Culver Max Entertainment Private Limited

Impact Assessments

Financial Year 2023-24

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS

CATARACT SURGERIES

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Ethical Consideration

Informed consent:

The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality:

The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Right to reject or withdraw:

Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Comfort:

The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

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Executive Summary

Blindness is a global issue, particularly in low and middle-income countries like India. In India, over 253 million people suffer from visual impairments, with 36 million falling into complete blindness. Over 86% of these cases occur among individuals aged 50 and above, and 80% of such blindness is preventable. In Bihar, India, 90% of blindness is entrenched within the low and middle-income strata. Culver Max Entertainment Private Limited (CMEPL) has launched a Corporate Social Responsibility (CSR) program to combat avoidable blindness caused by untreated cataracts among underprivileged communities in Bihar and Eastern Uttar Pradesh. CMEPL partnered with Akhand Jyoti Eye Hospital, a non-profit institution in Bihar's Saran district, to provide accessible, sustainable, high-quality eye care services to the marginalised population.

During the fiscal year 2020-2021, CMEPL underwrote the costs associated with 2,857 cataract surgeries for indigent rural underprivileged individuals in Bihar and Eastern Uttar Pradesh. The partnership aimed to diminish the prevalence of avoidable blindness and improve the quality of life for those affected by untreated cataracts. Akhand Jyoti Eye Hospital, a non-profit unit of the Yugrishi Shriram Sharma Acharya Charitable Trust (YSSACT), aims to eradicate curable blindness in Bihar by 2026. The project aims to identify individuals in need of free cataract surgery across Bihar and provide affordable, accessible, sustainable, and quality curative and preventive eye care services.

The study aimed to evaluate the efficacy of a cataract surgery intervention among 400 beneficiaries. The duration of suffering beneficiaries experienced before cataract surgery was relatively swift, with 67% receiving surgery within less than six months.

The majority of beneficiaries did not receive any prior treatment, indicating that cataract surgeries were their first intervention. Barriers faced by beneficiaries who did not undergo cataract surgery included being unaware of their condition, inability to detect the condition early, financial constraints, unavailability of necessary infrastructure, and myths surrounding the surgery. The range of services received by beneficiaries from Akhand Jyoti was comprehensive, providing holistic care from initial consultation to post-surgery follow-ups.

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The study also reveals the challenges beneficiaries face before and after cataract surgery, with 61% reporting work disruptions and 30% experiencing dependency on family members. The financial aspect of cataract surgeries was highlighted as 96% of beneficiaries did not have to pay any fees or charges, demonstrating the intervention's impact on ensuring access to essential healthcare services without imposing financial burdens. Further, the post-surgery experiences of the beneficiaries were varied, with 94% reporting a significant improvement in their vision, 47% experiencing eye irritation, 47% experiencing pain, 42% experiencing watery eyes, and 49% experiencing red eyes. A significant majority of respondents did not face difficulties post-surgery, indicating the overall success of the surgeries.

Health-seeking behaviour was also observed, with 89% of respondents consuming nutritious food and taking prescribed medications. A significant majority of respondents complied with the prescribed medication regimen, highlighting the importance of a balanced diet in post-surgery recovery and overall eye health.

The financial impact of free cataract surgeries was significant, with 68% saving up to Rs. 10,000 due to the free surgery. The timeliness of cataract surgeries was also impressive, with 79% performed within one month of the initial consultation. The study highlights the prompt and efficient healthcare delivery system in place, ensuring timely surgical interventions for beneficiaries. The study also highlights the need for more effective communication and collaboration between healthcare providers and patients to ensure the successful implementation of cataract surgery.

The study reveals the positive experiences of beneficiaries with cataract surgery. A majority of respondents (95%) rated the consultation and screening services, surgical services, post-surgery follow-ups, and staff quality as excellent or good. The majority (72%) reported positive improvements in their quality of life, with 43% experiencing an overall improvement and 34% noticing an enhancement in vision-related quality of life. The majority (87%) rated the improvement as excellent, with 32% describing it as significant but slightly less transformative. A smaller proportion (5%) did not perceive any improvement, while 22% expressed a generic affirmation of improvement without specifying its nature. The majority (74%) of respondents also reported that the surgery positively influenced their professional life and improved their ability to perform work-related tasks. However, 25% of beneficiaries indicated that the surgery had not significantly affected their professional responsibilities.
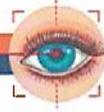
In conclusion, CMEPL and Akhand Jyoti Eye Hospital have launched a transformative initiative to address the issue of untreated cataracts in rural communities. The initiative was characterised by inclusivity, reaching individuals across various castes, income groups, education levels, and occupations. The beneficiaries expressed satisfaction with the consultation, surgery, and post-surgery processes, leading to improved productivity, reduced dependency, and significant savings. The study highlights the positive experiences of beneficiaries with cataract surgery, highlighting the importance of transparency and communication in the healthcare system. The initiative also became a catalyst for change, breaking the chains of reliance and enabling active participation in communities and workplaces. The success of the initiative was a result of meticulous planning, compassionate execution, and unwavering dedication. However, there is still room for improvement in communication strategies, targeted outreach, and long-term follow-ups. The initiative serves as a reminder that corporate social responsibility, when executed with empathy and purpose, can profoundly transform lives.

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Introduction

Blindness is a significant and pressing global concern, most acutely affecting low and middle-income countries, India being a poignant example. Worldwide, 253 million individuals grapple with visual impairments, with 36 million plunged into complete blindness. A disheartening over 86% of these cases emerge among individuals aged 50 and above, and the troubling fact is that 80% of such blindness is entirely preventable. Within India, the plight is even more severe, with 90% of blindness entrenched within society's low and middle-income strata. A particularly poignant illustration of this challenge unfolds in the State of Bihar, home to a population of 113 million (as per the 2011 census). Here, approximately 7,35,000 individuals find themselves ensnared by the shroud of blindness. More disheartening, this number burgeons by an alarming 1,00,000 yearly, a direct consequence of untreated cataracts.

Recognising the gravity of the situation and in response to this sombre reality, Culver Max Entertainment Private Limited (CMEPL) embarked on a noble mission, unveiling a robust Corporate Social Responsibility (CSR) program with a singular aim: to combat avoidable blindness stemming from untreated cataracts among underprivileged communities dwelling in the heart of Bihar and the Eastern Uttar Pradesh region. CMEPL forged a formidable partnership with Akhand Jyoti Eye Hospital, a revered non-profit institution in Bihar's Saran district. Their collective vision was clear - providing accessible, sustainable, high-quality eye care services to the marginalised population.

CMEPL is one of India's leading Hindi general entertainment networks, and its corporate identity boasts a constellation of 26 television channels, an OTT platform, and an independent production venture dedicated to original content and intellectual properties for television and digital media. Importantly, CMEPL embodies the ethos of philanthropy, woven deeply into its cultural fabric. Under the aegis of this commitment, CMEPL propels its CSR program forward with a keen focus on three foundational pillars: empowerment, education, and environment.
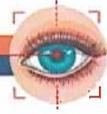
Through this intervention, CMEPL unequivocally underwrote the costs associated with 2,857 cataract surgeries for indigent rural underprivileged individuals residing in Bihar and Eastern Uttar Pradesh during the fiscal year 2020-2021. This partnership was driven by the fervent aspiration to diminish the prevalence of avoidable blindness and simultaneously elevate the quality of life for those ensnared by the bleak prospect of untreated cataracts. Furthermore, this collaborative endeavour substantially contributed to India's national program to control blindness.

Undertaking the mantle of documenting the impact, SGS diligently embarked on an impact assessment. This endeavour involved capturing the voices and perspectives of the beneficiaries, meticulously registering their responses to the intervention, and subjecting the processes and procedures executed by the implementing partner to rigorous evaluation. Beyond a mere assessment, this impact study forwards a set of recommendations that carry the potential to enhance the efficacy of the ongoing intervention, marking yet another stride toward combating the scourge of avoidable blindness.

Project Brief

Project Title	Supporting 2,857 cataract surgeries of indigent rural underprivileged people of Bihar and Eastern Uttar Pradesh
Location	22 Districts of Bihar - Impact Assessment Conducted in 7 Districts namely Arwal, Bhojpur, Buxar, Rohtas, Sitamadhi, East Champaran and West Champaran
Goal	Supported by CMEPL, it's an initiative by Akhand Jyoti Eye Hospital to prevent avoidable blindness caused due to untreated cataract in underprivileged people.
Project Period	FY 2020-21
Objectives	• To conduct outreach programs through camps in villages and identify people in need of free cataract surgery. • To transport the identified individuals to the hospital at Saran and perform corrective surgery for cataract (lens implanted). • To provide them with black spectacles and medicines for post-surgery care.
Deliverables	• Identify individuals in need of free cataract surgery across the state of intervention. • Provide affordable, accessible, sustainable, quality curative and preventive eye care services (Free cataract surgeries).
Primary Beneficiaries	The focus of Akhand Jyoti's unwavering efforts remains the cataract-affected individuals hailing from underprivileged families. By addressing the specific needs of this vulnerable demographic, the hospital not only restores vision but also nurtures hope, dignity, and a renewed sense of possibility.

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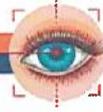
Contributing to SDGs

The free cataract surgery intervention significantly aligns with and contributes to achieving different Sustainable Development Goals (SDGs). Direct impacts are observed in SDG 3 (Good Health and Well-being) by providing essential eye care services to underprivileged communities; it improves beneficiaries' overall health and well-being. In SDG 1 (No Poverty), by providing free surgeries, the program reduces the financial burden on beneficiaries, most of whom fall below the poverty line. SDG 4 (Quality Education) restored vision allows individuals to participate fully in learning activities, positively impacting learning outcomes.

Indirect impacts are observed in SDG 5 (Gender Equality) by providing equal access to healthcare services for both men and women. Gender equality is fundamental to the initiative's success, ensuring women receive the same care and support. SDG 8 (Decent Work and Economic Growth) by enhancing employability and work capacity, restored vision enables individuals to engage in productive work, contributing to economic growth in communities and leading to better livelihoods; and SDG 10 (Reduced Inequalities) by providing essential healthcare services to marginalised communities. It ensures that vulnerable populations, regardless of their social or economic status, receive equal opportunities for healthcare.
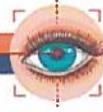
Study Design and Methodology

Impact Assessment Study

CMEPL enlisted the expertise of SGS India to conduct a comprehensive Impact Assessment study for its CSR initiative, which involved supporting 2,857 cataract surgeries for underprivileged individuals in Bihar and Eastern Uttar Pradesh, facilitated by Akhand Jyoti Eye Hospital. This Impact Assessment sought to meticulously document evidence, articulations, and anecdotes from the field, focusing on process and program indicators at the grassroots level. The SGS team approached this study with a keen receptivity to the quantitative and qualitative expressions emanating from the field, ensuring a holistic understanding of the impact on the beneficiaries.

The Objectives of Impact Study

Broader Objective — The overarching goal of the impact study was to assess and analyse the profound impact of cataract surgeries funded by CMEPL on indigent rural communities in Bihar and Eastern Uttar Pradesh.

Specific Objectives

- **Measurement of Intervention Impact:** Evaluate the efficacy of the intervention through an independent assessment, quantifying the tangible changes brought about in the lives of the beneficiaries.
- **Socio-economic Context Identification:** Delve into the socio-economic backgrounds of the beneficiaries directly associated with the intervention, understanding their unique challenges and circumstances.
- **Pre- and Post-Surgery Analysis:** Conduct a comparative analysis of the beneficiaries' condition before cataract surgery and assess the transformative changes post-surgery, emphasising improved quality of life and overall well-being.
- **Understanding Beneficiary Experience:** Gain insights into the experiences and perspectives of the beneficiaries concerning the surgical process and their interaction with Akhand Jyoti Eye Hospital. This qualitative data aimed to capture the clinical outcomes and the human aspect of the intervention, ensuring a holistic understanding of the impact on the lives of the individuals involved.
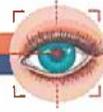
Study Design and Methodology

The impact assessment study aimed to provide a nuanced and comprehensive portrayal of the CSR intervention's impact by meticulously addressing these objectives. Through this detailed examination, the study aimed to quantify the positive changes and capture the human stories and experiences that underscore the profound difference made in the lives of underprivileged individuals in Bihar and Eastern Uttar Pradesh.

Methodology

To comprehensively understand the impact of cataract surgeries, the assessment team meticulously employed a robust methodology. Simple random sampling was used to locate the respondents, i.e., the beneficiaries of this intervention. 400 respondents were interviewed, representing diverse backgrounds and regions across 6 districts in Bihar. The scope of this impact assessment extended beyond beneficiary accounts; it also encapsulated valuable insights from doctors and hospital staff at Akhand Jyoti Eye Hospital in Saran district. The methods of data collection encompassed surveys, interviews, and observations.

Stand Points and Methods Deployed

To delve into the impact of the cataract surgeries conducted by Akhand Jyoti Eye Hospital, supported by CMEPL in Bihar and Eastern UP, the survey team, orchestrated by SGS, meticulously gathered primary and supplementary data. The data collection period spanned from 23rd -30th September 2023. The tools were as follows:
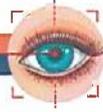
- **Survey (Physical):** A comprehensive survey, conducted through physical interactions and telephonic, served as the primary mode of engaging with beneficiaries. This allowed for firsthand articulations, offering deep insights into their experiences and transformations post-surgery.

- **Personal Interviews:** Personal interviews were conducted not only with the beneficiaries but also with the medical professionals and staff at Akhand Jyoti Eye Hospital, Saran district, Bihar. These interviews aimed to capture nuanced perspectives, understanding the intervention from multiple viewpoints.

- **Observation:** Recognizing the subtleties and patterns inherent in human interactions, the research team employed observational methods. This approach offered a qualitative dimension, allowing the team to discern unspoken sentiments and non-verbal cues, enriching the data collection process.

In total, 400 beneficiaries were interviewed, and chosen through the process of simple random sampling, ensuring a representative cross-section of the community. Additionally, the research team engaged in in-depth discussions with doctors and staff at Akhand Jyoti Eye Hospital, gaining invaluable insights into the operational intricacies and the impact of the intervention from a healthcare provider's perspective.

The amassed data underwent systematic processing, involving cleaning, editing, coding, and creating master charts and tabulations. For rigorous data analysis, Statistical Package for the Social Sciences (SPSS) and Microsoft Excel were utilized. This study employed a descriptive study model within the framework of quantitative research, ensuring a comprehensive and insightful impact assessment report.

Sampling Method

Data Collection Tool	Respondents	Sampling Method
Survey administered by a Structured Questionnaire	400 beneficiaries from 6 districts of Bihar	Simple Random Sampling
Interviews administered through an Interview Guide	Doctor and hospital staff at Akhand Jyoti Eye Hospital	Purposive Sampling

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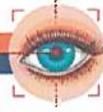
Analytical Review: Statistical Findings and Discussions

To evaluate the efficacy of the concerned intervention, 400 beneficiaries of the cataract surgery intervention were interviewed. This sample was drawn, keeping confidence intervals and margins of error into consideration. These beneficiaries were selected through Simple Random Sampling.

Demographics of the Beneficiaries of the Cataract Surgeries Intervention:

This sub-section provides critical demographic insights into the beneficiaries of the cataract surgery initiative, including gender, age, castes, income groups, education levels, occupation, etc. Figure 1 presents a comprehensive overview of the gender distribution among the beneficiaries of the cataract surgery intervention. The data illustrates a balanced representation, with 223 (56%) of the beneficiaries being male and 177 (44%) female.
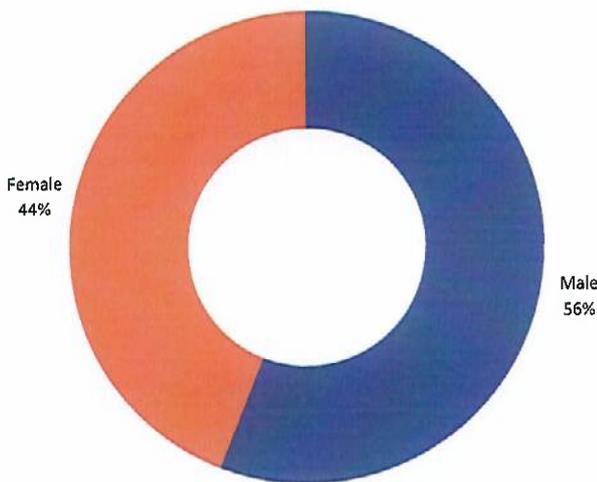
Fig. 1: Gender Categorization
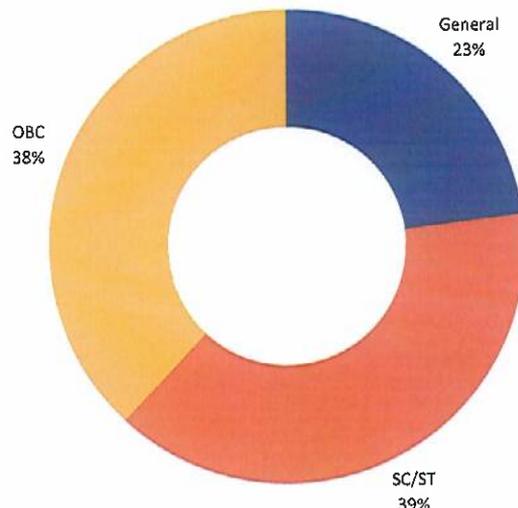
Fig.2: Caste Categorization

Figure 2 illuminates the caste distribution among the beneficiaries of the cataract surgery intervention, offering crucial insights into the demographic composition of the recipients of cataract surgeries. The data highlights a diverse representation across different caste categories, with 157 (39%) belonging to Scheduled Castes/Scheduled Tribes (SC/ST), 152 (38%) classified under Other Backward Classes (OBC), and 91 (23%) falling into the General category.

Figure 3 presents a breakdown of beneficiaries based on age groups. The data reveals a predominant representation of individuals aged 61 and above, constituting 61.8% of the total beneficiaries. Additionally, 33.3% of the beneficiaries fall within the age range of 46 to 60 years, while 3.9% belong to the age group of 36 to 45. A minimal 1% of beneficiaries are between 18 to 35 years old.
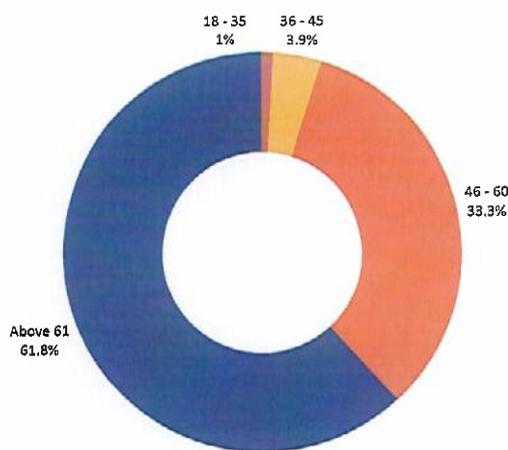
Fig. 3: Age Categorization
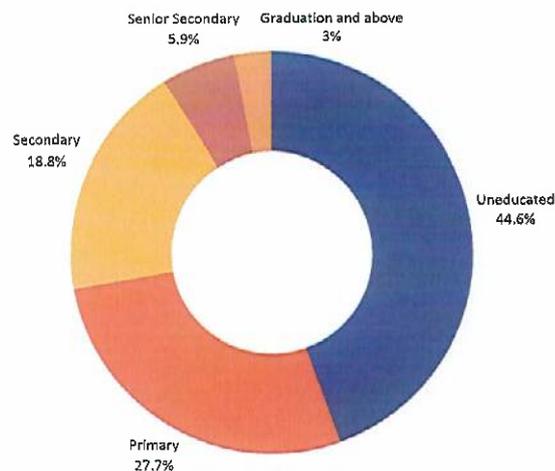
Fig. 4: Education

Figure 4 represents the education level among beneficiary groups. It can be inferred from the figure that approximately 44.6% of the beneficiaries are uneducated. Owing to lower literach rate majority of beneficiaries are either engaged in agriculture and allied activities or employed with informal sector. Figure 5 offers a comprehensive overview of the monthly family incomes among the beneficiaries of the cataract surgery intervention. The data reveals a diverse range of economic backgrounds within the recipient population. Nearly half of the beneficiaries, constituting 194 (48.5%), fall into the monthly income bracket of Rs. 5,000 to 10,000. Following this, 94 (23.8%) have a monthly family income of less than Rs. 5,000, indicating a significant portion of economically disadvantaged families. Additionally, 73 (17.8%) beneficiaries earn between Rs. 10,000 to 20,000 monthly, while 38 (9.9%) have a monthly income exceeding Rs. 20,000.
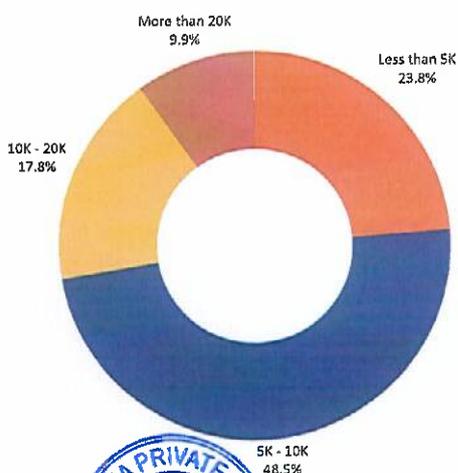

Fig. 5: Family Income
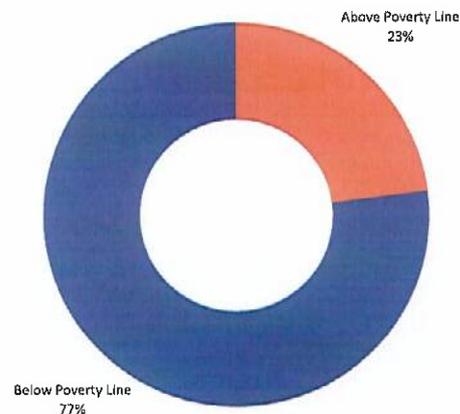
Fig. 6: Poverty Status
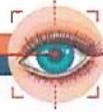
Figure 6 offers a stark representation of the economic conditions among the beneficiaries of the cataract surgery intervention, specifically categorising them into those living below and above the poverty line. Remarkably, 306 (77%) beneficiaries fall below the poverty line, indicating their vulnerable economic status. In contrast, 94 (23%) beneficiaries are classified as living above the poverty line.

Figure 7 provides valuable insights into the occupational backgrounds of the beneficiaries of the cataract surgery intervention, offering a comprehensive view of their diverse livelihoods. The data reveals a multifaceted representation, with 141 (35%) beneficiaries engaged as landless agricultural labourers and 128 (32%) as agriculturists. Additionally, 68 (17%) of the beneficiaries are employed in non-agricultural labour, 45 (11%) are self-employed, and only 18 (5%) are employed in formal sector.
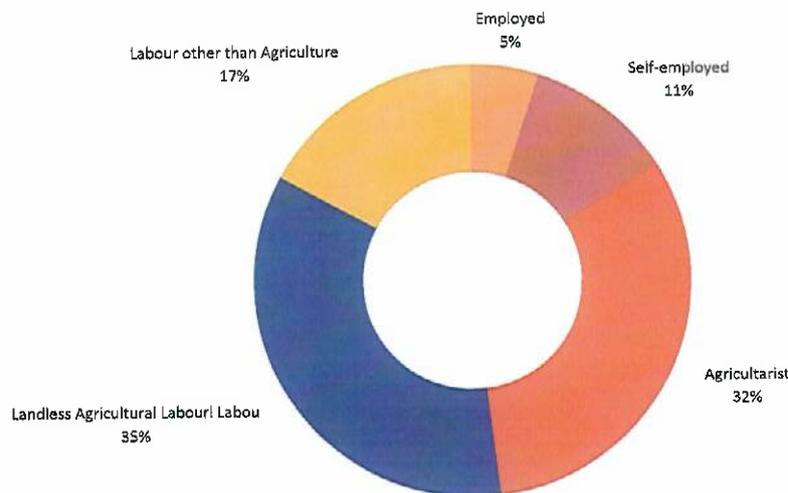
Fig. 7: Occupation of the respondents

Awareness, Quality of Services, and Impact of Cataract Surgeries Intervention

This sub-section provides critical insights into the intervention, highlighting beneficiaries' experiences in the consultation, surgery, and post-surgery follow-up processes, services received by Akhand Jyoti, benefits of the surgery on their lives and livelihoods, etc.

Figure 8 delineates the various channels through which beneficiaries became aware of the free cataract surgery intervention. A significant 281 (70%) of beneficiaries discovered this initiative through Akhand Jyoti, emphasising the pivotal role of the implementing organisation in disseminating information. Additionally, 76 (19%) learned about the intervention through Village Panchayat Meetings, showcasing the effectiveness of community-oriented outreach. A smaller but notable portion, comprising 34 (9%), were informed by family members or friends, underlining the power of word-of-mouth communication. Only 9 (2%) beneficiaries were reached through Social Media platforms. This breakdown provides critical insights into the efficacy of different awareness channels, shedding light on the most effective methods of reaching the target audience.
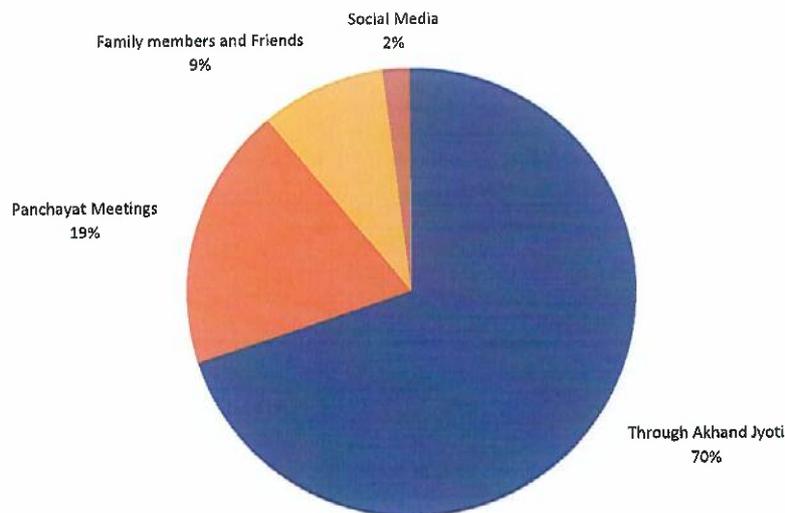

Fig. 8: How respondents found out about the intervention?

