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# Impact Assessment Report on Education and Livelihood (Seva Kutir) Project

Implemented by  
**PARIVAAR EDUCATION SOCIETY**

Madhya Pradesh

Prepared For



Kotak Mahindra Bank

Prepared By



**SOULACE CONSULTING PVT LTD**

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## **ACKNOWLEDGEMENT**

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The SoulAce team would like to thank all the beneficiaries and related stakeholders across the selected Seva Kutir centres for sharing relevant information to gauge the impact of the CSR project. The research team would like to express its sincere gratitude to Kotak Mahindra Bank Ltd. for reposing their faith in SoulAce to conduct this study. The team would like to thank the management of implementing agency Parivaar for sharing the required data, information, and support for conducting this study.

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## ABBREVIATIONS

<b>FY</b>	Financial Year
<b>MP</b>	Madhya Pradesh
<b>IMR</b>	Infant Mortality Rate
<b>HQ</b>	Head Quarter
<b>CSR</b>	Corporate Social Responsibility
<b>MUAC</b>	Mid-Upper Arm Circumference
<b>OECD</b>	The Organization for Economic Cooperation and Development
<b>SDG</b>	Sustainable Development Goals

## EXECUTIVE SUMMARY

Kotak Mahindra Bank Limited (KMBL) as a part of its Corporate Social Responsibility (CSR) intervention to provide education and nutrition to children in Madhya Pradesh took this initiative.

This research study adopted a mixed approach of using both quantitative and qualitative tools to gain insights on the impact of education and nutrition of 8 Parivaar Seva Kutirs in Madhya Pradesh for the financial year 2020-21. A Descriptive Research Design was used for this study and the respondents were chosen through a random sampling method.

### **The major findings of the study are:**

- 79% of the students belong to the Schedule Tribes (STs), 2% of the students are from the Scheduled Castes (SCs) and 19% of the students are from Other Backward Communities (OBCs).
- 70% of the student's parents are earning less than Rs. 5000/- per month.
- Regular attendance in formal school increased from 65% to 93% as far as before and after project implementation is concerned.
- Kutir maintains the following registers and records: Staff and student attendance, teacher's daily activity register, grocery receipt challans, stock registers, admission forms, baseline survey form, education assessment register, health assessment form, correspondence file, and relief register of materials provided as a charity, especially during any catastrophe like the COVID pandemic.
- The teachers undertake home visits in order to motivate the parents to send their kids or send the ones that have dropped out.
- The feeding at centres complies with the menu decided, and the kitchens are spacious in the centres. Children are given food with almost no spices.
- The health check-up is done through a mobile medical unit that diagnoses and provides medications.

# CHAPTER 1: INTRODUCTION

## Background of the Study

Parivaar works towards the overall development of vulnerable and destitute children in West Bengal and Madhya Pradesh. From 2017 onwards, the organization started setting up day boarding centres called Parivaar Seva Kutir. In FY2020-21, Kotak provided support to eight Parivaar Seva Kutirs in Madhya Pradesh. These Seva Kutirs would provide education and nutrition to children.

The identification of MP was based on its tribal pockets/habitations having a higher incidence of malnutrition among the under-five population, IMR was highest in India and anemia also pervaded a vast number of tribal mothers and children. Similarly wasting and stunting were highest across the nation.

Hence, the chief focus of Seva Kutirs in MP has been combining Nutrition and Education. Each Kutir devotes 6 hours daily (both in the morning and evening) in a community setting to feed and educate the children up to 8th standard. Children receive breakfast in the morning and go to formal school, and in the evening return to the Kutir for dinner.

**Sehore District:** Near to the capital city of Bhopal, it has some very remote pockets where tribes dwell and suffer from hunger and malnutrition, which creates an adverse impact on physical and cognitive development, resulting in underdeveloped learning abilities and academic performances. The major tribal groups include Bhil, Bhilala, Gond, and Korku.

**Dewas District:** The district HQ is an industrial town. It has some very distant pockets where tribes dwell. Seva Kutirs began in 2017 and now has 45 Seva Kutirs. They have Gond, Korku, and Scheduled Caste communities.

## About Parivaar

Established 19 years ago and based in West Bengal and Madhya Pradesh, Parivaar is a humanitarian organization that works for the human cause and is primarily inspired by the spiritual and humanistic ideals of Sri Ramakrishna and Swami Vivekananda. Parivaar is committed to working for the holistic development of children from the tribal areas, orphans, children from the streets, the ones who are abandoned, and also children who are prone to exploitation, victimization, and trafficking.

Since its start in Madhya Pradesh in 2016, it has been working towards setting up Day Boarding (Education cum Meal Programs) for children aged 4 to 14 in selected places of deprivation and malnourishment in tribal districts of Madhya Pradesh. Parivaar's 'Sri Ramakrishna Vivekananda Seva Kutir' is a significant step in this regard. These are centres with approximately 80 to 130 children in each, and there are 661 such centres already in operation. These Kutirs are actively providing healthy meals all around the year, both breakfast and dinner along with quality education and skills over morning and evening shifts (around 6 hours of engagement daily except for Sundays).

## About Parivaar

Kotak Mahindra Bank Limited, registered under the Companies Act, of 1956, and licensed by the Reserve Bank of India, is considered to be one of the pioneers in the private banking and financial services sector. Kotak in partnership with and through PARIVAAR in FY 2020-21, is dedicated to implementing its CSR project on Education & Livelihood, in the state of Madhya Pradesh.

## Project Objectives

**The following were the key objectives and goals of the Seva Kutir Project:**

- Enhanced skills and knowledge to achieve the desired grade-level outcome.
- Improved and enriched the mental and physical health of the children.
- Focused on the children's hygiene practices and reinforced good habits amongst them.
- Eliminated occasional dropping out from school due to various inconveniences.

## Project Details

The table below lists the 8 Seva Kutirs along with their districts, blocks, and number of children, that are supported in this project across 2 districts: Dewas and Sehore, Madhya Pradesh. The children (more than 900) in these Kutirs receive good food and quality education in 2 shifts (morning and evening).

Sl.No.	Name of Seva Kutir	District	Block	No. of children
1	Sulgaon	Dewas	Khategaon	130
2	Niwardi	Dewas	Khategaon	143
3	Barwai	Dewas	Khategaon	148
4	Surani	Dewas	Kannod	93
5	Chhipaner	Sehore	Nasrullaganj	87
6	Devpura	Sehore	Ichhawar	107
7	Ratnakhedi	Sehore	Sehore	96
8	Salikheda	Sehore	Sehore	109
<b>Total</b>				<b>913</b>

## CHAPTER 2: RESEARCH METHODOLOGY

Research can be stated as a logical and systematic search for new and useful information on a particular subject matter. Social Science Research refers to the systematic activity of gaining new understanding by following scientific principles and methods to minimize bias and subjectivity. It is opposed to writing something based on assumptions or speculations. Though information on certain facts can also be gained through common sense and based on general observation and hearsay, those facts won't be considered valid until they have been obtained in a methodical manner, which can stand the test of time. The defining characteristics of scientific research are objectivity, ethical neutrality, reliability, testability, and transparency. Identification of the research problem provides the starting point of research, which is then defined and redefined through a proper review of the Literature on the problem or deliberations with research experts and knowledgeable others in the subject matter of interest. Each research problem has a multitude of perspectives and dimensions, research cannot cover all of those in a single study. Thus, we need to delimit the research problem into a 'measurable problem and formulate objectives, make decisions on the research design, sample design, and type of research instruments for

### Research Design

- **Name of the project** : Education & Nutrition
- **Implementation Agency** : Parivaar Education Society
- **Research Design used** : Descriptive Research Design
- **Sampling Technique** : Simple random sampling
- **Sample Size** : Students (155), Parents (60)
- **Qualitative Methods used** : Testimonials, in-depth interview and case studies

### Research Design





## Study Tools

### Tools used during the study

SoulAce has developed a mobile application, a platform for data collection that the field team used to undertake the study. This application has real-time data entry and data upload with GPS location details with a questionnaire, for interaction with the project beneficiaries, as well as a provision to take pictures of each respondent.



### Primary data was collected using two types of questionnaires.

#### Questionnaire for Primary Beneficiaries:

Structured questionnaires were developed reviewing the project details for each of the focus areas and indicators were pre-defined before conducting the surveys.

#### Questionnaire for Secondary Beneficiaries & Stakeholders:

Semi-structured questionnaires were developed for each type of sample of this group. Stakeholders were identified across the focus areas. One on One discussion was done with beneficiaries to prepare the case studies.



## CHAPTER 3: BACKGROUND OF THE BENEFICIARIES

The study collected quantitative and qualitative data on the coverage and backgrounds of the target beneficiaries to create a holistic picture of the context in which the project is being implemented. This helped the research team to understand the impediments and challenges encountered as well as the success of the project in overcoming those.

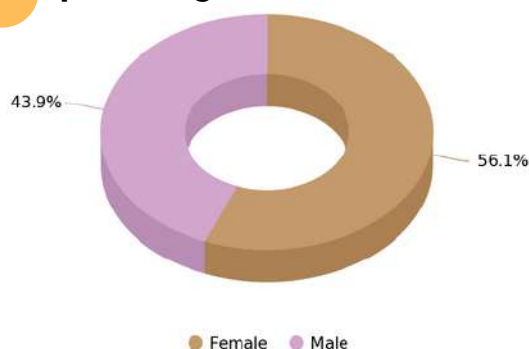
### 3.1. Beneficiary Coverage

As far as student coverage is concerned, each centre is located in a remote location, where transportation and access to the formal school are a real challenge. However, the centre covers school-going students within the age group of 3 to 14 years, in its vicinity.

