purposive sampling method was used for the selection of respondents. For any non-response, the replacement sampling was used to obtain required number of respondents for the study. The different categories of respondents were proportionately selected for the study. The quantitative component was assessed using a structured questionnaire administered to beneficiaries through one-on-one interviews.

Qualitative component consisted of interviews with village stakeholders and project team members, FGDs, observation of village-level infrastructure and case studies.

**Table 2. 1: Quantitative and Qualitative Sample and Tools Used for the Study**

Units/ Stakeholders	Sampling Criteria	Total Sample	Method / Tool
---------------------	-------------------	--------------	---------------

<b>Villages</b>	All 5 study villages were selected	5	Face-to-face interviews
<b>Beneficiaries</b>	Purposive sampling with Snow ball technique	373	CAPI SQ
<b>Village Observations</b>	All major infrastructure developed under the project	5	PAPI CL
<b>Village Stakeholders</b>	School Principal, VDC Member, FLW, etc.	9	PAPI SSQ
<b>Focus Group Discussions (FGDs)</b>	3 FGDs in Intervention Cluster Covering Farmer Groups, SHGs and Youth Groups	3	Guide/ CL
<b>Case Study</b>	2 case studies- overall	2	PAPI CL
<b>Project Team Members (Implementation and Monitoring)</b>	2 project team members- overall	2	PAPI CL

*Note: SQ- Structured Questionnaire, SSQ- Semi Structured Questionnaire, CL-*

#### *Checklist*

The structured questionnaire was pretested on actual project beneficiaries to ascertain the flow and sequence of the questions, suitability of language, appropriateness of the skip logic and the comprehensiveness of the issues in addressing the objectives of the study. On the basis of the pre-test results, the tool was modified and finalised for data collection. Quantitative data was captured using Survey CTO software/platform. Prior to data collection, field Investigators were trained by the research agency on using the tools for data collection and ethical interviewing techniques. Qualitative information

was collected through IDIs, FGDs, Village Observations and Case studies by Field Researcher.

## Chapter 6: Result

This chapter presents the analysis and findings of the assessment of outcomes and impact of the HRDP. The impacts in terms of natural resource management, skill development and livelihood enhancement, promotion of education and health & hygiene have been summarised under the respective sub-sections.

### Socio-demographic and Economic Profile of Households

For the impact assessment study, 373 respondents were interviewed in five villages of Katni district in Madhya Pradesh. According to the survey (Fig 4.1), majority of the

respondents (97.3 %) were Hindus and rest 2.7 % were Muslims.

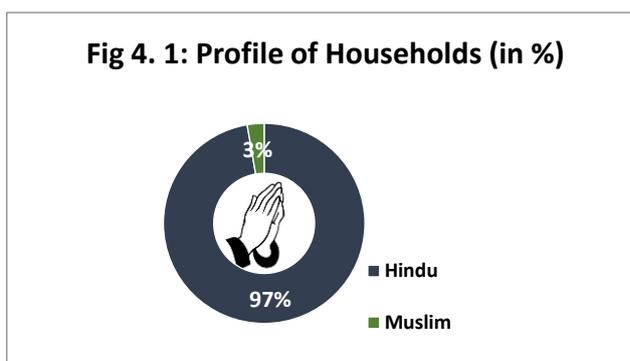
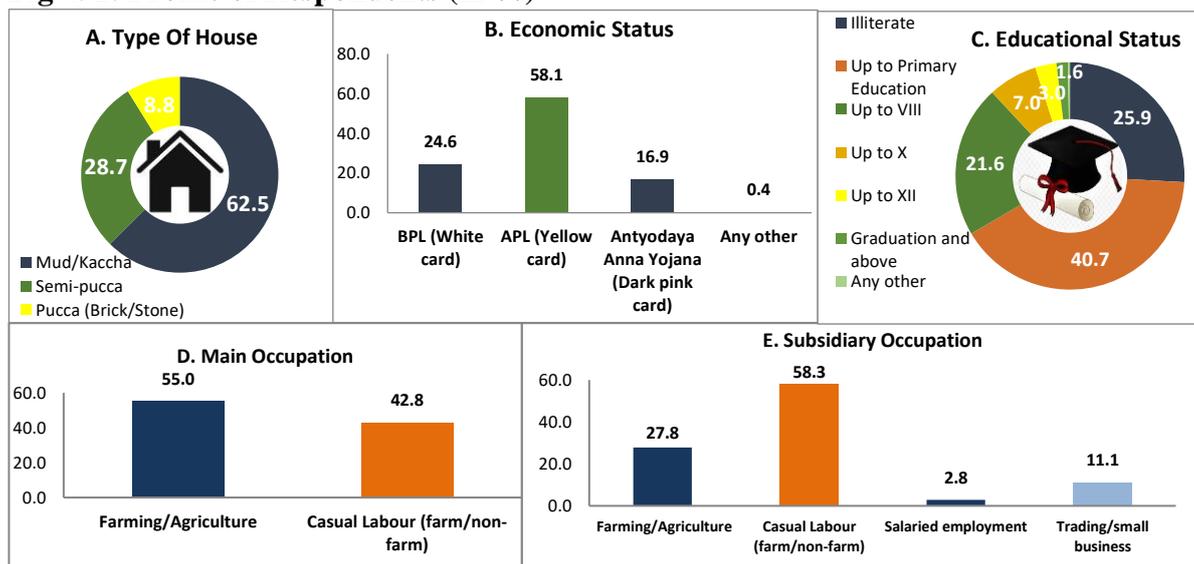


Fig 4.2 A and B shows that 62.5 % of the households live in kaccha houses while only 8.8 % of households live in pucca houses. With reference to the economic status by the public distribution system card, 24.6 % were having BPL card and 16.9 % of them having *Antyodaya Anna Yojana* card. In addition, over 58% of the respondents were APL card holders.

Education of the respondents shows relatively poor status as more than one-fourth are illiterate while 41% have education only until primary level. Only a small proportion (1.6 %) have had graduation and above. Due to poverty, majority of respondents dropped out of schools and got engaged in different income generation activities.

Occupationally, farming (55 %) and casual labour (42.8 %) were the two main source of income. In addition to primary occupation, the respondents also involve in subsidiary occupation such as farming, casual labour, salaried jobs and businesses (Fig 4.2).

**Fig 4. 2: Profile of Respondents (in %)**



### Asset Ownership:

Owning land and livestock is an integral part of a village's economy. In terms of asset ownership, over three-fifth of the respondents owned agricultural land and with regard to livestock, 60.6 % owned cows and 31.1% owned buffaloes. As reported, majority of the beneficiaries depended on wood (75%) for cooking mainly due to the fact that wood seems to be cheaper than alternative fuels than LPG. Only, 15.3% of beneficiaries use LPG for cooking. Use of biomass is only 7.2 %. About 97.6% of the households are electrified and remaining households depended on solar energy (1.1%) and kerosene (0.8%).

The main source of drinking water was hand pump (56.3%) followed by tube well/bore well (30.3%). About 75.1% household had toilets and 69.2% were using them. This reflects further need for sensitisation and awareness generation on health and hygiene among the villagers.

MGNREGA card being an important document possessed by a beneficiary is considered to be an asset as it provides employment opportunities. Accordingly, 46.6% of the

respondents were found to possess MGNREGA cards. The details of the assets owned by the respondents are provided in Annex Table 3.

### **Effectiveness and Impact of the Programme**

To assess the effectiveness of the program, the study asked the in which areas the program was beneficial. Findings revealed that prominent domain of the programme **that contributed the most to the positive change among beneficiaries was natural resource management (62.6%)**. Installation of solar powered lights at home and streetlights has created a sense of safety and security among beneficiaries, and majority of the beneficiaries have agreed that they have been significantly impacted through the interventions such as construction of check dam, farm ponds and community ponds, vermi- pits, etc.

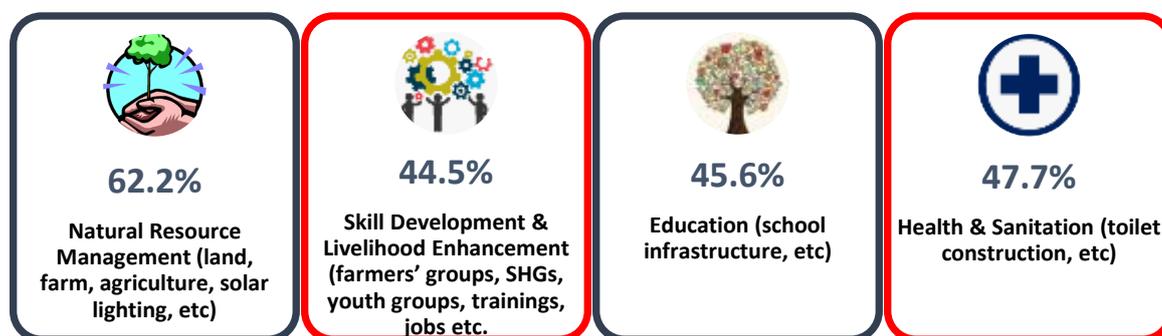
**The second important component that impacted the beneficiaries was health and sanitation (47.7%)**. Installation of toilets under health and sanitation domain has increased the number of new toilets resulting in decline in open defecation. Installation of RO water purifiers and the community **RO plants helped the beneficiaries in accessing clean and safe drinking water**. It created awareness about WASH and helped in promoting health and hygiene among the beneficiaries.

Interventions in the domains of education, skill development and livelihood enhancement were reported to be beneficial by 45% of the respondents. Educational interventions such as development of infrastructure, provision of safe drinking water, sanitation, etc. in schools had enhanced the quality of education and attendance rates among the children.

Under skill development and livelihood enhancement, the farmers, women, and youth were trained but it was observed that not many adopted the techniques. As evident from the sample for this study, only five youths were selected for job (both private and

government) and eight women benefitted from SHGs. This shows that albeit skill development was one of the priorities of the program, the impact from these interventions were limited.

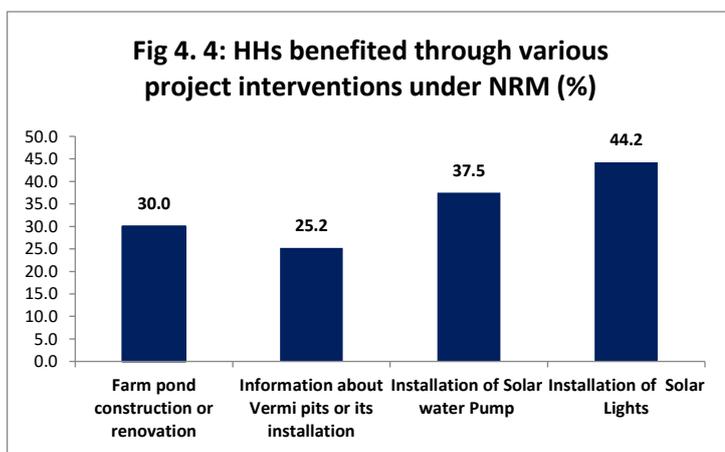
**Fig 4. 3: Benefits /Facilities Derived from CSR initiative (in %)**



### **Natural Resource Management (NRM)**

Under the NRM, various activities such as construction of ponds and community ponds for agriculture and fish farming, installation of solar streetlights and solar pumps, awareness generation and installation of vermi-pits, construction of field bunding, installation of sprinklers and drips, etc. were undertaken. These activities helped in sustainable source of income and promoted clean and renewable energy.





As observed from the graph (4.4), 44.2% of the respondents benefitted from installation of home solar lights and 37.5% benefitted from solar water pumps installed at the households.

Consequently, installation of solar lights helped in promoting clean and renewable energy and at the same time provided the community members a sense of security especially at night.

Use of solar water pumps led to saving of power. Furthermore, 30% of the respondents benefitted from the construction of ponds which in turn helped them in agriculture and aquatic farming. This was also reflected during the discussion with farmers as they pointed out that irrigation; solar water pumps installation, sprinklers and construction of pond aided them in farming. Awareness and installation of vermi-pits (25.2%) ensured the respondents to recycle and reduce waste and at the same time reduced their dependency on chemical fertilisers which are harmful for the environment.

**Additionally, the use of vermicompost was able to significantly change the quality of the soil, making it more fertile.**

Installation of solar lights in village, solar lamps for homes, dustbin installation, levelling of farming land, irrigation facility, construction of check dams, pond and vermi compost construction helped both at community and individual level. some people also received plants and trees, which helped in sustaining the environment. – VDC member, Kudo village

<b>Table 4. 1: Community benefited through various project interventions under NRM</b>	
<b>Community Level</b>	<b>Total (%)</b>
<b>Community pond construction or renovation</b>	36.7
<b>Installation of Solar water Pump (community)</b>	33.8
<b>Construction or renovation of check-dam</b>	25.5
<b>Installation of Street Solar Lights (Community)</b>	21.2
<b>Well /Bore well construction</b>	19.8
<b>Installation of Sprinkler</b>	16.1
<b>Crop demonstration in farmers' field on understanding &amp; managing risks associated with crop production</b>	15.3
<b>Installation of Drip</b>	14.7
<b>Information about Machan or its installation</b>	13.1
<b>Information about use of Greenhouse farm technique or its installation</b>	12.6
<b>Construction/Extension of Field Bunding</b>	8.3
<b>Development of Wadi (Fruit orchard)</b>	5.9
<b>Biogas program for promoting organic farming</b>	5.6
<b>Any other (specify)</b>	1.3
<b>Don't remember/Can't Say</b>	0.5
<b>Number of respondents</b>	<b>373</b>

**At the community level,** construction and renovation of ponds (36.7%), installation of solar pumps (33.8 %), construction and renovation of check dam (25.5%), installation of solar streetlights (21.2%), etc helped the community to enhance their livelihood.



Installation of sprinklers and drips helped the community to enhance their crop productivity and reduce wastage of water. However, the proportions benefited for each of the interventions indicates a larger number of individual household benefited from the program.

The availability of water for irrigation shows an improvement from 2.2 months to 5.3 months for cultivation. Further, the average yield per acre and the number of

*“Now due to water facility for irrigation we can grow 2-3 times crops in a year and get fair prices for crops.”*

- VDC member, Kudo village, MP

times crops and vegetables were grown had also increased manyfold. This is mostly attributed to the increased water availability for agriculture (Fig 4.5).

Thus, increased crop production resulted in increased monthly income generation from agricultural activities (from INR 4100.7 to INR 8720.0). In addition, the crop yields have almost tripled and the monthly HH incomes have doubled which proved to be a direct program impact (Table 4.2).