Figure 9 illuminates the duration of suffering experienced by beneficiaries before undergoing cataract surgery. Remarkably, 266 (66.3%) of beneficiaries received the surgery within less than six months from the onset of symptoms, indicating relatively 6 to 12 months (25.7%), indicating a still timely intervention for this group. A smaller 26 (6.9%) endured their condition for 1 to 2 years before treatment, while only 3 (1.1%) suffered for more than 2 years before surgery. This data reveals the promptness of the healthcare response, underscoring the effectiveness of the intervention program in addressing the urgent needs of beneficiaries.
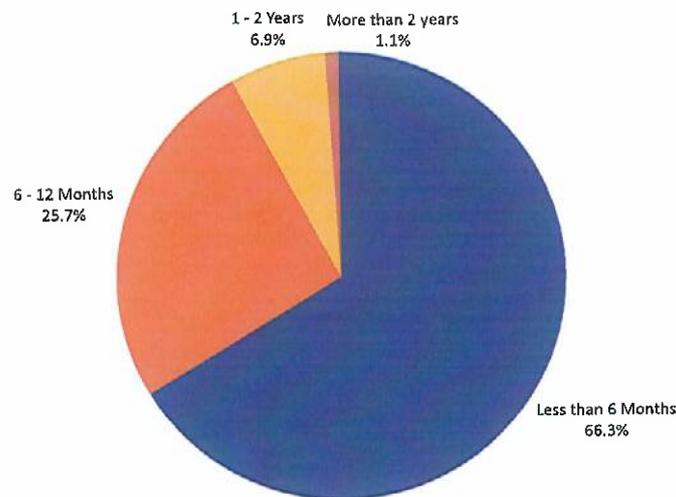
Fig. 9: For how long the respondents suffered before getting cataract surgery done?

Figure 10 outlines the avenues through which beneficiaries became aware of their need for cataract surgery. A substantial 366 (91.1%) of beneficiaries were identified through screenings conducted by Akhand Jyoti, emphasising the organisation's proactive role in early detection. A smaller proportion, 22 (5.9%), consulted private practitioners, while 12 (3%) sought advice from optometrists. This data showcases the significance of community-based screenings and the crucial role of Akhand Jyoti in detecting cataract cases.
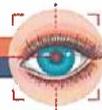
Figure 11 provides a clear overview of the treatments undergone by beneficiaries before cataract surgery. A significant majority, comprising 353 individuals, did not receive any prior treatment, indicating that cataract surgeries were their first intervention. In contrast, 47 beneficiaries had undergone treatment before opting for cataract surgery.
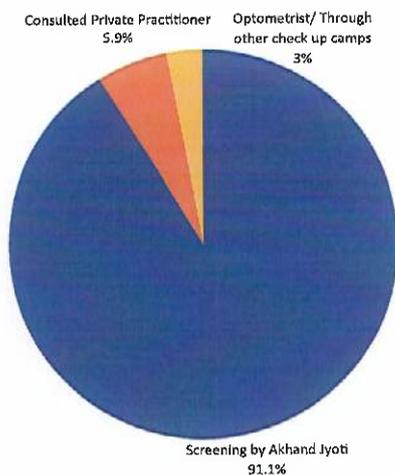
Fig. 10: How did the respondents get to know that the cataract surgery is required?
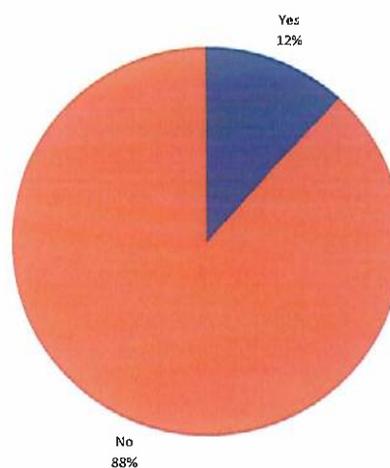
Figure 11: Did the respondents go through any treatment before undergoing cataract surgery?

Figure 12 delineates the various barriers faced by beneficiaries who did not undergo cataract surgery before seeking the intervention. The majority of individuals were unaware of their condition, accounting for 146 (38%) of the cases. Another significant barrier was the inability to detect the condition early, cited by 143 (36%) of respondents. Financial constraints posed a challenge for 66 (17%) of the individuals, 21 (5%) faced issues related to the unavailability of necessary infrastructure, while myths surrounding the surgery deterred 17 (4%) of the respondents. This data illuminates the multifaceted challenges faced by beneficiaries in accessing cataract surgery.
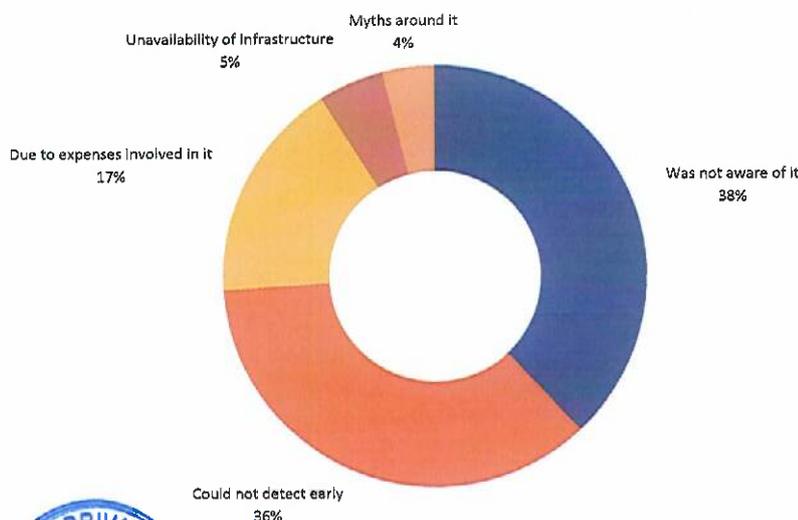
Fig. 12: Barrier to not undergo any treatment before undergoing cataract surgery

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Figure 13 outlines the range of services received by beneficiaries from Akhand Jyoti. An overwhelming majority, constituting 69% of respondents, received all available services. Additionally, 11% availed of consultation (screening) services, while 9% received consultation (screening) along with medicines, glasses, and eye drops. A smaller percentage, 7%, received medicines, glasses, and eye drops without consultation, while 1% received these consumables and transportation. Another 1% each received consultation and post-surgery consultation, consultation, medicines, glasses, eye drops, transportation, or a combination of these services. This data highlights the comprehensive nature of Akhand Jyoti's services, ensuring that beneficiaries receive holistic care, from initial consultation to post-surgery follow-ups.
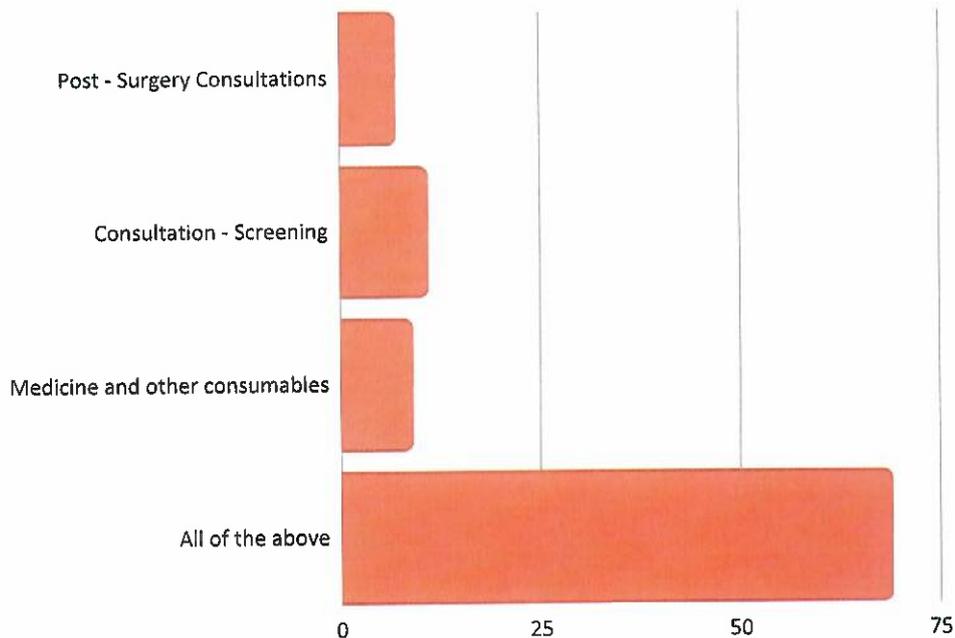
Fig. 13: Services received by the respondents from Akhand Jyoti

Figure 14 delineates the challenges faced by beneficiaries before undergoing cataract surgery. A significant 242 (61%) of respondents reported that their work was affected due to the loss of vision. Additionally, 118 (30%) faced the challenge of dependency on family members due to their vision impairment; a smaller percentage, 25 (6%), experienced job loss due to their vision condition. A very small proportion, 10 (3%), faced the combined challenges of work disruption and dependency on family members, while (3) 1% experienced work disruption and job loss. This data underscores the profound impact of vision impairment on the beneficiaries' ability to work and maintain independence.
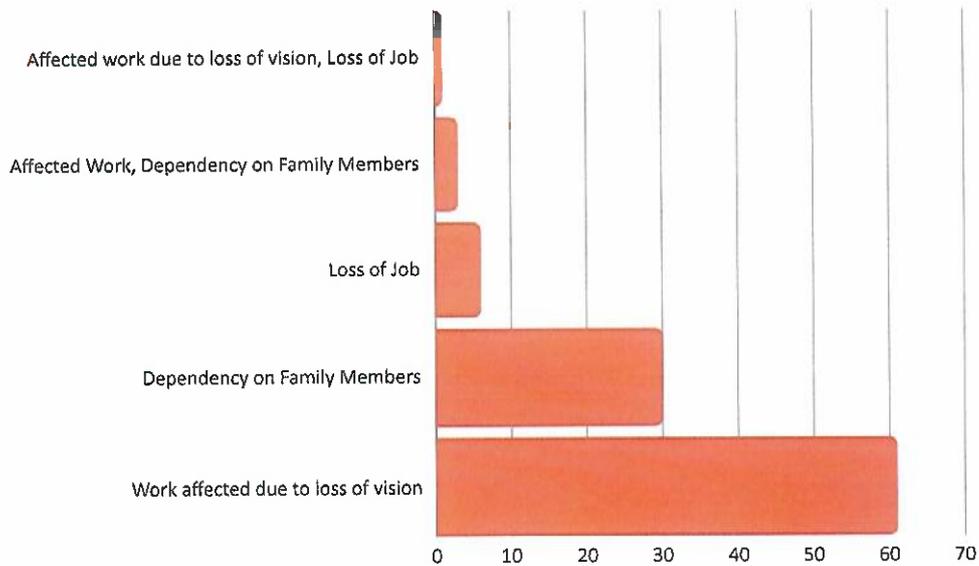
Fig. 14: Challenges faced by the respondents prior to the surgery

Figure 15 provides a clear overview of the cataract surgeries' financial aspect. An overwhelming majority, comprising 385 (97%) of the beneficiaries, did not have to pay any fees or charges for the surgery. Only 15 (3%) beneficiaries reported paying fees or charges for the surgical procedure. This data highlights the significant impact of the intervention in ensuring access to essential healthcare services without imposing financial burdens on the beneficiaries.
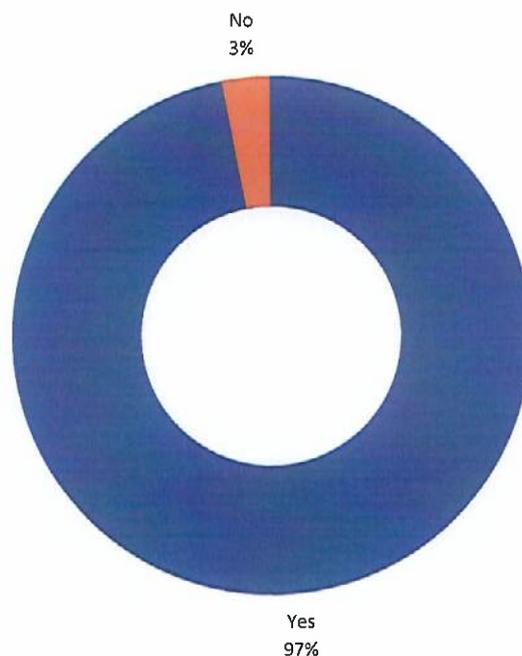
Fig. 15: Did the respondents pay any fees/ charges for the surgery
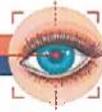
Figure 16 illustrates the profound impact of cataract surgery on the beneficiaries' lives. A significant 186 (42%) of respondents reported experiencing a holistic improvement, indicating that the surgery positively influenced various aspects of their lives. Furthermore, 27% of respondents mentioned enhanced productivity and better focus on work, showcasing the surgery's direct contribution to their professional lives. Additionally, 21% of the respondents noted reduced dependence on family members, indicating increased independence and self-sufficiency. Moreover, 10% of respondents highlighted the financial aspect, stating that the free-of-cost service helped them save money. This data underlines the multifaceted benefits of cataract surgery, from improved vision to enhanced productivity and reduced financial burden.
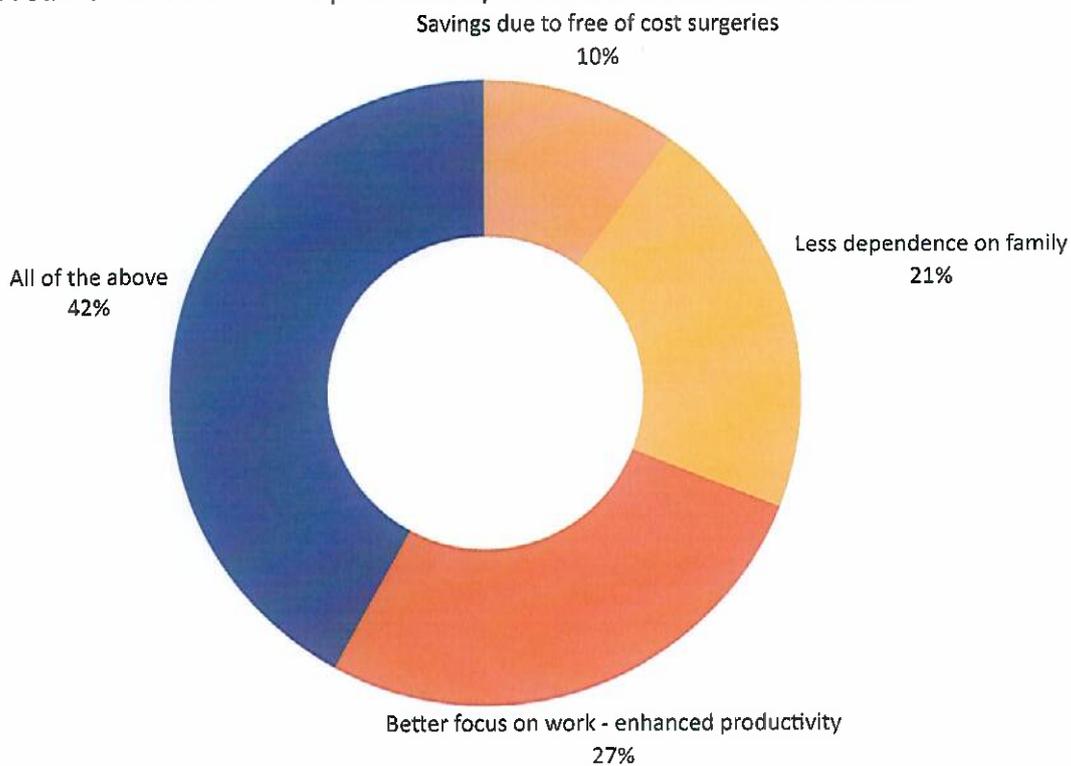
Fig. 16: How has the cataract surgery helped the respondents?

The table below reflects the beneficiaries' post-cataract surgery experiences. This data emphasises the varied experiences of beneficiaries concerning post-surgery eye pain. Table 1 illustrates beneficiaries' experiences regarding improving their vision post-cataract surgery. An overwhelming 94% of respondents reported a significant improvement in their vision. A smaller portion, 6%, indicated a moderate enhancement, while only 1% stated that there was no improvement. This data showcases the remarkable success of cataract surgeries in restoring vision for most beneficiaries.
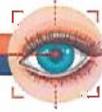
Table 1: Post Surgery Experience

Indicator	Yes	No	Somewhat
Post-surgery improved vision	94%	1%	5%
Post surgery irritation in eyes	47%	45%	8%
Post surgery pain in and around eyes	47%	42%	11%
Post surgery red eyes	49%	44%	7%

Figure 17 provides an overview of the post-surgery experiences of the beneficiaries. A significant majority, accounting for 395 (99%) of respondents, faced no difficulties after the cataract surgery. Only 4 (1%) respondents reported facing problems post-surgery. This data underscores the overall success of the surgeries, with the vast majority of beneficiaries experiencing smooth recoveries without significant challenges.
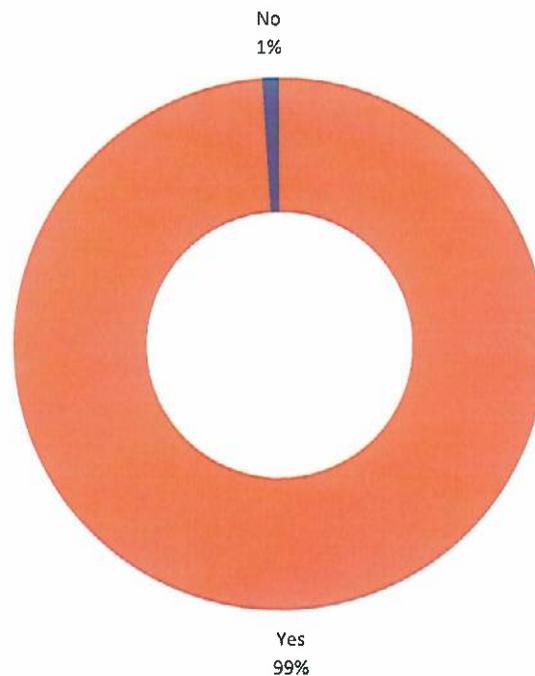
Fig. 17: Post-surgery difficulty faced by the respondents
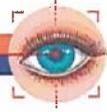
The table 2 highlights the health-seeking behaviour of the beneficiary respondents post-cataract surgery. This data highlights the importance of adequate sleep in the post-surgery recovery process and overall well-being. The table indicates the beneficiaries' adherence to wearing spectacles after cataract surgery. An overwhelming majority, comprising 391 (98%) of respondents, reported wearing spectacles regularly after the surgery. A small minority, 9 (2%), stated that they did not wear spectacles. This data highlights the importance of post-surgery eye care, emphasising the significance of wearing spectacles for optimal vision. The table presents beneficiaries' adherence to eye drops after cataract surgery. A significant majority, constituting 383 (96%) of respondents, reported using eye drops regularly after the surgery. A smaller proportion, 17 (4%), stated that they did not use eye drops. This data underscores the importance of post-surgery eye care, particularly concerning using prescribed medications such as eye drops.

Table 2: Health seeking behaviour of respondents

Indicator	Yes	No
Wearing spectacles regularly	98%	2%
Used Eye drops regularly	96%	4%
Took prescribed medicines	91%	9%
Maintained proper sleep cycle	92%	8%
Consumed nutritious food	89%	11%

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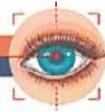
Figure 18 provides insights into the financial impact of the free cataract surgeries provided to the beneficiaries. A significant majority, accounting for 271 (68%) of respondents, reported saving up to Rs. 10,000 due to the free surgeries. Additionally, 113 (28%) saved between Rs. 10,000 to 20,000, while a smaller proportion, 14 (4%), saved more than Rs. 20,000. This data illustrates the substantial financial relief experienced by beneficiaries due to the free surgical intervention.
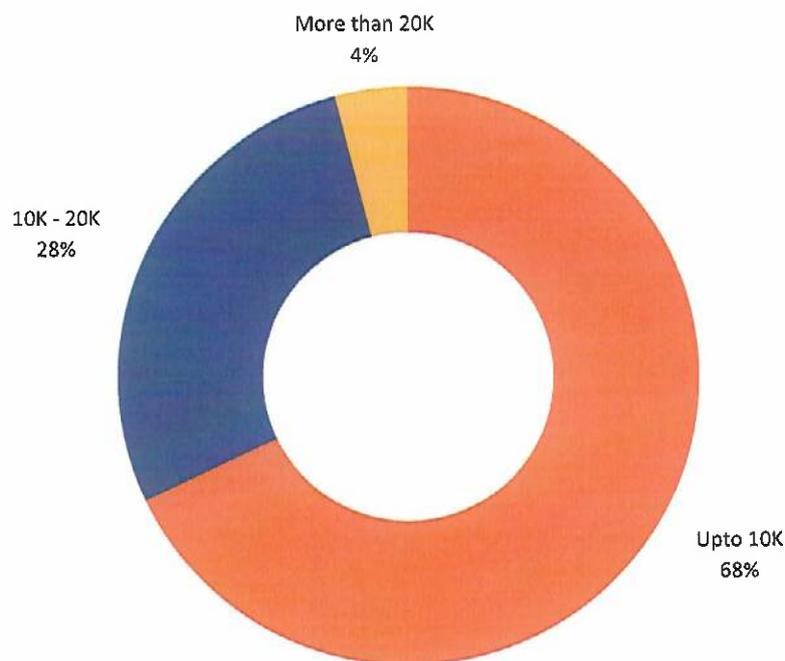
Fig. 18: Money saved due to free of charge surgeries

Figure 19 represents data on cataract surgeries' timeliness after the first consultation. A majority of surgeries, 79% in total, were performed within one month of the initial consultation. Specifically, 174 (44%) surgeries were conducted within 15 days, and 140 (35%) were performed within one month. Additionally, a significant proportion, 83 (21%), underwent surgery less than a week after the first consultation. This data highlights the prompt and efficient healthcare delivery system, ensuring timely surgical interventions for beneficiaries.
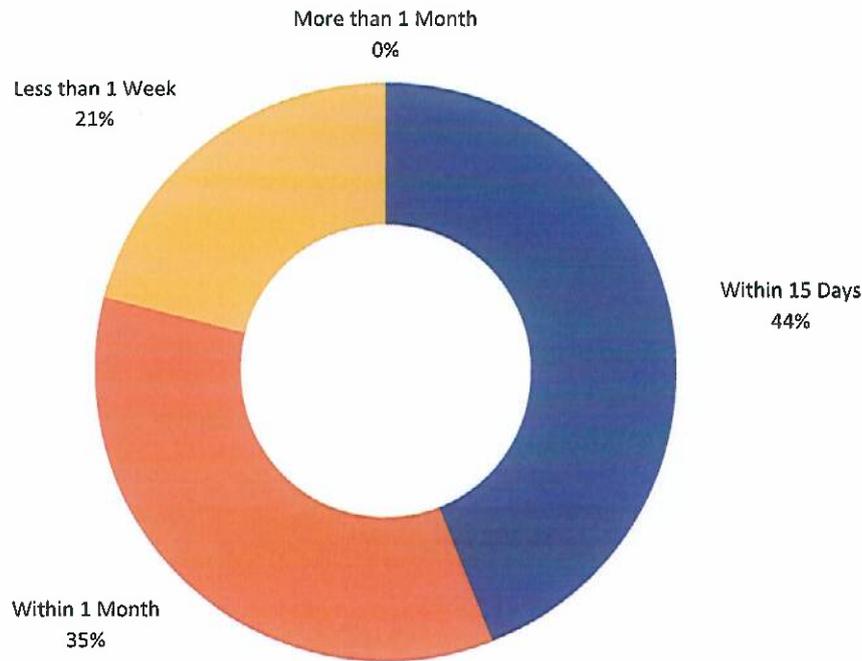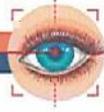
Fig. 19: Time taken to undertake the cataract surgery post-first consultation

Table 3 illustrates the beneficiaries' rating/evaluation of experience with respect to cataract surgery. The figure highlights the ratings given by beneficiaries for the consultation and screening services provided. A majority, constituting 226 (95%), rated the services positively, with 152 (57%) considering them excellent and 38% rating them as good. A small proportion, 15 (4%), found the services acceptable but unsatisfactory, while only 7 (1%) rated them extremely bad. This data showcases the overall positive feedback from beneficiaries regarding the consultation and screening services. The figure presents the beneficiaries' evaluation of the surgical services provided. The majority of beneficiaries, 98%, rated the surgeries positively. Specifically, 235 (59%) considered the surgical services excellent, and 156 (39%) rated them as good. A small proportion, 7 (1%), found the services acceptable but unsatisfactory, while only 1% rated them extremely bad. Though data highlights the overwhelmingly positive feedback from beneficiaries regarding surgical services, a marginal fraction of the beneficiary groups reported a mixed to negative feedback. Primary reasons for negative satisfaction level cited by beneficiaries are long waiting time and postoperative complications like inflammation. It was also observed that few of the respondents reported such feedback due to unrealistic expectations about the surgery. A very few respondents also cited poor communication between healthcare providers and patients regarding the procedure, potential risks, and expected outcomes which lead to dissatisfaction.
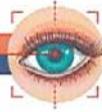
Table 3: Experience Post Surgery

Experience	Excellent	Good	Acceptable, but not satisfactory	Bad	Extremely Bad
Consultation and Screening	57%	38%	4%	0%	1%
Surgery	59%	39%	1%	0%	1%
Post Surgery Follow ups and Consultations	72%	25%	3%	0%	1%
Quality of Staff	75%	23%	1%	0%	1%

Figures 20 and 21 illustrate the beneficiaries' responses regarding the impact of the cataract surgery on their quality of life and their rating for improved quality of life. Figure 21 shows the beneficiaries' responses regarding the impact of the cataract surgery on their quality of life. A significant majority, constituting 77% of respondents, reported positive improvements. Among them, 172 (43%) experienced an overall improvement in their quality of life, and 135 (34%) specifically noted an enhancement in vision-related quality of life. Furthermore, a notable portion, 68 (17%), refrained from making a definitive statement, indicating a degree of uncertainty about the impact. A smaller proportion, 18 (5%), did not perceive any improvement in their quality of life post-surgery, while 7 (2%) expressed a generic affirmation of improvement without specifying its nature. This data emphasises the substantial positive impact of the surgeries on the beneficiaries' overall quality of life, particularly concerning their vision-related experiences.