The following graphs represent the social structure of the students across all four centres.

### 3.2. Gender Distribution

#### The percentage distribution of students by gender

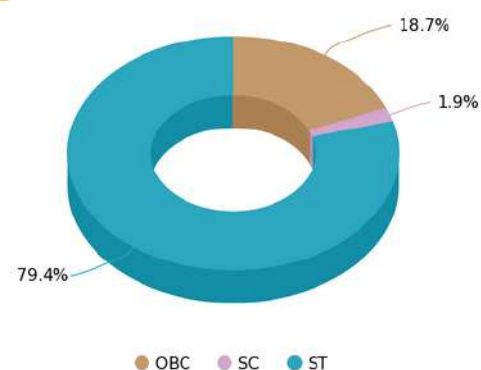


The graph represents the gender distribution of the students; 56% of female and 44% of male students have been covered for the study. The study found that schools are far from the villages, and transportation is a significant challenge in attending regular classes, especially for girls. The older girls cannot resume their studies due to the remote location of the high schools from their

villages and drop out after completing 8th standard. Also, parents send other children to the centres to continue their studies. It indicates that parents gradually recognize the importance of education. During the interaction, the older children shared that they can continue their studies with the support of the centres.

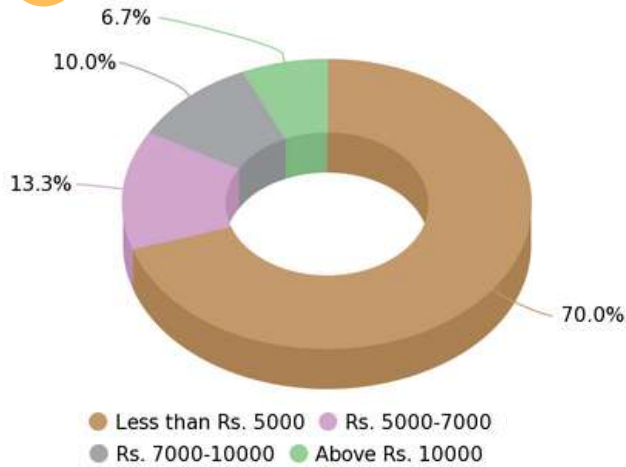
### 3.3 Socio-Economic Profile

#### Percentage distribution of students by community



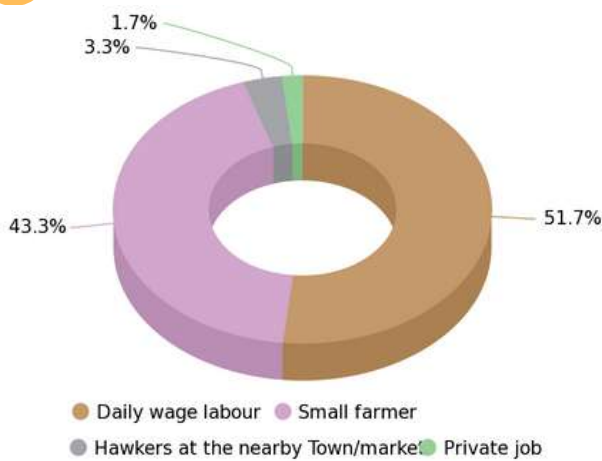
With regard to the social background of the students, it is revealed that a large number of students (79%) belong to the Schedule Tribes (STs), followed by 2% of the students who are Scheduled Castes. Nevertheless, 19% of the students from Other Backward Communities (OBCs) have been accessing various opportunities & support provided by Seva Kutir.

### Percentage distribution of parents by their Monthly Income



Regarding the parents' monthly income, 70% earn less than Rs. 5000/- followed by 13% of the parents whose monthly income is between Rs. 5000/- to 7000/-. Furthermore, 10% of the parent's monthly income is between Rs. 7000/- to 10,000/- whereas only 7% of the parents earn more than Rs. 10,000/-per month.

### Percentage distribution of parents by occupation

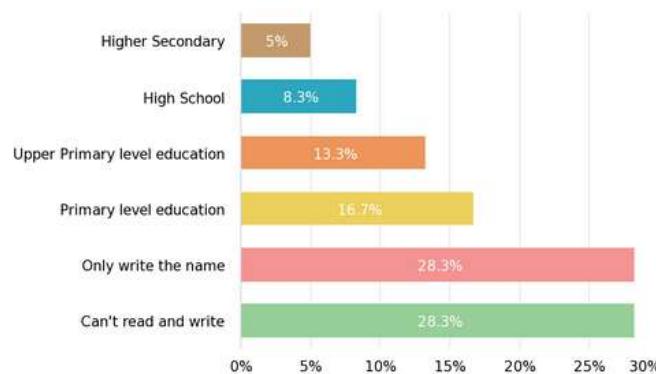


From the above graph, it is seen that 52% of the parents are working as daily wage laborers, and 43% of the parents are working as small farmers. The primary occupation is agriculture, so most of the parents engage in agriculture-based work. The remaining 3% of the parents are engaged as hawkers in the nearby town, while only 3% of the parents are employed in private jobs.

In addition to this, a section of the parents often migrates to other cities or states with their families during the lean period of the agricultural seasons. The parents are mainly engaged in agriculture-based work as farm laborers or marginal farmers.

## 3.4. Educational Attainment of parents

### Percentage distribution of parents by their Educational qualification



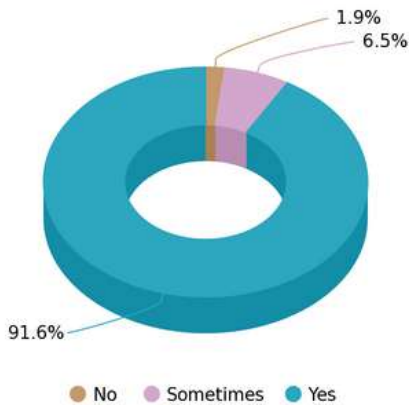
The above graph shows that most students are from first-generation learners' families as 28.3% of the parents either can write their names or can't read and write. 16.7% of parents have attained a primary level of education. Only 8.3% and 5% of parents have attained high school and higher secondary education, respectively.

# CHAPTER 4: STATUS OF FORMAL SCHOOL EDUCATION AND SEVA KUTIR'S IMPACT

## 4.1. Formal School Enrolment

As reported by the teachers in all four visited centres, 100% of children who are coming to the centres are enrolled in government schools.

### Percentage distribution of students attending school regularly prior to the project intervention

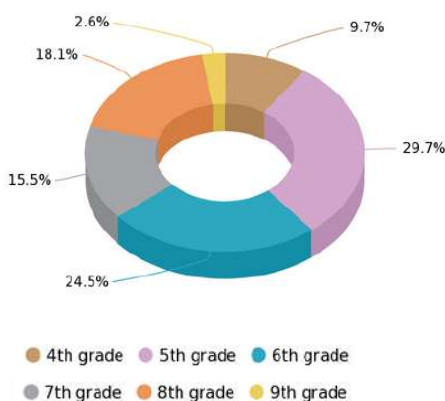


Regarding formal school education, the graph indicates that 91.61% of the students regularly go to school, and 6.45% of students sometimes go to school. Only 1.94% of the students do not go to formal school. In addition, 92% of the parents reported that their children attend formal school regularly.

## 4.2. Assessment of Learning Levels in Seva Kutir

The teachers in the centres shared that the students are evaluated on their basic reading, writing, comprehension skills, and knowledge of counting. As per their capabilities, they divide the group of students. In this group, more emphasis is given to the learning gap than age-appropriate admission in a particular grade. However, the children are enrolled in formal schools at the age-appropriate grades. The children get support in bridging the basic gaps and also in regular academics.

### Percentage distribution of students by Grade



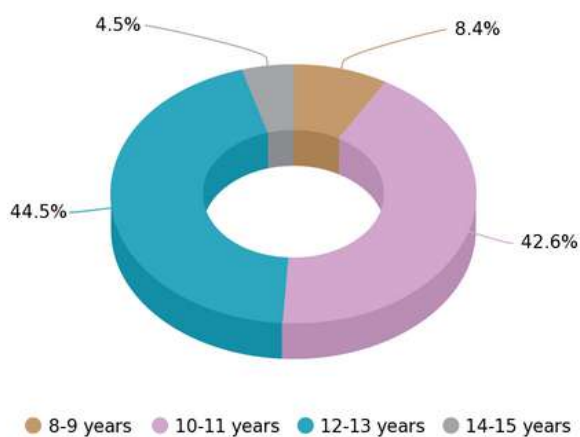
The graph shows the grade-wise percentage distribution of the children in the centre based on interviewed students. The 10 to 13 years of age group is distributed in classes from 5th grade to 8th grade (87%). At the same time, 10% of the respondents studied in the 4th grade. The above graph indicates that 2.6% of the students are enrolled in the centre in the 9th std. Since the high school is extremely far from their villages and transportation is a challenge, the Kotak-run Seva Kutir centers provide them with opportunities to continue their studies.

The research team visited the government schools and interacted with the teachers, Seva Kutir students, and non-Seva Kutir students. The team reported a significant difference among the Seva Kutirs' students' communication skills which is more enhanced than others. Similarly, their Hindi reading skills are much better than those of non-Seva Kutir students.