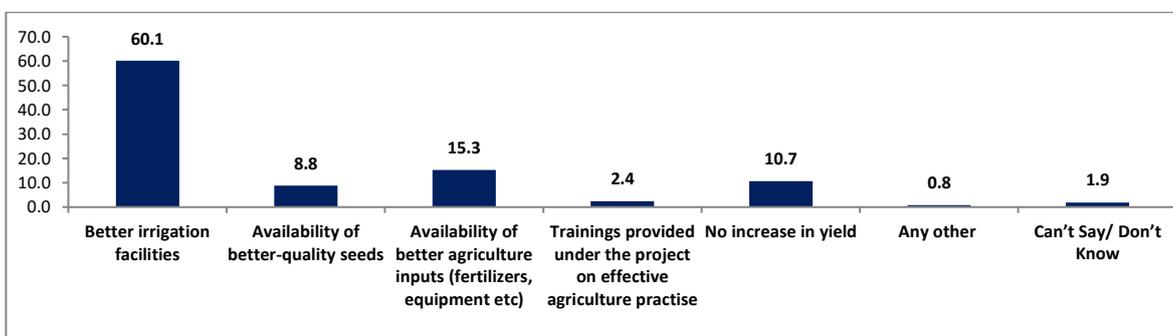
**Table 4. 2: Impact of various agriculture interventions on households**

Agriculture	Before	After	Changes	
Increase in average annual availability of water for irrigation (in months)	2.2	5.3	3.1	↑

Increase in average crop yield per acre (in kg)	343.9	941.7	597.8	↑
Increase average number of crops grown	1.7	7.7	6.1	↑
Average No. of vegetables grown	2.5	6.0	3.5	↑
Average HH monthly income from agriculture activities (INR)	4100.7	8720.0	4619.3	↑
<b>Number of respondents</b>	<b>373</b>			

Increase in productivity of the crop and providing sustainable source of income is one of the key objectives of the program. Marked improvement in irrigation (60.1%) aided in farming and hence raised yields (Table 4.3). Among the farmers, 15.3% beneficiaries utilized better agriculture inputs like fertilizer, farming equipment etc. and 8.8 per cent beneficiaries received better quality of seeds. As part of the program, various trainings on topics like effective farming techniques were conducted among beneficiaries which led to improvements in crop yields of about 2.4% of farmers.

**Fig 4. 1: Factors for increase in crop yield of households, if reported increase (%)**



## **Skill Development and Livelihood Enhancement**

The HRDP undertook varied skill development trainings to up-skill beneficiaries of the rural households. Trainings provided to farmers, women and youth helped the beneficiaries to enhance their livelihood.

### **Overall benefits:**

The formation of ten-membered Farmer's Group in the year 2018 by NGO to improve farming practices and enhance villager's livelihood had been the prime medium for up-

*"We were taken to Khajurao & Patna for training. There we learnt the technique that helped us understand how to use less water for farming."*

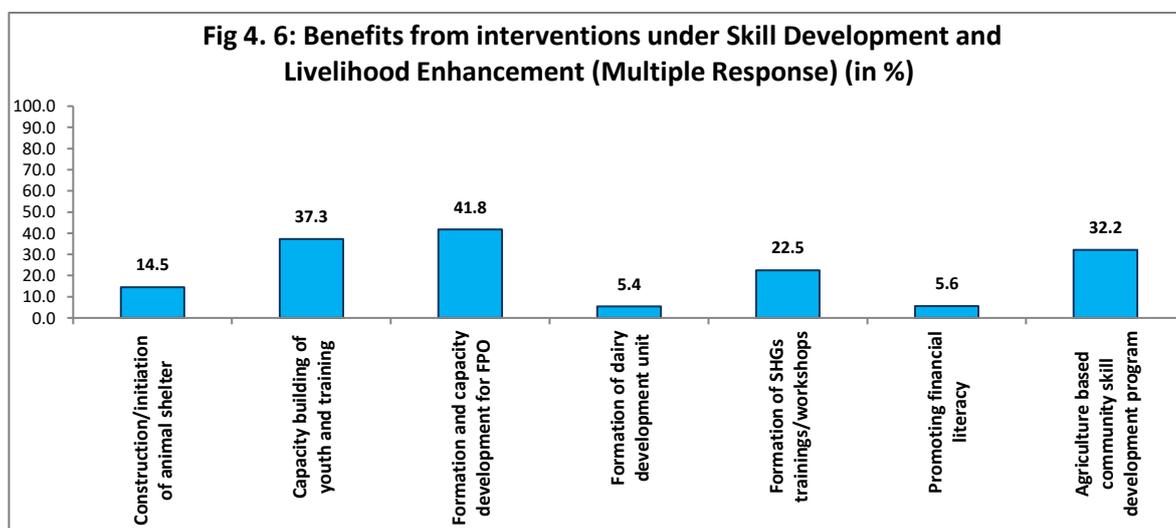
*- VDC member, Ghatkhirwa village, MP*

skilling of the farming community. The one-day training on different farming techniques, especially in water utilization for optimum crop production given to farmers was most welcomed by the farmers. For training purposes, farmers were taken to Patna and Khajuraho by the NGO Partner. The farmer's group was responsible for community engagement and resolving issues. The group motivated other farmers for FPO (Farmers produce organization) membership registration (Fee INR 110), and to contribute INR 3000 for Vermi pits and Solar water pumps. Furthermore, once in a month farmer's group arranged meetings to discuss needs, challenges, suggestions and for sharing of updates on actions taken on the previous issues discussed and decisions.

As observed in Figure 4.6, among beneficiaries who received trainings, majority (41.8%) benefitted through formation and capacity development of FPO. From the discussion with Farmer's group, it turned out that the interventions guided them to use less water skilfully to optimize the crop production. Construction of Vermi compost helped them in getting in-house fertilizers which were far more cost-effective and efficient than chemical fertilizers. Moreover, the use of indigenous fertilizers from vermi compost was making the land more fertile and suitable for cultivation.

Beneficiaries received various training in farming related areas that aimed to increase the average annual income and enhance average productivity of their land. The training programme helped the beneficiaries by introducing and explaining new concepts and techniques that reduced their costs and increased their annual income.

Among other training programmes conducted, the capacity building programmes of youth benefitted 37.3% of the beneficiaries. Additionally, 32.2% were benefitted from agriculture-based community skill programme and a 22.5% benefitted from the trainings/workshops conducted for formation of SHGs. However, only 5.4% benefitted from trainings for formation of dairy development unit and 5.6% benefitted from trainings promoting financial literacy (Fig 4.6).



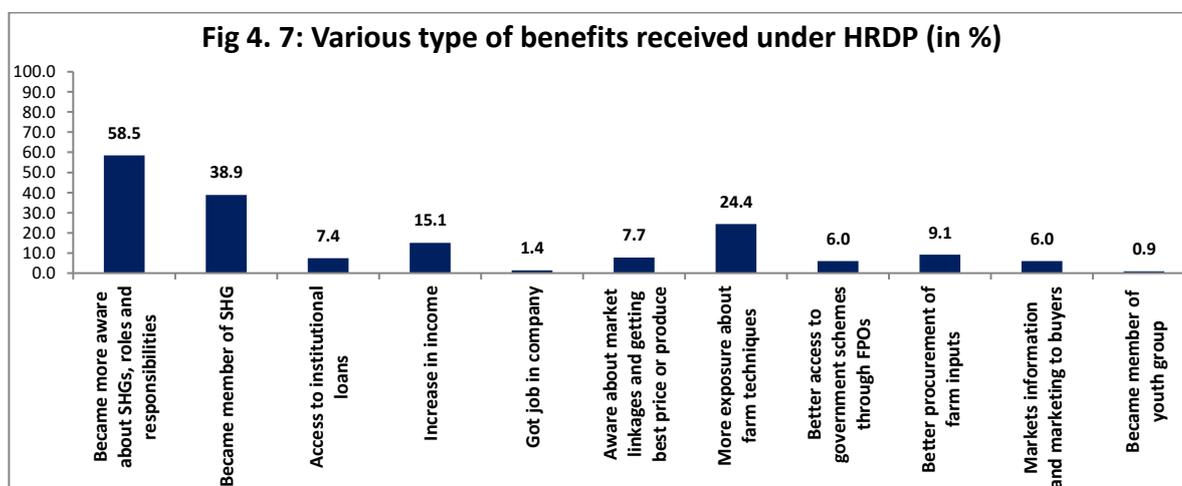
### Types of benefits from SD & LE interventions:

The interventions undertaken under the program has had a positive impact on the livelihoods of the farmers. Fig 4.7 highlights various types of benefits derived from skill development and livelihood enhancement

*“Because of CSR initiative, financial loan can be availed easily due to association with FPO”.*  
 - VDC Member, Kudo village, MP

programs under the HRDP. Majority of the respondents (58.5%) became aware about SHGs, and its roles and responsibilities and therefore became members of it (38.9%).

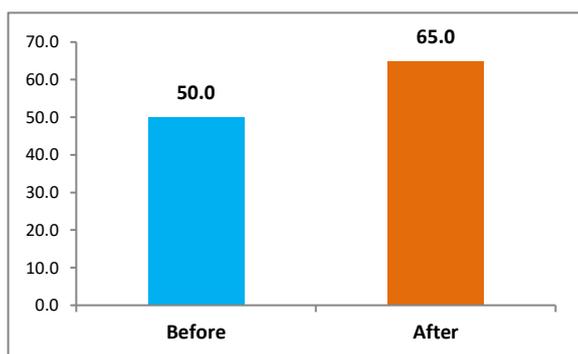
About 24.4 percent of the respondents have adopted new farming techniques, the access to institutional credit was eased to 7.4% of them and about 6 percent had better access to government schemes. All these benefits contributed to livelihood generation through improved market linkages (7.7%) and marketing (6%), leading to increase in visibility of the produce and ultimately feeling of self-reliance among beneficiaries which has increased profit margins of about 15 percent of the respondents.



An observation made from the data was that awareness of the market linkages and information, pricing, farm techniques and government schemes differed across social groups. Though OBCs formed higher proportions of those whose awareness improved, a social group-wise comparison shows that higher proportions of the STs (79 percent) sampled stated that their awareness improved as compared to 66 percent of OBCs and 56 percent SCs stating an improvement in their awareness (Annex Table 6).

#### **Awareness and Accessibility to Institutional Credit:**

**Fig 4. 2: Before and after Comparison of Awareness and Accessibility to SHGs (in %)**



Various training programme offered under HRDP has led to an increase in awareness about SHGs (Figure 4.8).

Among the respondents, 65 percent were aware of SHGs compared to 50 percent

before the interventions. Training and awareness about SHGs enabled the beneficiaries to increase their annual income and savings, reduced paperwork and borrow without collateral and reduced them from falling in trap of moneylenders.

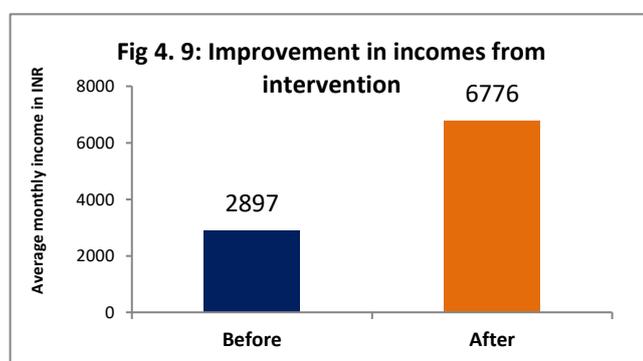
It was observed an increase in the proportion that have accessed loans before and after the interventions. Prior to intervention only 12.8

*“Women in our village received Sewing machine and they also got training for it!”*  
- SHG member, Ghatkhirwa village, MP

percent accessed loans while this increased 91.2 percent after intervention. About 36.6 percent respondents stated that loan was easier before the intervention whereas this proportion was 86.7 percent after the intervention. However, an impact of the debt burden due to COVID situations were seen in the study area too as the sources of financing had not shifted to institutional sources and the rural households continued to borrow from non-institutional sources. There was a marginal increase (6.7 percent before intervention to 9 percent after intervention) in dependence on SHG finance (Table 4.3).

<b>Table 4. 3: Household accessed loan before and after intervention (in %)</b>		
	<b>Before Intervention</b>	<b>After Intervention</b>
<b>Household accessed loan before intervention (in %) (N=373)</b>		
Accessed loan	12.8	91.2
Did not access loan	78.2	8.8
<b>Received Sources of Loan through the Intervention (N=321)</b>		
Institutional (Govt or private banks, Co-operatives, etc)	62.2	57.6
Non-Institutional (Moneylender, Traders, Shopkeepers, Agents, Landlords, Relatives, etc)	26.7	27.7
Microfinance/SHG, etc	6.7	9.0
Loan process was easier (lack of understanding prior to intervention)	36.6	86.7

### Livelihood enhancement - Economic improvement

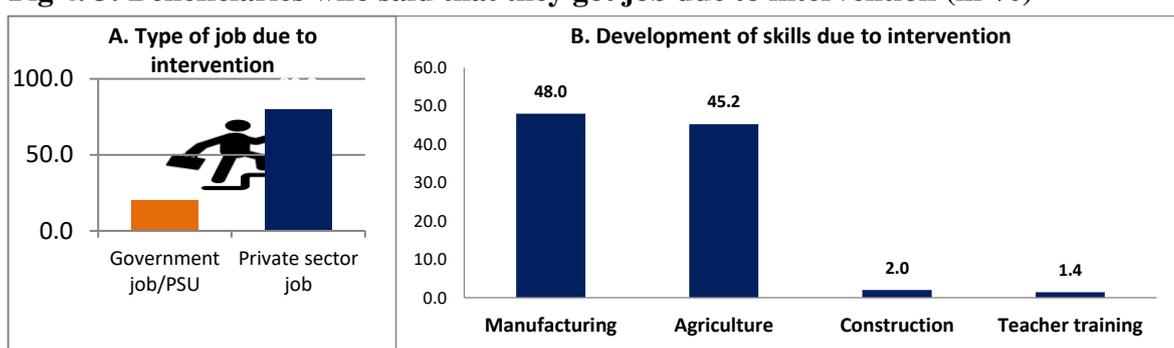


The study findings revealed a marked improvement in the monthly income of the beneficiaries after the provision of skill development interventions. Average monthly

income increased to the tune of INR 3878. The earlier average was INR 2897 and post skill development interventions it had risen to INR 6776 indicating a doubling of the incomes which has been a remarkable impact of the HRDP (Fig 4.9).