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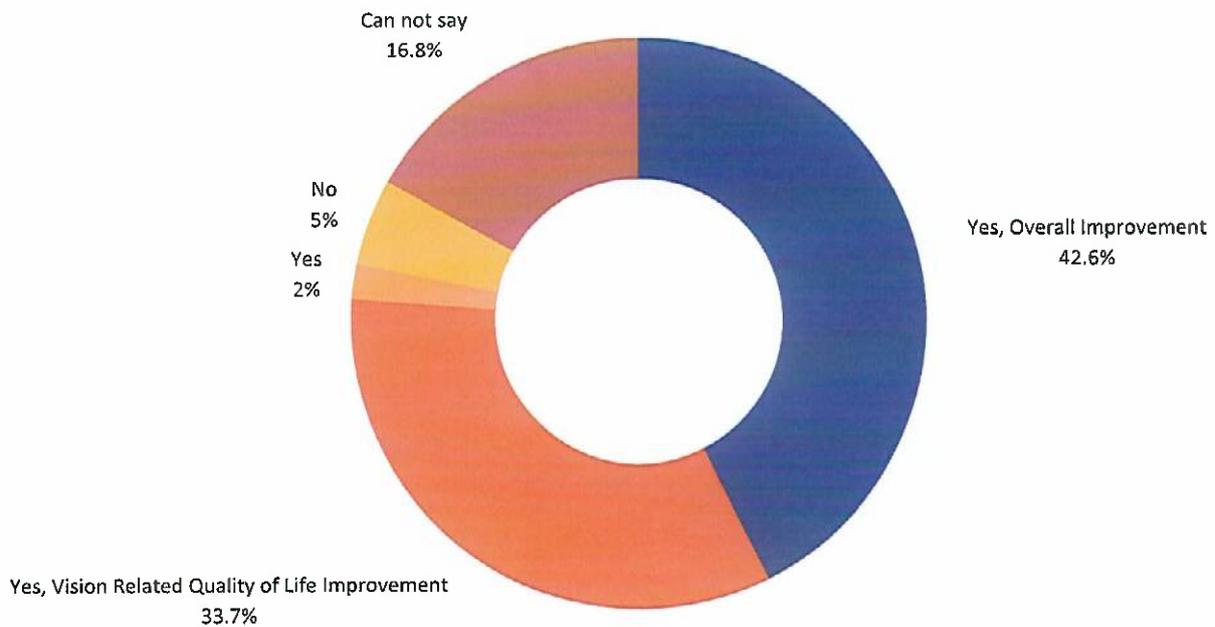
Fig. 20: Improved quality of life after the surgery

Beneficiaries who reported an improvement in their quality of life post-surgery were asked to rate this on a scale of 1 to 5, with 1 indicating no improvement and 5 indicating significant improvement. Figure 21 illustrates these ratings given by the respondents. The majority of beneficiaries, 187 (47%), rated the improvement as excellent (5), indicating a substantial positive change in their quality of life. Additionally, 129 (32%) rated the improvement as good (4), signifying a significant but slightly less transformative change. A further 36 (9%) provided a moderate rating of 3, indicating a noticeable yet moderate improvement. A smaller proportion, 29 (7%), rated the improvement as fair (2), suggesting a limited positive change and 12 (3%) rated it as poor (1), indicating minimal improvement. This data highlights beneficiaries' diverse range of experiences regarding improving their quality of life post-surgery.
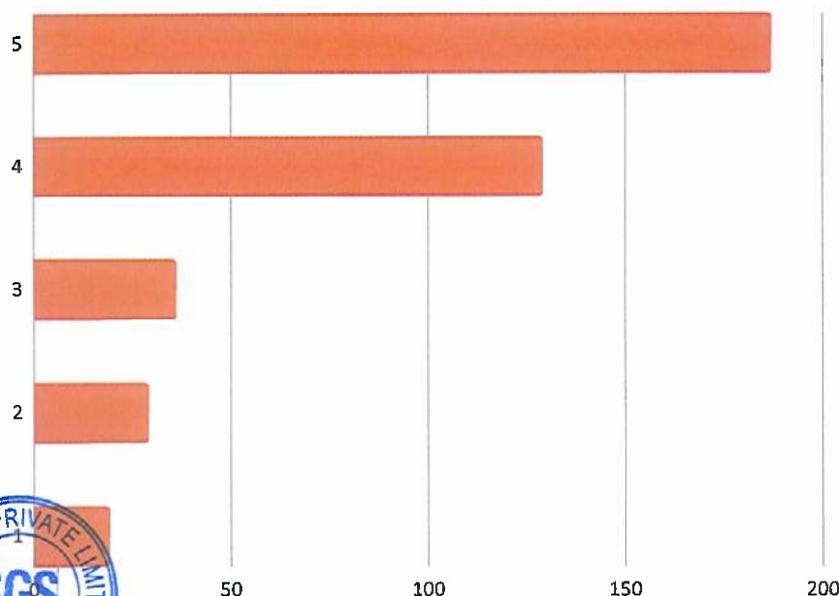
Fig. 21: Rating for the 'Improvement in quality of life'
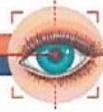
Conclusion

In Bihar and Eastern Uttar Pradesh, an initiative was undertaken to assist individuals afflicted with cataracts and lacking the means to afford treatment. Collaborating, CMEPL and Akhand Jyoti Eye Hospital endeavored to address this healthcare challenge, instilling hope in impoverished rural regions. This assessment delves into the project's transformative effects on lives, weaving together data and narratives to depict its profound impact.

The findings revealed a substantial impact on the target population. Over 2,857 cataract surgeries, fully funded by CMEPL, were performed, liberating individuals from avoidable blindness. The beneficiaries, primarily from underprivileged families, experienced a significant enhancement in their quality of life, both professionally and personally. The surgeries restored their vision and reinstated their independence, enabling them to re-engage with their communities and professions.

One of the most remarkable aspects of this initiative was its inclusivity. The beneficiaries represented a diverse demographic, with a majority being older individuals, highlighting the prevalence of cataracts in the ageing population. The initiative reached individuals across various castes, income groups, education levels, and occupations, ensuring inclusivity and accessibility for all, making sure that the gift of sight was extended to all, regardless of their social standing. This inclusive approach mended eyes and bridged gaps, fostering a sense of unity and equality among diverse communities.

Furthermore, beneficiaries expressed overwhelming satisfaction with the consultation, surgery, and post-surgery follow-up processes. The initiative improved their vision and alleviated challenges they faced in their professional lives. Improved vision led to enhanced productivity, reduced dependency, and significant savings for the beneficiaries, underlining the holistic impact on their lives. The impact of restored vision rippled far beyond the realm of eyesight. We witnessed improved productivity, reduced dependency, and significant financial savings among the beneficiaries. The initiative catalysed change, breaking the chains of reliance and enabling individuals to participate in their communities and workplaces actively. The awareness levels regarding the donor, CMEPL, were high, indicating effective communication efforts. However, there remains a need for targeted strategies to bridge the awareness gap among the remaining beneficiaries.

The success of this initiative is attributed to meticulous planning, compassionate execution, and unwavering dedication. The communication strategies were effective, but there is always room for improvement. By ensuring that every beneficiary is aware of the generous support from CMEPL, future initiatives can deepen the sense of gratitude and connection.

As we conclude this assessment, we recognise that the lessons learned here about effective communication, inclusive outreach, and holistic impact must guide future efforts. Moreover, the impact doesn't end with the surgeries; it continues with long-term follow-ups, ensuring that the beneficiaries' newfound vision remains clear and bright.

In planning for the future, it is imperative to enhance communication strategies, emphasising the need to fortify channels that disseminate information about the initiative's sponsor. This strategic approach will cultivate a deeper gratitude and trust among beneficiaries. Moreover, there should be a concentrated effort towards targeted outreach, specifically in remote and marginalised communities. Ensuring the initiative's benefits reach the most vulnerable will amplify its impact and promote a more inclusive society. Additionally, establishing mechanisms for long-term follow-ups is crucial. This proactive step will facilitate continuous assessments of the sustained impact on beneficiaries' lives, allowing for ongoing support and assistance, thus ensuring the initiative's enduring positive influence.

For,
SGS India Private Limited

Sameer Prabhughate
Connectivity & Products - Trade Facilitation Services
Head - Projects

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS
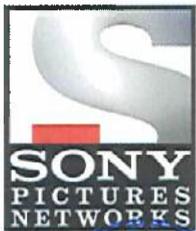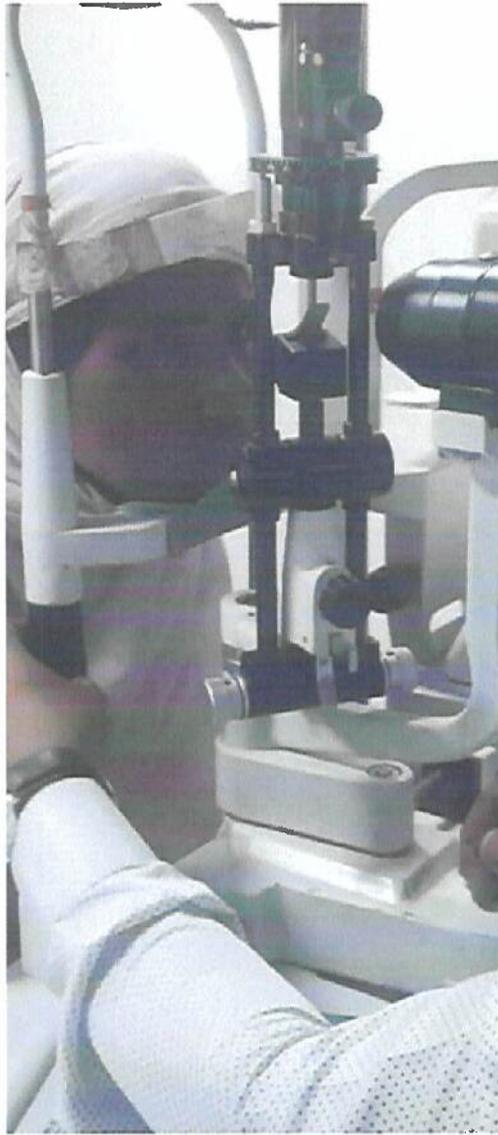
CATARACT SURGERIES

IMPACT ASSESSMENT PARTNER

SGS

SGS

CHIRAG SHETTY AND SATWIKSAIRAJ
RANKIREDDY (SHUTTLER)

Sankar Muthusamy,
Shuttler

Payas Jain, Paddler

PRIYANKA GOSWAMI (RACEWALKER)

SUMIT ANTIL (PARA-JAVELIN THROW)

AVANI LEKHARA (PARA-
SHOOTER)

PARUL PARMAR (PARA-
BADMINTON)

SHARAD KUMAR (PARA-HIGH JUMP)

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS

GOSPORTS LONG-TERM ATHLETE DEVELOPMENT program
PARA CHAMPIONS program

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Acknowledgement

We, SGS, would like to express our gratitude towards the client for entrusting us with this impact assessment project. We are extremely thankful for their assistance during the course of the study.

We thank everyone who participated in the study and contributed insights. In this regard, we would like to express our gratitude to the beneficiaries and the stakeholders for their support throughout the study and their active participation.

We appreciate the GoSports Foundation team's cooperation with the SGS team during the study. We truly appreciate all the intellectual guidance received from Culver Max Entertainment Private Limited (CMEPL) and GoSports Foundation teams throughout the study.

Last but not least, we want to express our gratitude to everyone who spent the time answering the extensive survey.

SGS Team

Ethical Consideration

Informed consent:

The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality:

The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Right to reject or withdraw:

Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Comfort:

The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

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Executive Summary

India boasts remarkable sporting potential, particularly among athletes who are differently-abled. Recognizing the importance of nurturing this potential, Culver Max Entertainment Private Limited (CMEPL) has partnered with the GoSports Foundation to launch the GoSports Long Term Athlete Development Program (GLTADP) and Para Champion Program. These initiatives are aimed at meticulously crafting paths to excellence for emerging athletic talent and guiding them scientifically toward representing India at the highest levels of competition. With a visionary purpose, these programs were conceived as guardians of India's growing sports talent, ensuring their abilities do not go unnoticed.

This initiative is more than just a short-term effort; it represents a long-term commitment to the comprehensive development of athletes. The program's creators have meticulously designed an 8-10-year roadmap with the singular goal of cultivating the next generation of Indian Olympians. The effectiveness of the program is not limited to the distant future; even in its early stages, it has propelled some athletes to the brink of qualifying for the prestigious Tokyo Olympics. These exceptional individuals, supported by the GLTADP, are on the verge of Olympic glory, showcasing the transformative impact of the program and the latent potential it harnesses.

More than just a sports initiative, the Para Champion Program was conceived to be a catalyst for self-empowerment among the differently-abled community in India. At its core, this initiative embodies the essence of meaningful intervention. It goes beyond mere token support and strives to impact the sporting trajectories of athletes who are differently-abled. By providing tailored resources, mentorship, and opportunities, the PCP endeavors to rewrite the narratives of these athletes, transforming their challenges into triumphs and inspiring a generation.

Introduction

CMEPL supported Long Term Athlete Development and Para Champions Program under its CSR mandate. Long Term Athlete Development Program was launched by Gosports Foundation in 2017 to nurture the upcoming cohort of top-tier Indian athletes by offering financial support and sports science guidance from the early stages of their athletic journeys. Its objective is to ensure that athletes have access to a high-performance support system from a young age, facilitating a smooth transition from junior to senior levels of competition.

The Para Champions Program was implemented to systematically advance the Indian Paralympic Movement. This initiative provides support to both emerging and elite athletes who are differently-abled in their pursuit of Paralympic success. The ultimate goal of the program is to increase awareness of prevalent disability conditions in society and shift attitudes toward athletes who are differently-abled.

Objectives of Long Term Athlete Development Program
- To groom the next generation of elite Indian athletes from the formative stages of their career
- To create pathways to excellence for emerging talent and to support in scientific manner

Objectives of Para Champions Program
- To empower Indian Para athletes on their Para- Olympic journeys and beyond
- To bring structure, planning and vision to the Indian Paralympic Movement

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Contributing to SDGs

The Para Champions program and Long Term Athlete Development Program significantly aligns with several Sustainable Development Goals (SDGs). Direct impacts are observed in SDG1 (No Poverty) through financial support for athletes who are differently-abled and elite athletes. SDG2 (Zero Hunger) by empowering athletes and improving nutrition, SDG3 (Good Health and Well-being) through enhanced physical and mental health, SDG10 (Reduced Inequality) by providing equal sports opportunities, and SDG16 (Peace and Justice Strong Institutions) by fostering positive social change and belonging among athletes. Collaboration with CMEPL and the GoSports Foundation underscores the importance of partnerships linking to SDG17 (Partnerships to achieve the Goal).

Indirectly, the program impacts SDG4 (Quality Education) by integrating education into sports training, SDG5 (Gender Equality) by promoting inclusivity and empowering athletes who are differently-abled, SDG6 (Clean Water and Sanitation) by enhancing athletes' well-being, SDG8 (Decent Work and Economic Growth) by creating opportunities for athletes, and SDG11 (Sustainable Cities and Communities) by fostering inclusivity and positive societal impact.

While the program's influence on SDG9 (Industry, Innovation, and Infrastructure), SDG12 (Responsible Consumption and Production), SDG13 (Climate Action), SDG14 (Life Below Water), and SDG15 (Life on Land) is limited, its transformative impact on societal perceptions and attitudes has the potential to contribute to these goals over time gradually.

In conclusion, through its multi-faceted approach, the Long Term Athlete Development and Para Champions Program transform the lives of athletes. It actively contributes to a myriad of SDGs, fostering a more inclusive, equal, and prosperous society.

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Study Design and Methodology

Impact Assessment Study:

CMEPL and the GoSports Foundation enlisted the expertise of SGS India to conduct an exhaustive impact assessment study for the Long Term Athlete Development and Para Champions program. This initiative supported 28 Athletes nationwide. The study aimed to meticulously document evidence and narratives to evaluate the program's impact comprehensively.

The Objectives of Impact Study:

Broader Objective — The primary goal of this impact assessment study is to critically assess and analyze the far-reaching effects of the Long Term Athlete and Para Champions Program. This overarching objective entails a detailed examination of the program's multifaceted influence on the lives of athletes.

By addressing this objective, the impact assessment study aims to provide a comprehensive and nuanced understanding of the Program's impact, shedding light on its successes, challenges, and the transformative changes it has brought to the lives of the athletes.

Methodology:

In the pursuit of comprehensively understanding the impact of both Long Term Athlete Development Program and Para Champions Program, the assessment team meticulously employed a robust methodology. Out of the total 28 athlete beneficiaries of the program, personal online interviews were conducted with 14 athletes including elite and para athletes. The rest of tathletes were unavailable for interviews due to their ongoing championship events. The amassed data underwent systematic processing involving cleaning, editing, coding, and creating master charts and tabulations. Statistical Package for the Social Sciences (SPSS) and Microsoft Excel were used for rigorous data analysis. This study employed a descriptive study model within the quantitative and qualitative research framework, ensuring a comprehensive and insightful impact assessment report.

Analytical Review: Statistical Findings and Discussions

Figure 1 provides key demographic and basic information about the Para athletes participating in the program. This demographic snapshot offers insight into the diverse geographical locations, genders, and age groups represented among the athletes participating in the program. Figure 2 provides an overview of the array of sports represented within the athlete cohort, highlighting the program's inclusivity and the athletes' diverse expertise in various sporting disciplines.
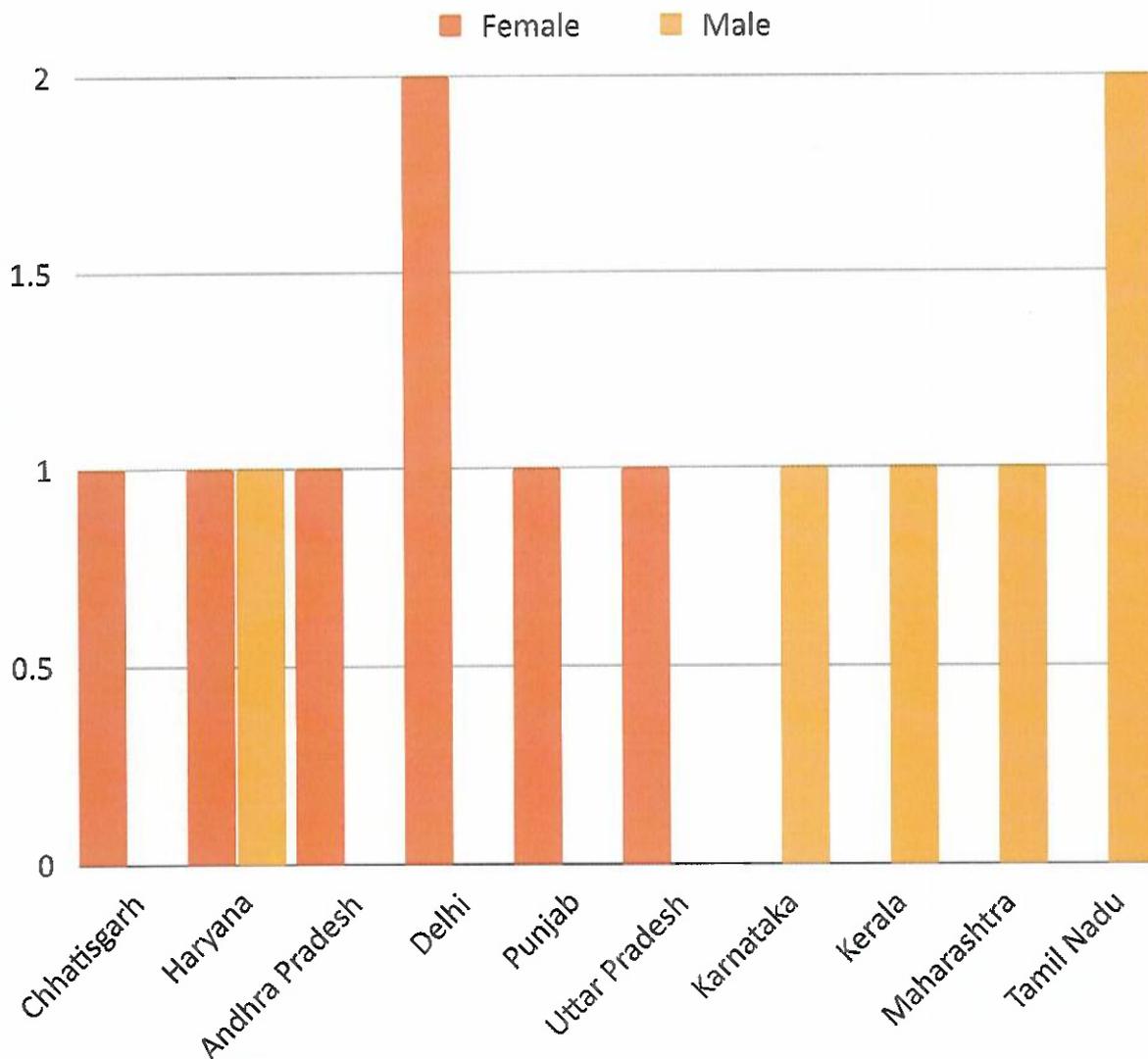

Figure 1: Key demographic and basic information about the Elite and Para Athletes

Analytical Review: Statistical Findings and Discussions

- **Sonia Sharma:** Sonia Sharma is from Agra, a city in Uttar Pradesh. She is a female athlete aged 18 to 35 years and affiliated with Shooting.
- **Niranjan Mukundan:** Niranjan Mukundan hails from Bangalore, the capital city of Karnataka, and is a male athlete aged 18 to 35 who participates in Swimming.
- **Raja Muthupandi:** Raja Muthupandi is based in Chennai, the capital city of Tamil Nadu. He is a male athlete aged 18 to 35 and is a Weightlifting Para-athlete.
- **Gaurav Rana:** Gaurav Rana comes from Uttar Pradesh and is a male athlete aged 36 to 45 years associated with Shooting.
- **Ankur Dhama:** Ankur Dhama represents Haryana, a male athlete aged 18 to 35 who competes in Race Walking.
- **Devanshi Satija:** Devanshi Satija resides in New Delhi. She is a female athlete aged between 18 to 35 years and is a Swimming Para-athlete.
- **Samiya Farooqui:** Samiya Farooqui is located in Hyderabad and is a female athlete aged 18 to 35 years who competes in Badminton.
- **Avantika Narale:** Avantika Narale hails from Bilaspur, Chattisgarh. She is a female athlete aged 18 to 35 and participates in Athletics.
- **Siva Magesh:** Siva Magesh is from Kerala and is a male athlete aged 18 to 35 years and associated with Fencing.
- **Shriyanka Sadangi:** Shriyanka Sadangi resides in New Delhi. She is a female athlete aged between 18 to 35 years and is a Shooting athlete.
- **Sankar Muthusamy:** Sankar Muthusamy is based in Chennai, the capital city of Tamil Nadu. He is a male athlete aged 18 to 35 years old and participates in Badminton.
- **Ekta Bhyan:** Ekta Bhyan represents Haryana and is a female athlete aged 18 to 35 who participates in Athletics.
- **Manpreet Bhyan:** Manpreet Bhyan is from Punjab, a female athlete aged between 18 to 35 and a Powerlifting athlete.
- **Shahu Mane:** Shahu Mane is a male athlete aged between 18 to 35 years. He is located in Mumbai, Maharashtra, and is affiliated with Shooting.