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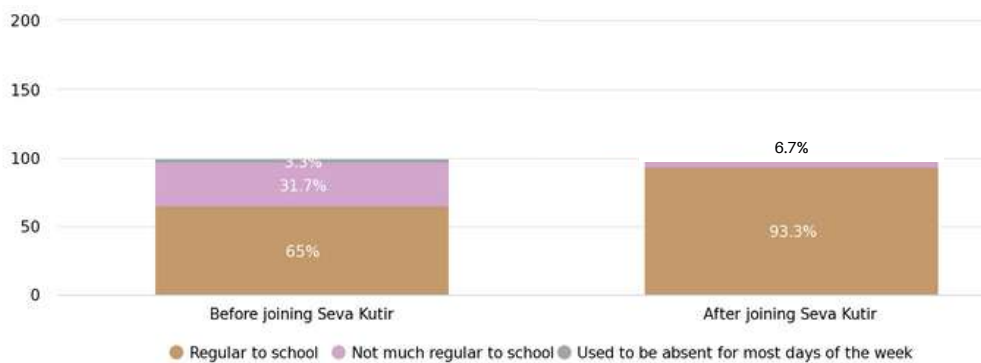
### Percentage distribution of students by Age-Group



The graph indicates that the majority of the students (87%) who were interviewed are between 10 years to 13 years and are studying in 5th to 8th grade, followed by eight percent of the students, who are in the eight to nine years age group are studying below 5th standard. Only five percent of the students are 14 to 15 years old and have completed 8th standard, pursuing further studies.

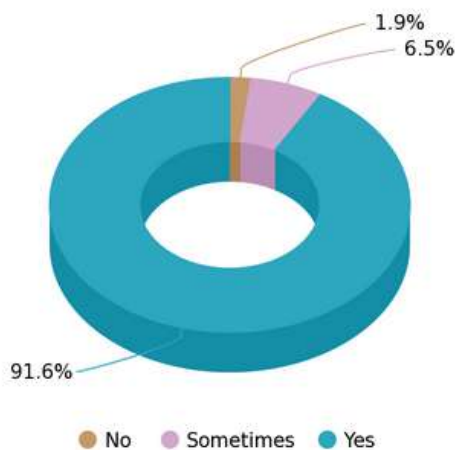
### 4.3. Impact of Seva Kutir

#### Comparison of regularity in school attendance Pre and Post-joining Seva Kutir



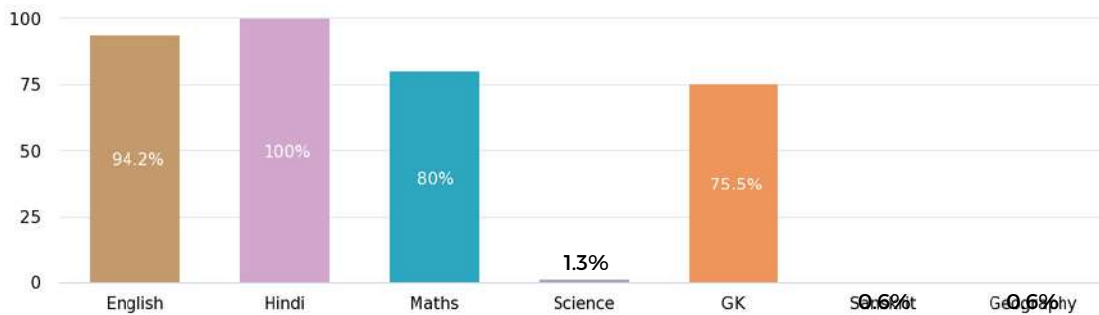
The above graph shows significant changes in school attendance before and after joining the Seva Kutir. 93.3% of the parents responded that the children attend the formal school regularly, now as compared to 65% before joining Seva Kutir. Both parents and teachers shared that this shift in attitude among the parents and students was due to the educational support from the Seva Kutir, which motivated them to attend formal school as well. Both the parents and teachers shared that the dropout rate in the formal school has reduced drastically after joining the SevaKutir.

#### Percentage distribution of students by the regularity of attendance in Seva Kutir



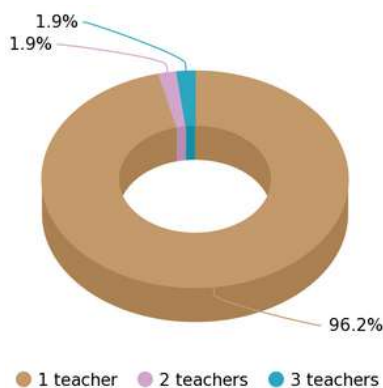
Regarding regular attendance in Seva Kutir, the above data indicate that 91.6% of the students regularly attend Seva Kutir, followed by 6.5% of students who miss class sometimes, and only 2% of students who do not attend Seva Kutir regularly. There is a trend of seasonal migration when the entire family moves to different places, that time, students miss their classes. Additionally, girls in 7th or 8th standards miss their classes during the menstruation cycle each month.

## Percentage distribution of students by subjects studied in Seva Kutir



Seva Kutir offers various subjects in its curriculum regarding knowledge and skill development. For instance, it is reported that all the students study Hindi, and 94% of students study English, followed by Mathematics which is studied by 80% of the students. Similarly, 75% of the students study GK. However, a tiny percentage of students study Science, Sanskrit, and Geography due to a lack of study materials and interest among the students. The number of subjects studied in Seva Kutir also varied across different grades.

## Percentage distribution of students reported about No. of teachers teaching in the Seva Kutir



The data suggested that the teacher-student ratio (STR) is significantly high in Seva Kutir. For example, 96 percent of the students agreed that only one teacher is allocated for them, and two percent of the students indicated two teachers and three teachers, respectively. Actually, one teacher looks after the pre-primary section, and one teacher is allocated for the primary and middle school students and teaches all the subjects simultaneously, making it challenging to cater to all the subjects and the children with equal attention.

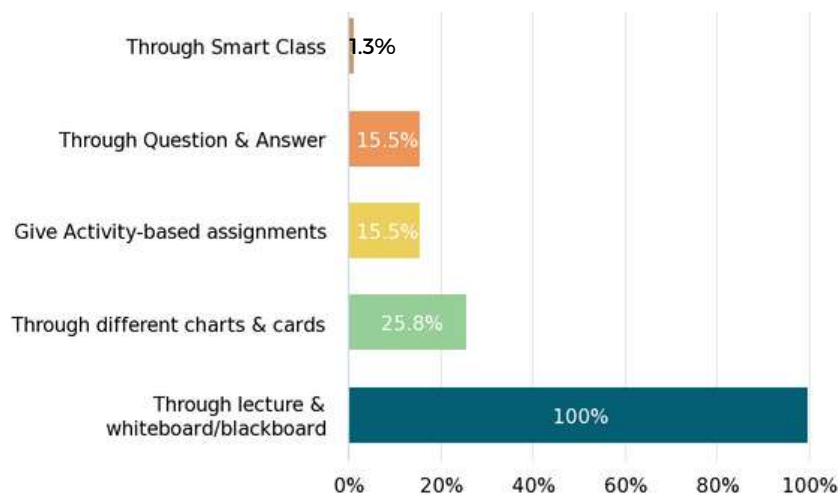


Parents want to educate their children. They reside very close to the Kutir, hence do not find any difficulty in transportation. Also, we regularly meet with the parents. The children are getting quality education as the timing is different for Kutir and the school. Apart from classes, we provided information about Government schemes and conducted Covid awareness project during the pandemic for parents. However, during the initial phase of Kutir, the number of children was small, but enrollment has increased over time. Gradually the parents' perception is also changing as they want to continue their children's education.

Since the Kutir is located within the village, both parents and children keep continuing their studies through the Seva Kutir, as the high schools are far from the villages, which is especially a challenge for the older girls to continue further studies.

**Krishnapal, Devpura, teacher**

## Percentage of students who reported about the Methods do the teachers teach in the class

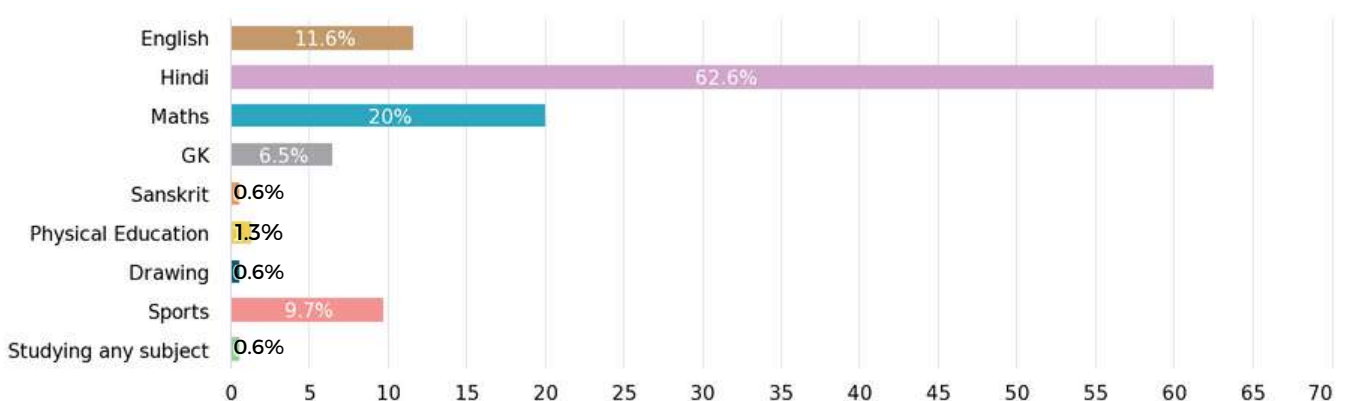


The above graph indicates that the primary teaching-learning method in the centers is through lectures and whiteboard/blackboard, as all the students reported the same. 26% of the students shared about charts and cards. 16% of the students also mentioned activity-based lessons and assignments as part of the learning process in the centres. Similarly, 16% of the students mentioned questions and answer methods.