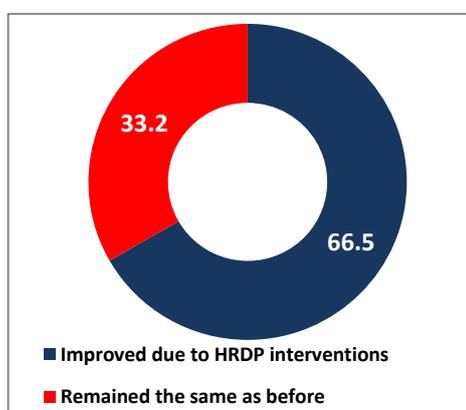
**Job placements:** Of the 352 respondents who attended trainings, only 5 respondents were selected for jobs in either private and government (private sector jobs was 4 in number) (Fig 4.10 A). The training program helped in developing skills with respect to manufacturing sector (48%) and agriculture (45.2%). The respondents were also given trainings on construction sector, teaching, handicraft, healthcare, sewing and handloom, and mechanics. However, the number of beneficiaries who benefitted from these activities was only a miniscule (Fig 4.10 B and Annex Table 7).

**Fig 4. 3: Beneficiaries who said that they got job due to intervention (in %)**



**Improved risk reduction and informed decision-making:**

**Fig 4. 4: Improvement in risk reduction and informed decision-making through provision of technical information (in %)**



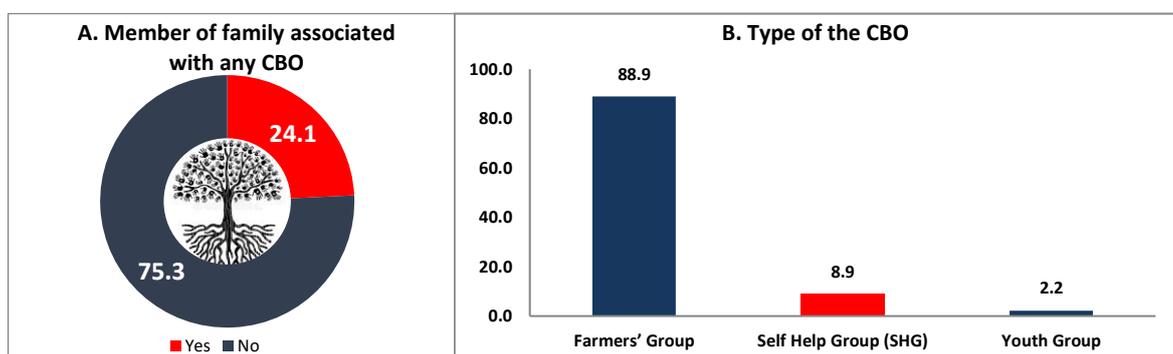
With the support of technical information such as introduction to technological know-how, exposure to mechanized methods of farming, and process inputs such as how seeds need to be planted, how ploughing should be done, how fertilizers need to be used etc., the farmers are now able to diversify

and grow multiple crops 2-3 times in a year where majority were growing only one crop before the program was imparted under the HRDP. Training on technological innovations helped in improving the productivity and reduced the costs. Symmetry

information about market and pricing helped in reducing risks and helped in informed decision-making. It can be observed from Fig 4.11 that 66.5 percent of the respondents have improved their awareness on marketing avenues, pricing, etc. which will help them to properly assess the situation and take better decision.

**Association with CBOs:** Due to project intervention, family members of 24.1% of the respondent got associated with various community-based organizations (Figure 4.12 A). Out of these, 89 percent of the members are mostly associated with farmer’s group, followed by minimal participations in SHGs (8.9 percent) and youth groups (2.2 percent) (Figure 4.12 B). A cross tabulation of the association in CBOs across social groups showed that most of the beneficiaries were from the OBC category (62.5 percent) followed by the SC category (27.5 percent). However, the participation of STs were very low (only 7 percent) (Annex Table 5). It is imperative to make the respondents aware about the benefits of CBOs as it helps in improving their local economies and can improve community decision-making.

**Fig 4. 5: Member of family associated with any CBOs as part of the program (in%)**



**Table 4. 4: Benefit derived from various types of CBOs**

Total	
<b>Benefits from Farmers Group (N=80)</b>	
Received training on farm practices & techniques	21.2
Capacity building on low input cost in agriculture cropping	65.4

Opportunity of exposure visit	3.8
Received facilitation for effective market linkage & to get the best price for produce	5.8
Any other (specify)	3.8
<b>Benefits from SHGs (N=8)</b>	
Taken loan from the group	53.9
Started small business	9.6
Developed entrepreneurship	19.2
Any Other (Specify)	9.6
Can't Say	7.7
<b>Benefits from Youth Group (N=2)</b>	
Received training & capacity building for employment generation	100.0

According to Table 4.4, about 65.4 % of the beneficiaries benefitted from capacity building on low input cost in agriculture cropping provided by the Farmer's Groups. Further, 21.2% of

*"Earlier we used to rent machines for farming purposes, now we have our own because of FPO"*  
- Farmer's Group, Ghatkhriwa village, MP  
*"Because of HRDP intervention, financial loan can be availed easily due to association with FPO"*

the respondents received training on farm practices and techniques. However, only 3.8% of the respondents had the opportunity of exposure visit and only 5.8% of the respondents received facilitation for effective market linkage and best price for produce. Inclusion of more individuals in the exposure visits and a focus on raising the awareness about market linkages could have brought better impacts.

As per the discussions with farmers, setting up of FPO (Farmers Producer Organization) helped in getting machine which manufactured wheat seed domestically at low prices. The NGO facilitated market linkages for the produce to some extent. Consequently, it led to increased crop yield and hence increase in their overall income.

Currently, there are six members in VDC including one President and one Secretary. The groups are not active from past 1 year and expressed their need for further handholding support from similar kind of projects.

Among those respondents who were associated with SHGs (8 in number) nearly half of them took loans from the SHGs. These beneficiaries either started small businesses or became entrepreneurs. There were 2 respondents who were associated with Youth Groups and they have received training and capacity building for employment generation and jobs. However, the number of respondents associated with SHGs, and Youth groups is very negligible to draw any conclusions (Table 4.4).

During the FGDs, it was revealed that a 15-day training was provided to the women for the usage of sewing machine and stitching of bags but the SHGs lacked motivation. The women members were not very clear about the functioning of the SHGs as they received few trainings and no other follow-up activities were conducted.

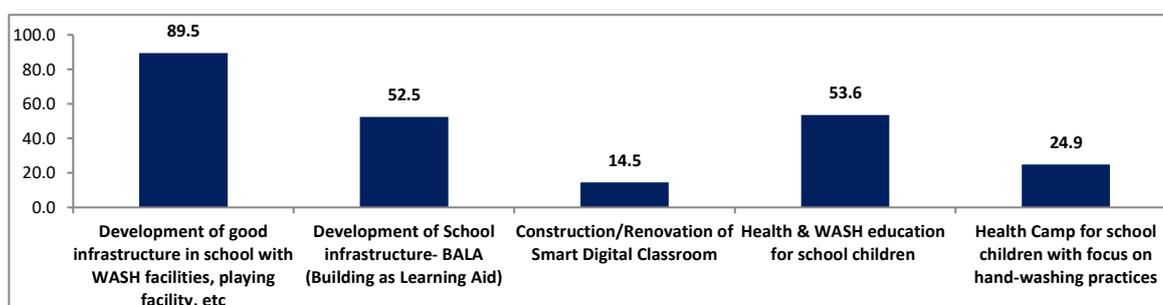
### **Education**

Under HRDP, schools were provided infrastructural development, safe drinking water, sanitation, health, hygiene education and hand washing practices. The main objective of the programme is to make schools attractive which will positively impact the attendance rates of the students.



**Overall benefits:** Under the programme, 89.5% of the respondents benefitted from the development of good infrastructure in school with water, sanitation & hygiene (WASH) facilities, playing facility, etc. (Fig. 4.8). More than half of the respondents benefitted from the health & WASH education for school children (53.6%) and development of School infrastructure (52.5%). The benefits of reaching out through the health camps for school children by educating on good handwashing practices, though is important in COVID times, reached only 25% of the beneficiaries. About 14.5% reported benefits from construction/renovation of smart digital classroom (Fig 4.13).

**Fig 4.6: Benefits derived by respondents from Education interventions (Multiple Response) (in %)**



**Type of benefits:** It can be noted from Figure 49, that majority (90.3%) of the respondents were happy with education related interventions in terms of better facilities provided in school. Due to the interventions, few respondents stated that there was

activity-based learning in school (24.7%) which made learning enjoyable for their children (29.8%). However, the child-friendly infrastructure was acknowledged by only 11% of the respondents while 24% were complacent with the accessibility of infrastructure for children with special needs.

### Infrastructure and facilities

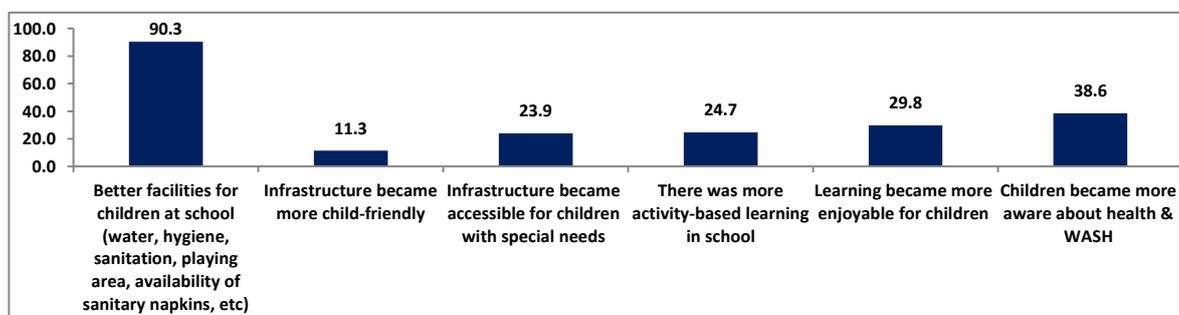
**made available:** Under the programme, schools were provided with facilities to improve the learning ambience

*“Because of CSR initiative, our school has become Model School in our village. Now, children do not go to city for studies, they prefer to study in village.” - School Headmaster, Khohari village, MP.*

*“The students are happily going to school because of the new developments inside the school”*

of children. Table 4.5, depicts the facilities provided such as furniture, computer labs, hygiene, sanitation, water, etc. Under the intervention, the school was equipped with water tanks, toilets and swings for playground which resulted in an increase in the interest to go to school among children and subsequently a decline in drop-out. Internet connections have been provided and smart (digital) classrooms created. The provision of such facilities also discouraged few students to go to cities for admission in schools and they happily go to the village school.

**Fig 4. 7: Type of benefits derived by the households in Education-related interventions (in %) (Multiple Response) N=373**



**Table 4. 5: Availability of facilities in School during pre and post intervention****(in%)**

	Before	After	Changes/ Variations	
Water	15.3	89.3	74.0	
Hygiene	6.2	82.8	76.6	
Sanitation	9.4	85.8	76.4	
Sanitary Napkins	6.7	77.7	71.0	
Playground	12.1	90.6	78.5	
Sufficient teachers	10.2	83.4	73.2	
Adequate number of classrooms	19.0	90.1	71.1	
Electricity	37.3	95.4	58.1	
Table	22.3	93.3	71.0	
Furniture for staff	45.8	85.3	39.5	
Adequate light/fans	38.3	86.6	48.3	
Science laboratory for student	15.0	75.6	60.6	
Computer for students	15.3	75.6	60.3	
Internet Connection	8.8	66.8	58.0	
Smart (digital) classroom	9.7	70.0	60.3	
Sports equipment	16.6	81.5	64.9	
Teaching learning material (charts/maps/objects)	14.2	78.8	64.6	
<b>Number of respondents</b>	<b>373</b>			

Overall, it could be observed from Table 4.6 that the respondents strongly felt an improvement in the infrastructure in the schools and compared to before intervention.

There has been a decline in dilapidated condition of the schools and classrooms.

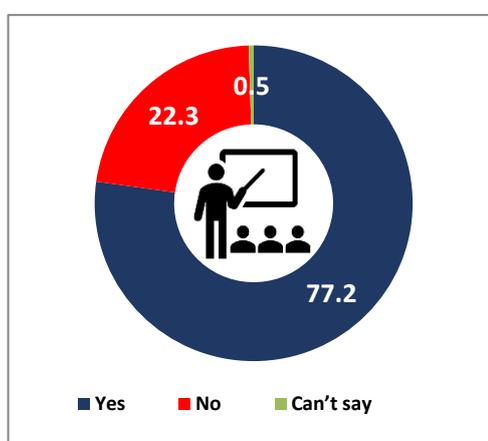
According to the stakeholders, the schools were also painted which made the school look beautiful and attractive resulting in increase in enrolment. The program was quite successful in providing better infrastructure in school/classroom.

**Table 4. 6: Infrastructure condition of the school/classroom in pre and post intervention (in %)**

Infrastructure condition of the school/classroom	Before	After	Change/Variations	
Dilapidated conditions	75.6	10.2	-65.4	↑
Average condition	13.7	31.1	17.4	↑
Good condition	10.7	58.2	47.5	↑
Can't say	0.0	0.5	0.5	
Number of respondents	373			

**Intervention outcomes:**

**Fig 4. 8: Improved interest in going to school after intervention (%)**

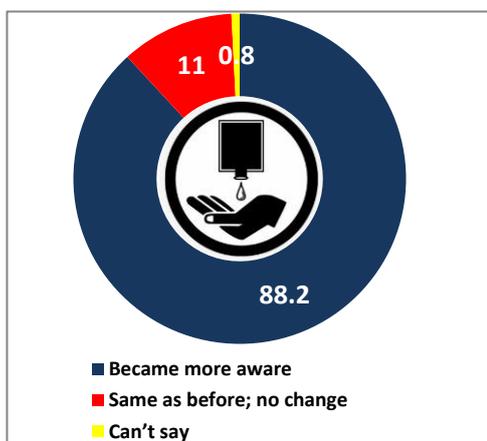


Majority of the respondents felt the program has made the school infrastructure good which has improved the school environment. Due to such changes, there has been an increase in interest of the children to go to school after invention (77.2%) (Fig 4.15) and has also impacted the regularity of attendance of children in school

(Annex Table 4). It can be observed that there has been a significant improvement in regular attendance (4-5 days a week) among the children in school. From the discussion

with the stakeholders, it was eminent that the regularity has improved due to the development of infrastructure.

**Fig 4. 9: Level of awareness of children on Health & WASH**



The program has a positive impact on spreading awareness on health and WASH among the children. With the improvement of infrastructure and facilities in schools, majority (88.2%) of the children are aware of health and WASH practices (Figure 4.16). Health camps at schools, health and WASH education and WASH

facilities at school has actively promoted better health and sanitation. The discussions with the stakeholders also revealed that the health camps were attended by both parents and the students. The students continue to follow the instructions and teachings of the camps on washing hands with soap and cleaning habits.