Analytical Review: Statistical Findings and Discussions
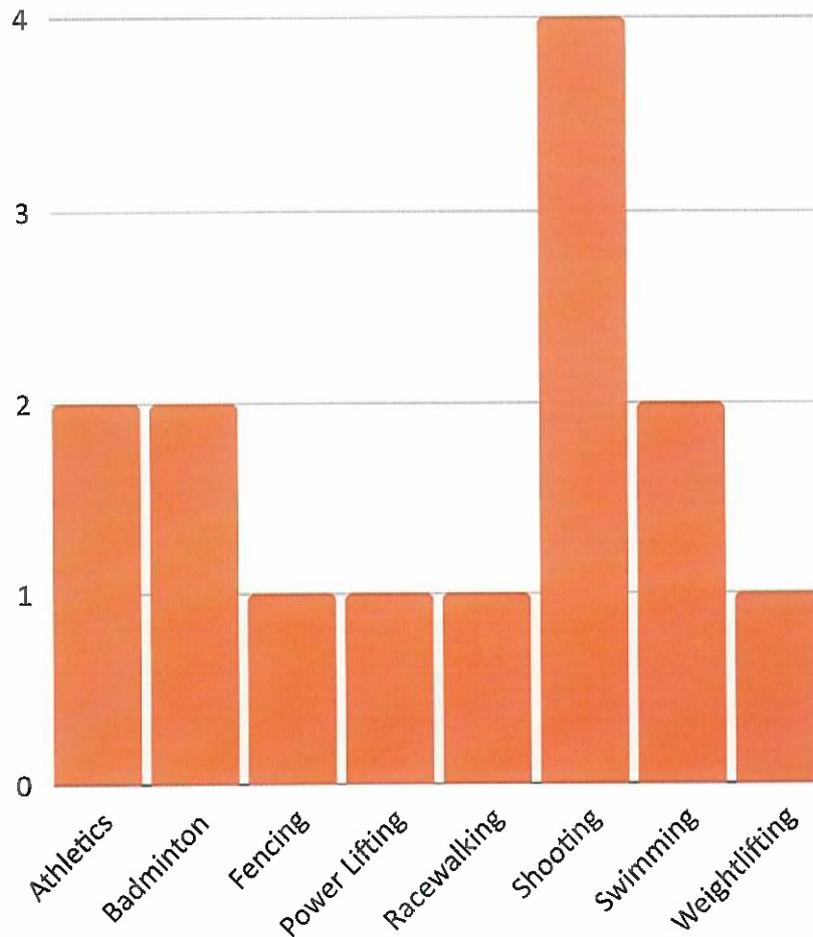

Figure 2: An overview of different sports represented by the athletes

Analytical Review: Statistical Findings and Discussions

All respondents have participated in the monthly interaction sessions for the following topics: sports science assistance, nutrition, equipment, injury, rehab and recovery updates, health and well-being, media interactions, and commercial engagement. Table 1 summarises the interactions between the athlete managers and the Para athletes, detailing the frequency of interactions and the types of sessions they have been a part of.

Name of the Athlete	Frequency of Interaction	Interaction Sessions
Sonia Sharma	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Niranjan Mukundan	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Raja Muthupandi	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Gaurav Rana	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Ankur Dhama	Monthly	Sports Science Assistance, Nutrition, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Devanshi Satija	Monthly	Sports Science Assistance, Nutrition, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions
Samiya Farooqui	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Avantika Narale	Monthly	Sports Science Assistance, Nutrition, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Siva Magesh	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Shriyanka Sadangi	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Sankar Muthusamy	Monthly	Health and Well-being, Media Interactions
Ekta Bhyan	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Manpreet Bhyan	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement
Shahu Mane	Monthly	Sports Science Assistance, Nutrition, Equipment, Injury, Rehab and Recovery Updates, Health and Well-being, Media Interactions, Commercial Engagement

Table 1: A summary of the interactions between the athlete managers and the athletes

Analytical Review: Statistical Findings and Discussions

The above table illustrates the consistent monthly interactions between athlete managers and athletes, covering a range of sessions, including sports science assistance, nutrition guidance, equipment support, injury management, and various other aspects contributing to the Para athletes' holistic development and well-being.

All respondents confirmed that these interaction sessions have helped them to improve their performance. Describing it in their own words, all athletes said, "These interactions have been instrumental in enhancing our skills, aiding us in our athletic journey. Media Interactions have honed our communication abilities, keeping us updated on injuries, making us more attentive, and providing valuable insights on what to do and what not to do. Sessions on managing prize money acted as a significant boost. Primarily, these interactions played a pivotal role in our recovery, rehabilitation, and nutrition. They offered crucial financial aid and essential equipment support. Joining these sessions correlated with rising national rankings, setting new national records, and even participating in international competitions."

Respondents also emphasised that "during challenging times, these interactions bolstered our spirits, motivating us to continue our efforts despite the odds. They were indispensable in sustaining our determination, even helping us successfully clear the trials for the Asian Games. The sessions facilitated a better understanding of nutrition and included regular health checkups, promoting overall growth. Our health and food intake improved significantly. The provided diet charts simplified meeting our protein needs, which is vital for muscle growth, especially when paired with resistance training. Furthermore, these interactions aided our recovery from injuries through well-structured diet plans. They sharpened our focus, allowing us to analyse performance metrics effectively. We substantially improved our overall performance, particularly in core strength and our concentration during the game. The increase in focus was a game-changer, enhancing our abilities on the field."

Analytical Review: Statistical Findings and Discussions

Figure 3 indicates that 13 out of 14 athletes have consistently received physiotherapy sessions under the initiative. These sessions have been provided regularly, ensuring that athletes can access essential physical therapy to maintain their fitness, prevent injuries, and support their overall well-being. The consistent availability of physiotherapy sessions underscores the initiative's commitment to the athletes' physical health and performance optimization.

The second graph in Figure 3 also illustrates the comprehensive blood test support provided to the athletes as part of the initiative. Regular blood tests were conducted ranging from as-and-when needed (2 out of 14), monthly (1 out of 14), and quarterly (11 out of 14) basis. These analyses have proven invaluable in the Para athletes' well-being and performance optimisation. The results of these blood tests have enabled a detailed assessment of the Para athletes' physiological parameters. This data has been essential in designing personalised nutrition plans, ensuring that each athlete receives tailored dietary guidance to meet their specific needs. Additionally, the blood test analyses have been integral in shaping individualised training plans. Understanding the athletes' biological markers has fine-tuned training regimens to enhance their strengths, address potential deficiencies, and promote overall physical well-being.

Figure 3 : An overview of physiotherapy sessions and blood test support provided to athletes
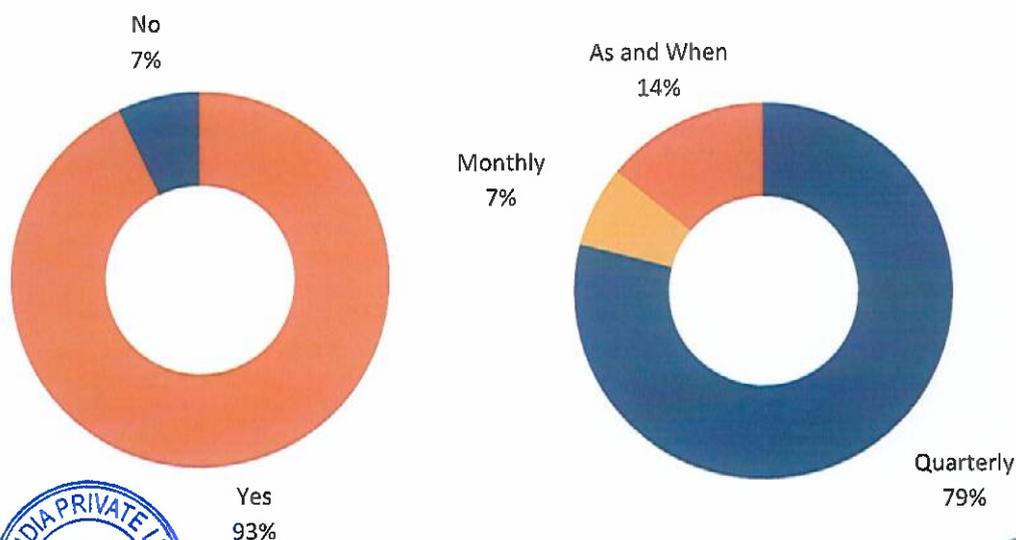
Analytical Review: Statistical Findings and Discussions

Figure 4 outlines the athletes' experiences with expert consultation in case of injuries under the initiative. It shows that athletes who faced injuries were promptly provided with expert consultations. The initiative's proactive approach ensured injured athletes received the necessary expertise and guidance to recover effectively. This demonstrates a robust support system, emphasizing the initiative's commitment to the athletes' health and ensuring they receive the best care to overcome injuries and successfully continue their athletic pursuits.

Furthermore, in the second graph, Figure 4 illustrates that athletes who experienced injuries received consistent and regular post-injury monitoring as part of the initiative's support system. This ongoing monitoring highlights the initiative's commitment to the athletes' well-being beyond the initial injury phase. Athletes were continuously supervised, ensuring their recovery progress was closely observed. The systematic and continuous monitoring of post-injury emphasizes the initiative's dedication to providing comprehensive care, enabling the athletes to recuperate effectively and confidently resume their training and competition schedules.
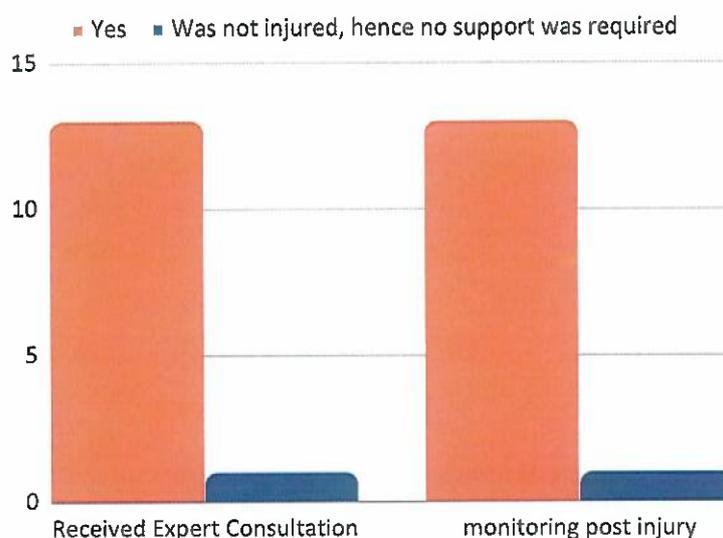

Figure 4: An overview of athletes' experiences with expert consultation in case of injuries and post-injury monitoring

Analytical Review: Statistical Findings and Discussions

All the respondents emphasised that they received competition expenses, which included travel, lodging and boarding, registration fees, and professional development. In addition, all the respondents attended strength and conditioning and yoga sessions. Athletes experienced various benefits from these sessions, including increased mobility, strengthening of supporting muscle, even out muscle imbalance, correction of posture, and enhanced coordination. These benefits reflect the holistic support provided, focusing on logistical aspects, physical well-being, and athletic performance.

The provided data represents responses from all respondents regarding the procurement of training equipment, apparel, and gear during the COVID-19 lockdown and whether they received such items from the GoSports Foundation during the lockdown. The data shows that none of the respondents faced challenges in procuring these items on their own during the lockdown period. Regardless, a majority of the participants (12 out of 14) received these essential items from the GoSports Foundation to support their training efforts during the lockdown (refer to Fig. 5).

Participants were asked to rate the quality of the equipment, apparel, and gear. The majority of the responses were highly positive, with descriptors like "Very good" indicating a high level of satisfaction with the quality of the items provided. Participants were also asked how the equipment support benefitted them. The responses reveal several key points (see Fig. 5):

- **Personalised equipment:** Respondents appreciated the personalised nature of the equipment provided by the GoSports Foundation, indicating that the items were tailored to their specific needs and requirements.
- **Performance enhancement:** Many participants noted that the provided equipment gave them a competitive edge in their performance, indicating that the quality of the gear positively impacted their abilities during training and potentially in competitions.

Analytical Review: Statistical Findings and Discussions

- **Continuity of training during lockdown:** Many respondents highlighted the equipment's crucial role in enabling them to continue their training routines even during the lockdown period. This suggests that the support provided by the GoSports Foundation was instrumental in maintaining their training regimes despite the challenges posed by the pandemic-related restrictions.
- **Improvement in fitness:** Some participants indicated that the equipment support contributed to their fitness improvements, suggesting that the quality of the gear positively influenced their physical conditioning.
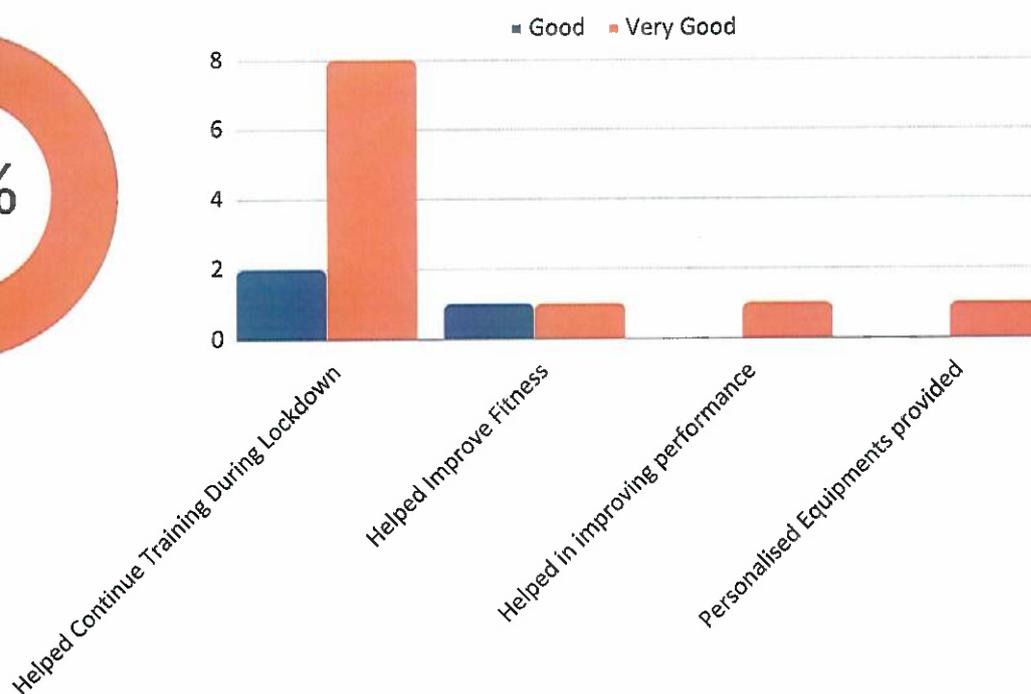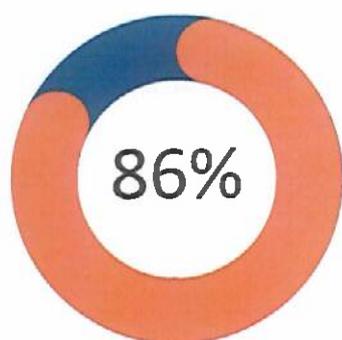
Figure 5: An overview of procurement of training equipment, apparel, and gears during the COVID-19 lockdown and their benefits

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Analytical Review: Statistical Findings and Discussions

Respondents were asked if they had attended any mental health conditioning sessions. The data shows that a majority of the participants (12 out of 14) participated in mental health conditioning sessions. A majority of the participants (13 out of 14) were also provided with nutrition plans. Participants who received the nutrient plans were asked to elaborate on how they helped them. The responses outline several key points (see Fig. 6):

- Better performance during competition: Multiple respondents noted that the nutrient plans positively impacted their performance during competitions. These tailored plans, curated to meet their nutritional needs, provided the necessary energy and sustenance, translating directly into improved performance outcomes on the field.
- Staying fit: Some participants indicated that the nutrient plans helped them maintain their fitness levels. The plans ensured a balanced nutrition regimen by aligning their dietary intake with their physical demands. This balance likely contributed to their overall fitness, enabling them to sustain peak physical condition.
- Improved focus on training: Several respondents highlighted that the nutrient plans enhanced their concentration during training. Proper nutrition fuelled their bodies and sharpened their mental acuity, allowing them to engage in training with enhanced concentration. This increased focus likely resulted in more effective and productive training sessions, ultimately contributing to their athletic development.

# Analytical Review: Statistical Findings and Discussions
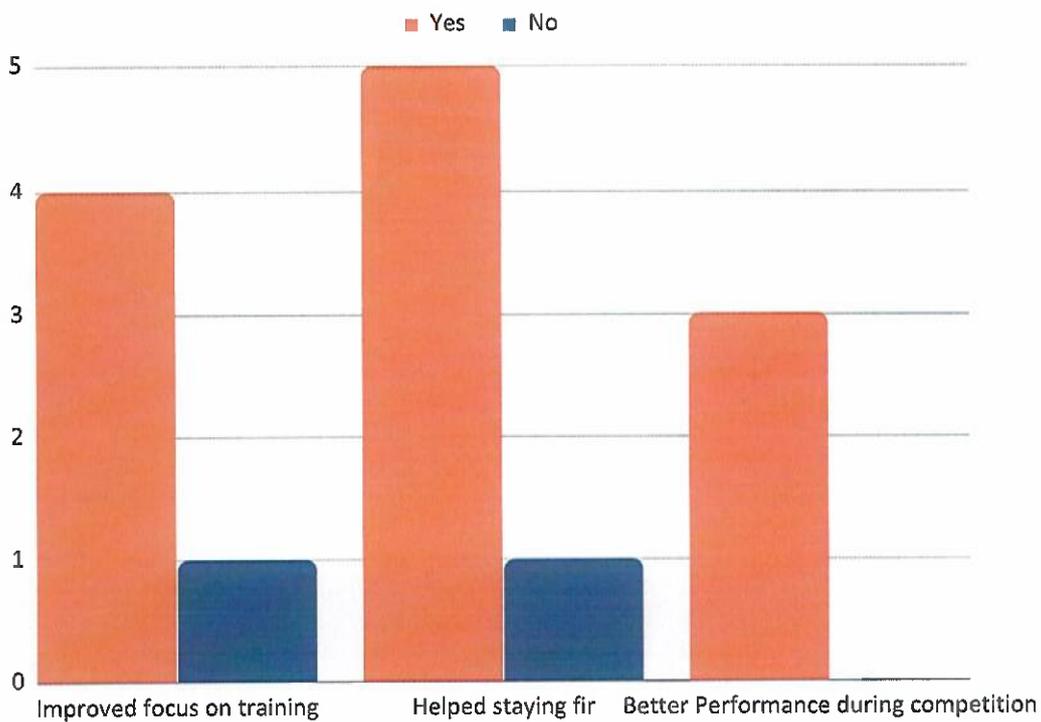
Figure 6: An overview of mental health conditioning sessions and their benefits

Analytical Review: Statistical Findings and Discussions

Figure 7 indicates the respondent athletes' participation in the annual athlete review program and receiving a monthly stipend during the lockdown period. The responses demonstrate that all the respondents were part of the yearly athlete review program. Regarding the monthly stipend during the lockdown, most athletes received it regularly, ensuring financial support during challenging times. However, a few athletes did not receive the stipend indicated in their responses. This data highlights the consistent support provided to athletes, emphasising the program's commitment to their well-being and financial stability, especially during difficult periods like lockdowns.
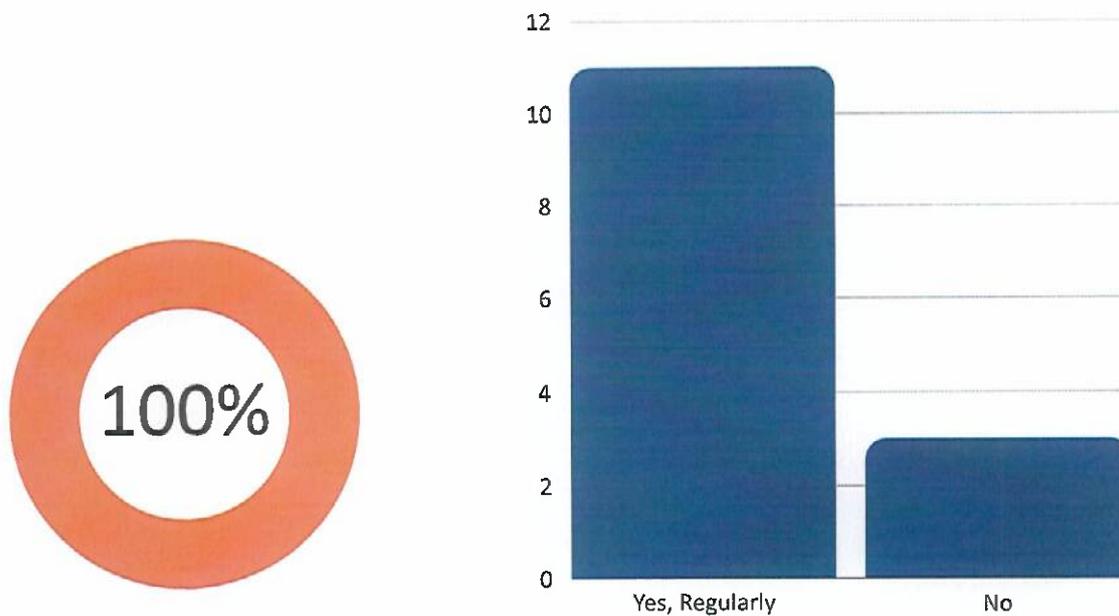

Figure 7: An overview of the annual athlete review program and a monthly stipend during the lockdown

Analytical Review: Statistical Findings and Discussions

Figure 8 outlines the respondent athletes' participation levels and the specific tournaments they participated in. Para athletes in the program competed at various levels, including national and international competitions. The tournaments they participated in ranged from prestigious events like the World Championship and Paralympic Games to specific national and international events like the Senior National Weightlifting Championship 2022, D. Kumar Siddanna Memorial Cup, Asian Games trials in July 2023, Peru International Challenge, National open and International open, World Cup, Commonwealth, Hongkong Open Super Final, World Championships, Para World Cup, and ISSF WORLD CUP. This diverse participation indicates the athletes' engagement in a wide array of competitive events at both national and international platforms, showcasing their talent and dedication to their respective sports.

Name of the Athlete	Tournaments they participated in
Sonia Sharma	World Championship
Niranjan Mukundan	Paraolympic Games
Raja Muthupandi	Senior National Weightlifting Championship 2022
Gaurav Rana	D.Kumar Siddanna Memorial Cup
Ankur Dhama	July 2023 - Asian Games trials
Devanshi Satija	Asian Games, World Championship
Samiya Farooqui	Peru International Challenge
Avantika Narale	National open and International open
Siva Magesh	World Cup, Commonwealth
Shriyanka Sadangi	Asian Games
Sankar Muthusamy	Hongkong Open Super Final
Ekta Bhyan	World Championships
Manpreet Bhyan	Para World Cup
Shahu Mane	ISSF WORLD CUP

Figure 8: An overview of athletes' participation levels and the specific tournaments they participated in

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Analytical Review: Statistical Findings and Discussions

Furthermore, table 2 presents a comprehensive overview of the remarkable achievements of athletes in international and national competitions. Each athlete's success is showcased through their medal counts in various categories. This table highlights the exceptional talents of these Para athletes, showcasing their dedication, perseverance, and outstanding performances in the world of sports.

- **Sonia Sharma:** Sonia Sharma has secured 2 international silver medals, 5 national silver medals, 1 national bronze medal, 1 international gold medal, and 1 national gold medal.
- **Niranjan Mukundan:** Niranjan Mukundan boasts an impressive record with more than 5 medals in each category, both internationally and nationally.
- **Raja Muthupandi:** Raja Muthupandi has won 2 international silver medals, 1 national silver medal, 2 international bronze medals, 1 national bronze medal, 1 international gold medal, and 2 national gold medals.
- **Gaurav Rana:** Gaurav Rana has earned more than 5 international silver medals, 4 national silver medals, more than 5 international bronze medals, more than 5 national bronze medals, more than 5 international gold medals, and more than 5 national gold medals.
- **Ankur Dhama:** Ankur Dhama's achievements include 2 international silver medals, 3 international bronze medals, 4 international gold medals, and more than 5 national gold medals.
- **Devanshi Satija:** Devanshi Satija has clinched 4 international silver medals, 1 national silver medal, and more than 5 national gold medals.
- **Samiya Farooqui:** Samiya Farooqui has won 1 international silver medal, 1 national silver medal, 2 international bronze medals, 4 international gold medals, and 1 national gold medal.
- **Avantika Narale:** Avantika Narale's achievements include 2 international silver medals, 4 national silver medals, 1 international gold medal, and 4 national gold medals.

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Analytical Review: Statistical Findings and Discussions

- **Siva Magesh:** Siva Magesh has secured 2 international silver medals, more than 5 national silver medals, 2 international gold medals, and more than 5 national gold medals.
- **Shriyanka Sadangi:** Shriyanka Sadangi has an impressive record with more than 5 medals in both international and national competitions.
- **Sankar Muthusamy:** Sankar Muthusamy has won 2 international silver medals, more than 5 national silver medals, 1 international bronze medal, 2 international gold medals, and 3 national gold medals.
- **Ekta Bhyan:** Ekta Bhyan has earned 1 international silver medal, 2 national silver medals, 2 international bronze medals, more than 5 international gold medals, and 2 national gold medals.
- **Manpreet Bhyan:** Manpreet Bhyan's achievements include 2 international silver medals, 3 international bronze medals, 2 national bronze medals, 3 international gold medals, and more than 5 national gold medals.
- **Shahu Mane:** Shahu Mane boasts a remarkable record with more than 5 medals in both international and national competitions.