It is important to note that students responded to multiple-choice answers, thus, the percentage for each method was computed independently. However, the research team shared that teaching-learning materials were primarily developed by the Nuclear Software Foundation. The learning materials include charts, beads, board games, and sticks, and worksheets. These are learning assistance materials (toolkits) mostly for learning Hindi, English, and Mathematics.

Every week the teachers use an English quiz app called Kahoot App. It displays a word and children must know more words and they get points for the right answers. Seemingly a good tool, but in a class of 30 or more kids, the master's mobile handset seems insufficient.

## Percentage distribution of students reported about the Subjects/activities/ classes like the most in Seva Kutir

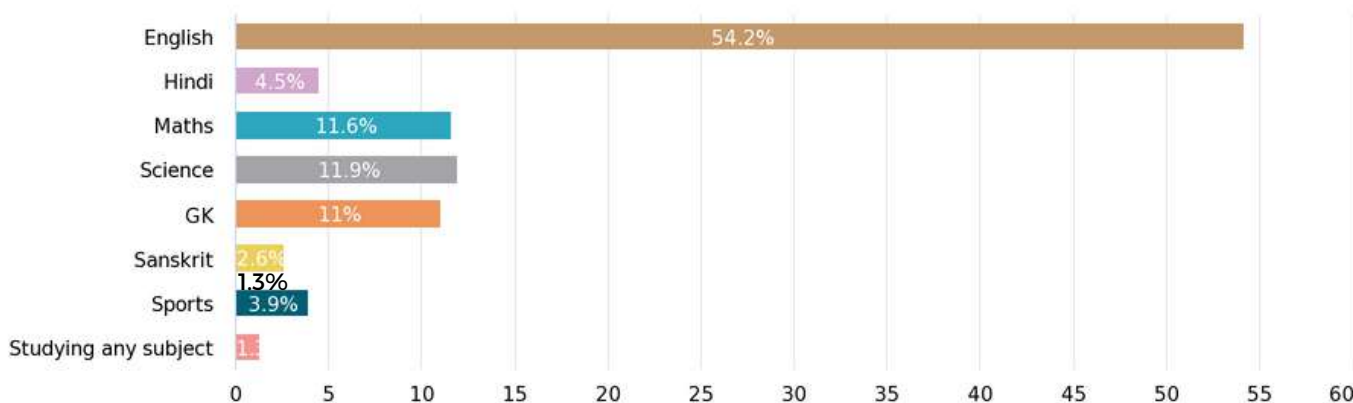




The graph illustrates the percentage of students who reported their preference over the subjects or activities classes etc. 62.6% of the respondents shared that they like the Hindiclass the most, which is followed by Mathematics (20%). The research team also observed their command of Hindi reading skills in the government school as compared to others.

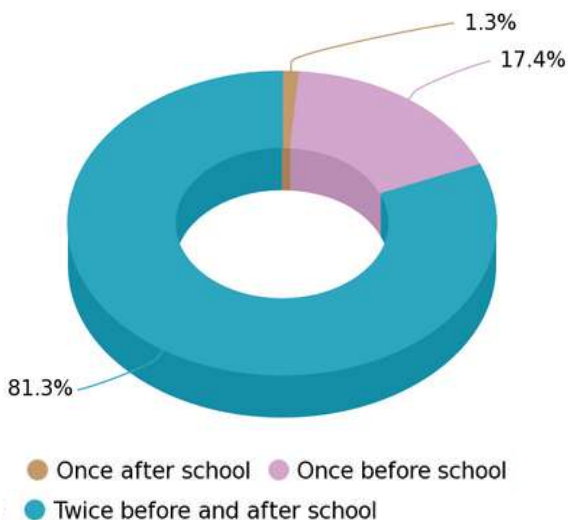
9.7% of the students reported that they like to attend sports classes. However, exposure to sports classes is limited in Seva Kutir. 11.6% of the respondents also shared that they like the English class.

**Percentage of students who reported about the Subjects/activities/ classes like the least in Seva Kutir**



The above graph shows the least preference for different subjects and activities. It shows that 54.2% least prefer English classes. The research team also found that the teachers' competency in English is limited since Seva Kutir engages local teachers for the centres in remote locations.

**Percentage of students who reported about the time of coming to the Seva Kutir**



The above graph indicates that most of the students (81%) attend Seva Kutir before and after school; however, 17% of the students come to Seva Kutir in the morning due to a lack of safety and security, whereas only 1.3% of the students come after school.

## CHAPTER 5: DROP-OUT RATE AT THE SEVA KUTIR

The average attendance at Kutir was 75%, and the reason stated was that there is widespread seasonal distress migration near and far, often for weeks and months. The attendance register does not show the migration-related absent days, so it's hard to calculate how many active days the children miss on education and nutrition. Children migrate with their parents; sometimes, the elder child has to look after the younger siblings.

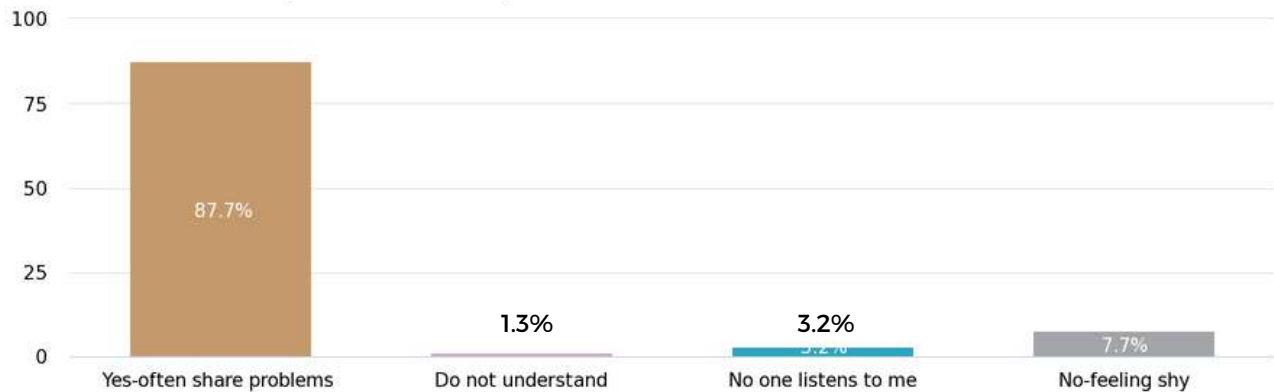
As there are girls in 7th or 8th standards, many of them reach puberty, and as there are no provisions for sanitary pads or counseling for adolescence, they miss at least 3-5 days of active education every month.

In some centres, the girls from class 9th also attended the school as the High School is very far with nearly no transportability. In such cases, if the centres do not support them, many girls may drop their education and eventually engage in farms, wage-earning or get married.

Apart from that, Seva Kutir plays a significant role in preventing student dropout. In case of migration, Seva Kutir counsels the families. Because of that, many parents leave their children with grandparents behind, and Seva Kutir takes care of their food and education. But in certain unavoidable circumstances, the kids seasonally migrate with their parents. But when they return, extra effort is taken to bring them to the level of education they should be in.

## CHAPTER 6: INTERPERSONAL SKILLS

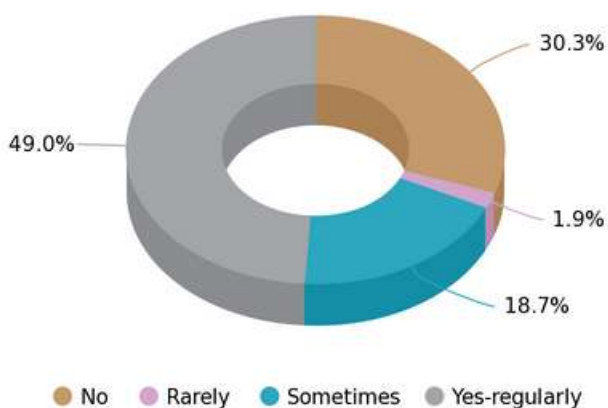
### Percentage of students who reported whether they share your problems/requirements with the teachers



The above-mentioned graph suggests that there is a good relationship between teachers and students. The data also indicated that about 88% of the students reported that they often shared their problems or requirements with the teachers. Only 3.2% of the students reported not getting adequate attention from the teachers, and 7.7% of the students still feel hesitant to communicate with the teachers.

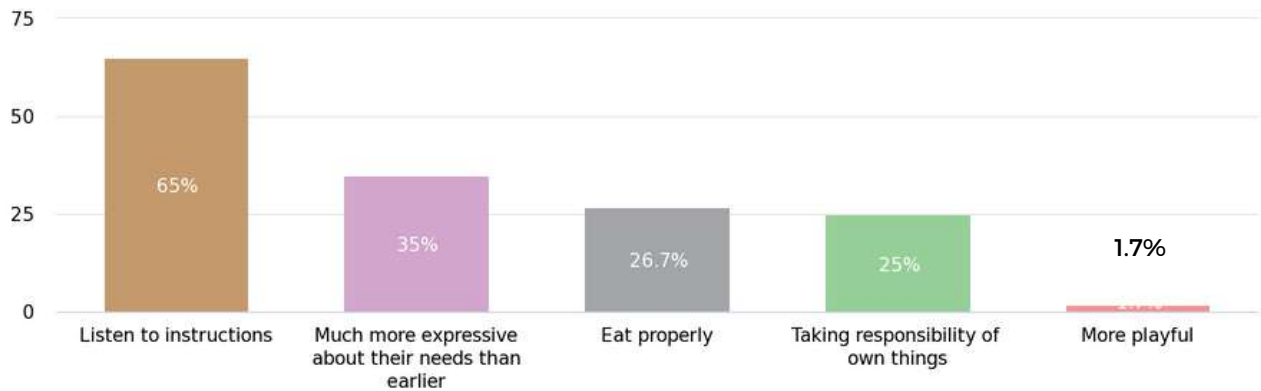
The research team found that the students are quite confident and well-spoken during their interaction. They also added that during their visit to the government school, they found the Seva KKutir children to be smarter and more expressive than the non-Seva Kutir children. The teachers of the government school also shared a similar opinion.