*“Health camp was organized in our school and students attentively attended the camp. Now, students wash their hands from soap before and after eating.”*  
- School Headmaster, Kudo village, MP

#### 4.1.1 Health and Sanitation

Health and sanitation are the two important determinants of many public health outcomes. Construction of safe drinking water sources and toilet infrastructure for the village community as well as for individuals, help in promoting better health and sanitation. To improve the health and sanitation practices among the beneficiaries, the program undertook construction of toilet and soak pits along with installation of community RO plants.

**Table 4. 7: Benefits derived from Health & Sanitation Interventions (in %)****(Multiple Response)**

<b>Total</b>	
<b>Type of health and sanitation intervention through respondent or his/her children got benefited</b>	
Construction/Renovation of toilets	85.3
Installation of community RO plant	33.8
Construction of Soak-pit	13.4
Did not benefit under this focus area	7.2
Don't remember	1.9
Any other (specify)	0.5
<b>Nature of benefits derived by the respondent due to intervention</b>	
Toilet was constructed/renovated at home	97.8
Availability of clean, safe water from RO plant	24.8
Soak-pit was constructed at home	15.1
Any other (specify)	0.3
<b>Number of respondents</b>	<b>373</b>

The program included construction and repair of health and sanitation facilities (such as installation of drinking water and toilets).

*"I feel glad that villagers do not defecate in open due to provision of toilets built during CSR initiative."*

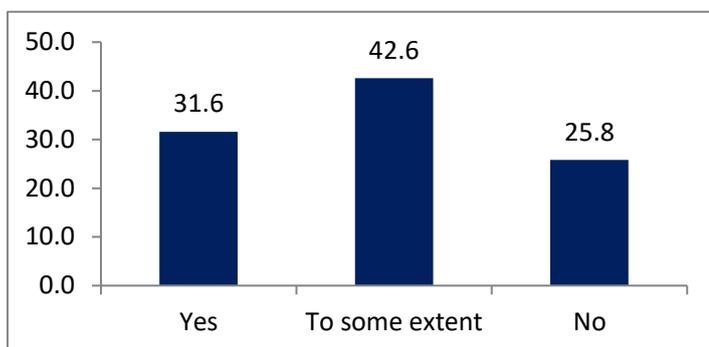
*-VDC member, Lamtara Village, MP*

Majority of the respondents benefitted from the construction/renovation of toilets (85.3%) (Table 4.7) followed by the installation of community RO plant (33.8 percent) and construction of soak-pits (13.4 percent).

Through discussions it emerged that beneficiaries who owns a toilet uses it but lacks

water facilities. Further, there is a need for improving the drinking water sources as majority of the respondents depend on hand pumps and tube wells (Annex Table 3).

**Fig 4.10: Respondents reporting program interventions helped them to overcome issues/challenges faced (%)**



About 31.6% of the respondents agreed fully and 43% agreed to some extent that program interventions had

*“HRDP was for 3 years. Due to COVID, 2years were spent in pandemic. We want that program should be implemented for more years such that more people can avail benefits.”*  
 - VDC member, Khohari village, MP

helped them to overcome issues / challenges faced before. However, during the discussions with the beneficiaries many were of the opinion that the programme should continue in order to benefit the villagers.

#### **4.2 Overall Impact, Effectiveness, Sustainability and Replicability of the Project**

An assessment of the outputs and outcomes of the HRDP shows that the project has left lasting impacts in the lives and livelihood of the rural households in all the four specific domains of intervention in selected villages of Katni district. A summary of the findings of the impact assessed is provided in Table 4.8. The linkages between the inputs, output and outcomes as outlined in the logical framework were examined and smiley rated as per the achievements. It could be observed that most of the achievements were excellent or satisfactory under the HRDP.

**Table 4. 8: Matrix of Inputs, Processes, Outputs and Outcomes of the HRDP**

Domain	Inputs	Activities	Output/Outcome		Smile Rating
<b>Natural Resource Management (NRM)</b>	Human Resource	Training of farmers,	Adoption of	▶ 25% benefitted from information about vermi-pits and	
	Solar powered street-lights & home lights,	setting of vermin-compost units and	organic farming	its installation	
	solar powered water pumps, infrastructure support for Irrigation and vermin compost units	dustbins, installation of solar lights and solar water pumps, construction of ponds, installation of sprinklers & drips	Installation of solar lights	▶ 44% HH & 21% community benefitted from installation of solar lights  ▶ 38% HH & 34% community benefitted from solar water pumps	
			Irrigation facilities	▶ Increase in avg. availability of water for irrigation from 2 months to 5 months  ▶ 30% HH & 37% community benefitted from construction of ponds  ▶ 26% community benefitted from construction & renovation of check dam	

Domain	Inputs	Activities	Output/Outcome		Smile Rating
			Increased agricultural productivity	<ul style="list-style-type: none"> <li>▶ Incremental avg. crop yield per acre by 598 kgs</li> <li>▶ Increase in avg. number of crops grown per year from 2 to 8</li> <li>▶ Increase in avg. number of vegetables grown from 3 to 6</li> </ul>	
			Increase in farmers income	▶ Incremental monthly HH income from agriculture by Rs.4619	
<b>Skill Development &amp; Livelihood Enhancement</b>	Human resources for training purposes, provision of seeds	Training on modern techniques of agriculture, youth trainings, training on SHGs	Adoption of modern techniques for agricultural practices,	<ul style="list-style-type: none"> <li>▶ 24% adopted new farming techniques</li> <li>▶ Easing of access to institutional credit to 7%</li> <li>▶ 6% has better access to govt. schemes</li> <li>▶ 8% improved market linkages and 6% improved marketing. Awareness among STs improved</li> </ul>	

Domain	Inputs	Activities	Output/Outcome	Smile Rating
			<p>Skilled women and SHGs; CBOs</p> <ul style="list-style-type: none"> <li>▶ 65% were aware of SHGs</li> <li>▶ 24% associated with CBOs</li> </ul>	
			<p>Increase in income of farmers, women, and youth,</p> <ul style="list-style-type: none"> <li>▶ Increased profit margins of about 15% of respondents</li> <li>▶ Incremental monthly income after skill development by Rs 3000 – doubling of incomes</li> </ul>	
			<p>Job placements</p> <ul style="list-style-type: none"> <li>▶ Very few (5) had job placements after trainings</li> <li>▶ Except for manufacturing and agriculture, benefit from the remaining trainings were miniscule</li> </ul>	
<b>Education</b>	Human resources for training purposes, infrastructure	Development of school infrastructure,	<p>School pedagogy</p> <ul style="list-style-type: none"> <li>▶ 25% appreciative of activity-based learning</li> <li>▶ 30% felt learning was presently enjoyable for children</li> </ul>	

Domain	Inputs	Activities	Output/Outcome		Smile Rating
	development, educational material support	workshops and health camps for spreading awareness, development of digital classrooms, provision of materials for teachers	Improved school infrastructure	<ul style="list-style-type: none"> <li>▶ 90% reported of better facilities</li> <li>▶ Only 11% acknowledged child-friendly infrastructure</li> <li>▶ Painting of schools leading to increased interest &amp; higher enrolment</li> </ul>	
<b>Health &amp; Sanitation</b>	Human resources, infrastructure support for WASH and health camps	Construction of toilets (home/community), installation of community RO plants	Better adoption of sanitation practices	<ul style="list-style-type: none"> <li>▶ 85% benefitted from construction/renovation of toilets</li> <li>▶ 13% benefitted from construction of soak-pits</li> </ul>	
			Better drinking	▶ 34% benefitted from installation of RO plants	

Domain	Inputs	Activities	Output/Outcome	Smile Rating	
			water facilities		
<b>Awareness Generation</b>	Human resources for training purpose	Training of VDC members	Improved community relationship, improved community functioning	<ul style="list-style-type: none"> <li>▶ 42% benefitted through formation and capacity development of FPO</li> <li>▶ Capacity building of youth benefitted 37% of beneficiaries</li> <li>▶ 32% benefitted from agri-based community skill program</li> <li>▶ 23% benefitted from trainings/workshops conducted for formation of SHGs</li> </ul>	
	Excellent		Satisfactory		Poor

Having reiterated the achievements, the project was assessed from three dimensions – effectiveness, sustainability and replicability, for sketching the scope for the future interventions or scale-up

**Effectiveness:** According to the project team members, regular community meetings was held and planning was done for successful implementation within the time frame of three years.

Mainly there were two models of implementation-

1. **Delivery Model-** For the basic needs and requirements at community level such as solar street lights installation, school renovation, construction of bore well and check dam. community dustbin set up, vemi-compost construction for manufacturing of indigenous manure, set up of Wheat seed making machine etc. activities were undertaken.
2. **Capacity Building Model-** it is focused on trainings of farmers for different farming techniques, training for cultivation in less water. Farmers were taken to Khajuraho and Patna for training purposes. Self-help groups were given training related to sewing and stitching. Kumhar (Potter) society women were given trainings for making toys from pottery. Health and hygiene camps were arranged in schools for generating awareness in community etc.

According to the stakeholders, the intervention helped the community in increasing their livelihood and quality of life but there is still scope for more. In many instances the beneficiaries stated that toilets are available but water connections are not present.

Similarly, provision for library, science laboratory, computer rooms are also needed.

One of the key effectiveness of the program was the execution of the invention on time. Project team ensured that the project was executed on time. In case of any delays, it was always notified about the anticipated delays and requisite course corrections during the

program implementation. Regular monitoring by the CSR manager (field visits for once in three months) ensured the quality and timeliness of the intervention. This helped in building trust within the community towards the intervention.

**Sustainability:** Sustainability of the programme refers to the activities or learnings under HRDP which will be taken forward and have long-term benefits. The programme was well received by all the beneficiaries. The use of solar lights and water pumps solved the problems of dependence on electricity, construction of ponds and bunding has helped the farmers and the use of vermi compost is also environment friendly. Market linkages to some extent have helped the farmers in getting fair prices for their yield and students are not opting out for studies due to school development. The programme has also increased the confidence and sense of security among the members of the communities. Due to training and workshops, the beneficiaries are more aware of the roles and responsibilities. The VDCs have been more aware and have actively monitoring activities for the development of the communities. The members of VDCs as well as the beneficiaries have agreed that they would like to continue the activities for betterment of the community after the program ends.

**Replicability:** Replicability refers to whether learnings has been shared beyond the beneficiaries of the HRDP program or whether the beneficiaries have been approached by other non-beneficiaries. It has been witnessed that women (non-beneficiaries) wanted to be self-empowered by joining SHGs. Similarly, solar lamps and toilets construction are demanded by other villagers too. It was noticed that the neighbouring villages are also demanding for similar projects by looking at the school development and livelihood enhancement of the beneficiaries.

## Impact Stories

Stories of Change	<b>Anita Yadav Farmer Kudo Village, Madhya Pradesh</b>	<p><i>“Now, there is no need to purchase expensive chemical fertilizers from the market as there is domestic production of fertilizers from the Vermi pits installed by HRDP”- Anita Yadav, Kudo Village, Madhya Pradesh.</i></p> <p>Villagers in Kudo are mostly involved in farming activities. Anita Yadav is one such self-employed farmer. Before the CSR intervention, she along with other villagers faced various problems relating to fertility of soil, scarcity of water (depending on rainfed agriculture) low productivity which resulted in low income. HRDP helped the farmers by introducing organic farming through vermi-pits, tilling of farming land, construction and renovation of ponds. Anita is now able to grow crops throughout the year due to the irrigation facilities provided by the HRDP and has benefitted immensely from the tilling of land and vermi-pits constructed by the intervention. Her crop production and income has also increased.</p> <p>Anita Yadav has also received a sewing machine and it helped her in getting self-empowered. The installation of solar street lights has helped her to move freely in and around the village at night.</p> <p>According to her, women in her village feel much safer while travelling at night. Due to the interventions by HRDP, Anita is now a much more confident women and her sense of security in terms of finances and safety has increased.</p>
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	<p>Women in her village expressed their desire to become self-empowered like Anita Yadav and they wanted guidance and support from projects like HRDP.</p>
<p><i>“Due to shortage of electricity, it was difficult to use water pump. But, Solar water pump given in CSR initiative does not require any electricity and water can be available any time for cultivation”.</i> -  Hukumchand Patel, Khohari Village, Madhya Pradesh</p> <p>Hukumchand Patel is a self-employed farmer from Khohari Village, Madhya Pradesh. Scarcity of water for agriculture was the biggest challenge in the village. According to him <i>“Farmers were dependent on monsoon as it was the only source of water”</i>. Farmers were also facing problems with respect to non-availability of seeds and were not getting fair prices for their crops. This left farmers like Hukumchand Patel disheartened as he did not receive value for his hard work and the money was not sufficient for further farming practices.</p> <p>Under the HRDP, implemented by NGO, many problems were solved at significant level. The intervention led to an overall improvement in quality of life for farmers like Hukumchand. Interventions such as construction of pond, check dam, vermi pit, bore well, solar water pumps, made water easily available for farming. Now, water is available for eight months (through solar pumps) and Hukumchand grows crop for 2-3times in a year as compared to once pre-intervention. Fertilizers obtained from Vermi</p>	<p><b>Hukumchand Patel Farmer, Khohari Village, Madhya Pradesh</b></p>

compost have improved the production of his crops. Getting affordable seeds (INR 8.0) from *Wheat seed forming machine*, an intervention, played a pivotal role in Hukumchand's life. The NGO facilitated market linkages for the produce and helped him in selling the crops at good price. This has resulted in increased household income of Hukumchand.

Seeing the success stories of Hukumchand, more farmers are showing willingness to contribute initial investment for solar water pump and other resources provided by HRDP intervention.

## **Chapter 7: Limitation**

As it was a retrospective study, direct impact over health was not ascertained clearly.

Although indirect impact were assessed such as regularity of students in school, health hygiene practices were followed.

Extensive research is required to assess the impact over health.

More time is needed to specifically point out the health impact over the villagers.