Analytical Review: Statistical Findings and Discussions

Name of the Athlete	International Silver Medals	National Silver Medals	International Bronze Medals	National Bronze Medals	International Gold Medals	National Gold Medals
Sonia Sharma	2	5	NA	1	1	NA
Niranjan Mukundan	More than 5	More than 5	More than 5	More than 5	More than 5	More than 5
Raja Muthupandi	2	1	2	1	1	2
Gaurav Rana	More than 5	4	More than 5	More than 5	More than 5	More than 5
Ankur Dhama	2	NA	3	NA	4	More than 5
Devanshi Satija	4	1	NA	NA	NA	More than 5
Samiya Farooqui	1	1	NA	NA	2, 4	1
Avantika Narale	2	4	NA	NA	1	4
Siva Magesh	2	More than 5	NA	NA	2	More than 5
Shriyanka Sadangi	More than 5	More than 5	NA	NA	More than 5	More than 5
Sankar Muthusamy	2	More than 5	1	NA	2	3
Ekta Bhyan	1	2	2	More than 5	2	2
Manpreet Bhyan	2	NA	3	2	3	More than 5
Shahu Mane	More than 5	More than 5	3	3	More than 5	More than 5

Table 2: An overview of the achievements of athletes in international and national competitions

Conclusion

In the realm of data and statistics, we have uncovered a powerful narrative, one that goes far beyond numbers and graphs. Our analytical journey through the impact assessment of the Long Term Athlete Development and Para Champions program has illuminated this initiative's profound influence on the lives of beneficiary program athletes. The figures and visualisations presented here tell stories of resilience, dedication, and triumph, reflecting the unwavering commitment of the athletes and the program's partners.

The demographic snapshot goes beyond mere geographical locations, genders, and age groups; it reflects the diverse and vibrant athlete community. Each individual's name represents a distinctive journey, showcasing their passion and commitment to their sport. The variety of sports represented by the Para athletes highlights the program's inclusivity and the athletes' diverse skills and expertise.

The interactions between athlete managers and the Para athletes highlight a crucial aspect of the program – consistent communication. The monthly interaction sessions covering various topics such as sports science assistance, nutrition, and injury management have been instrumental. Through these interactions, athletes have received essential guidance and found motivation and support in the face of challenges.

The provision of physiotherapy sessions underscores the commitment to the athletes' physical well-being. These sessions have not just been regular; they have been a lifeline, ensuring athletes remain at the peak of their fitness. Moreover, the meticulous analysis of blood markers has been pivotal. It has enabled to tailor nutrition plans and training regimens, addressing individual needs and optimising performance. The expertise provided in injury consultations reflects the proactive approach towards the athletes' health, ensuring they receive the best possible care.

Conclusion

The provision of essential equipment and gear goes beyond mere logistical support. The personalised equipment, positively impacting performance and fitness, speaks volumes about the support quality. This ensured continuity in training during lockdowns and contributed significantly to fitness and performance improvements, as highlighted in the athletes' testimonials. Additionally, our program has been a game-changer in the realm of mental and nutritional well-being. The mental health conditioning sessions have bolstered the athletes' spirits, providing motivation even in adversity. The tailored nutrient plans enhanced focus, sustained energy levels, and aided in recovery – essential elements for any athlete striving for excellence.

Furthermore, athletes' participation in annual reviews, provision of monthly stipends during lockdowns, and involvement in prestigious tournaments such as the World Championship and Paralympic Games underscores the holistic support provided through the Para Champions program.

For,
SGS India Private Limited

Sameer Prabhughate
Connectivity & Products - Trade Facilitation Services
Head - Projects

CHIRAG SHETTY AND SATWIKSAIRAJ RANKIREDDY (SHUTTLER)

Sankar Muthusamy, Shuttler

Payas Jain, Paddler

PRIYANKA GOSWAMI (RACEWALKER)

SUMIT ANTIL (PARA-JAVELIN THROW)

AVANI LEKHARA (PARA-SHOOTER)

PARUL PARMAR (PARA-BADMINTON)

SHARAD KUMAR (PARA-HIGH JUMP)

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS
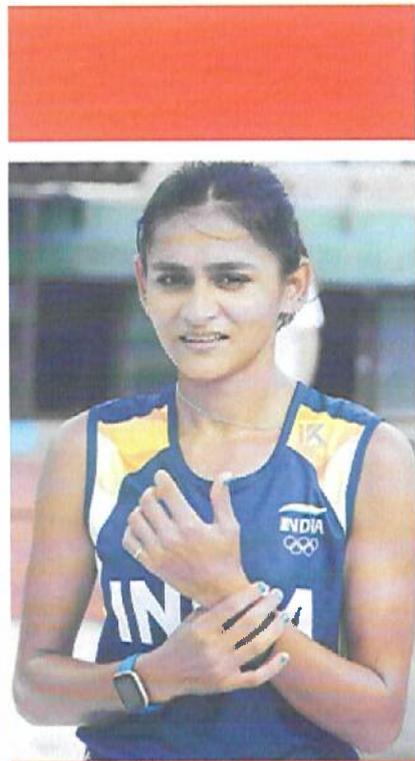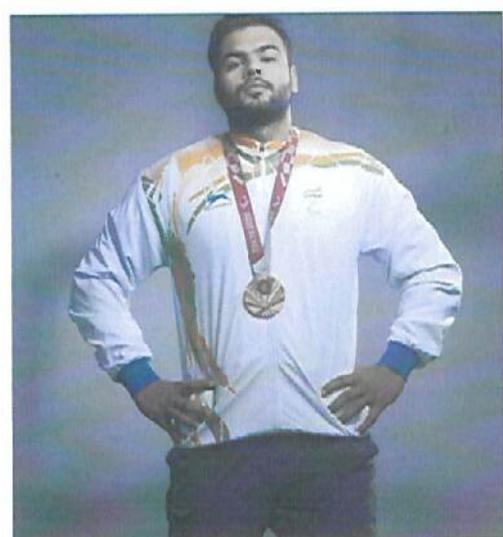
GOSPORTS LONG-TERM ATHLETE DEVELOPMENT program
PARA CHAMPIONS program

IMPACT ASSESSMENT PARTNER
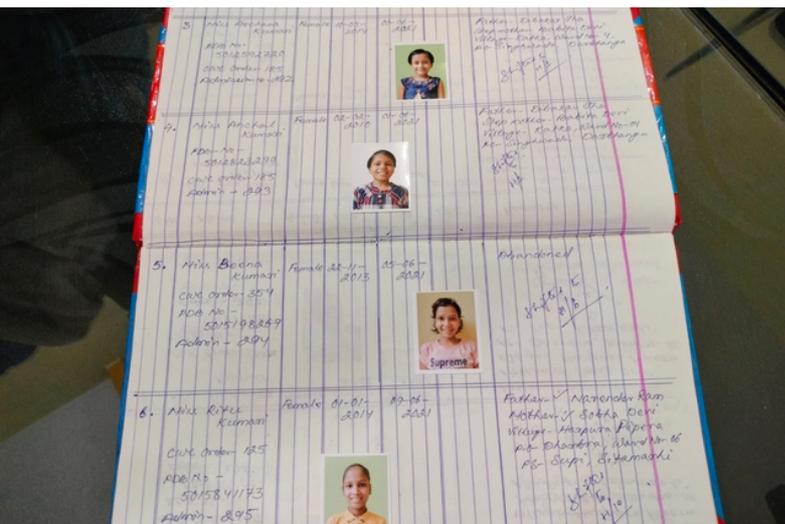
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IMPACT ASSESSMENT
REPORT 2023

Supporting short-stay homes and families with ration, medical and hygiene kits

27-02-2024

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Acknowledgement

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We appreciate the SOS Children's Villages, India team's cooperation with the SGS team during the study. We truly appreciate all the intellectual guidance received from Culver Max Entertainment Private Limited (CMEPL) and SOS Children's Villages teams throughout the study.

Last but not least, we want to express our gratitude to everyone who spent the time answering the extensive survey.

SGS Team

27-02-2024

Ethical Consideration

Informed consent:

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Comfort:

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27-02-2024

SGS

Executive Summary

CMEPL extended its support to SOS Children's Villages Short-Term Stay program, which provided temporary care and support for children facing various challenges, including abandonment and crises during the pandemic. This initiative offered interim shelter, protection, and essential services to children in need to ensure their safety, well-being, and stability. The program was intended to address the immediate needs of children by providing a nurturing and supportive environment where they can receive care, guidance, and access to essential resources through a holistic approach to child care, including physical, emotional, and educational support.

161 children in need across 14 locations were provided with a safe and secure environment where they could find temporary shelter from challenging situations posed by COVID-19. The program has provided these children access to education, healthcare, counselling, and recreational activities as per their needs.

During the COVID-19 pandemic in India, there was a significant need for dry rations and medical kits among underprivileged households. Many families faced economic hardship due to job losses, reduced income, and lack of access to basic necessities. The lockdown measures implemented to curb the spread of the virus disrupted livelihoods, making it difficult for vulnerable populations to afford food and essential supplies. Distributing dry ration and medical kits was aimed at reaching the most vulnerable households, including daily wage workers, migrant labourers, slum dwellers, and marginalised communities.

Overall, the provision of dry rations and medical kits played a vital role in supporting 2489 underprivileged households during the COVID-19 crisis, ensuring access to food, hygiene, and essential healthcare supplies to help mitigate the impact of the pandemic on vulnerable populations.

27-02-2024

Introduction

India experienced an unprecedented surge in COVID-19 cases during a second wave, reaching record highs in both new infections and coronavirus-related fatalities. Amid this crisis, families and children have been severely impacted, particularly those from economically disadvantaged backgrounds and socially vulnerable groups. Recognising the urgent needs of these marginalised populations—including the poorest of the poor, scheduled castes, scheduled tribes, migrants, and other socially disadvantaged groups—CMEPL supported SOS Children's Villages, India to provide assistance and support to the ones in need.

Given the wide-ranging effects of the COVID-19 pandemic in terms of its scale, rapid spread, and impact, SOS Children's Villages of India has implemented various strategies to address the emerging health and humanitarian crisis affecting the most vulnerable and disadvantaged children, families, and communities. As part of our efforts, SOS established short-stay homes and isolation centres nationwide to support children in need. These short-stay facilities offered temporary shelter and rehabilitation to children lacking social support systems for various reasons.

These children were brought under the care of SOS Children's Villages through child welfare agencies or legal authorities after being rescued from relatives or found abandoned. They received interim care and protection until a care plan was developed in their best interest, including necessary rehabilitation. Children were cared for through the Juvenile Justice Act by the Child Welfare Committee (CWC) of their respective state governments.

Families residing in informal settlements, known for poor hygiene and sanitation practices, were at increased risk of infection. Hygiene kits were distributed to 2,489 families as a protective measure. Additionally, SOS teams conducted community sensitisation efforts on COVID-19 prevention and adopting safer hygienic behaviours. These campaigns included activities such as wall writings, public announcements, and communication through various channels, with children actively involved in all locations. Marginalised families at high risk who are daily wage earners were provided with dry ration kits.

Introduction

Table 1: Number of Families Supported - Statewise

Sr. No	Location	Number of Family Supported
1	Bawana, Delhi	200
2	Anangpur, Haryana	300
3	Bhopal, Madhya Pradesh	313
4	Rourkela, Odisha	292
5	Raipur, Chatissgarh	226
6	Pune, Maharashtra	107
7	Cochin, Kerala	153
8	Tirupati, Tamil Nadu	100
9	Nagapattinam, Tamil Nadu	90
10	Alibaug, Maharashtra	426
11	Guwahati, Assam	282

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Introduction

Table 2: Number of Supported Under Short Term Stay - Location wise

Sr. No	Location	Number of Family Supported
1	Bhopal, Madhya Pradesh	15
2	Bhubneshwar, Odisha	3
3	Cochin, Kerala	14
4	Hojai, Assam	17
5	Hyderabad, Telangana	10
6	Nagapattinam, Tamil Nadu	12
7	Puducherry	20
8	Pune, Maharashtra	11
9	Raipur, Chhatisgarh	11
10	Thrissur, Kerala	13
11	Tirupati, Tamil Nadu	10
12	Varanasi, Uttar Pradesh	10
13	Vishakhapatnam, Andhra Pradesh	5
14	Begusarai, Bihar	10

27-02-2024

Contributing to SDGs

The short-term stay initiative has proven to be a blessing for children who were abandoned and encountering severe challenges due to COVID-19. This initiative has directly contributed to SDG 1, 2 and 3, i.e. No Poverty, Zero Hunger and Good Health and Well-Being. More than 50% of girl children were shifted to short-term care centres, contributing to SDGs 5 and 10, i.e. Gender Equality and Reduce Inequalities. Contribution to SDG 16, i.e. Peace, Justice and Strong Justice, can be attributed to the nature of the intervention.

SDGs 4 and 6, i.e. Quality Education and Clean Drinking Water and Sanitation, have also been touched upon as the centre engaged children in education-related activities and provided better infrastructure to these children.

The other component of the initiative, i.e., the provision of ration, hygiene and medical kits, has contributed to SDG 1, 2,3 and 5.
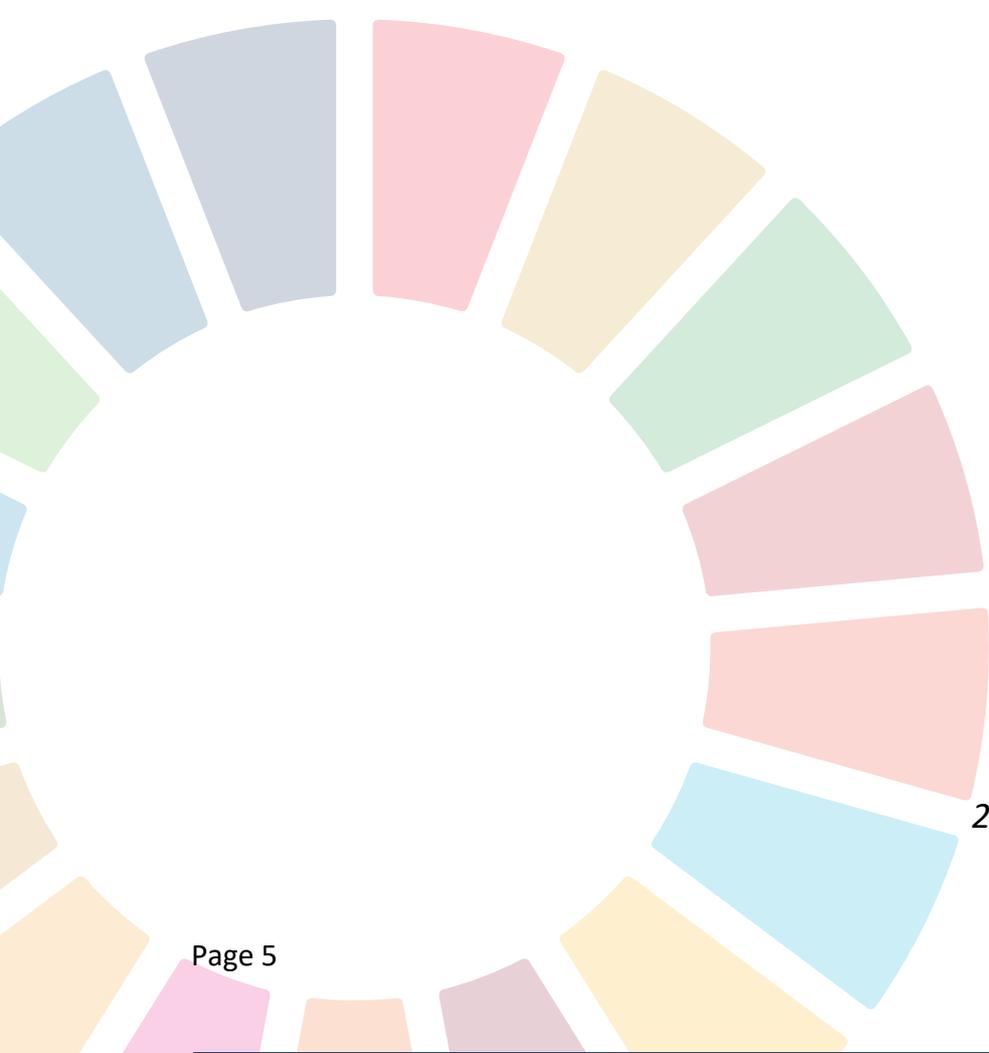
27-02-2024

Study Design and Methodology

CMEPL enlisted the expertise of SGS India to conduct an exhaustive impact assessment study for this initiative. This initiative has supported a total of 2487 families and 161 children across various geographies. This impact assessment study aimed to meticulously document evidence and narratives to comprehensively evaluate the initiative's impact.

A robust and multifaceted methodology was employed to evaluate the intervention's impact comprehensively. The assessment team conducted personal and online interviews with 21 children and 5 staff members across 5 locations, i.e. Varanasi, Begusarai, Bhubneshwar, Hojai and Tirupati. Few children who were shifted to SOS's long-term care centre after COVID-19 were consulted for this study. The majority of the children have returned back to their respective families after completing their time at a short-term care centre.

Families who had received support were also consulted. 30 families from Tirupati with whom the implementation partner could establish contact were consulted.

Analytical Review: Statistical Findings and Discussions

Short Term Stay Homes

Fig 1: Gender Categorization

Male 33%

Female 67%
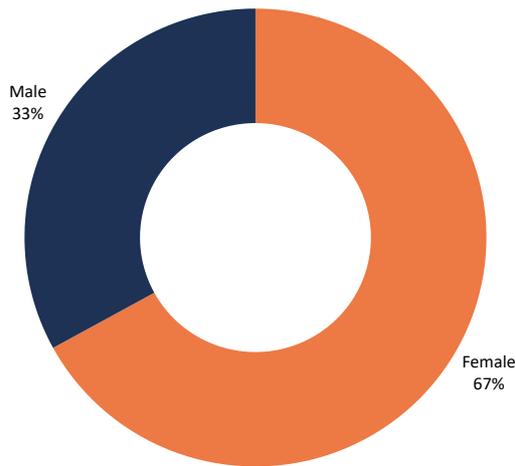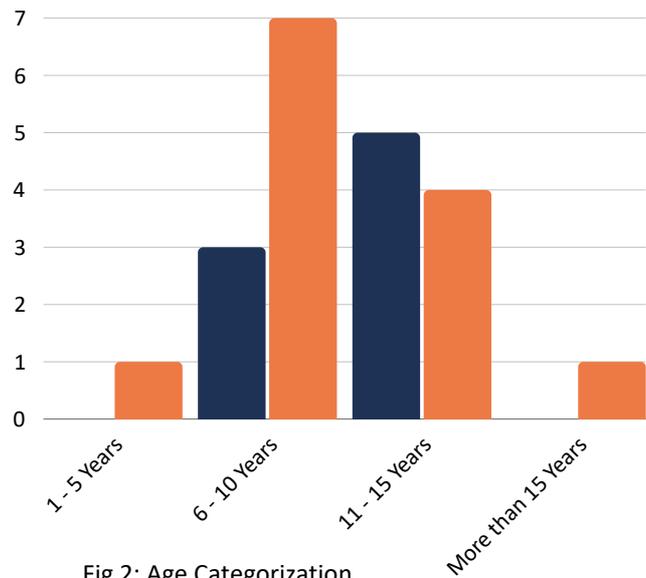
Fig 2: Age Categorization

Figure 1 illustrates the gender distribution of children in short-term homestays. Girls make up approximately one-third of the children. Figure 2 indicates that the majority of children fall within the 6-10 age group.

6 - 12 Months 48%

3 - 6 Months 52%

Fig.3: Duration of stay at short term home

Respondents mentioned that 52% of the children who were brought to the short-term home spent 3 - 6 months. These children were enrolled on temporary care arrangements provided by SOS Children's Villages for children in need.

Figure 4 depicts the different activities organised by SOS, along with the involvement of children. The children consulted affirmed that the organisation conducted medical check-ups at regular intervals. Children in the age group of 6-15 mentioned that tuition classes were also organised. The absence of outdoor activities during the COVID-19 pandemic notably impacted the physical well-being of children. Staff members organised various sports events and related activities during the short-term stay to address this issue, implementing essential COVID-related precautions. -By doing routine medical exams and psychological assessments, the children's physical and mental health was kept under observation.

All the children could confirm that festivals were celebrated, and they felt good to be a part of such celebrations. Children in higher age groups could affirm that various sessions, such as Child Protection, Health and Hygiene, and a few counselling sessions, were organised.
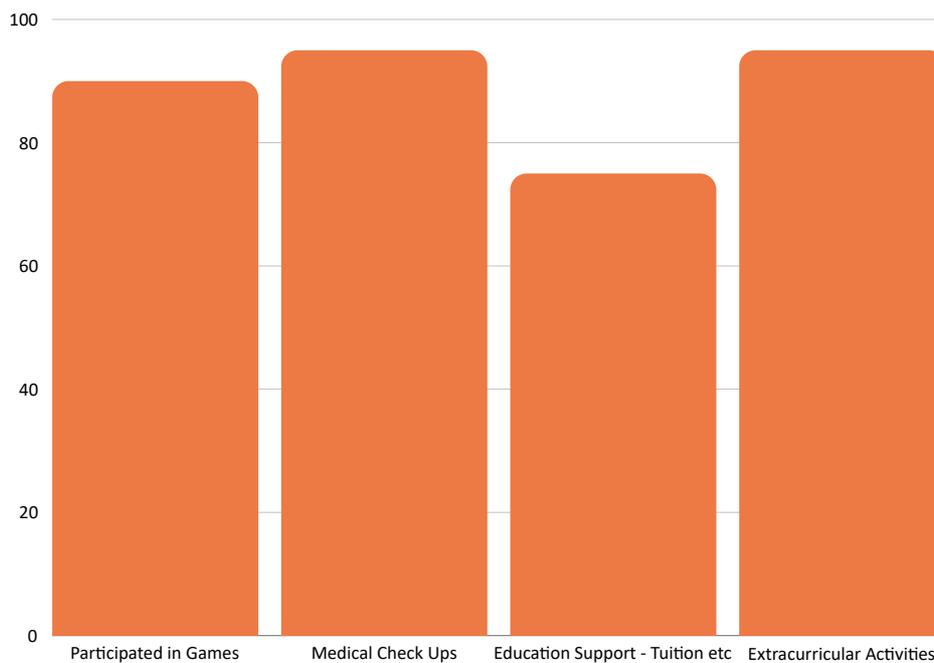
Fig.4: Key Activities

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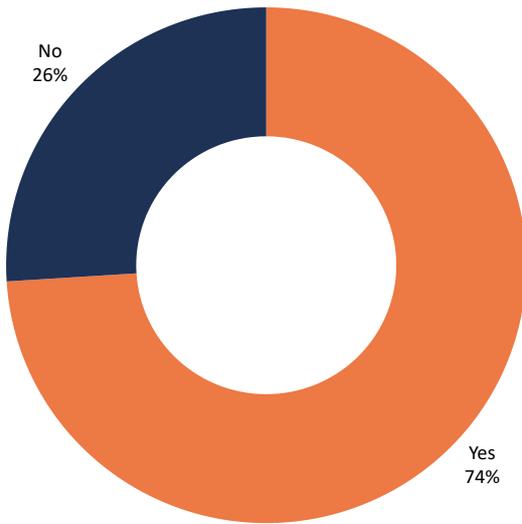
Fig.5: Assessment Completion

Fig.6: Receipt of Special Classes
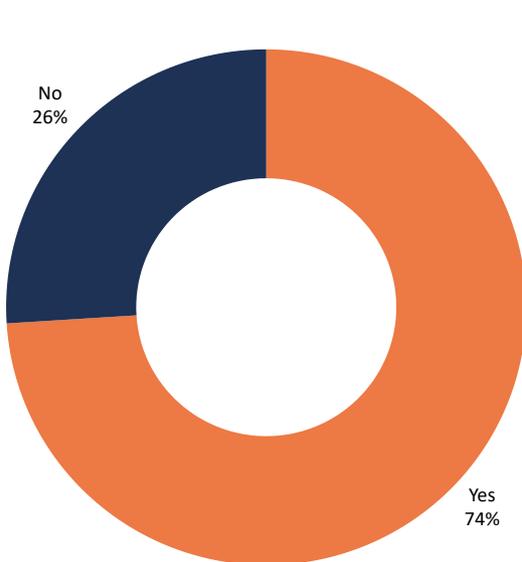
Fig. 7: Awareness about hygienic practices
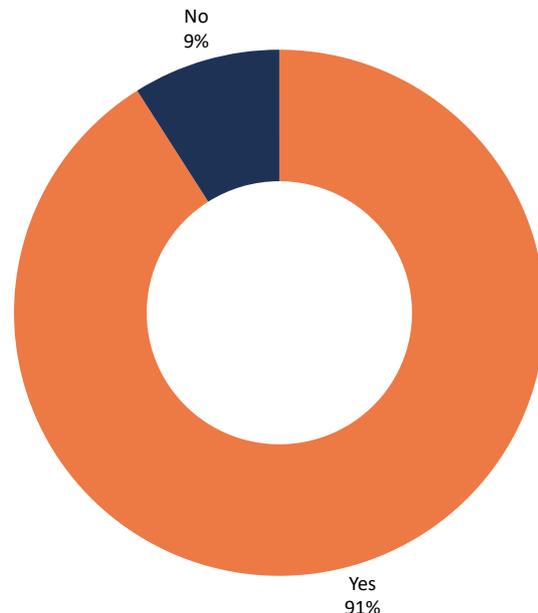
Fig. 8: Recitation of English Alphabet

74% of the children reported undergoing assessments. These assessments were conducted within the village to gauge the learning levels of children residing in short-stay homes. Tuition and remedial classes were held to enhance and reinforce their understanding, ensuring regular academic engagement. 52% of the children, particularly those in older age groups, acknowledged attending these classes. As shown in Figure 6, 74% of the children reported receiving sessions on practising safe hygiene. As part of the curriculum, language sessions in Hindi and English were held. 91% of the children were able to recite the English alphabet.