### Percentage of students who reported whether they get involved in sports and other extra curriculum activities, apart from studies



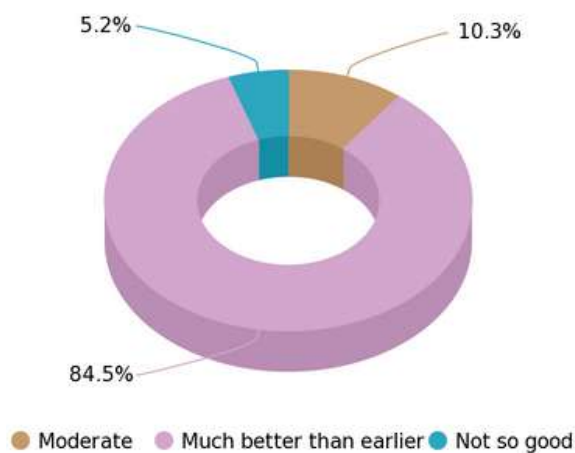
As far as involvement in sports and other extracurricular activities is concerned, the data indicates that 49% of the students are involved in various extracurricular activities apart from studies regularly, followed by 19% of the students occasionally engaged in extracurricular activities. However, 30% of the students are not involved in any extracurricular activities, and the remaining 2% rarely participate.

## Percentage of parents reported about the positive changes they observed in behaviour of their child



65% of the parents reported that their children became more streamlined as they more or less listened to the instructions at home and formal school as well. 35% of the parents observed that children share their issues with family members, and even the younger children can express their basic needs more than earlier. Similarly, 27% of parents reported that they observed changes in having food and properly sitting with other family members. 25% of the parents mentioned the changes, particularly in taking care of their books and stationeries. The remaining 2% of parents found their children more playful after joining Seva Kutir.

## Percentage of students who reported about their performance in their last school exam



The graph indicated that the majority of the students performed much better than earlier and only 10 percent of the students performed moderately while five percent of the student's performance was not so good in their last school examination.

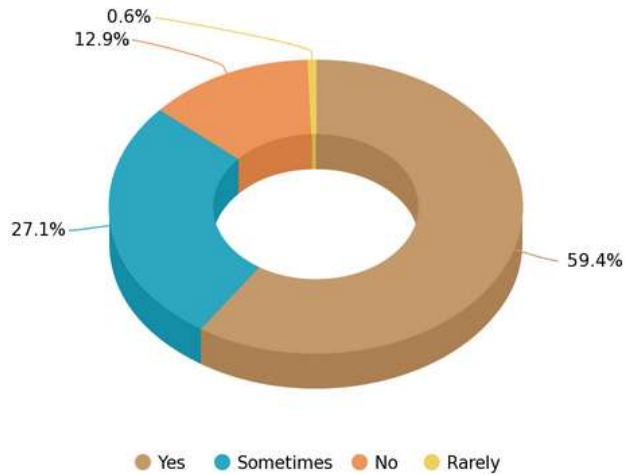


Children are studying well as the timing is different for Kutir and school. Also, parents are well informed about government schemes during meetings. Also, we conducted covid vaccination awareness project, and community meetings are arranged on a regular basis. Perhaps, the number of students was less during the initial phase, but the number of children increased over the period.

**Sulochana, Sulgaon, Teacher**



## Percentage of students reported whether they participate in different projects in Seva Kutir or not



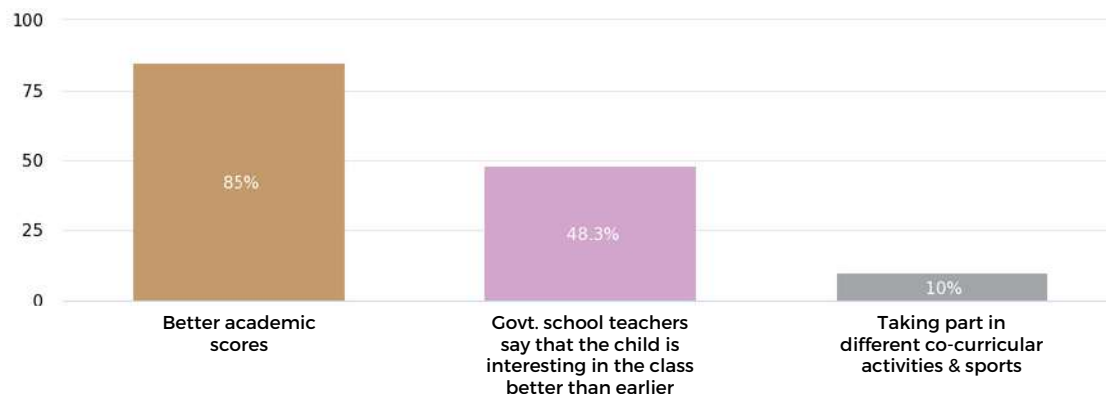
With regards to participating in different projects in Seva Kutir, 59 percent of the students said yes and 27 percent of the students participated sometimes. Only 13 percent of the students do not participate in different projects.



Lunch prepared by village women - Village Sulgaon

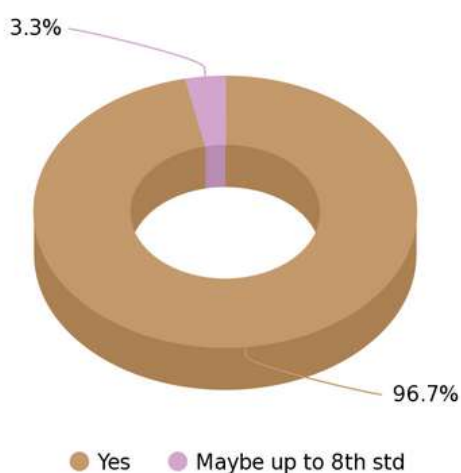
## CHAPTER 7: PARENT'S PERCEPTION OF SEVA KUTIR PROJECT

### Percentage of parents reported about the changes observed in academics of their child



While asking their children about academic performance and whether they are aware of it, 85% of the parents shared that their children's academic performance has improved a lot as the teachers of the centres inform them. They also stated that their children shared their better academic performance with them. 48.3% of the parents also informed that the government schools' teachers also conveyed to them about their children's performance. 10% of the parents also informed that their children also take part in different co-curricular activities and sports along with academics.

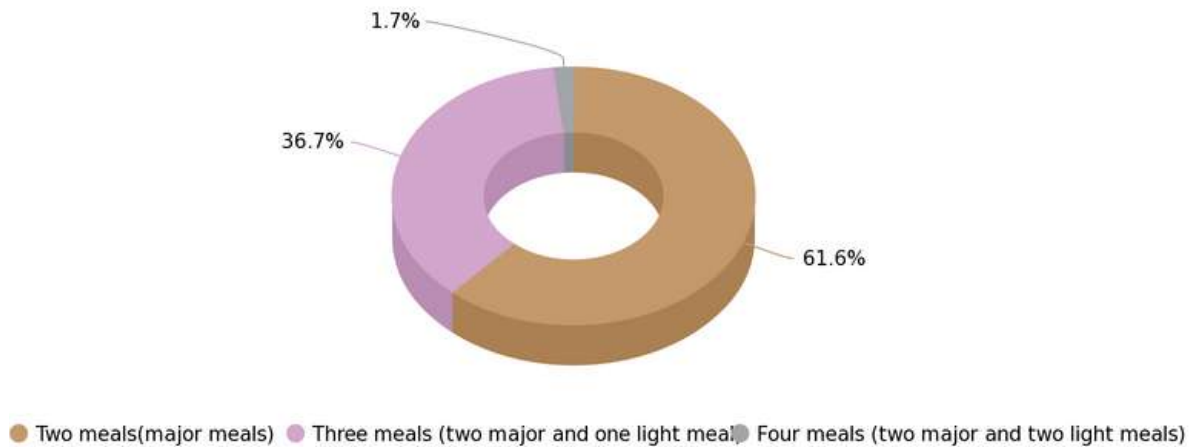
### Percentage of parents reported whether they want to continue with their child's education further



Based on the available data, it can be inferred that the majority of parents (97%) expressed a desire for their child to continue their education. However, a small percentage (3%) of parents wished for their child to discontinue their education after the 8th standard. One of the main obstacles observed by the team was the distance between high schools and

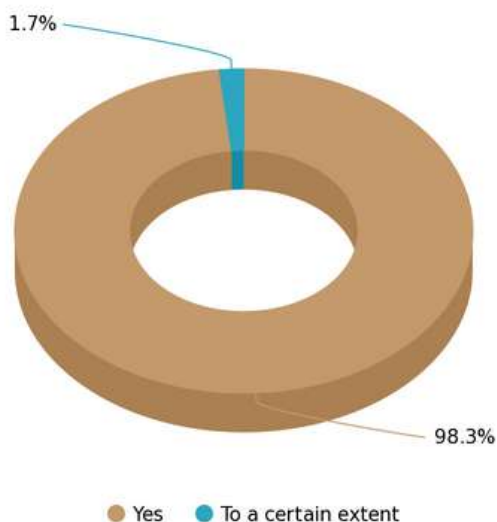
villages, which poses a significant transportation challenge. This has resulted in many girls being unable to continue their education beyond the 8th standard, despite their desire to do so. Although boys are also affected by this challenge, their attendance is comparatively less impacted than that of girls. To address this issue, the team recommends the establishment of residential arrangements for girls at the Seva Kutir State-level hostel.