## Chapter 8: Conclusions

The present study was undertaken to assess the Holistic Rural Development Program (HRDP or Program) in one district (Katni) of Madhya Pradesh (MP). A retrospective analysis study design and mix method approach was adopted. In the absence of availability of full address of beneficiaries purposive sampling method with snow ball technique was adopted for the selection of respondents. Using semi structured questionnaire, pre and post intervention status was evaluated. A total of 373 quantitative interviews were conducted with the beneficiaries. Additionally, 11 in-depth interviews (IDIs) were conducted with the project team members and stakeholders and 3 FGDs were also conducted. The study also included village level observation. The IDIs and FGDs along with village level observation helped in gaining insight about the Program and whether the interventions were effective, replicable, and sustainable. The program has achieved some important breakthrough as listed below:

***Natural Resource Management:*** Installation of solar light at home and streetlights has helped in ensuring a sense of security among the beneficiaries. Nearly 44 per cent benefitted from installation of solar lights and 37.5 per cent benefitted from solar water pumps which further promotes clean and renewable energy. Further, installation of sprinklers and drips, vermi-pits has also resulted in aiding the farming households and helped them to reduce and recycle waste. Construction of ponds helped the beneficiaries in agriculture as well as in aquatic farming. At the community level, construction and renovation of ponds (36.7 per cent), installation of solar pumps (33.8 per cent), construction and renovation of check dam (25.5 per cent), installation of solar street lights (21.2 per cent), etc helped the community to enhance their livelihood. Installation of sprinklers, drips helped the community to enhance their crop productivity and reduce wastage of water.

***Skill Development and Livelihood Enhancement:*** With the help of the local NGO, training programme/workshops were conducted to up-skill the beneficiaries. These programs helped the farmers to increase their crop yield and income and promoted sustainable agriculture. Further, training was also imparted to women on SHGs and youth on capacity building. These trainings created awareness about SHGs enables the beneficiaries to increase their annual income and savings, reduces paperwork and borrow without collateral and reduces them to fall in trap of moneylenders. Majority of the beneficiaries (58.5 per cent) became aware about SHGs. However, few benefitted from the training on getting new jobs, market information, access to loans, awareness about market linkages, etc.

***Education:*** There have been considerable improvements in educational infrastructure development. More than half of the respondents benefitted from the health & WASH education for school children and school infrastructure development. Interventions such as health camps, construction/renovation of smart digital classroom, drinking water facility, toilet facilities, school painting and installing swings in the playground. There has been an overall increase in attendance and decline in drop-out rates in the schools.

***Health and Sanitation:*** There has been an increase in construction of toilets and nearly 98 per cent of the beneficiaries who earlier did not have access to toilets benefitted from it. Nearly 34 per cent of the beneficiaries benefitted from the installation of the community RO plants.

***Generation of Income:*** There has been a positive change in the income of the farmers due the various interventions under the programme. Adoption of organic farming and modern techniques along with availability of irrigation facilities has increase in productivity and number of crops grown resulting in an increase of monthly income to the tune of INR 4619 from agricultural activities (from INR 4100 to INR 8720).

The survey shows a marked improvement in the monthly income of the sample after the provision of skill development interventions. There's an increase in the average monthly income to the tune of INR 3878 (from INR 2897 to INR 6776) post skill development interventions.

## Chapter 9: Learnings and Recommendations

Based on the analysis, the key learnings for any future interventions are described below.

- There is a need for proper assessment of the villages before activities are finalized as selections of village are the most crucial component of the program.
- Irrigation and electricity itself helped people in getting employment opportunities in village.
- Student's migration rate reduces if education facility is good in village.
- Indigenous production of wheat seed and fertilizers helped in cost reduction of farming.

The key recommendations are as follows:

- There is a need to train the beneficiaries based on their respective needs.
- Proper time to time monitoring and evaluation system should be adopted by HRDP.
- The project team members and field members should be well aware about the various social norms and problems associated with the villages.
- Appropriate top-down and bottom-up approaches should be undertaken which takes into account ground realities and involves key stakeholders of the community to enhance relevance
- Timely and active sharing of feedback with NGO partners (both formal and informal)
- More focus should be given to aware and train the SHGs and youth groups. Additionally, there is a need to identify and train the youths based on market demand and employability and provide placement and recruitment assistance to youth through counselling, job fairs, job application guidance, etc.

- There is an urgent need for child-friendly infrastructure as well as for infrastructure for children with special needs
- Provision for school such as library, science laboratory and computer laboratory should be provided.

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## Annexurees

### Annexure 1:

**Table 1: Profile of the respondent**

Characteristics	Total
<b>Type of House</b>	
Mud/Kaccha	62.5
Semi-pucca	28.7
Pucca (Brick/Stone)	8.8
<b>Education Status of head of the household</b>	
Illiterate	25.9
Up to Primary Education	40.7
Up to VIII	21.6
Up to X	7.0
Up to XII	3.0
Graduation and above	1.6
Any other (specify)	0.3
<b>Economic Status</b>	
<b>Main Occupation (N= 373)</b>	
Farming/Agriculture	55.0
Casual Labour (farm/non-farm)	42.8
Salaried employment	0.8
Trading/small business	0.3
Unemployed	0.8
Any other (specify)	0.3

<b>Secondary Occupation (those who said that they had secondary source of income) N=36</b>	
Farming/Agriculture	27.8
Casual Labour (farm/non-farm)	58.3
Salaried employment	2.8
Trading/small business	11.1
Retired	0.0
Unemployed	0.0
Any other (specify)	0.0

**Table 2: Asset Mapping of the Household (in %)**

<b>Total</b>	
<b>Sources of Fuel for Cooking</b>	
LPG/Natural Gas	15.3
Biogas	7.2
Kerosene	1.1
Coal/Lignite	0
Charcoal	0.4
Wood	75.1
Straw/Shrub/Grass	0.0
Agricultural crop waste	0.0
Cow dung cakes	0.0
Any Other (specify)	0.9
<b>Sources of Lighting</b>	
Electricity	97.6

Kerosene	0.8
Generator	0.5
Solar Power	1.1
Any Other (specify)	0.0
<b>Sources of Drinking Water</b>	
Piped into dwelling	4.2
Piped to yard/plot	1.1
Public tap/standpost	7.0
Hand pump	56.3
Tube Well/bore well	30.3
Protected well	0.5
Bottled water	0.0
Unprotected well	0.0
Tanker/truck	0.0
Cart with small tank	0.3
Open source-river/dam/lake/pond/canal/irrigation channel	0.3
Any other (specify)	0.0
<b>Availability of Toilet</b>	75.1
<b>Usage of Toilet</b>	69.2
<b>Own Land</b>	61.1
<b>Livestock (Multiple Response)</b>	
Cow	60.6
Buffalo	31.1
Goat	7.8
Sheep	0.5

Chicken/Duck	0.3
Any other (specify)	0.8
All of the above	0.5
<b>Other Assets and Facilities (Multiple Response)</b>	
MNREGA card	46.6
LPG Connection	29.2
Pucca house	35.1
Katcha house	82.8
Geyser	0.0
Fan	74.0
TV	22.0
Mobile Phone (normal)	80.7
Smart phone	38.6
Cooler	4.8
Air Conditioner	0.0
Refrigerator	2.1
Washing Machine	0.3
Own Credit card	1.1
Generator for power backup	1.1
Life insurance	0.5
Animal cart	1.6
Two-wheeler	20.9
Cycle	42.1
Four-wheeler	1.6
Tractor	4.3

Water filter	0.5
Computer/Laptop	0.5
Internet access	1.9
Electricity Connection	83.4
<b>Total Number of Respondents</b>	<b>373</b>

**Table 3: Regularity in attendance of children in school (pre and post) (in %)**

Regularity (N=373)	Before	After
Regular (4-5 days a week)	22.5	92.2
Irregular	77.5	7.5
Can't say/Don't know	0.0	0.3
<b>Number of respondents</b>	<b>373</b>	

**Table 4: Awareness about market linkages, market information, pricing, farm techniques, government schemes, etc after the intervention across social groups**

	Improved		Remained the same as before		Can't say		Total	
	Count	%	Count	%	Count	%	Count	%
<b>General</b>	2	0.9	6	5.1	0	0.0	8	2.3
<b>SC</b>	35	15.0	28	23.9	0	0.0	63	17.9
<b>ST</b>	66	28.2	17	14.5	1	100.0	84	23.9
<b>OBC</b>	127	54.3	65	55.6	0	0.0	192	54.5
<b>Prefer not to say</b>	1	0.4	0	0.0	0	0.0	1	0.3

<b>Any other</b>	3	1.3	1	0.9	0	0.0	4	1.1
<b>Can't say/DK</b>	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	234	100.0	117	100.0	1	100.0	352	100.0

**Table 5: Percentage of beneficiaries who developed skills through the interventions**

Areas in which respondents developed skills	Total (%)
Teacher training	1.4
Manufacturing	48.0
Handicraft	0.9
Construction	2.0
Agriculture	45.2
IT	0.0
Healthcare	0.9
Sewing & handloom	0.5
Stenography	0.0
Mechanic	0.2
Any Other (specify)	0.9
<b>Total Respondents</b>	352

## **Annexure 2**

### **Instrumentation**

#### **Instrument 1: Quantitative questionnaire**

Questionnaire for beneficiaries

##### **Introduction and Informed Consent**

Hello! My name is \_\_\_\_\_, and I work with TRIOs. We are conducting a survey on behalf of CSR initiative for “Holistic Rural Development Program (HRDP)” implemented in this village. The purpose of the survey is to obtain information to assess the program’s impact on the beneficiaries.

The information provided by you will be kept confidential and not identify you. I will ask you a series of questions that should take about 25-30 minutes. You may choose not to answer any question or all the questions. However, your answers are important, and we hope that you will participate.

At this time, do you want to ask any questions about the survey? Do you agree to participate in the survey now?

I request your consent before I proceed with the questions.

Respondent Agreed.....1

Respondent didn't not agree.....2.

**Questionnaire Number**\_\_\_\_\_

Interviewer visit		
<b>Date of Interview</b>		<div style="display: flex; justify-content: space-around;"> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> </div> DD/MM/YYYY
<b>Time of Interview</b>		Started at:                  Ended at:
<b>Name and Code of the Interviewer</b>		<div style="display: flex; justify-content: space-around;"> <span><input type="text"/></span> <span><input type="text"/></span> </div>
<b>Supervisor</b>	Name and Code	<div style="display: flex; justify-content: space-around;"> <span><input type="text"/></span> <span><input type="text"/></span> </div>
	Date of validation/ review	<div style="display: flex; justify-content: space-around;"> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> <span><input type="text"/></span> </div> DD/MM/YYYY

### Identification

Identifying Information- mandatory to be checked by supervisor		
	Name	Code
<b>State</b>	Madhya Pradesh	
<b>District</b>	Katni	
<b>Name of Block</b>	Katni	1
	Rithi	2
	Others	3
<b>Name of Gram Panchayat</b>	Panpad Panchayat	1
	Kudo Panchayat	2
	Others	3
<b>Village</b>	Kudo	1
	Khohari	2
	Lamtara	3

	Ghatkhirwa	4
	Mohas	5

Section		Household Profile						
1								
		Household Member Profile						
		<div style="text-align: right;"> <input type="text"/> <input type="text"/> </div>						
		101 Total Members in Household						
101a: Serial Number	102 Name of respondent	103 Relationship with Household head	104 Gender  M-1  F-2  T-3 (Trans gender/ Others)	105 Age (in completed years)  Year (Months if infant- less than 1	106	107 B Highest educational qualification attained (Code)	108 Main Occupation	109 Mobile number of respondent
1	2	3	4	5	6	7	8	9

Code for Column-3		Code for Column-6		Code for Column 7		Code for Column 8	
Item		Item		Item		Item	
Self/Head	1	Never Married/Single	1	Literate	1	Cultivator	1
Wife/Husband	2	Married	2	Literate without formal education	2	Agricultural wage labourer	2
Son or Daughter	3	Widow/Widower/Divorced / Separated	3	Literate with formal education below primary	3	Non-agriculture wage labourer	3
Son in law or daughter in law	4			Primary	4	Household/Cottage industries	4
Grand Child	5			Middle	5	Government Service	5
Parent/parent-in-law	6			Secondary/Matric (class-X)	6	Private Service	6

Brother/Sister	7		Hr. Secondary/Sr. Secondary/pre university	7	Self Employed /Trade	7
Niece/Nephew	8		Graduate/ equivalent	8	Self Professional	8
Other relatives	9		Post graduate/ equivalent or higher	9	Housewife	9
Other non-relatives	10		Technical diploma	10	Student	10
			Non-technical diploma or certificate	11	Nothing	11
			Any Other (Specify)	97	Any Other (Specify)	97

## Section 2: Household Characteristics

S No.	Question	Response	Code	Skip To
201	Religion of the head of household	Hindu	1	
		Muslim	2	
		Christian	3	
		Sikh	4	
		Jain	5	

		Buddhist	6	
		Prefer not to say	7	
		No religion	8	
		Any other (specify)	97	
202	Social category of the head of household	General	1	
		Scheduled Caste	2	
		Scheduled Tribe	3	
		Other Backward Classes (OBC)	4	
		Prefer not to say	5	
		Any other (specify)	97	
		Can't Say/ Don't know	98	
203	Type of house	Mud/ <i>kaccha</i>	1	
		Semi-pucca	2	
		<i>Pucca</i> (brick/stone)	3	
		Any other (specify)	97	
204	Does this household have any type of a ration card?	Yes	1	
		No	2	<b>Skip to 206</b>
		Can't say/ Don't know	98	
205	If yes, colour of the ration card (Check & Record)	Yellow (APL)	1	
		Dark Pink -Antyodaya Anna Yojana	2	
		White Card (BPL/State Food Yojana)	3	
		Any other (specify)	97	
206	Main occupation of the household	Farming/Agriculture	1	
		Casual labour (farm/non-farm)	2	
		Salaried Employment	3	

		Trading/Small business	4	
		Retired	5	
		Unemployed	6	
		Any other (specify)	97	
207	Do you have any secondary source of income?	Yes	1	
		No	2	<b>Skip to 209</b>
208	If yes, what is the source?	Farming/Agriculture	1	
		Casual labour (farm/non-farm)	2	
		Salaried Employment	3	
		Trading/Small business	4	
		Retirement benefits	5	
		Unemployed	6	
		Any other (specify)	97	
209	What is the highest qualification of head of household?	No schooling/ illiterate	1	
		Primary education (up to class 5)	2	
		Middle school (up to class 8)	3	
		High School (up to class 10)	4	
		Higher secondary (10+2)	5	
		Undergrad/ Bachelors/ Professional degree	6	
		Postgraduate & above	7	
		Any other (specify)	97	
210	What type of fuel does your household	LPG/Natural Gas	1	
		Biogas	2	

	<b>mainly</b> use for cooking?	Kerosene	3	
		Coal/Lignite	4	
		Charcoal	5	
		Wood	6	
		Straw/Shrub/Grass	7	
		Agricultural crop waste	8	
		Cow dung cakes	9	
		No food cooked in household	10	
		Any other (specify)	97	
		Don't know	98	
211	What is the <b>main</b> source of lighting for your household?	Electricity	1	
		Kerosene	2	
		Generator	3	
		Solar power	4	
		Any other (specify)	97	
212	What is the <b>main</b> source of drinking water for members of the household?	<b>Source Name</b>	<b>Code</b>	
		Piped into dwelling	1	
		Piped to yard/plot	2	
		Public tap/standpost	3	
		Hand pump	4	
		Tube well/bore well	5	
		Protected well	6	
		Bottled water	7	
		Unprotected well	8	
		Tanker/truck	9	