27-02-2024
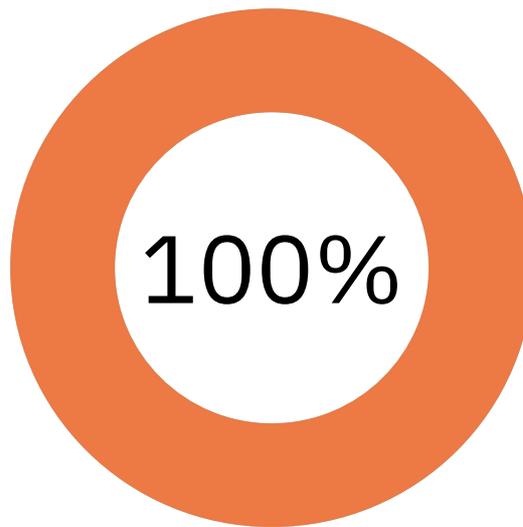
Fig.7: Comfort Level

All the children expressed their satisfaction with the centre's environment. Our team posed this question indirectly to the students, taking into account their age groups and emotional states. The students feel that they have received excellent care at the centre.

Dry Ration, Hygiene and Medical Kits

Families who received ration and medical kits during the COVID-19 pandemic expressed profound gratitude for the essential support provided during a time of great uncertainty and hardship. Many families shared how the provision of dry ration kits ensured that they had enough food to feed their loved ones, alleviating worries about hunger and food insecurity. Additionally, the distribution of medical kits containing masks, sanitizers, and basic medicines was praised for promoting hygiene practices and safeguarding against the spread of the virus within their households. Families emphasized the critical role these kits played in protecting their health and well-being amidst the challenges posed by the pandemic. Overall, the feedback underscored the immense impact of the relief assistance in providing much-needed relief and support to vulnerable families during this unprecedented crisis.

27-02-2024

Conclusion

In conclusion, the SOS Children's Villages Short-Term Home Stay program has proven to be vital and impactful in providing temporary care and support to children who faced various challenges during COVID-19. Its relevance in addressing the immediate needs of vulnerable children, including those experiencing abandonment, crises cannot be overstated.

The program's effectiveness is evident in its ability to offer a nurturing and supportive environment where children receive comprehensive care services tailored to their individual needs. It also has demonstrated efficiency through the program's ability to provide essential resources and services in a timely and organized manner, ensuring that children receive the support they need when they need it most.

Lastly, the program's sustainability lies in its commitment to promoting the long-term well-being and stability of children by working towards family reunification or suitable long-term care arrangements.

For,
SGS India Private Limited

Sameer Prabhughate
Connectivity & Products - Trade Facilitation Services
Head - Projects

27-02-2024

IMPACT ASSESSMENT
REPORT 2023

**Supporting short-stay homes and families
with ration, medical and hygiene kits**

SONY PICTURES NETWORKS

IMPACT ASSESSMENT
REPORT 2023

UPGRADATION OF COMPUTER LABS -
SUPPORT OF 500 COMPUTERS IN 45 AKAL ACADEMIES

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SGS

Executive Summary

The digital divide, especially in rural regions, has posed educational challenges, hindering students' progress due to limited access to resources and a lack of digital literacy. Recognising this, Culver Max Entertainment Private Limited (CMEPL) initiated a CSR program in collaboration with The Kalgidhar Trust and the Kalgidhar Society. The intervention aimed to enhance access to educational resources, promote digital literacy, facilitate technology-driven learning, and improve the overall educational experience. This program was aimed to bridge the digital gap in Punjab's rural schools by providing them with computers.

This impact assessment study presented a detailed analysis of the initiative's outcomes, challenges, and impact on the educational landscape. This rigorous assessment thoroughly evaluated the program's effectiveness in enhancing students' learning experiences and bridging the digital divide, providing valuable insights for future educational interventions.

The intervention hasn't just brought computers into classrooms; it has sparked an interest in learning among students. Their stories reflect increased confidence, improved abilities, and unprecedented access to information. By using interactive lessons, exposure to advanced software, and personalized academic help, students have embraced technology and raised their academic standards. Classrooms are now lively places where students tackle challenging subjects with enthusiasm, resulting in significant improvements in their grades. From parents' perspectives, the impact is significant. Parents and families with limited finances expressed deep gratitude for the intervention, which has opened doors to success for their children. Tangible results like better grades, enhanced skills, and a renewed passion for learning have transformed the academic scene, inspiring hope and confidence in the future.

Teachers are equipped with modern teaching aids and have integrated technology into their lessons. The intervention has helped students in aspiring for better careers, by preparing them to explore diverse fields particularly in information Technology. Their exposure to advanced technologies and programming languages has sparked interest in pursuing careers in these domains, bridging the gap between classroom education and real-world applications.

Introduction

The digital divide has emerged as a significant educational barrier in recent years, particularly in rural areas. Limited access to educational resources, lack of digital literacy skills, and challenges in completing assignments have hindered the educational progress of many students. Many struggle to keep up with technology-driven learning and miss out on opportunities for interactive learning, online research, and accessing educational websites.

Recognising these challenges, CMEPL, a leading Hindi general entertainment network, initiated a Corporate Social Responsibility (CSR) program in collaboration with The Kalgidhar Trust and The Kalgidhar Society. This initiative aimed to bridge the digital gap by providing computers to schools in the State of Punjab, specifically in rural areas where the need was most acute.

Objectives of the Intervention:

The intervention by CMEPL and its implementation partner, The Kalgidhar Society, had several key objectives:

- **Enhancing Access to Educational Resources:** The initiative aimed to provide students with access to digital educational resources, enabling them to engage in interactive learning, online research, and access educational websites.
- **Promoting Digital Literacy:** The initiative sought to enhance students' digital literacy skills by providing computers, ensuring they could effectively navigate the digital landscape and utilise technology for learning.
- **Facilitating Technology-Driven Learning:** The project aimed to integrate technology into the learning process, enabling students to keep pace with technology-driven education methods and fostering a conducive environment for effective learning.
- **Improving Overall Educational Experience:** The initiative aimed to enhance the overall educational experience of students by providing them with tools and resources that facilitate comprehensive learning, including multimedia educational content and interactive learning platforms.

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Contributing to SDGs

The digital education intervention significantly aligns with and contributes to achieving different Sustainable Development Goals (SDGs).

Direct impacts are observed in SDG 4 (Quality Education) by providing access to digital resources, promoting digital literacy, and enhancing the overall educational experience, ensuring inclusive and equitable quality education for all; SDG 10 (Reduced Inequalities) by bridging the digital divide reduces inequalities, ensuring that all students, regardless of their gender and age have access to the same educational resources and opportunities. SDG 17 (Partnerships for the Goals), through collaboration between CMEPL, The Kalgidhar Trust, The Kalgidhar Society, and other stakeholders, demonstrates the power of partnerships in achieving sustainable development.

Indirect impacts are observed in SDG 8 (Decent Work and Economic Growth) by empowering students with digital skills, the initiative enhances their employability, promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all, and SDG 9 (Industry, Innovation, and Infrastructure) by integrating technology into education fosters innovation and is crucial for economic development and human well-being.

SGS

Study Design and Methodology

Impact Assessment Study

CMEPL enlisted the expertise of SGS India to conduct an exhaustive impact assessment study for the digital education initiative. This initiative has supported a total of 24,000 students and 1000 teachers across 45 schools. This impact assessment study aimed to meticulously document evidence and narratives to comprehensively evaluate the impact of the initiative.

The Objective of Impact Study

Through this impact assessment study, a comprehensive analysis of the initiative's outcomes, challenges faced, and the overall transformative effect on the educational landscape of these schools will be presented.

Methodology

To comprehensively evaluate the impact of the intervention, a robust and multifaceted methodology was employed. The assessment team conducted personal online interviews with 348 students and 47 teachers across several Akal Academy schools in Punjab. The data collected underwent rigorous systematic processing, including cleaning, editing, coding, and analysis, creating master charts and tabulations. Both quantitative and qualitative research methods were employed, utilizing Statistical Package for the Social Sciences (SPSS) and Microsoft Excel for data analysis. The study utilized a descriptive study model to provide comprehensive insights into the impact of the computer provision initiative.

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Study Design and Methodology

The impact assessment study aimed to provide a nuanced and comprehensive portrayal of the CSR intervention's impact by meticulously addressing these objectives. Through this detailed examination, the study aimed to quantify the positive changes and capture the human stories and experiences that underscore the profound difference made in the lives of underprivileged individuals in Bihar and Eastern Uttar Pradesh.

Methodology

To comprehensively understand the impact of digital education, the assessment team meticulously employed a robust methodology. Simple random sampling was used to locate the respondents, i.e., the beneficiaries of this intervention. personal online interviews with 348 students and 47 teachers across several Akal Academy schools in Punjab. The methods of data collection encompassed surveys, interviews, and observations.

Stand Points and Methods Deployed

To delve into the impact of the digital education conducted by The Kalgidhar Society, supported by CMEPL, the survey team, orchestrated by SGS, meticulously gathered primary and supplementary data.

SGS

Schools Under Study:

Six Akal Academy schools in Punjab were part of the impact assessment study:

1.   Akal Academy, Chunni Kalan: Established in 2012, this school accommodates 713 students (Boys: 392, Girls: 321) and employs 35 teachers.

2.   Akal Academy, Jandili: Also established in 2012, this school serves 660 students (Boys: 344, Girls: 316) with 37 teachers.

3.   Akal Academy, Balbehra: Founded in 1997, this school has 1,117 students (Boys: 615, Girls: 502) and 54 teachers.

4.   Akal Academy, Fatehgarh Channa: Established in 1997, this school caters to 1,014 students (Boys: 576, Girls: 438) with 54 teachers.

5.   Akal Academy, Cheema, Sangroor: In operation since 1996, this school has 1,160 students (Boys: 720, Girls: 440) and employs 70 teachers.

6.   Akal Academy, Fatehgarh Ganduan: Established in 2008, this school serves 654 students (Boys: 370, Girls: 287) with 32 teachers.

Analytical Review: Statistical Findings and Discussions

Students

This chapter delves into the heart of our impact assessment, where raw data transforms into meaningful insights. The data reveals the substantial impact of the CSR initiative led by CMEPL and its implementation partner, The Kalgidhar Society, as it reaches diverse regions.

In this sub-section, we delve into the perspectives and experiences of the respondents, exploring the impact of the computer provision initiative in-depth. The students' viewpoints come to the forefront through detailed surveys and interviews, allowing us to understand the initiative's effects on their learning and educational aspirations. This provides valuable insights into the program's success, shedding light on how exposure to technology has influenced their interests, skills, and ambitions. This section aims to capture the essence of their experiences, showcasing the transformative power of digital access and education in the lives of the beneficiary students.

Specifically, figure 1 showcases the geographic distribution of beneficiary students across different administrative areas, including Panchayats, Blocks, and Districts, within the State of Punjab. The figure outlines the student count in key areas: Patiala (123 students), Sangrur (117 students), Ludhiana (65 students), Fatehgarh Sahib (43 students), a total of 348 students. This distribution emphasises the program's effectiveness in bridging the digital gap in populous districts and smaller localities, thereby ensuring a widespread impact across the state's educational landscape.


Fig.1: Respondents' representation - Area Wise
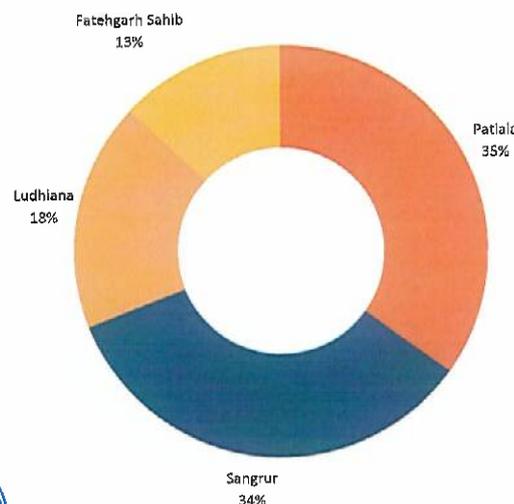
Figure 2 presents a breakdown of beneficiary students based on their gender, emphasising the gender distribution among the students. The data reveals that out of the total 348 beneficiary students, 207 are girls, and 141 are boys. This gender-specific categorisation illustrates the programme's inclusivity and impact on male and female students. By empowering both girls and boys through the provision of computers, the initiative actively contributes to bridging the digital divide and promoting equal access to educational resources and opportunities.
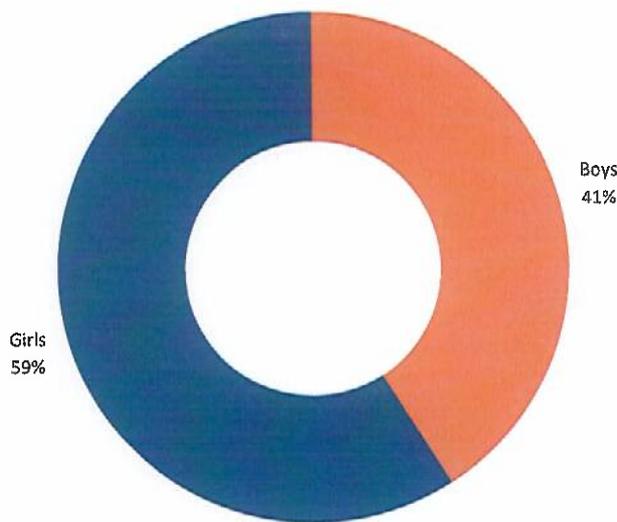

Fig. 2: Gender Categorization
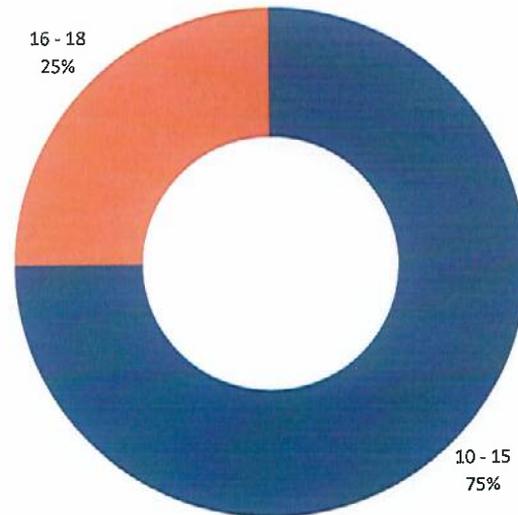
Fig. 3: Age Categorization

Figure 3 delineates the age distribution of the beneficiary students. The data shows that out of the total 348 students, 260 fall within the age range of 10 to 15 years, while 88 students are aged between 16 to 17 years. This breakdown highlights the targeted age groups benefiting from the program, emphasising its focus on school-age children and adolescents. The initiative addresses the critical period of formal education and adolescence, ensuring that a significant number of students receive essential digital resources during their formative years.

Figure 4 presents a detailed overview of the classes represented by the beneficiary students. The data underscores the programme's reach across multiple grades, spanning from 6th to 12th class. With 126 students in the 9th class, 86 in the 10th class, and varying numbers in other grades, the initiative plays a crucial role in enhancing students' educational experiences at different stages of their schooling. The initiative significantly impacts students approaching critical academic junctures such as board examinations, ensuring they have access to essential digital resources.

Figure 5 sheds light on the challenges the respondents faced in accessing computers before the intervention. The majority of respondents (191) indicated facing challenges due to a lack of sufficient computers before the intervention. These challenges likely hampered their ability to engage with digital learning resources effectively. On the other hand, 133 respondents reported not facing such challenges, suggesting they had relatively better computer access. Additionally, 22 respondents were unsure if they faced this issue, indicating a level of uncertainty among some participants.
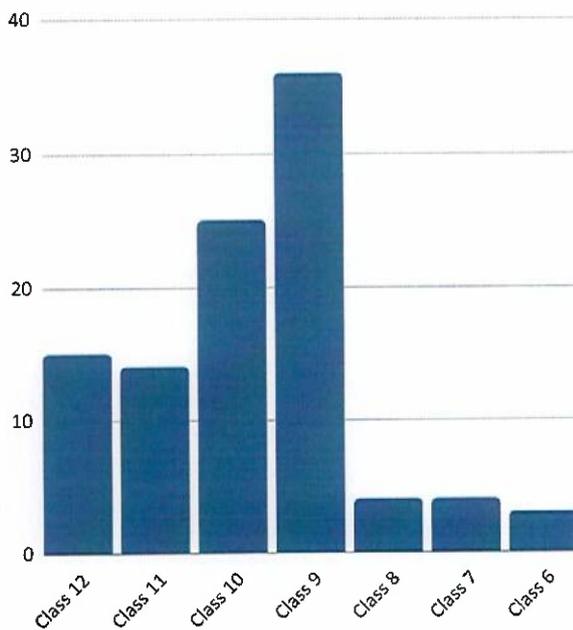

Fig. 4: Class wise Representation
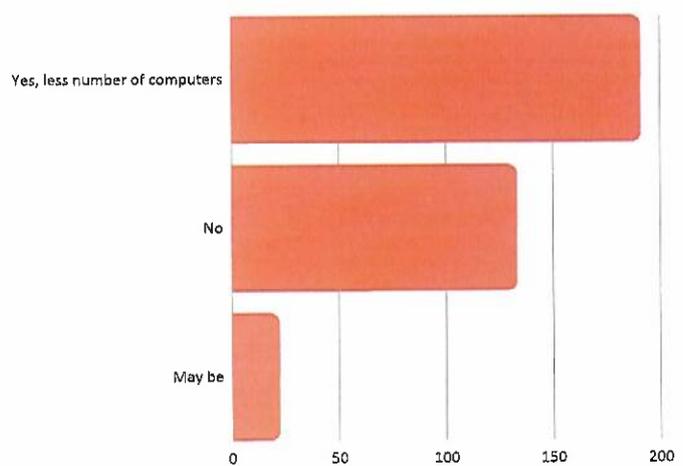
Fig. 5 : Challenges faced while accessing computers before the intervention

Figure 6 presents insights into the frequency with which the respondents utilised computers before the intervention. The data indicates that a significant majority of respondents, 257, used computers twice weekly. This suggests regular but limited access to digital resources, potentially hindering their educational progress. Additionally, 69 respondents reported using computers daily, showcasing a segment of the students with more consistent access to digital tools. Furthermore, 19 respondents utilised computers once a week, indicating relatively infrequent access. Only a small number of respondents (2) used computers on an as-and-when basis, implying sporadic access to this resource.

This information underscores the respondents' varying degrees of computer usage before the intervention. The high number of students accessing computers twice a week signifies a moderate engagement with digital resources. Still, the disparity in daily users versus those with less frequent access highlights the need for a more consistent and reliable digital infrastructure. The intervention likely aimed to address these discrepancies and provide all students with more regular and beneficial access to computers for their education.
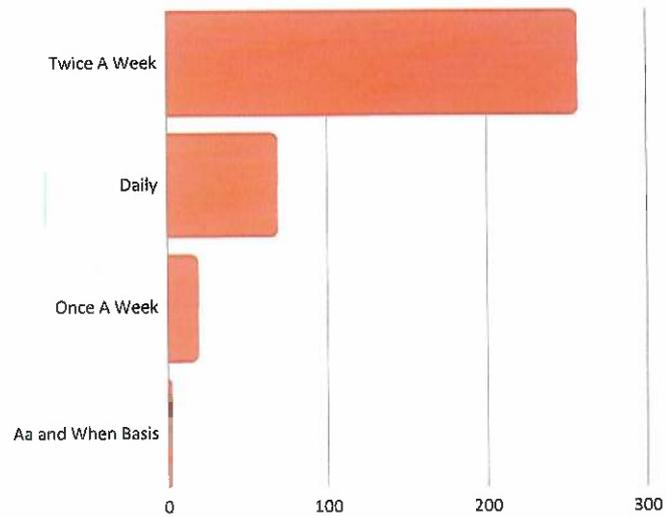
Fig. 6: Frequency of computer usage

Figure 7 reveals the respondents' responses regarding improving their access to computers following the provision made by the CSR initiative. A substantial majority of respondents (187) reported spending more time on computers, indicating a significant improvement in their access to and engagement with digital resources. Another 153 respondents acknowledged that the availability of computers was better than before, indicating an overall positive impact on their access to technology. A small group of respondents (7) stated that they did not use computers due to a lack of interest, highlighting a potential non-technological barrier to their engagement with digital resources. The presence of a few blank responses (3) suggests a high response rate overall, indicating that the majority of participants provided feedback.
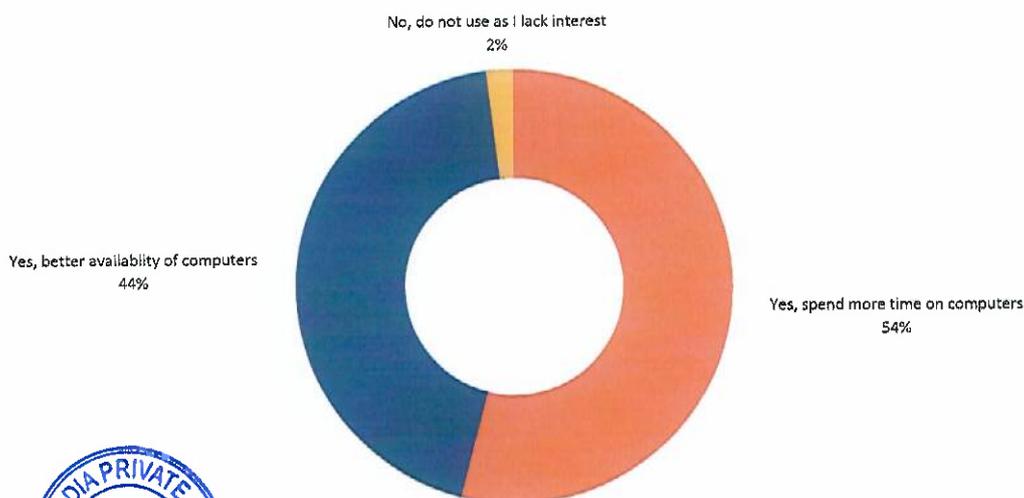
Fig. 7: Improvement in access to computers

This data reflects the positive impact of the intervention, showcasing an increase in the time spent on computers and an improved availability of computers. It also highlights the importance of addressing factors beyond mere technological provision, such as interest and motivation, to ensure holistic engagement and utilisation of digital resources among the beneficiary students.

Figure 8 indicates the respondents' perceptions regarding the impact of computer access on their knowledge acquisition after the initiative. Most respondents (346) affirmed that computer access has significantly helped them gain knowledge. Only a minimal number of respondents (2) expressed a negative response. This overwhelmingly positive response emphasises the instrumental role of computers in enhancing students' educational experiences. The fact that nearly all participants acknowledged the positive influence of computer access underscores the programme's effectiveness in empowering students with digital tools for learning.

99%

Fig. 8: Access to computers has helped gain knowledge

The high response rate and overwhelmingly positive feedback demonstrate the program's success in fostering knowledge acquisition among the beneficiary students. It underscores the importance of continued support and initiatives to provide digital resources to enhance educational outcomes and empower students with valuable skills and knowledge.

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Figure 9 outlines how the CSR initiative has helped the respondents gain knowledge. A significant portion of respondents (194) highlighted that the initiative helped increase their computer skills. This suggests that the provision of computers offered access to technology and contributed to the development of practical, job-relevant skills in the digital domain. Additionally, 108 respondents indicated that the initiative enhanced their language proficiency, specifically in English. This improvement is valuable, given the global importance of English as a language of communication and learning.

Furthermore, 45 respondents noted that the initiative increased their academic knowledge. This indicates that the digital resources likely included educational materials and tools that supplemented their formal education, enhancing their overall understanding of academic subjects. One respondent mentioned gaining self-knowledge, suggesting a more personal and reflective impact, potentially related to increased self-awareness or confidence facilitated by the educational resources provided.