### Percentage of students who reported about No. of meals their child used to have at home before joining Seva Kutir



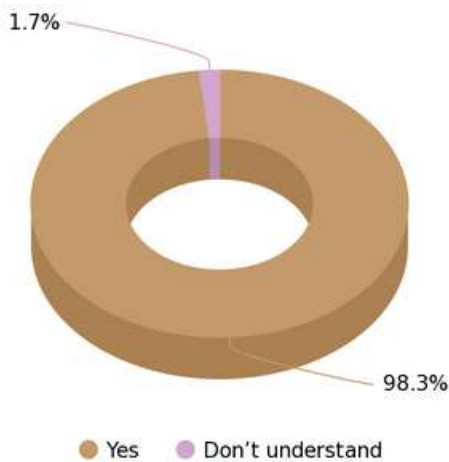
The students come from a poor socio-economic background, where having a square meal is challenging for the entire family. The graph also indicates that 61.7% of parents reported that their children used to have only two major meals before coming to the Seva Kutir centres. 36.7% of the parents shared that their children used to have two major meals and one light meal. Only 1.7% of the parents reported that they could manage two major and light meals for their children.

### Percentage of parents reported whether they feel relaxed about the good food the child is getting at the Seva Kutir



98.3% of the parents reported that they feel relaxed that their children's food is ensured at the centres since they come from a marginalized background; therefore, arranging nutritious and sufficient food for their children is challenging for them. They further shared that their children are now getting proper food.

## Percentage of parents who reported whether they have observed or not any improvement in child's health since enrollment at Seva Kutir



The above graph suggests a positive impact on the improvement of the child's health. For instance, the available information indicated that 98 percent of the parents observed health improvement in their children since enrolment. The parents reported that their children's body weight increased more than earlier and that the children became more energetic and healthier than earlier.

However, the team also observed the record of body weight, height, and MUAC (for children up to five years of age). Still, any classification was not referred to their nutritional status. They normally follow the process twice a year.

Height & Weight Data Devpura kutir Sep 2022							
S.No	Name	Gender	Father Name	Age	Height	Weight	MUAC
1	Riya	F	Sunil	3	92	11	14
2	Naitik	M	Arvind	5	108	17	15
3	raman	M	Dharm singh	4	101	14	13.5
4	Bulbul	F	chandar singh	4	98	12	13.5
5	raksha	F	Jasmat	7	126	20	14.6
6	Akshay	M	Nannu	5	104	14.6	15
7	Bully	F	Anil	4	103	15.3	15.5
8	bulbul	F	Mannu	5	110	16.8	16
9	Priyanka	F	Anil	5	103	15	13.5
10	Siya	F	Sunil	8	110	16	14
11	Bhavna	F	omprakash	8	113	18	15
12	Arpit	M	Bhagwan	7	121	20	15
13	Goutam	M	Babu	8	107	14.6	14.5
14	Satyam	M	Bhagwan	7	110	15	12.5
15	Jaggu	M	Anil	7	117	18	14.5
16	Pawan	M	Rambharos	7	115	18	14.5
17	Gori	F	Makhan	4	93	13.1	15.5
18	Gorelal	M	Rambharos	8	118	18	14.5
19	Rachna	F	Govind	7	116	17	14.5
20	Shradha	F	Makhan singh	4	93	13	15.5
21	Subham	M	Dharm Singh	8	119	19	
22	Ankit	M	Omprakash	7	108	16	
23	Krishna	M	Ishwar	4	98	14.5	
24	aaradhya	F	Makhan	5	110	14.5	
25	Shushil	M	Shnil	8	123	21	
26	veera	F	Bhagwat Singh	8	125	22	
27	Baskanya	F	Bhagwan singh	9	131	26	
28	Dulari	F	Prathvi singh	8	119	17.6	

48	Nilesh	M	Sajan	12	133	28.6	
49	Rahul	M	Devlal	14	153	37.3	
50	Seenu	M	Bairam	13	134	27	
51	Ashish	M	Sitaram	13	140	30	
52	Neeraj	M	Gyan Singh	12	135	27.7	
53	Deepika	F	Devlal	11	140	31.6	
54	Pan	F	Monsingh	11	136	28	
55	Usha	F	Ashok	11	141	27.8	
56	Anjali	F	Ashok	10	131	23.8	
57	Bitu	F	Amrat lal	10	137	28	
58	Rajaram	M	prathvi singh	13	147	31.9	
59	Divya	F	Shankar lal	13	144	39.8	
60	Monika	F	Moti	14	157	45.6	
61	Sanjana	F	Bairam	14	155	43.9	
62	Roshani	F	Laxman	14	150	39.4	
63	Nitesh	M	Mishnil	14	147	34.4	
64	Priyanka	F	Ganga Ram	12	153	40.8	
65	Sakina	F	Ganusingh	14	153	44.3	
66	Vijendra	M	Lachhiram	12	151	33.4	
67	Anand	M	Matarlal	13	147	32	
68	Sanjina	F	Govind Lal	12	140	30.3	
69	Khushboo	F	Jasmat	12	139	31.4	
70	Swati	F	Dinesh	10	131	25	
71	Lalita	F	Ramesh	12	146	32.6	
72	Isha	F	Jasmat	13	151	40.7	

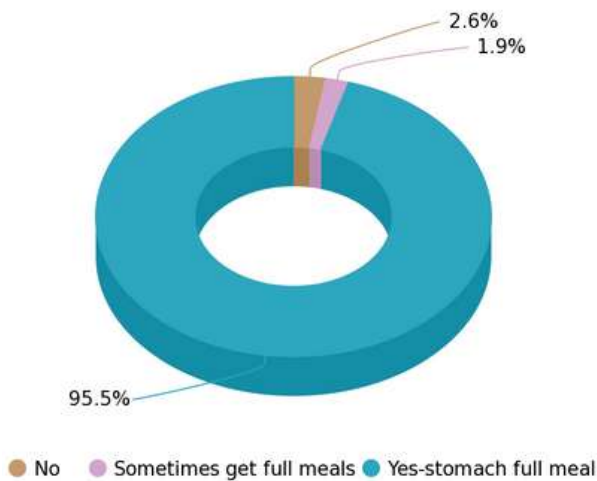
Record of body weight, height, and MUAC



## CHAPTER 8: STATUS OF NUTRITION, HEALTH & HYGIENE

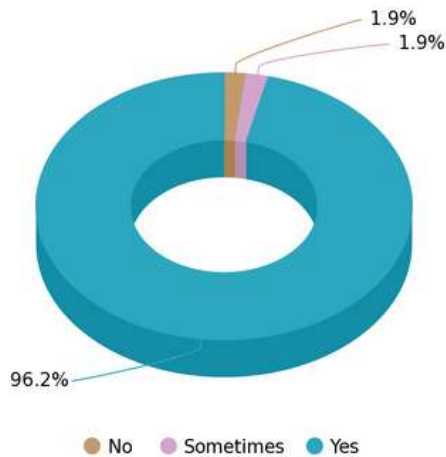
Providing balanced nutrition to the children and achieving key indicators of health and hygiene is a critical component of the project. Thus, the study identified and collected information on key variables and indicators to assess the quality of nutritional and health inputs provided to the students.

### Percentage of students who reported whether the quantity is sufficient or not



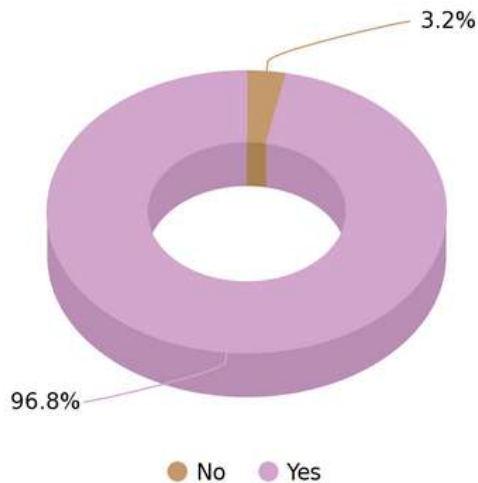
The research team interacted with the children to determine whether they got stomach-full meals. It is found that the majority of the students (95%) get sufficient food and have full-stomach meals. In contrast, only two percent of the students sometimes get full meals, and three percent need more food.

### Percentage of students who reported whether they like the taste of the food or not



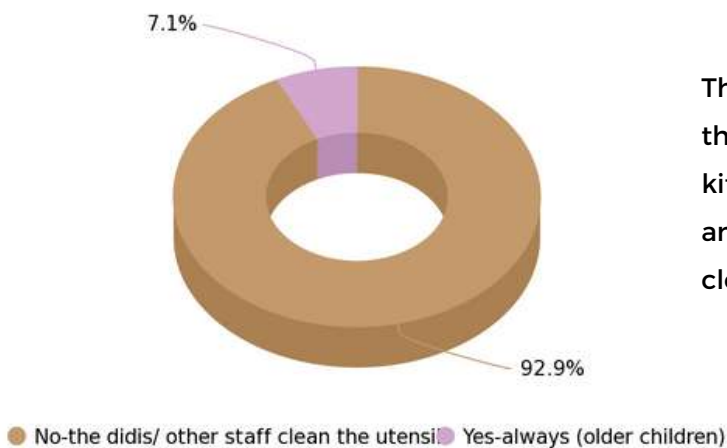
Regarding the food taste at the Seva Kutir, 96% of the students shared that they always liked the taste of the food and 1.9% of the students liked it sometimes, and the rest, 1.9% did not like the taste of the food as shared with the research team.