		Cart with small tank	10				
		Open source- river/dam/lake/pond/canal/ irrigation channel	11				
		Any other (specify)	97				
213	Do you have a functional toilet facility at home?	Yes	1				
		No	2	<b>Skip to 215</b>			
214	If yes, do all members of the household use it?	Yes	1				
		No	2				
215	Does any member of this household own any agricultural land?	Yes	1				
		No	2	<b>Skip to 217</b>			
216	If yes, how much agricultural land do members of this household own?  (IF NOT IN ACRES, THEN CONVERT INTO ACRES)	ACRES  <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					
217	Does your household own any of the following animals?  <i>Multiple Response</i>	Cow	1				
		Buffalo	2				
		Goat	3				
		Sheep	4				
		Chicken/Duck	5				

		Any other (specify)	97	
		None of the above	99	
		All of the above	100	
218	Does this household have a MNREGA card?	Yes	1	
		No	2	
219	Household Asset Mapping <i>[Investigator to read out the options]</i>	Yes/No	No. of Items	
	Electricity connection			
	Geyser			
	Fan			
	TV			
	Mobile phone (normal)			
	Smart Phone			
	LPG connection			
	Cooler			
	Air Conditioner			
	Refrigerator			
	Washing Machine			
	Own a Credit Card			
	Generator for power backup			

	Life Insurance (Health)			
	Animal cart			
	Two-wheeler			
	Cycle			
	Four-wheeler			
	Tractor			
	Kutch House			
	Pucca House			
	Water filter			
	Computer/ laptop			
	Internet Access			

### Section 3: Project Focus Areas & Interventions: An Assessment

S No.	Question	Response	Code	Skip To
301	Did you/your HH get any benefit under any activity or intervention implemented by CSR initiative in your village?	Yes	1	
		No	2	<b>End Survey</b>

302	If yes in <b>301</b> , what was the benefit related to? <i>[Investigator to first fill the interventions reported voluntarily &amp; then read out aloud the ones that were not responded to]</i>  <b>Multiple Response</b>	Natural Resource Management (Land, Farm, Agriculture, Solar lighting, etc)	1	<b>End Survey</b>
		Skill Development & Livelihood Enhancement (Farmers' Groups, SHGs, Youth Groups, Trainings, Jobs, etc)	2	
		Education (school infrastructure, etc)	3	
		Health & Sanitation (toilet construction, etc)	4	
		Don't Remember/Can't Say	98	
303	In the focus area of Natural Resource Management (land, farm, agriculture, etc), which activities did you benefit from?  <i>[Investigator to first fill the interventions reported</i>	<b>i. Individual level</b>		
		Farm pond construction or renovation- Household	1	
		Information about Vermi pits or its installation	2	
		Installation of Solar water Pump (HH)	3	
		Installation of Home Solar Lights	4	
		<b>ii. Community/Group level</b>		
		Community pond construction or renovation	5	
		Construction or renovation of check-dam	6	
Installation of Drip	7			

	<i>voluntarily &amp; then read out aloud the ones that were not responded to]</i>  <b>Multiple Response</b>	Installation of Sprinkler	8	
		Installation of Solar water Pump (community)	9	
		Well /Bore well construction	10	
		Information about use of Greenhouse farm technique or its installation	11	
		Information about Machan or its installation	12	
		Construction/Extension of Field Bunding	13	
		Development of Wadi (Fruit orchard)	14	
		Biogas program for promoting organic farming	15	
		Crop demonstration in farmers' field on understanding & managing risks associated with crop production	16	
		Installation of Street Solar Lights (Community)	17	
		Any other (specify)	97	
		Don't remember/Can't Say	98	<b>Skip to 305</b>
		Did not benefit under this focus area	99	<b>Skip to 314</b>
304	How did you/your HH benefit from	Better irrigation facility & its availability in non-monsoon season too	1	
		Increase in crop productivity	2	

the above intervention (s)?  <i>Multiple Response</i>	Increase in HH income	3	
	Availability of water for domestic use	4	
	Availability of water for livestock	5	
	Option of allied activities like fisheries	6	
	Multi-cropping	7	
	Conservation of soil	8	
	Agriculture extension	9	
	Optimal water usage/water conservation (drip & sprinkler)	10	
	Time & cost-effective (drip & sprinkler)	11	
	No fuel/electricity cost (solar water pump)	12	
	Long operating life (solar water pump)	13	
	Better water quality (borewell)	14	
	Eco friendly (solar water pump)	15	
	Increase in soil nutrients (vermicompost pits)	16	
	Sustainable agricultural practice (vermicompost)	17	
	Containing rainwater in field (bundling)	18	
	Prevention of soil erosion during heavy rain (bundling)	19	
	Better understanding of risks & adoption of better/new agricultural methods (crop demonstration)	20	
	Better lit areas (solar street light)	21	

		Low maintenance & cost-effective method (solar home light)	22	
		Any other (specify)	97	
305	Before intervention, for how many months in a year you used to have water for irrigation?	Month(s) _ _		
306	After availing benefit under the intervention, approximately how many months in a year do you have access to water for irrigation?	Months _ _		
307	Before intervention, approximately what was the per acre yield of your main crop(s)?	Per acre yield of the main crop(s) (in kg) _		
308	After intervention, approximately	Per acre yield of the main crop(s) (in kg) _		

	what was the per acre yield of your main crop(s)?			
309	If increase in crop yield, what are the major factors for increase in the crop yield? [Investigator to compare the Response in <b>Q 307</b> & <b>308</b> & then ask this question]	Better irrigation facilities	1	
		Availability of better quality seeds	2	
		Availability of better agricultural inputs (fertilizers, equipment, etc)	3	
		Training on effective agricultural practices	4	
		No increase in yield	5	
		Any other (specify)	97	
310	How many crops or vegetable varieties you used to grow before intervention?	i. No. of crops grown: _		
		ii. No. of vegetable varieties grown: _		
311	Number of crops or vegetable varieties grown after intervention	i. No. of crops grown: _		
		ii. No. of vegetable varieties grown: _		
312	What was the approximate monthly HH income from	Approx. HH monthly income from agricultural activities: _ _		

	agricultural activities before the above intervention?			
313	What was the approximate HH monthly income from agricultural activities after the above intervention?	Approx. HH monthly income from agricultural activities: _ _		
314	In Skill Development & Livelihood Enhancement focus area (Farmers' Groups, SHGs, Youth Groups, trainings, jobs, etc), what was the intervention through which you got benefit?  <i>[Investigator to first fill the</i>	Construction or Initiation of Animal Shelter (backyard poultry)	1	
		Capacity-building of youth & training in job-oriented program and link with companies	2	
		Formation & Capacity development for Farmer Producer Organisation (FPO)	3	
		Formation of Dairy Development Unit	4	
		Formation of SHGs & trainings/workshops	5	
		Promoting financial literacy	6	
		Agriculture-based community skill development program	7	
		Any other (specify)	97	
		Can't Say/Don't Remember	98	
Did not benefit under this focus area	99	<b>to 330</b>		

	<i>interventions reported voluntarily &amp; then read out aloud the ones that were not responded to]</i>			
	<b>Multiple Response</b>			
315	How did you/your HH member benefit from the above intervention (s)?	Became more aware about SHGs, roles & responsibilities	1	
		Became member of SHG	2	
		Access to institutional loans	3	
		Increase in income	4	
		Got job in company	5	
	<b>Multiple Response</b>	Aware about market linkages & getting best price for produce	6	
		More exposure about farm techniques	7	
		Better access to government schemes- through FPOs	8	
		Better procurement of farm inputs	9	
		Market information & marketing to buyers	10	
		Became member of Youth Group	11	
		Any other (specify)	97	
316		High	1	

	If became aware about SHG through intervention, what was your/your HH members' level of awareness about SHGs before the intervention?	Medium	2	<b>Skip to 318</b>
		Low	3	
		Did not become aware due to intervention	4	
		Can't say	98	
317	If became aware about SHG through intervention in Q316, what was your level of awareness about SHGs after the intervention?	Improved	1	
		Remained the same as before	2	
		Can't say	98	
318	Whether you/your HH member had accessed loans before the intervention?	Yes	1	<b>Skip to 321</b>
		No	2	
319	If yes, what was the source?	Institutional (Govt or private banks, Cooperatives, etc)	1	

		Non-institutional (Moneylenders, Traders, Shopkeepers, Agents, Landlords, Relatives, etc)	2	
		Microfinance/SHG, etc	3	
		Any other (specify)	97	
320	How was the loan-taking process?	Easy to access	1	
		Moderately accessible	2	
		Difficult to access	3	
		Can't say	98	
321	If you received loan through the intervention, what was the source of loans?	Institutional (Govt or private banks, Cooperatives, etc)	1	
		Non-institutional (Moneylenders, Traders, Shopkeepers, Agents, Landlords, Relatives, etc)	2	
		Microfinance/SHG, etc	3	
		Did not receive loan under the intervention	4	<b>Skip to 323</b>
		Any other (specify)	97	
322	How was the loan-taking process after the intervention?	Improved/simplified from before	1	
		Remained the same as before	2	
		Can't say	98	
323	If Response 4 in Q315, what was the HH's approximate	Approx. monthly income of HH (before intervention): __		

	monthly income before the above intervention?			
324	What was the HH's approximate monthly income after the above intervention?	Approx. monthly income of HH (after intervention):		
325	If Response <b>5</b> in <b>Q315</b> , where did you/your HH member get the job?	Government job/PSU	1	
		Private sector job	2	
		Any other (specify)	97	
326	What is his/her approximate monthly income?	Monthly income of the HH member:		
327	In which area you/your family member developed the skill after the above intervention?	Teacher training	1	
		Manufacturing	2	
		Handicraft	3	
		Construction	4	
		Agriculture	5	
		IT	6	
		Healthcare	7	
		Sewing & handloom	8	
		Stenography	9	
		Mechanic	10	

		Any other (specify)	97	
328	If Responses <b>6-10</b> in <b>Q315</b> , what was your level of awareness about market linkages, market information, pricing, farm techniques, government schemes, etc before the intervention?	High	1	
		Medium	2	
		Low	3	
		Can't say	98	
329	What was your level of awareness about market linkages, market information, pricing, farm techniques, government schemes, etc after the intervention?	Improved	1	
		Remained the same as before	2	
		Can't say	98	

330	In the Education-related focus area (school infrastructure, etc), what was the intervention through which you/your child got benefit?  <i>[Investigator to first fill the interventions reported voluntarily &amp; then read out aloud the ones that were not responded to]</i>  <b>Multiple Response</b>	Development of good infrastructure in school with Water, Sanitation & Hygiene (WASH) facilities, playing facility, etc	1	<b>Skip to 339</b>
		Development of School infrastructure-BaLA (Building as Learning Aid)	2	
		Construction/Renovation of Smart Digital Classroom	3	
		Health & WASH education for school children	4	
		Health Camp for school children with focus on hand-washing practices	5	
		Any other (specify)	97	
		Don't remember	98	
331	How did you/your child benefit from the above intervention (s)?  <b>Multiple Response</b>	Better facilities for children at school (water, hygiene, sanitation, playing area, availability of sanitary napkins, etc)	1	
		Infrastructure became more child-friendly	2	
		Infrastructure became accessible for children with special needs	3	

		There was more activity-based learning in school			4	
		Learning became more enjoyable for children			5	
		Children became more aware about health & WASH			6	
		Any other (specify)			97	
332	What was the status of the following facilities before & after the intervention?	Facilities	Before Intervention (Available-1 Not Available-0)	After Inter. (Available-1 Not Available-0)		
		i. Water				
		ii. Hygiene				
		iii. Sanitation				
		iv. Sanitary Napkins				
		v. Playground				
		vi. Sufficient teachers				
		vii. Adequate number of classrooms				

		viii. Electricity				
		ix. Table, chairs, benches for children				
		x. Furniture for staff				
		xi. Adequate lights/ fans				
		xii. Science laboratory for students				
		xiii. Computer for students				
		xiv. Internet connection				
		xv. Smart (digital) classroom				
		xvi. Sports equipment				
		xvii. Teaching learning				

		material (charts/ maps/ objects)				
333	What was the infrastructure condition of the school/classroom of your child before & after the intervention?	Infrastructure condition & code	Before	After		
		Dilapidated- 1				
		Average condition- 2				
		Good condition- 3				
		Can't say/Don't know- 98				
334	Did the interest of your child increase in going to the school after the intervention?	Yes			1	
		No			2	
		Can't say			98	
335	On an average, what was the school attendance of your child	Regular (4-5 days a week)			1	
		Irregular			2	
		Can't say/Don't know			98	

	before the intervention?			
336	On an average, what was the school attendance of your child after the intervention?	Regular (4-5 days a week)	1	
		Irregular	2	
		Can't say/Don't know	98	
337	What was the level of awareness of your child on Health & WASH before the intervention?	High	1	
		Medium/average	2	
		Low	3	
		Can't say	98	
338	What was the level of awareness of your child on Health & WASH after the intervention?	Became more aware	1	
		Same as before; no change	2	
		Can't say	98	
339	In the Health & Sanitation focus area (toilet, RO plant, etc), what was the intervention through which	Installation of community RO plant	1	
		Construction/Renovation of toilets	2	
		Construction of Soak-pit	3	
		Any other (specify)	97	
		Don't remember	98	
		Did not benefit under this focus area	99	
				<b>Skip to 401</b>

	<p>you/your children got benefit?</p> <p><i>[Investigator to first fill the interventions reported voluntarily &amp; then read out aloud the ones that were not responded to]</i></p> <p><b>Multiple Response</b></p>			
340	<p>How did you benefit from the above intervention (s)?</p> <p><b>Multiple Response</b></p>	Availability of clean, safe water from RO plant	1	
		Toilet was constructed/renovated at home	2	
		Soak-pit was constructed at home	3	
		Any other (specify)	97	

#### Section 4: Community-based Organizations (CBOs)

S No.	Question	Response	Code	Skip To
401	Were you or any member of your family associated	Yes	1	
		No	2	

	with any Community-based Organizations as part of the program?	Can't say/Don't know	98	<b>Skip to 501</b>
402	If yes, which was the community-based organization?	Farmers' Group	1	
		Self Help Group (SHG)	2	
		Youth Group	3	
		Any other (specify)	97	
403	If Yes in <b>Q401</b> , did you or any family member get benefits under the program?	Yes	1	<b>Skip to 407</b>
		No	2	
		Can't say/Don't know	98	
404	If Response 1 (Farmers' Group) in <b>Q402</b> , then what was the benefit?	Received training on farm practices & techniques	1	
		Capacity building on low input cost in agriculture cropping	2	
		Opportunity of exposure visit	3	
		Received facilitation for effective market linkage & to get the best price for produce	4	
		Any other (specify)	97	
405	If Response 2 (SHG) in <b>Q402</b> , then what was the benefit?	Taken loan from the group	1	
		Started small business	2	
		Developed entrepreneurship	3	
		Any other (specify)	97	

406	If Response 3 (Youth Group) in Q402, then what was the benefit?	Received training & capacity building for employment generation & jobs	1	
		Became more aware about various livelihood opportunities	2	
		Any other (specify)	97	
407	Does the membership continue even now?	Farmers' Group (Yes, 1, No-2, Not Applicable- 3)		
		SHG (Yes, 1, No-2, Not Applicable- 3)		
		Youth Group (Yes, 1, No-2, Not Applicable- 3)		

### Section 5: Overall Relevance, Effectiveness & Impact

As we talked about the programme and associated benefits, now we would like to know the relevance of the intervention and how much it impacted your socio- economic life.