This diverse set of responses highlights the multifaceted impact of the initiative. It enhanced technical and language skills and contributed to broader academic knowledge.
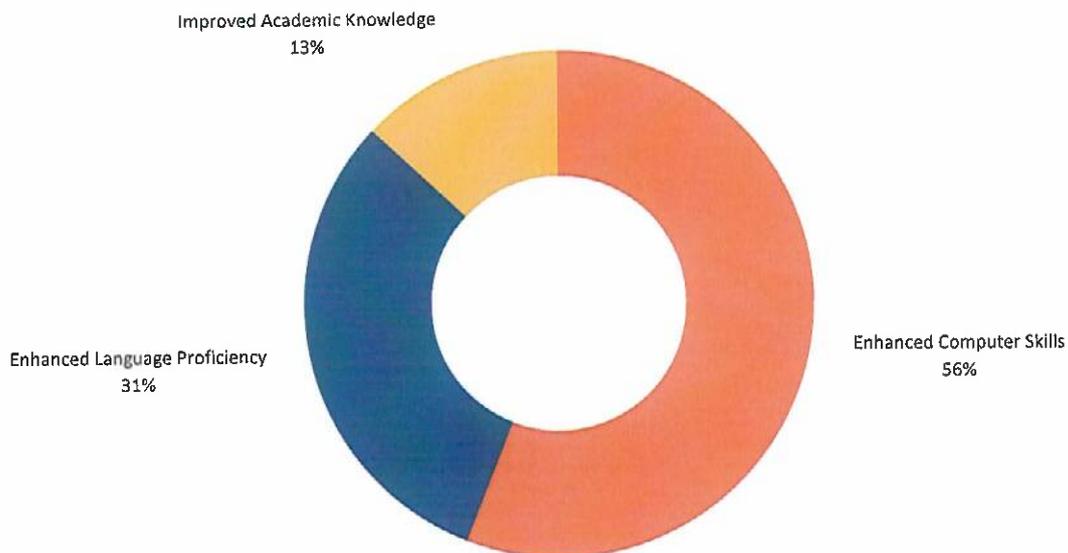

Figure 9: How has the initiative helped gain knowledge?

Figure 10 outlines the specific ways in which access to computers has assisted the respondents. The majority of respondents (223) highlighted that access to computers helped increase their knowledge of mathematics. This emphasises the significance of digital resources in enhancing mathematical skills, which are fundamental to various fields and educational pursuits. Additionally, 82 respondents mentioned that computer access increased their knowledge of science. This underscores the role of technology in facilitating interactive learning and understanding complex scientific concepts.

Furthermore, 40 respondents noted that computer access contributed to their language knowledge, emphasising the value of digital tools in language learning and proficiency development. Lastly, one respondent mentioned increased knowledge of English, indicating the positive impact on language proficiency, particularly in global communication and education.

This diverse set of responses highlights the varied educational benefits of computer access, including improvements in mathematics, science, language, and English proficiency. The data underscores the initiative's effectiveness in enhancing specific subject knowledge, providing a well-rounded educational experience to the beneficiary students.
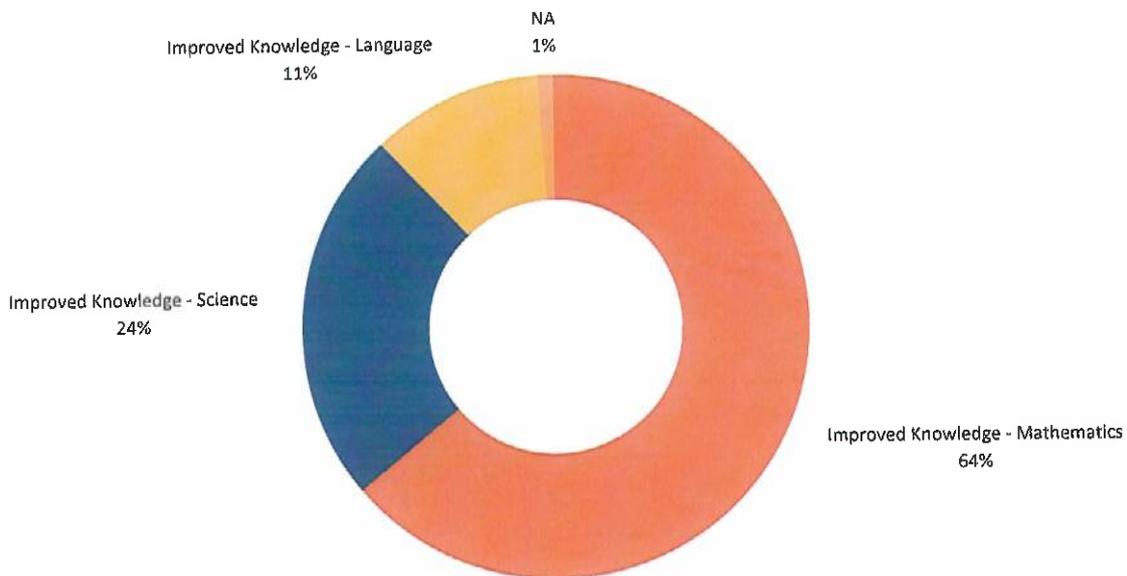

Fig. 10: Improved Knowledge due to access to computers

Figure 11 reflects the respondents' opinions regarding integrating computer learning and its impact on their core curriculum. An overwhelming majority of respondents (330) affirmed that integrating computer learning has helped them in their core curriculum. This strong positive response underscores the significant role of computer-based education in enhancing their understanding and performance in essential academic subjects. A smaller group of respondents (12) expressed uncertainty, responding with "Maybe." This suggests a level of ambiguity or mixed experiences among some participants regarding the integration's impact on their core curriculum. Whereas a minority of respondents (6) indicated that the integration of computer learning has not helped them in their core curriculum. Overall, the data emphasises the majority's positive perception, highlighting the integration's beneficial impact on the core curriculum.


95%
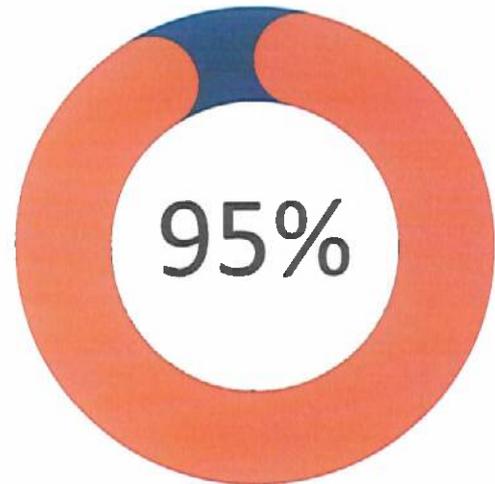
Fig. 11: Integration has helped in core curriculum

Can't Say
7%

No
2%

Yes
91%
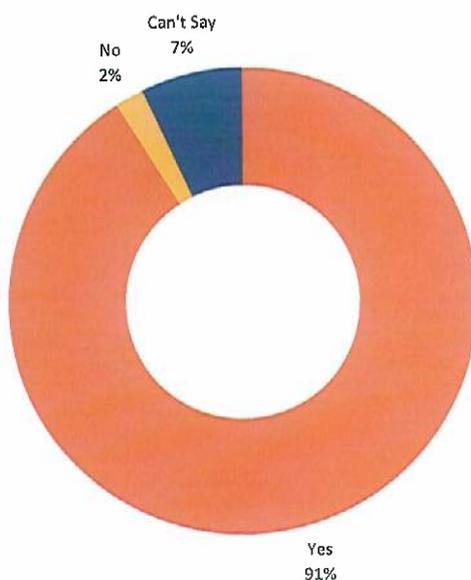
Fig. 12: Knowledge and skill will help to pursue higher studies

Figure 12 represents the respondents' perspectives on whether the knowledge and skills acquired through initiative would be beneficial for pursuing higher studies. The majority of respondents (316) expressed confidence that the knowledge and skills they gained would be valuable in pursuing higher studies. This optimistic response reflects the belief among these students that the educational resources provided have equipped them with the necessary foundation for future academic endeavours, potentially enhancing their prospects for advanced education. A group of respondents (24) indicated uncertainty, responding with "Can't Say." A smaller number of respondents (8) expressed doubt, responding with "No." This suggests some participants' ambiguity or lack of clarity about the direct link between the acquired knowledge and skills and their potential impact on higher studies.

Overall, the data underscores the majority's positive outlook, suggesting that the initiative has instilled confidence in the respondents regarding their educational capabilities for future studies. However, the responses also indicate the need for ongoing guidance and support to help all students recognise the applicability and relevance of the knowledge and skills gained to their future educational pursuits.

Figure 13 illustrates the responses from the respondents regarding their post-intervention feelings as they find relevant. A significant number of respondents (78) felt motivated to learn any subject, reflecting an improved enthusiasm for learning. This suggests that the intervention contributed to a more positive attitude toward education, potentially encouraging students to explore diverse subjects and topics. 49 respondents reported increased confidence, indicating a boost in self-assurance likely resulting from the intervention's positive impact on their learning experiences. A group of respondents (32) expressed that they now enjoy coming to school more, emphasising a positive change in their perception of the school environment, possibly influenced by the improved learning opportunities facilitated by the initiative.

The majority of respondents (189) selected "All of the above," indicating that they found all the options presented relevant after the intervention. This comprehensive response suggests a holistic impact, where the students experienced enhanced motivation to learn various subjects, increased confidence, and a positive change in their attitude towards school attendance.
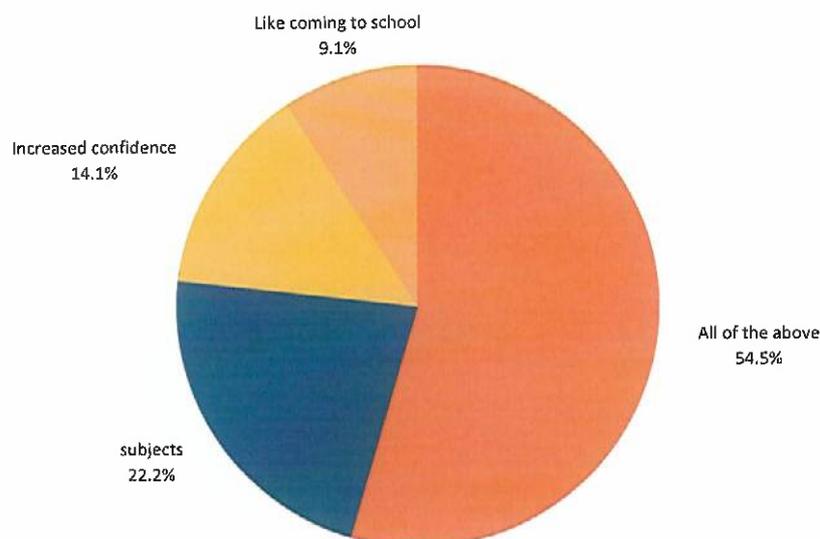
Fig. 13: Post intervention feelings of students

Figure 14 showcases the various Information and Communication Technology (ICT) skills the respondents recently learned as part of the intervention. The data reflects the diverse range of ICT skills acquired by the respondents, including basic operations, proficiency in Microsoft Office applications (Word, Excel, and PowerPoint)—which appears most often in the responses, internet surfing for educational purposes, and various combinations of these skills. The responses demonstrate the multifaceted nature of the intervention, equipping the students with a variety of digital skills essential for their educational and professional development.
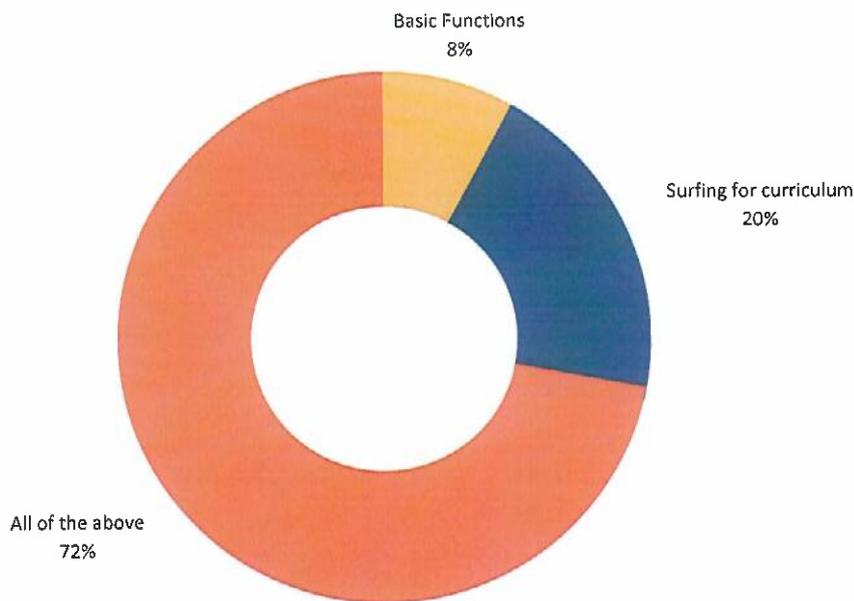
Fig. 14: ICT skill the respondent students have learned recently
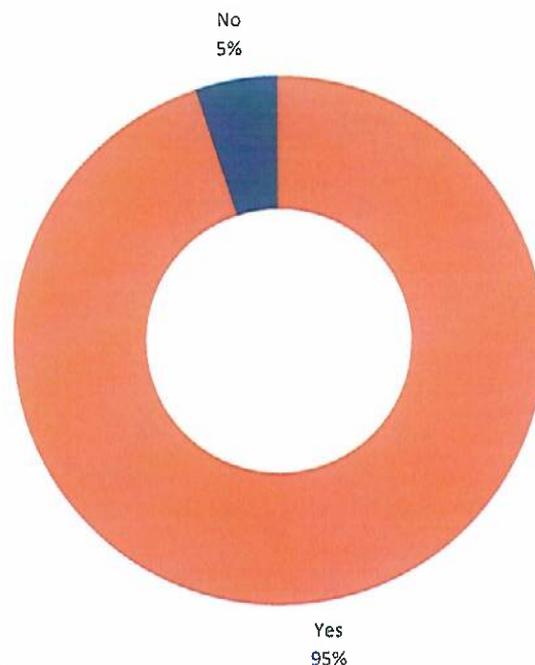
Fig.15: Participation in the assessment

Figure 15 represents the respondents' participation in the assessments conducted under the initiative. A significant majority of respondents (330) confirmed their active participation in the assessments conducted under the initiative. This high number reflects the strong engagement and willingness of the students to be part of the evaluation process, indicating their proactive involvement in the educational activities facilitated by the program. A smaller group of respondents (11) expressed uncertainty, responding with "Maybe." This suggests some ambiguity or lack of clarity among a portion of participants regarding their participation in the assessments. It could imply that these students might not be entirely aware of their involvement or the nature of the assessments conducted. A minority of respondents (7) stated that they had not been a part of the assessments, indicating a smaller but notable group of students who did not participate in the evaluation activities conducted under the initiative. The overall data indicates a high level of engagement among the majority of students, as they actively took part in the assessments designed by the initiative.
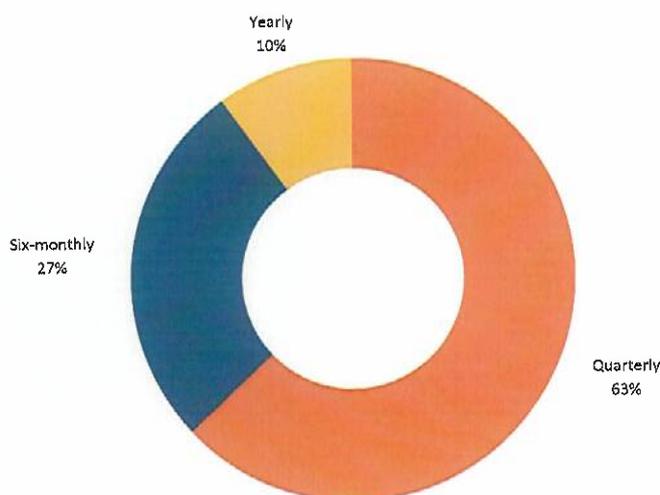
Fig.16: Frequency of Assessments
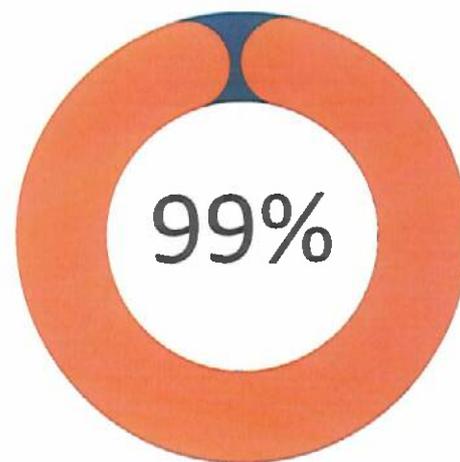
Fig.17: Aware about specialised software installed

Figure 17 represents the respondents' awareness of specialised software installed on their computers as part of the initiative. An overwhelming majority of respondents (346) indicated they know the specialised software installed on their computers. While a very small number of respondents (2) reported not being aware of the specialised software. This high level of awareness indicates the effectiveness of the initiative's efforts to inform and educate the students about the tools and resources available.

A significant majority of respondents (305) expressed that the software available to them, along with the computers, is adequate to meet their educational needs. A smaller but notable group of respondents (34) stated that the software, while helpful, is only partially adequate to meet their educational needs. A very small number of respondents (9) expressed that the software and computers provided are insufficient to meet their educational needs.

This overwhelmingly positive response suggests that most students find the provided software resources comprehensive and effective in supporting their learning objectives. The data also highlights that there might be specific areas or subjects where additional software resources could enhance the educational experience for these students. This satisfaction indicates the successful alignment between the software offerings and the educational requirements of the students. Overall, the majority's positive feedback indicates the initiative's success in providing suitable software resources aligned with the educational curriculum and needs of the students.
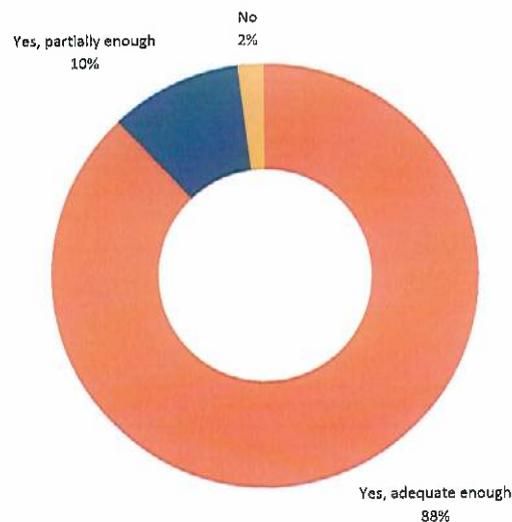
Fig. 18: Adequacy of software and computers to meet educational needs
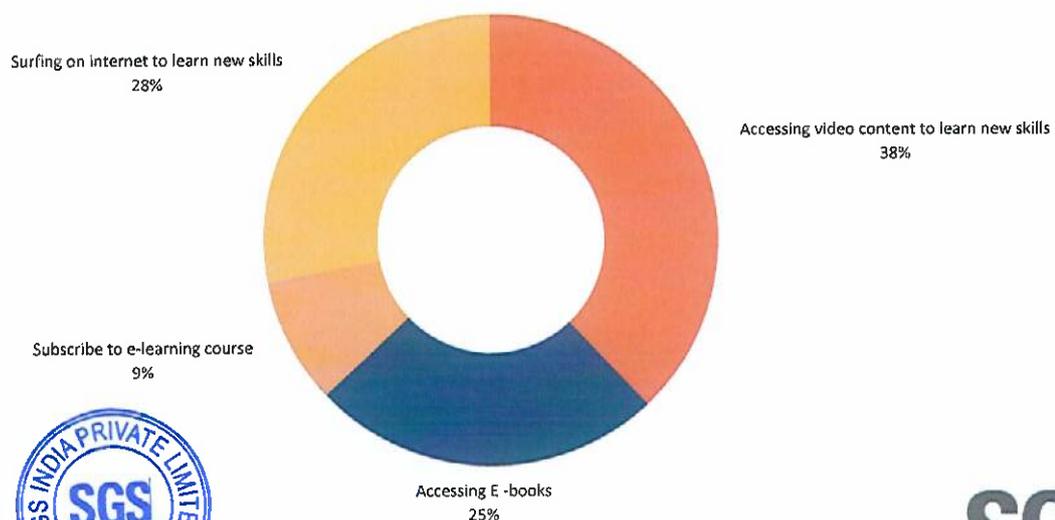
Fig. 19: Additional usage of computer

Figure 19 represents the various ways the respondents utilise computers, aside from software, as part of the initiative. A significant portion of respondents (132) reported using computers to access video content, leveraging this visual medium to learn new skills. Video-based learning can enhance comprehension and engagement, providing a dynamic and interactive way for students to acquire new knowledge and abilities. 99 respondents mentioned using the internet to surf and learn about new topics. Internet browsing allows students to explore a wide range of subjects beyond the scope of traditional curriculum, fostering curiosity and self-directed learning. 88 respondents indicated accessing E-Books, reflecting the use of digital reading materials. E-books provide a convenient and accessible way for students to engage with educational content, promoting literacy and encouraging independent reading habits. A smaller group of respondents (29) reported subscribing to e-learning courses. E-learning platforms offer structured and specialised courses, allowing students to delve deeper into specific subjects or skills.

The diverse ways in which the respondents utilise computers showcase their proactive engagement with technology. These activities support their formal education and foster a culture of continuous learning, exploration, and skill development. The data underscores the versatility of computers as powerful educational tools, enabling students to expand their knowledge beyond the confines of traditional classroom settings.

Figure 20 reflects the respondents' usage of online learning platforms such as Khan Academy, BYJU, and similar platforms to enhance their knowledge in various subjects. A substantial portion of respondents (181) confirmed they access online academies like Khan Academy and BYJU to gain additional knowledge on subjects. This positive response indicates a significant interest among students in leveraging online resources to supplement their learning. At the same time, 167 respondents indicated that they do not access these online academies. While this group represents a sizable portion of the respondents, it also highlights a potential area for further engagement and support.

Overall, the data underscores the importance of online academies as supplementary educational tools. Online platforms offer interactive lessons, tutorials, and practice materials, providing students opportunities for self-paced learning and in-depth understanding of various topics.
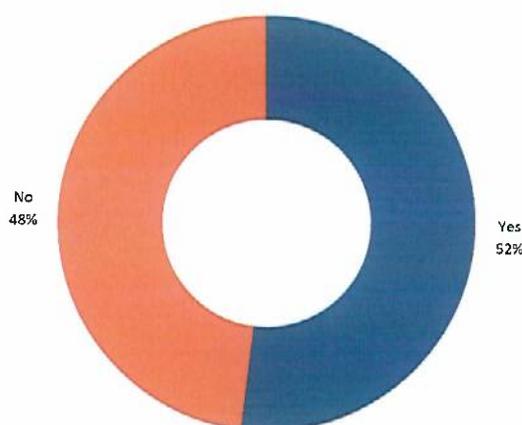

Fig. 20: Accessing online academy to gain more knowledge on subjects

Figure 21 illustrates the respondents' exposure to various technology options through the facility provided by the initiative. The data shows the wide array of technology options the respondents have been exposed to through the initiative. These options include data analysis, artificial intelligence, robotics, cloud computing, and the Internet of Things (IoT). The exposure to these advanced technologies highlights the initiative's effort to provide students with a diverse and cutting-edge educational experience, preparing them for the evolving demands of the digital age. The varied exposure options demonstrate the initiative's commitment to fostering a well-rounded understanding of modern technologies among the beneficiary students.
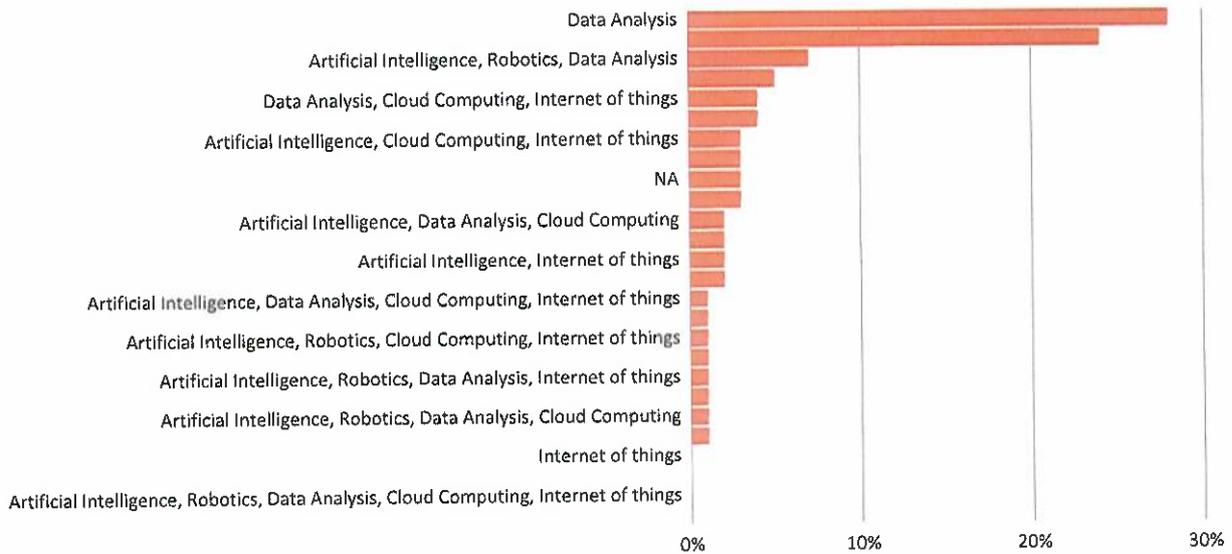
Fig. 21:Exposure to any of the following options through computers