### Percentage of students who reported whether the kitchen gets cleaned regularly or not



Regarding the hygienic condition of the kitchen and utensils in Seva Kutir, the available data suggests that 96.8% of the students reported that the kitchen gets cleaned regularly and only 3.2% of the students said the kitchen is not getting cleaned up regularly.

### Percentage of students who reported whether they help in cleaning the cooking utensils and kitchen or not

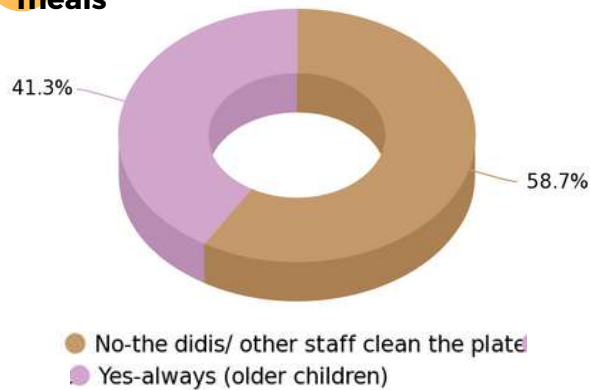


The above graph indicates that 93% of the students reported cleaning the kitchen and utensils by Seva Kutir staff and 7% of senior students always help in cleaning the kitchen and utensils.



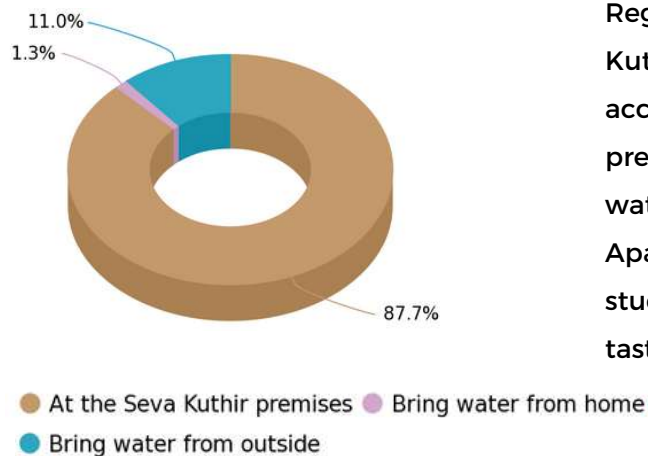
Cleaning of breakfast utensils - Village Salikheda

## Percentage of students who reported whether they clean plates at Seva Kutir after meals



According to the available data, it is found that most older students (41%) clean plates at Seva Kutir, whereas 59 percent of the students said that other staff cleans the plates after meals. Mainly older students clean their own plates.

## Percentage of students who reported about the source of drinking water in Seva Kutir



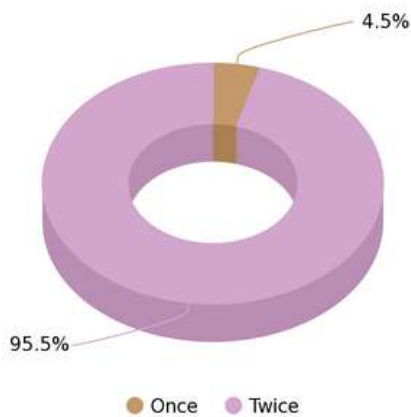
Regarding the source of drinking water in Seva Kutir, it is reported that 87.7% of the students access drinking water at the Seva Kutir premises, and 11 percent of the students bring water from other community water sources. Apart from a few students, the remaining students reported that the drinking water tasted sweet without a foul smell.

“Nisha from village Salikheda is in the 8th standard. In her family, along with her parents, she has two elder sisters who could not go to school and help the family with daily chores. Now she is confident that she can do maths and even calculate simple interests. She can read well and recite poems and write in Hindi. But she had to strive to reach this level. She was in 5th Standard in government school when she entered Kutir and was reluctant as she was so weak in math as she knew only additions and a few words in Hindi. She is from a tribal background where a different dialect is spoken at home. Once, she was asked to do a sum on board in the government school, and when she could not do a simple addition, the Teacher scolded her, and she felt embarrassed. She decided not to return to school the next day and joined her sisters to run errands at home. “My mother insisted, and I returned to school but with no interest at all,” Nisha quoted.

One day her friends Devki, Ranjana, and Savita told her about the Kutir that runs in the morning and evening. They told her that the Kutir has teachers and provides food as well. The very next day, she was in Kutir. She was amused as the teachers were friendly and apart from studies there were games, poems, and songs. It was so different from the government school. Her reluctance to talk to others is dissipating. She often raises her hand first to answer the questions. Even in a government school, teachers appreciate her. She feels delighted and has taught her mother to write her name. Nisha says, “I like the food at Kutir, now I don't fall sick as before as I used to fall sick every month.”

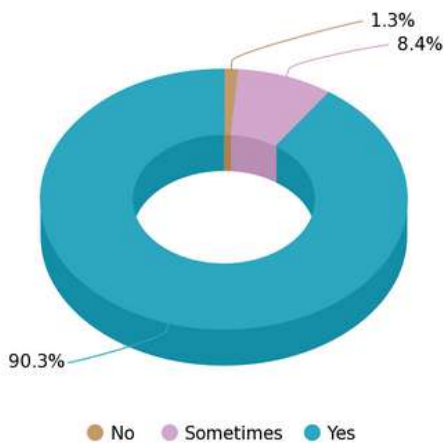
**Nisha Barela, 8th standard, Saalikheda, Sehore**

### Percentage of students who reported about the No. of times received food in the Seva Kutir



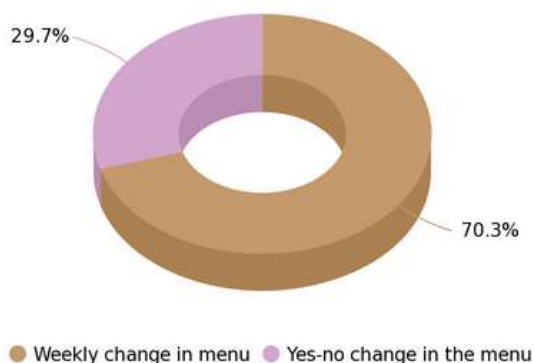
Regarding the number of times food is served in the Seva Kutir, the team found that 96% of the students receive food two times a day and only 4% of the students received food once at the Seva Kutir, normally attending the centre once.

### Percentage of students who reported whether they get the food on time or not



The graph suggests that Seva Kutir served food to students on time. For example, 90% of the students reported that they get the food on time and 8% of the students reported that they sometimes get the food on time. The remaining 1% of the students reported not getting food on time.

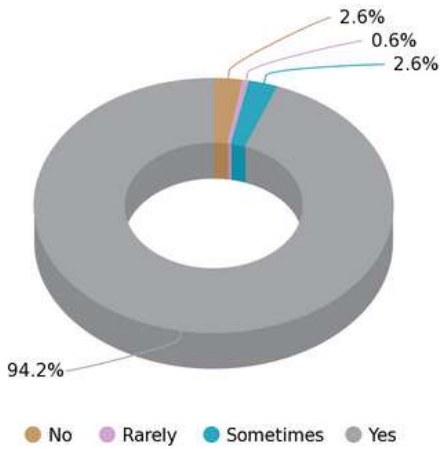
### Percentage of students who reported whether they have the same food daily or change the menu



Further, the majority of the students (70%) shared that Seva Kutir changes the food menu weekly, whereas only 30 percent of the students did not find any changes in the menu.

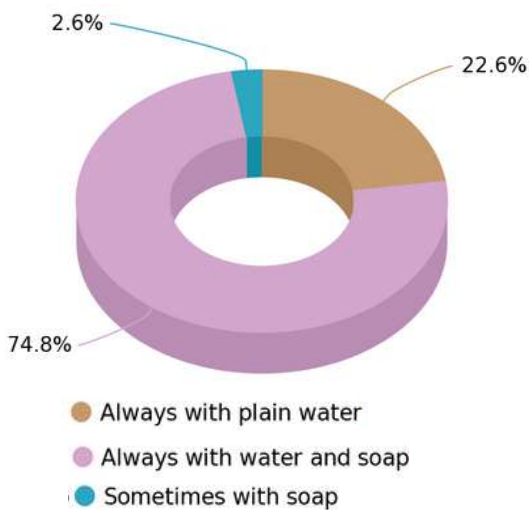
## CHAPTER 9: HYGIENE PRACTICES OF CHILDREN

### Percentage of students who reported whether they clean hand before meals or not



The graph has suggested that Seva Kutir students regularly clean their hands before meals. In this respect, 94% of the students follow the same mandatorily at the Seva Kutir and sometimes at home, and 2.6% of the students shared that they are not regular in this practice. 2.6% of the students shared that they hardly clean their hands before meals at the Seva Kutir or at home.

### Percentage of students who reported about the ways to wash hands in Seva Kutir

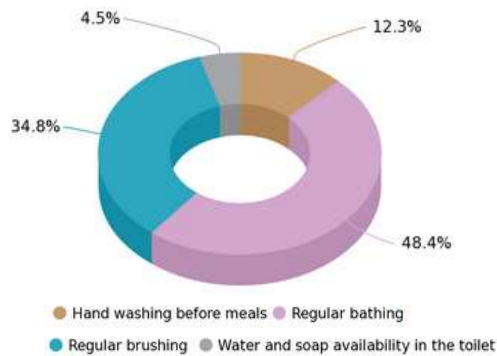


As far as the way of washing hands in Seva Kutir is concerned, it is reported that the majority of the students (75%) always wash their hands with water and soap followed by 23 percent of the students who are always washing hands with plain water. The remaining 3% of the students wash their hands sometimes with soap. However, no wash basins were found in the centres. They placed a tapped container on the raised platform that is used for hand washing.