S No.	Question	Response	Code	Skip To
501	Were the program interventions relevant to your needs?	Yes	1	
		No	2	
		To some extent	3	
		Can't say	98	
502	Were the program interventions effective to your needs or help you to overcome issues/challenges faced before?	Yes	1	
		No	2	
		To some extent	3	
		Can't say/Don't know	98	

503	What were the main things in the program that impacted you?  <i>Multiple Response</i>	Better irrigation facilities	1	
		Improvement in crop production	2	
		More income generation	3	
		More savings	4	
		More aware about farm sector (techniques, risks, produce, market, etc)	5	
		Better livelihood opportunities	6	
		Better access to government schemes	7	
		Better school infrastructure	8	
		Improvement in quality of school education	9	
		Healthy & WASH-aware children	10	
		Better health & sanitation facilities	11	
		Any other (specify)	97	
		Can't say	98	
504	Overall, what was the average monthly HH income (approximate) before the program?	Average monthly HH income:		
505	Overall, what was the average monthly HH income	Average monthly HH income:		

	(approximate) after the program?			
506	Did the project interventions lead to any secondary source of income for you/any HH member?	Yes	1	<b>Skip to 508</b>
		No	2	
507	If yes, what was the source?	Farming/Agriculture	1	
		Casual labour (farm/non-farm)	2	
		Salaried Employment	3	
		Trading/Small business	4	
		Any other (specify)	97	
508	What were the sustained effects that you saw over the three years of program implementation? Please express your thought in one line.  [Open-ended question]			
509	Do the Farmers' Groups, SHGs, Youth Groups, etc started under the program continue to function even now? If yes, how effectively are they functioning? If not,			

	<p>what has not continued and why?</p> <p>Please elaborate in few lines.</p> <p>[Open-ended question]</p>			
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## Instrument 2: Case Study Checklist

Hello! My name is \_\_\_\_\_, and I work with TRIOs. We are conducting a survey on behalf of CSR initiative for “Holistic Rural Development Program (HRDP)” implemented in this village. The purpose of the survey is to obtain information to assess the program’s impact on the beneficiaries.

This interview is also part of our survey. As a beneficiary under the program, I am going to ask you about its interventions, the way it impacted you and document your case story.

At this time, do you want to ask any questions? Do you agree to participate?

I request your consent before I proceed with the questions.

Respondent agreed.....1

Respondent didn't not agree.....2.

Note for Investigator: *Record the details from the beneficiary who has not been covered in the Quantitative/Qualitative survey*

Some general guidelines: *Case stories are best captured in active speech with live quotes. Descriptions about locations, details about family, community etc. help a reader place this story in the right context. Even if the `change` or `success` impacts the lives of a small number of people, it is worth capturing.*

1. Date & Time	
2. Name of Beneficiary	
3. Age	

4. Gender	
5. Occupation	
6. Block	
7. Gram Panchayat	
8. Village	
9. Photo consent	
10. Photograph	
11. Background of the individual and his/her family (details of the family, siblings, parents' occupation, main occupation, monthly income, the living conditions, etc)	
12. Summary of the problems/challenges faced by him/her and his/her family before the intervention	
13. What all interventions were made by the project and how did he/she benefit from it? <i>Note:</i> it could be at individual level or community level.	
14. What was the beneficiary's feedback about the intervention?	
15. Is the respondent still availing benefit from the intervention?	

16. Any anecdotes from the respondent about the intervention	
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### **Instrument 3: Focus Group Discussion Guide- Farmer Groups, SHGs & Youth Groups**

#### **Introduction & Consent**

I would like to thank you all for coming and giving time for the discussion.

Hello! My name is \_\_\_\_\_, and I work with TRIOs. We are conducting a survey on behalf of CSR initiative for “Holistic Rural Development Program (HRDP)” implemented in this village. The purpose of the survey is to obtain information to assess the program’s impact on the beneficiaries.

We are not asking for your specific cases/stories; please do not use any names. If you feel uncomfortable at any time of discussion, you can leave. Participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. If you are not ready to participate in the discussion, it will not affect any of the services that you receive.

We are here for listening to your views and suggestion regarding the project. We will treat everything that you say today with respect, keep it confidential. It may take about an hour for the discussion. If you all provide consent, then we can proceed ahead for discussion. The points you discuss are going to be noted as verbatims and will be quoted in the study report.

Consent received-**Yes, No**

Do you have any questions before we begin?

With your permission, can we record the discussion? **Yes, No**

## **General Instructions**

- ✓ *Greet the participants (Members of Farmer Groups, SHGs & Youth Groups)*
- ✓ *Introduce your-self and co facilitator (if any) and brief participants about the study and purpose of conducting FGD*
- ✓ *Proceed with FGD only after seeking due consent from participants as per the consent form mentioned above. The details in participants to be filled in registration sheet given in Annexure-I.*
- ✓ *Tell participants that the focus group will take about one hour. Give them a starting time that is 15 minutes prior to the actual start of the focus group to allow for filling out necessary paperwork.*
- ✓ *Ensure to follow COVID appropriate behavior and safety guidelines in seating arrangement and conduct of FGD.*
- ✓ *Build rapport with participants and convey an appropriate level of professionalism.*
- ✓ *Be cultural and gender sensitive while asking questions.*
- ✓ *The group's composition and the group discussion should be carefully planned to create a non-threatening, non-invasive environment, so that participants feel free to talk openly and give honest opinions.*
- ✓ *Show the interview respondent that you are there to listen to what they have to say. At the same time, use probes and clarifying questions to channelize the discussion in a desired direction.*
- ✓ *Ensure the answers/responses are not mimicked in affirmation to any other individual in the group and no single person is intimidating or leading the discussion*
- ✓ *Don't forget to start the audio recording.*
- ✓ *Be sure to record the discussion on separate recording sheet.*

- ✓ Remember to thank participants for their time and participation.

**Instructions:** Please use this form to record the proceedings of the focus group. Notes should be extensive and accurately reflect the content of the discussion, as well as any salient observations of non-verbal behaviour, such as, facial expressions, hand movements, group dynamics, etc.

### **Check List of Questions and Probing Points**

Activity	Question
<b>Registration</b>	- Fill their names and information upon their arrival (Sheet Annexed)
<b>Introduction</b>	- Ice breaker - Participants Introduce themselves - Outline the purpose of the meeting

### **1. General Information**

#	Particular	Details
I	Date	
II	Time	Start Time:                      Finish Time:
III	State	Madhya Pradesh
IV	District	Katni
V	Block	

#	Particular	Details
VI	Village	
VII	Venue Location/ Address	
VIII	Number of Participants	
IX	Sex	No of Males:                      No. of Females:
X	Category of Participants	<ul style="list-style-type: none"> <li>• No. of Farmer Group Members:</li> <li>• No. of SHG Members:</li> <li>• No. of Youth Group Members:</li> <li>• Total:</li> </ul>
XI	Name of the Facilitator	
XII	Name of the Note taker	
XIII	Signature of Facilitator	
<b>2. Background information- Formation of Groups &amp; Purpose</b>		
Q 2.1	Please tell me about your group- when was it formed, by whom and by how many members?	

	<b>Probe:</b> <i>With what objectives was the group formed?</i>
Response	
Q 2.2	Who supported in formation of the group? Please explain the process of formation.  <b>Probe:</b> <i>Was there project's role in this?</i>
Response	
Q 2.3	What is the main purpose of your group? What is the benefit you anticipated through the group? Whether your expectations were met through the group or not?  <b>Probe:</b> <i>What benefits were achieved or not achieved.</i>
Response	

3. Structure	
Q 3.1	What is the structure of the group? What are the roles and responsibilities of key personnel? What is the organizational hierarchy?
Response	
Q 3.2	How many members are there currently in the group? What is their background?
Response	
Q 3.3	How often does the group meet?  <b>Probe:</b> <i>Do the meetings happen at regular intervals?</i>
Response	
Q 3.4	What are the key points the group members discuss in the meeting?
Response	

4. Key Activities	
Q 4.1	Please describe the key activities of your group:
Response	Farmers' Group:
	SHG:
	Youth Group:
Q 4.2	For Farmers' Group- Which of the project interventions related to farming/agriculture were you/your group part of?  <b>Probe:</b> <i>Please describe the details of these interventions</i>
Response	
Q 4.3	For Farmers' Group- Were meetings conducted as part of your activities in the group?  <b>Probe:</b> <i>If yes, what was discussed in the meetings? Who were the participants?</i>
Response	
Q 4.4	For Farmers' Group- Were trainings/workshops/capacity building etc organized as part of your activities?  <b>Probe:</b> <i>If yes, please describe the details of these trainings, etc By whom were these organized? Who took part in these trainings/workshops? What was their response?</i>
Response	
Q 4.5	For Farmers' Group- Was association with Farmer Producer Organizations (FPOs) established?  <b>Probe:</b> <i>If yes, who supported to be associated with FPOs? What benefits the group/members received after association with FPOs?</i>

Response	
Q 4.6	For Farmers' Group- Did associating with FPOs lead to any change for the group/members compared to when such association was not there? <b>Probe:</b> <i>If yes, in what ways?</i>
Response	
Q 4.7	For Farmers' Group- How many members are shareholders and non-shareholders in the FPO? What benefits do the shareholders non-shareholders receive?
Response	
Q 4.8	For Farmers' Group- What was the level of price of produces received by the group/members before associating with FPO? Did associating with FPO lead to change in price received by the group/members? <b>Probe:</b> <i>If yes, in what ways and how much was the difference for prices of various produces?</i>
Response	
Q 4.9	For Farmers' Group- Was your group involved in community-level activities? <b>Probe:</b> <i>If yes, please describe the activities.</i>  <i>Was your group involved in any community-level intervention of the project? Please elaborate if yes.</i>
Response	
Q 4.10	For SHG- Is the SHG registered? Does it have a bank account? <b>Probe:</b> <i>If yes, where or under which Act it is registered?</i>
Response	

Q 4.11	For SHG- Who supported to be associated with SHGs? What benefits did the group/members receive after association with SHGs?  <b>Probe:</b> <i>Please describe the details of these interventions.</i>
Response	
Q 4.12	For SHG- Did you witness any change in terms of benefits received after you became part of the SHG group?  <b>Probe:</b> <i>If yes, how and in what ways?</i>
Response	
Q 4.13	For SHG Group- Were trainings/workshops organized by SHG Group?  <b>Probe:</b> <i>If yes, what were these trainings/workshops about? Who were the participants? What was their response?</i>
Response	
Q 4.14	For SHG- Were linkages with any financial institution established?  <b>Probe:</b> <i>If yes, please provide its details.</i>
Response	
Q 4.15	For SHG- What was your level of awareness about SHGs and its roles, etc before and after the intervention? Was there any change?
Response	
Q 4.16	For SHG- Was there any change in accessing loans after you became members of the SHG?  <b>Probe:</b> <i>If yes, was there any change in loan-taking process before and after the intervention?</i>
Response	
Q 4.17	For Youth Group- Which of the project interventions were you/your Youth Group part of?

	<b>Probe:</b> <i>Please describe the details of these interventions</i>
Response	
Q 4.18	For Youth Group- Were trainings/capacity building sessions organized by Youth Group?  <b>Probe:</b> <i>If yes, please provide details about these trainings/sessions (duration, content, participants, etc)</i>  <i>What was the response of youth to the trainings/sessions?</i>
Response	
Q 4.19	For Youth Group- Were activities relating to jobs and link with companies explored?  <b>Probe:</b> <i>If yes, please provide details.</i>  <i>What was the response of youth to these activities?</i>
Response	
Q 4.20	For Youth Group- Did you/members benefit as part of the Youth Group?  <b>Probe:</b> <i>If yes, how?</i>
Response	
Q 4.21	For Youth Group- What was your level of awareness about jobs and livelihood opportunities before the intervention?  <b>Probe:</b> <i>Was there any change in it after the intervention?</i>
Response	

5. Benefits under the Project	
Q 5.1	What do you think were the major benefits for people under the project interventions?
Response	Farmers' Group:

	SHG:
	Youth Group:
Q 5.2	Did your group benefit under the project interventions? <b>Probe:</b> <i>If yes, in what ways?</i>
Response	
Q 5.3	Which of the interventions do you think was/were the most beneficial for the project beneficiaries? <b>Probe:</b> <i>Why do you think so? Please provide reasons.</i>
Response	

6. Sustainability & Replicability	
Q 6.2	Is your Group still functional? <b>Probe:</b> If yes, is it carrying forward the project interventions? <i>If not functional, please provide reasons why it is not functional.</i>
Response	
Q 6.3	How much do you feel replication of the project activities has been achieved with respect to your Group? <b>Probe:</b> <i>Please provide reasons for your response.</i>
Response	

**List of FGD Participants**

**Date:**

**Venue:**

S.No	Name	Gender	Age	Contact No.	Address	Signature


## **Instrument 4: Checklist for Project Team Members (Implementation & Monitoring)**

### **Introduction & Consent**

I would like to thank you all for coming and giving time for the discussion.

Hello! My name is \_\_\_\_\_, and I work with TRIOs. We are conducting a survey on behalf of CSR initiative for “Holistic Rural Development Program (HRDP)” implemented in this village. The purpose of the survey is to obtain information to assess the program’s impact on the beneficiaries.

We are not asking for your specific cases/stories; please do not use any names. If you feel uncomfortable at any time of discussion, you can leave. Participation in the interview is completely voluntary and you do not have to answer any questions that you do not want to answer. If you are not ready to be interviewed, it will not affect any of the services that you receive.

We are here for listening to your views and suggestion regarding the project. We will treat everything that you say today with respect, keep it confidential. It may take about 30-40 minutes for the interview. If you all provide consent, then we can proceed ahead for interview.

Consent received-**Yes, No**

Do you have any questions before we begin?

### **General Instructions**

- ✓ *Greet the respondent*
- ✓ *Introduce your-self and co facilitator (if any) and brief the respondent about the study and purpose of conducting interview*

- ✓ *Proceed with the interview only after seeking due consent from the respondent as per the consent form mentioned above*
- ✓ *Tell the participant that the interview will take about 30-40 minutes. Give him/her a starting time that is 15 minutes prior to the actual start of the interview to allow for filling out necessary paperwork.*
- ✓ *Make sure that the interview takes place maintaining COVID-appropriate behaviour such as use of masks, maintain appropriate distance in seating, etc.*
- ✓ *Build rapport with the respondent and convey an appropriate level of professionalism.*
- ✓ *Be cultural and gender sensitive while asking questions*
- ✓ *Show the interview respondent that you are there to listen to what he/she has to say. At the same time, use probes and clarifying questions to channelize the interview in a desired direction*
- ✓ *Be sure to record the interview on separate recording sheet/audio record. For audio recording, please take due consent from the participant*
- ✓ *Remember to thank the respondent for his/her time and participation*

## 1. General Information

Date:	
Respondent's Name:	
Gender:	

Designation in Project:	
Organization's name:	
Organization's address:	
Contact No.	
Email (if available):	
Date of Completed Interview:	
Start time:  End time:	
Name of Interviewer:	

## 2. Project Details & Activities

2.1 What was the team involved in the project? Please describe the team structure and their roles and responsibilities.

2.2 Describe the planning process? Who were the stakeholders involved in planning?

2.3 Describe the relevance of the project at the time of intervention and now.

2.4 What were the sustained effects that you saw over the three years of program implementation?

2.5 Describe the convergence aspect of the project with respect to the community and the local self-government?

2.6 How did the community perceive the project interventions?

- 2.7 What according to you were the key achievements of this project? What were the overall challenges faced?
- 2.8 Can you think of any intervention under this project that can be scaled up and/or replicated? Do you have any other suggestions in this context?
- 2.9 Can you briefly discuss about the sustainability aspect of the project interventions?

### 3. Monitoring & Reporting

- 3.1 What was the mechanism of monitoring adopted by you for different activities of the project? What was the frequency of monitoring? How effective was it? Did field monitoring take place? What was its frequency?
- 3.2 Was an MIS prepared? Was it electronic or manual? If yes, what was the frequency of updating it?
- 3.3 What was the reporting frequency and mechanism adopted?
- 3.4 Can you please share the MIS Target vs. Achievement for the project focus areas (i. Natural Resource Management, ii. Skill Development & Livelihood Enhancement, iii. Education, iv. Health & Sanitation)
- 3.5 What financial monitoring, reporting and auditing mechanism was adopted under the project? Kindly share if any challenges were faced in this regard.

### 4. Learning & Success Stories

- 4.1 What were the major achievements, success stories, innovations and best practices documented by your team? Can you please discuss and share the unpublished case studies (2-3)?
- 4.2 Was a compendium prepared about these best practices? Can it be shared with us?

4.3 According to you, what were some of the key highlights (achievements, success stories, etc) in each of the following focus areas:

i. Natural Resource Management

ii. Skill Development & Livelihood Enhancement

iii. Education

iv. Health & Sanitation

4.4 Based on your experience, what was your key learning from this project, which you wish to take forward to the next similar projects?

## Instrument 5: Village Observation Checklist

The purpose of this Checklist is to observe the village-level infrastructure developed under the HRDP and its current existence/functional status.

**Note for Investigator:** *All major infrastructure developed under the project to be covered by the observation checklist. Kindly observe the infrastructure mentioned under the basic amenities heading and mark your observation as Yes or No (as mentioned in the table below).*

<p><b>Basic Amenities</b></p>	<ul style="list-style-type: none"> <li>• Internal all-weather roads with covered drains (Y/N)</li> <li>• Connectivity to the main road network (Y/N)</li> <li>• Building: <i>kaccha/pucca/semi-pucca</i></li> </ul>
<p><b>Education</b></p>	<ul style="list-style-type: none"> <li>• No. of schools: Primary_____ Middle_____ High School_____</li> <li>• Whether provision of:             <ul style="list-style-type: none"> <li>• functional drinking water facilities (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• functional sanitation facility (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• running water in toilet (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• different toilets for girls &amp; boys ((Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• blackboards (Primary: Y/N, Middle: Y/N, High: Y/N)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• functional virtual classrooms (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• functional laboratories (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• libraries (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• playgrounds (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• smart (digital) classrooms (Primary:Y/N, Middle:Y/N, High: Y/N)</li> <li>• electricity in classrooms (Primary:Y/N, Middle:Y/N, High: Y/N)</li> <li>• table, chairs, benches for children (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• adequate lights/ fans (Primary:Y/N, Middle: Y/N, High: Y/N)</li> <li>• science laboratory for students (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• computer for students (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• internet connection (Primary: Y/N, Middle: Y/N, High: Y/N)</li> <li>• sports equipment (Primary: Y/N, Middle: Y/N, High: Y/N)</li> </ul>
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	<ul style="list-style-type: none"> <li>teaching learning material (charts/ maps/ objects) (Primary: Y/N, Middle: Y/N, High: Y/N)</li> </ul>
<b>Natural Resource Management</b>	<ul style="list-style-type: none"> <li>community pond in existence (Y/N)</li> <li>farm pond in existence (Y/N)</li> <li>Presence of Vermi pits (Y/N)</li> <li>Presence of dug well ((Y/N)</li> <li>Functional Community Solar water pump (Y/N)</li> <li>Functional Home Solar Lights (Y/N)</li> <li>Functional check dam (Y/N)</li> <li>Functional Drip (Y/N)</li> <li>Functional Sprinkler (Y/N)</li> <li>Functional well/bore well (Y/N)</li> <li>Field bunding (Y/N)</li> <li>Wadi (Fruit orchard) (Y/N)</li> <li>Biogas system (Y/N)</li> <li>Functional Street Solar Lights (Y/N)</li> </ul>
<b>Skill Development &amp; Livelihood Enhancement</b>	<ul style="list-style-type: none"> <li>Existence of animal shelter (backyard poultry) (Y/N)</li> <li>Existence of kitchen-garden (Y/N)</li> <li>Existence of organic farming (Y/N)</li> <li>Existence of SHG (Y/N)</li> <li>Existence of micro/mini bank (Y/N)</li> <li>Existence of Farmers' Group (Y/N)</li> <li>Existence of Youth Group (Y/N)</li> </ul>
<b>Water and Sanitation</b>	<ul style="list-style-type: none"> <li>functional community toilets (Y/N)</li> </ul>

	<ul style="list-style-type: none"> <li>• open defecation (Y/N)</li> <li>• presence of dustbins (Y/N)</li> <li>• existence of garbage-transport vehicles (Y/N)</li> <li>• existence of sanitation staff (Y/N)</li> <li>• existence of Solid Liquid Waste Management (SLWM) (Y/N)</li> <li>• functional solid/liquid waste management system (Y/N)</li> <li>• availability of solid/liquid waste segregation and management system linked to production of power and manure from waste (Y/N)</li> <li>• existence of soak pit (Y/N)</li> <li>• existence of functional community RO plant (Y/N)</li> <li>• presence of anganwadi (Y/N)</li> <li>• presence of health institution (Y/N)</li> </ul>
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## **Instrument 6: Semi-Structured Questionnaire for Village Stakeholders (Principal, VDC Member, FLW)**

### **Introduction & Consent**

I would like to thank you all for coming and giving time for the discussion.

Hello! My name is \_\_\_\_\_, and I work with TRIOs. We are conducting a survey on behalf of CSR initiative for “Holistic Rural Development Program (HRDP)” implemented in this village. The purpose of the survey is to obtain information to assess the program’s impact on the beneficiaries.

We are not asking for your specific cases/stories; please do not use any names. If you feel uncomfortable at any time of discussion, you can leave. Participation in the interview is completely voluntary and you do not have to answer any questions that you do not want to answer. If you are not ready to be interviewed, it will not affect any of the services that you receive.

We are here for listening to your views and suggestion regarding the project. We will treat everything that you say today with respect, keep it confidential. It may take about 30-40 minutes for the interview. If you all provide consent, then we can proceed ahead for interview.

Consent received-**Yes, No**

Do you have any questions before we begin?

### **General Instructions**

- ✓ *Greet the respondent*
- ✓ *Introduce your-self and co facilitator (if any) and brief the respondent about the study and purpose of conducting interview*

- ✓ *Proceed with the interview only after seeking due consent from the respondent as per the consent form mentioned above*
- ✓ *Tell the participant that the interview will take about 30-40 minutes. Give him/her a starting time that is 15 minutes prior to the actual start of the interview to allow for filling out necessary paperwork.*
- ✓ *Make sure that the interview takes place maintaining COVID-appropriate behaviour such as use of masks, maintain appropriate distance in seating, etc.*
- ✓ *Build rapport with the respondent and convey an appropriate level of professionalism.*
- ✓ *Be cultural and gender sensitive while asking questions*
- ✓ *Show the interview respondent that you are there to listen to what he/she has to say. At the same time, use probes and clarifying questions to channelize the interview in a desired direction*
- ✓ *Be sure to record the interview on separate recording sheet/audio record. For audio recording, please take due consent from the participant*
- ✓ *Remember to thank the respondent for his/her time and participation*

Section 1: General Information					
1.1	State: Madhya Pradesh		1.2	District:	Katni
1.3	Block		1.4	Rural/Urban	
1.5	Gram Panchayat		1.6	Village	
1.7	Venue/Location/Address		1.8	Category of Respondent (School Principapl-1	

				VDC Member- 2 FLW- 3)	
1.9	Name of the Respondent		1.10	Gender: ( <i>Male-1;</i> <i>Female-2)</i>	
1.11	Designation:		1.12	Mobile no.	
1.13	Name of the School/AWC/Sub-centre		1.13.1	Type of School (boys, girls, co-ed)	
1.13.2	School Category (Govt, pvt, municipal, Any other)				

Now in the following section, I am going to ask you questions about the Holistic Rural Development Program (HRDP). Various types of activities on natural resources management (e.g. activities related to Land, Irrigation, Farming, Agriculture, Solar lighting, etc.), skill development & livelihood (e.g. activities such as Farmers’ Groups, SHGs, Trainings, etc.), Education (e.g. improvement of school infrastructure), and Health and Hygiene (e.g. activities such as toilet construction, etc) were conducted during the course of the program.

## 2. Interventions at School-level [Only for School Principals]

2.1 Were you a part of this school at the time of Holistic Rural Development Program (HRDP)’’ implementation? If yes, then what was your role in the project or in any of its school-level interventions?

**Instruction to Interviewer:** If not, then please ask him/her to request the concerned staff involved in the project to answer the remaining questions.

2.2 According to you, what was the status of the facilities like number of classrooms, furniture, lighting, water, sanitation, playground, etc before & after the intervention? Do you see any change or improvement after the intervention?

2.2.1 Is your school a “Model/Smart School”?

2.3 According to you, what was the school infrastructure (school/classroom building, classrooms with digital aids, WASH infrastructure, etc) before and after the intervention?

2.3.1 Was there any change in these after the intervention?

2.4 Did your school organise Health & Hygiene education sessions for children? If yes, what was imparted to children in these sessions? What was their response?

2.5 What was the general hand-washing practice among children of your school before the intervention?

2.5.1 What was their response to health camp? Where were these camps organized?

2.5.2 Do you think there was any change in their hand-washing practices after the intervention?

2.6 In your opinion, what was the change in the following after the intervention?

Probe for:

- a. Change in enrolment in school
- b. Change in attendance of all students
- c. Change in attendance of girl students
- d. Change in dropout of students

**Instruction to Interviewer:** Ask the Principal to ask their support staff to fill Annexure 1 table while you conduct the remaining interview.

2.7 Can you please state a few key achievements at school-level under this project?

2.8 Can you think of any intervention under this project that can be scaled up and/or replicated? Do you have any other suggestions in this context?

2.9 Can you briefly discuss about the sustainability aspect of the project regarding schools?

### 3. Village-level assessment [Only for VDC Members]

3.1 Were you a part of this project at the time of Holistic Rural Development Program (HRDP)’ implementation? If yes, then what was your role in the project or in any of its village-level interventions?

3.2 Can you share the key interventions taken up under the project in the following thematic areas:

- i. Natural Resource Management (Land, Farm, Agriculture, Solar lighting, etc)
- ii. Skill Development & Livelihood Enhancement (Farmers’ Groups, SHGs, Youth Groups, Trainings, Jobs, etc)
- iii. Education (school infrastructure, etc)
- iv. Health & Sanitation (toilet construction, community RO plant, etc)

3.2.1 How do you assess the above interventions taken up under the project in the mentioned thematic areas? Were these interventions relevant and effective at the village level? If yes, how?

3.3 How did the community perceive the above interventions?

3.4 Did you undergo training as part of this project intervention? If yes, what was its key content and what is your feedback on it?

3.5 What were the sustained effects that you saw over the three years of program implementation?

3.6 Can you please state a few key achievements at village-level under this project?

3.7 What were the challenges faced?

3.8 Can you think of any intervention under this project that can be scaled up and/or replicated? Do you have any other suggestions in this context?

3.9 Can you briefly discuss about the sustainability aspect of the village level interventions under the project?

#### 4. Health & Sanitation [Only for FLWs]

4.1 Were you a part of this project at the time of Holistic Rural Development Program (HRDP)’’ implementation? If yes, then what was your role in the project or in any of its village-level interventions?

4.2 Can you tell the key interventions on Health and Sanitation that were taken up under the project?

4.2.1 How do you assess the above? Were these interventions relevant and effective at the village level? If yes, how?

4.3 Did you have a role in Health, Hygiene education for school children & women under the project? Did you have a role in the health camps organised under the project?

4.3.1 If yes, what was your role? Kindly elaborate.

4.4 How did the community perceive the above interventions?

4.5 What were the sustained effects that you saw over the three years of program implementation?

4.6 Can you please state a few key achievements at village-level under this project?

4.7 What were the challenges faced?

4.8 Can you think of any intervention under this project that can be scaled up and/or replicated? Do you have any other suggestions in this context?

4.9 Can you briefly discuss about the sustainability aspect of the village level interventions under the project?

**Annexure 1: School details**

Academic Year	2018-19			2019-20			2020-21			2021-22		
	Girls	Boys	Total									
<b>Attendance</b>												
<b>Enrollment</b>												
<b>Dropout</b>												