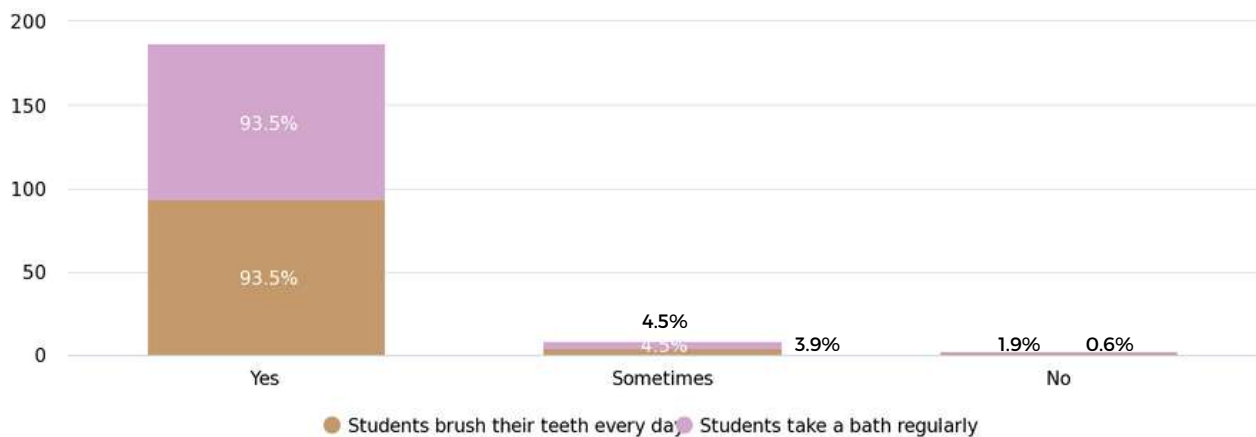
Student Interview - Village Salikheda

### Percentage of students who reported about the Hygienic practices their family follow at the house



According to 48% of the Seva Kutir students, their family practices the habit of regular bathing. At the same time, 35% of the student's family members also adopted the practice of brushing regularly at the house. Hand washing practices before meals are practiced by 12% of the student's families and water and soap are available in the toilet in only 5% of the student's families. Regarding the behavioral changes in personal health and hygiene categories, families are gradually adopting good practices.

### Percentage of students who reported whether they brush their teeth every day and take a bath regularly or not

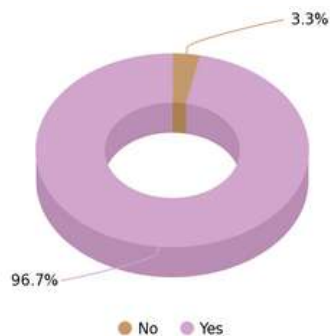


The above graph illustrates the students who brush their teeth and take a bath, whether every day or occasionally. 94% of the students regularly brush their teeth every day and the percentage of students who brush their teeth sometimes and not every day is 4% and 2%, respectively. Similarly, 95% of the students take a bath regularly and 4% of the students are taking a bath sometimes, regularly. Remaining, one percent of the students are not taking baths regularly.

In this regard, the teachers reported that they closely monitor this health and hygiene section and the habits have increased more than earlier. Presently, children also understand the value of personal health and hygiene and most of them follow the same regularly, which is a significant change in these marginalized communities. The research team also observed the children with combed hair and apparently clean clothes and overall cleanliness in their appearance on the day of the visit.

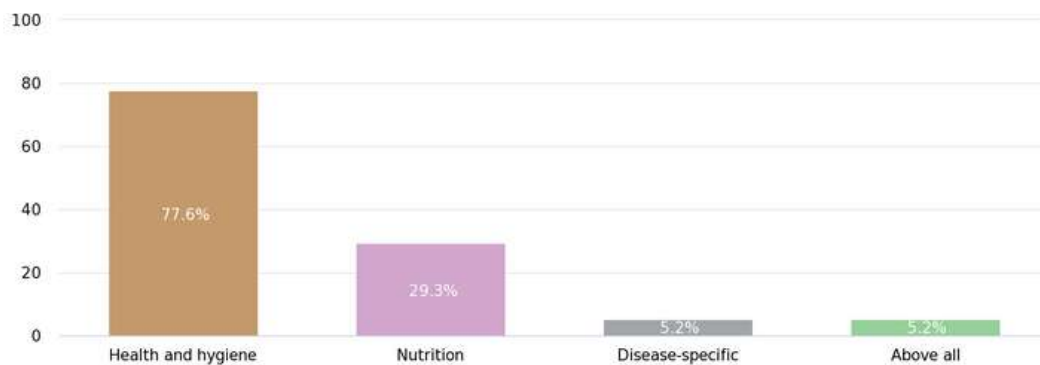
## CHAPTER 10: CAPACITY BUILDING & BEHAVIOURAL CHANGES OF THE PARENTS

### Percentage of parents who reported whether they have attended any workshop organised by Seva Kutir



Regarding awareness sessions on health and hygiene, 97% of the parents attended workshops organized by Seva Kutir and the remaining 3% of parents did not attend any workshop due to unknown reasons.

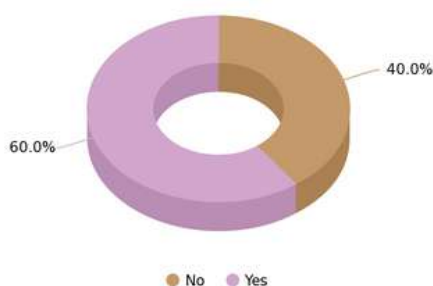
### Percentage of parents who reported about the type of workshops attended so far



Regarding the type of workshops attended by parents so far, mainly on personal health and hygiene and cleanliness, 78% of the parents attend health, and hygiene-related workshops, which is followed by 29% of the parents attending workshops on nutrition and health and hygiene workshops. Five percent of the parents attended disease-specific workshops as well as all of the activities.

Some of the parents shared that they started incorporating different ingredients as guided by the Seva Kutir staff. Though the change is slow, it still acts as a positive indicator that they are accepting the change, which is indeed a great initiative.

### Percentage of parents who reported whether they are aware of the Kotak's initiative in Seva Kutir Project



As far as awareness of Kotak's initiative in the Seva Kutir project is concerned, the available information indicated that 60 percent of the parents are aware of the initiatives.



## RELEVANCE

The beneficiaries of the project hail from tribal areas and are typically characterized by low literacy, impoverishment, malnutrition among children, and sub-bar educational outcomes. The intervention is high on relevance as it serves an emergent need for good quality education and balanced nutrition for the school-going children in the region.

**RATING** ● ● ● ● ●

## COHERENCE

The intervention aligns well with the following SDGs:

Goal 3: Good Health and Well-Being

Goal 4: Quality Education

Goal 17: Partnership for the Goals



**RATING** ● ● ● ● ●

## EFFECTIVENESS

The intervention has successfully met its principal goals of alleviating nutrition-related health issues and poor learning outcomes among children. Evidence of this is captured and reflected in the continuous health check-ups as well as the academic achievements of these children in mainstream schools. The project is highly effective as it has largely met its objectives, achieved expected results, and reached out to the right target groups, that is, the marginalized tribal communities in remote places.

**RATING** ● ● ● ● ●

## EFFICIENCY

The design of the project is robust and it has utilized human, infrastructural, and material resources optimally. The intervention has also established strong collaborations with the government schools and the local communities to jointly shape the outcomes and it has as a consequence enhanced the efficiency of the project deliverables. Thus, it is high on efficiency.

**RATING** ● ● ● ● ●

## IMPACT

There has been a marked shift in the mindset of the tribal community towards the importance of education and the possibilities that it opens up for the current generation. Apart from immediate educational outcomes, it has boosted the confidence and achievement motivation of these children to learn. Further, the project has generated awareness about health and nutrition as well as civic values. Thus, it is a high impact because of these enduring outcomes.

**RATING** ● ● ● ● ●

## SUSTAINABILITY

The parent community and the beneficiary children have come to see Seva Kutir as a home away from home, that provides them with a safe space to address the gaps in learning and nutrition. The focus was also on changing belief systems & practices along with empowering the community. The strong ties forged with public schools and communities have ensured acceptance, enthusiasm, and ownership towards the project. Thus, it is high on sustainability.

**RATING** ● ● ● ● ●

**Index:** 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low



## CONCLUSION

Kotak and Parivaar set out with an objective committed to improving the learning outcomes of children so that they achieve their Grade-level educational knowledge and skills and eliminate or substantially reduce the undernourishment of children, thus helping to develop their physical and mental abilities. The project also focused on developing good hygiene practices among children as well as inculcating good civic values among children and reducing dropouts of children from school.

The Seva Kutir CSR project is a ray of hope for the tribal community where children are deprived of the basic rights of good education and balanced nutrition. After the intervention, the dropout rate has gradually decreased and learning outcomes among students have steadily increased. It has managed to achieve significant goals with reasonably good success. Beyond the immediate outcomes of the project, there is enough quantitative and qualitative evidence that it has engendered enduring awareness about the criticality of good nutrition, health, and education among the tribal community. The project has also sown the seed of sustainability by engaging deeply with key stakeholders in the community as well as the government school machinery to instill a sense of ownership and collaborative action.