Figure 22 illustrates the program's impact in helping respondents identify skills in specific streams for choosing higher education. An overwhelming majority of respondents (347) indicated that the program has significantly helped them identify skills in specific streams for choosing higher education. This near-unanimous positive response underscores the program's effectiveness in guiding students and providing them with valuable insights into various fields of study. By helping students identify their skills and interests, the program has played a pivotal role in shaping their educational aspirations, enabling them to make informed decisions regarding their future higher education. This highlights the programme's success in empowering students, guiding them toward suitable educational paths, and equipping them with the confidence to make informed choices for their future studies and careers.
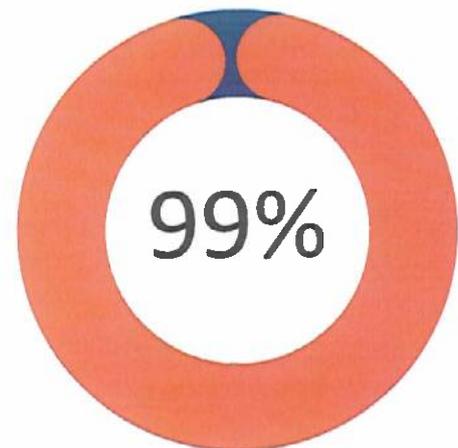
Fig. 22: Helped to identify skills in specific streams for choosing higher education

Figure 23 represents the skills the respondents would like to explore or have already acquired as part of the programme's impact. The data showcases the diverse skill sets respondents are interested in exploring or have already acquired. The skills range from graphic designing, animation, and web development to hardware system administration, data analysis, and visualisation. The variety of skills chosen by the respondents highlights their enthusiasm for learning and mastering a wide array of technologies, indicating a strong interest in diverse fields within digital skills and technology. The responses underline the initiative's effectiveness in providing exposure to a broad spectrum of skills, catering to the varied interests and aspirations of the participating students.
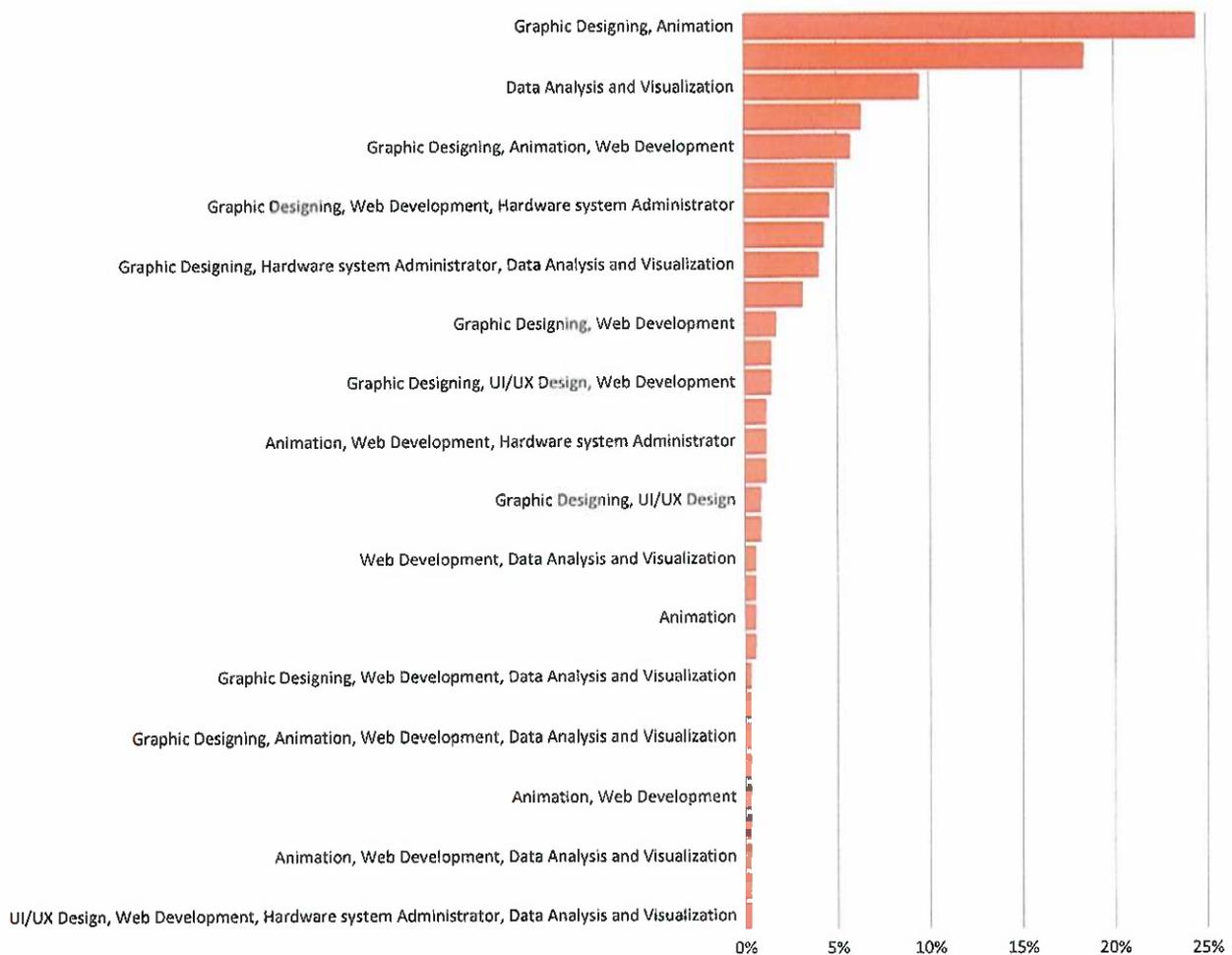
Fig. 23: Skills that the respondents would like to explore

Figure 24 outlines the programming languages and combinations respondents learned through the program. The data showcases the diverse range of programming languages and combinations respondents have learned through the program. The most commonly learned language is Java, with 98 respondents indicating proficiency. HTML follows closely, with 63 respondents, and Java combined with HTML is a popular combination, indicating the respondents' interest in web development. Additionally, SQL (Structured Query Language) and CSS (Cascading Style Sheets) are also learned by a significant number of participants, showcasing a well-rounded exposure to both database management and web design.

This underlines the program's success in providing a comprehensive education in programming languages, catering to various interests and skill development needs among the participating students. Learning these programming languages equips the students with valuable skills for software development, web design, and data management, enhancing their preparedness for future educational and professional pursuits in the technology sector.
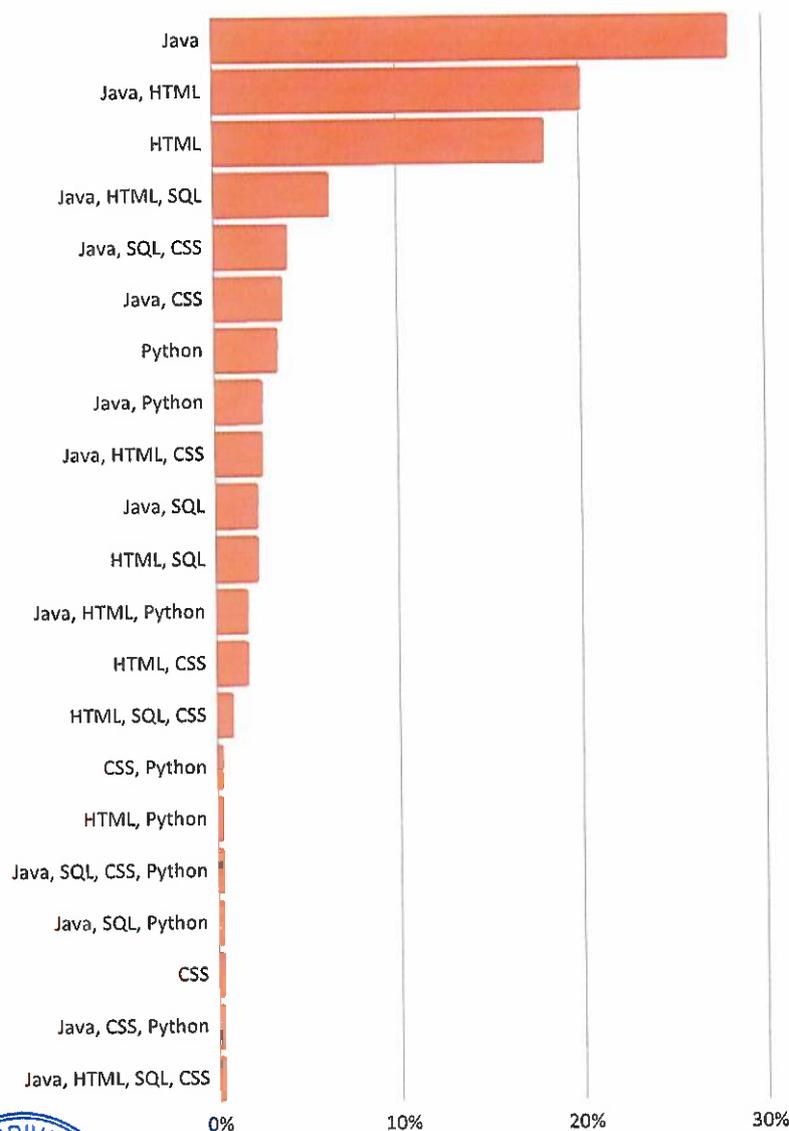
Fig. 24: Programming languages respondents have learned

Figure 25 outlines the various software applications used by the respondents throughout the programme. The data showcases the variety of software applications utilised by the respondents. Libre Office Writer is the most widely used software, indicating its popularity and effectiveness among the participants. Additionally, combinations with other Libre Office applications such as Office Writer, Impress, Calc, and Base are also prevalent, showcasing a comprehensive use of the Libre Office suite for various tasks, including document editing, presentations, and data analysis.

The diversity in software usage illustrates the programme's success in providing exposure to a range of office and productivity tools, empowering the students with essential digital skills. These applications are fundamental for academic tasks, professional documentation, and general computer literacy, enhancing the students' proficiency and preparing them for future educational and professional endeavours.

Calc along with Libre Office Writer
27%

Libre Office Writer
73%
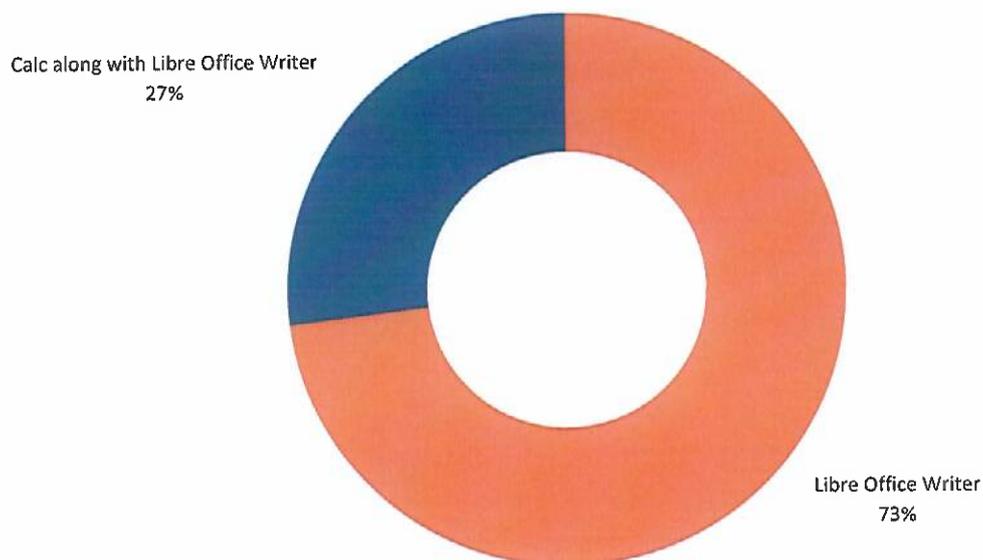
Fig. 25: Various software applications used by the respondents

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Figure 26 represents the ratings given by the respondents regarding the quality of the computers received through the program. The overwhelming majority of respondents (247) rated the quality of the computers as "Excellent," indicating a highly positive perception of the computers provided through the program. An additional 79 respondents rated the computers as "Very Good," signifying a strong satisfaction level with the quality of the equipment. Furthermore, 22 respondents rated the computers as "Good," reflecting a positive assessment of the computers' quality.

The data underscores the program's success in providing high-quality computer equipment to the participants. The overwhelmingly positive ratings suggest that the computers met or exceeded the participants' expectations, demonstrating the program's commitment to delivering reliable and efficient technological resources. The positive feedback regarding the computer quality is essential in affirming the program's success and provides valuable insights for the continued improvement of similar initiatives in the future.
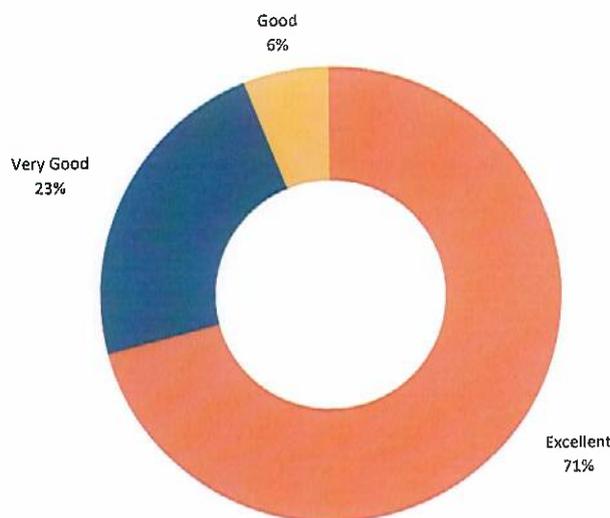

Fig. 26: Quality of Computers
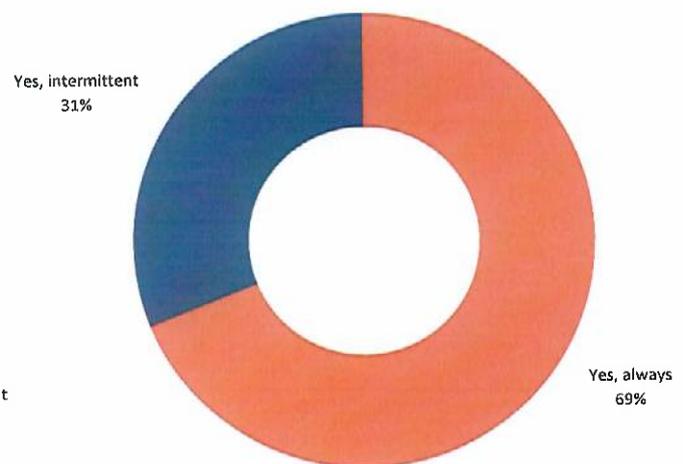
Fig. 27: Availability of proper internet connectivity at the lab

Figure 27 illustrates the respondents' responses regarding the availability and reliability of internet connectivity at the lab. The majority of respondents (239) indicated that they have "proper internet connectivity at the lab, always." At the same time, 109 respondents reported having "intermittent" internet connectivity. This suggests a consistent and reliable internet connection, providing students with continuous access to online resources, educational platforms, and interactive learning materials. When the connection is not consistently stable, it still indicates that the lab has access to the internet, albeit with occasional disruptions. Even with intermittent connectivity, students can benefit from online learning resources when the internet functions properly.

Having a stable internet connection is crucial for accessing online educational content, conducting research, participating in interactive learning activities, and completing assignments. Efforts to improve and maintain stable internet connectivity can further enhance the effectiveness of the educational initiatives in the lab setting.

Figure 28 represents the respondents' perceptions about whether exposure to computers and various software generated interest in pursuing a career related to Information Technology (IT). An overwhelming majority of respondents (346) acknowledged that exposure to computers and various software has generated interest in pursuing a career related to IT. Only 2 respondents answered "No," suggesting that a small minority did not find their exposure to computers and software influential in generating interest in IT-related careers.
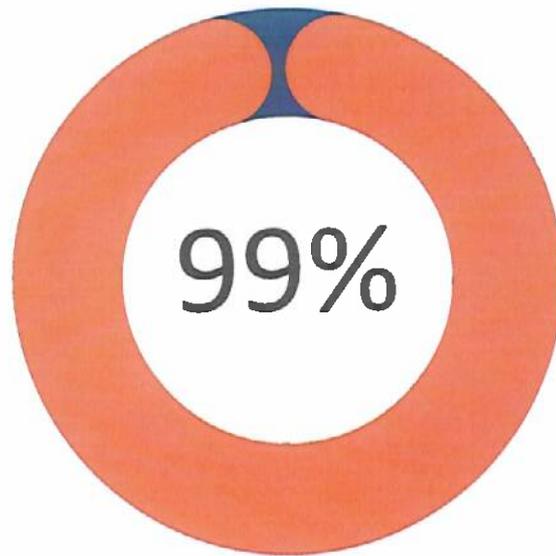
Fig. 28: Generated interest in has pursuing a career in IT

This overwhelmingly positive response demonstrates the program's success in providing access to technology and cultivating interest and enthusiasm among the students, encouraging them to consider careers in IT. The exposure to computers and software likely played a crucial role in shaping the students' career aspirations, inspiring them to consider careers in the dynamic and ever-evolving field of IT.

Teachers

In the pursuit of a comprehensive impact assessment, the voices of teachers stand as a cornerstone, providing invaluable insights into the transformative power of the intervention. Teachers' experiences and perspectives, those at the forefront of nurturing young minds, shed light on the profound changes witnessed within classrooms. This sub-section delves into the thoughts, reflections, and experiences of dedicated school teachers interviewed during the impact assessment study.

The majority of the interviewed school teachers (40 out of 47) are from Ludhiana, indicating a significant presence and impact of the initiative in this district. Additionally, there are smaller representations from Samana in Patiala, Cheema in Sangrur, Fatehgarh Ganduan, and Balbhera in Patiala, showcasing the diverse geographical reach of the impact assessment study.

Figure 29 indicates that among the surveyed teachers, 46 respondents have undergone training to upgrade their ICT (Information and Communication Technology) skills, while only 1 respondent has not received such training. This data underscores a high level of commitment among the teachers to enhance their ICT skills, aligning with the increasing importance of technology in education. The majority of teachers participating in training initiatives suggest a proactive approach toward integrating technology into the learning environment, reflecting a positive trend in educational development and digital literacy among educators.


98%
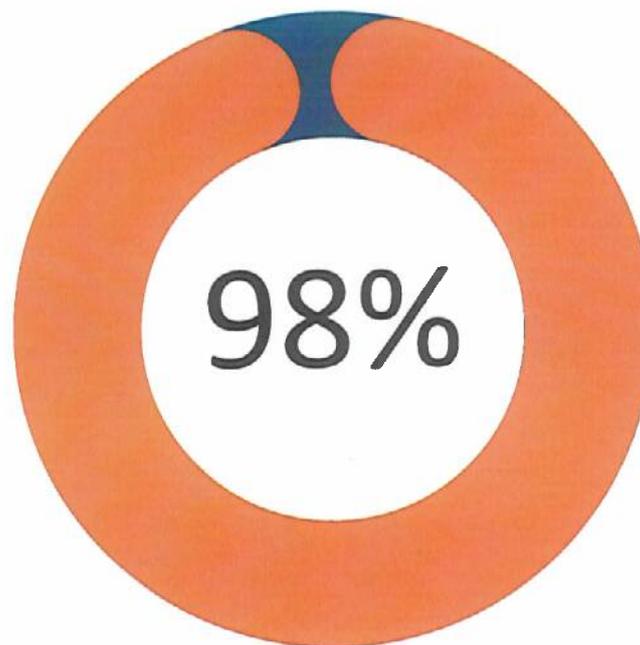
Fig. 29: Training to upgrade the ICT skills

SGS

Figure 30 indicates the number of training the surveyed teachers undergo to upgrade their ICT skills. According to the responses, the majority of teachers (25) have undergone 2 training sessions. Additionally, 17 teachers have participated in 2 to 5 training sessions, while 3 teachers have attended more than 5 training sessions. One respondent indicated having undergone a single training session.

This data illustrates a proactive approach among teachers to enhance their ICT skills through multiple training opportunities. The distribution across different numbers of training sessions suggests a varied level of engagement, with some educators opting for more extensive training, possibly reflecting a higher level of specialisation or a broader range of skills required for their roles.
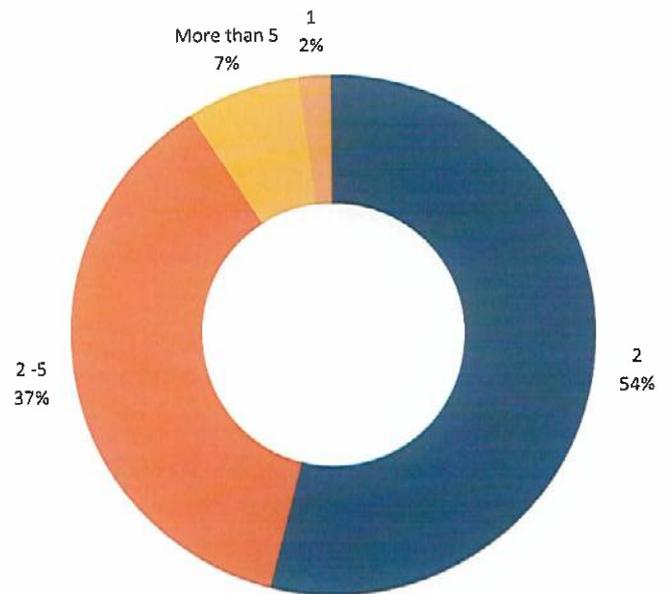
Fig. 30: Number of trainings

Figure 31 highlights the positive impact of the intervention on students enrolled in the surveyed teachers. Most respondents (30 out of 47) acknowledged that the intervention significantly helped students improve their computer skills. Additionally, 10 respondents noted a positive impact on students' English language proficiency, indicating improved language skills. Furthermore, 7 respondents mentioned that the intervention enhanced students' academic knowledge.
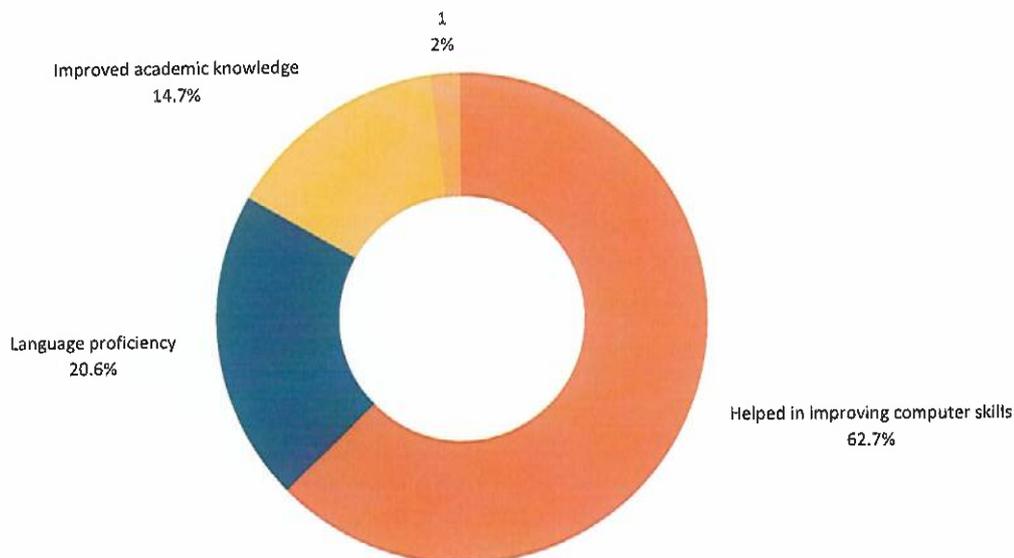
Fig. 31: Positive impact of the intervention on students

This data emphasises the multifaceted benefits of the intervention, including enhancing computer literacy, language proficiency, and overall academic knowledge among students. The variety of positive outcomes illustrates the comprehensive impact of the intervention, aligning with the goals of fostering well-rounded educational development among the students enrolled in the academies.

When posed with the pivotal question about how access to computers has helped the students gain knowledge, every teacher responded with a positive response unanimously. This unanimous consensus echoes the transformative power of technology in education. The accessibility to computers has not merely been a convenience but a catalyst for profound change. Through this invaluable tool, students have transcended the constraints of traditional learning, delving into a realm of limitless knowledge and boundless opportunities. It is a testament to the foresight of the intervention and the collaborative efforts that have empowered students with the means to explore, learn, and envision a future rich with intellectual growth.

In addition, every teacher emphatically affirmed the transformative influence of computer learning in enhancing students' understanding of the core curriculum. The resounding unanimity of their positive response underscores the profound impact of technological integration on educational outcomes. Through innovative applications and interactive digital platforms, students have grasped the nuances of their core subjects and cultivated a deeper and more holistic understanding. The teachers' unanimous endorsement highlights the vital role played by computer learning in enriching the educational journey, ensuring that students are well-equipped to thrive in an ever-evolving, technologically-driven world.

Another response collected from teachers paints a vivid picture of the profound impact the intervention has had on students' overall development and academic aspirations. The overwhelming consensus among teachers highlights several key areas of transformation post-intervention. Firstly, a significant number of students have become highly motivated to learn their subjects, displaying newfound enthusiasm and eagerness to explore the depths of their academic interests. This heightened motivation is coupled with a remarkable surge in confidence levels, with students now approaching challenges with self-assurance and conviction. Moreover, the intervention has seamlessly integrated technology into the learning process, granting students access to online educational content. This expanded access to resources has broadened their knowledge horizons and fostered a culture of independent learning. Armed with digital skills and an enriched understanding of their subjects, students are navigating the online world with purpose.

In addition to enhancing their academic prowess, the intervention has played a pivotal role in guiding students toward their future careers. Many have found direction and purpose, exploring various career options, especially in IT and related domains. The exposure to advanced technological tools and resources has ignited their curiosity, leading them to consider higher studies and careers in IT-related fields. This newfound career focus reflects a tangible impact on their aspirations, bridging the gap between their current education and future professional pursuits. Furthermore, the intervention has instilled a sense of responsibility and independence in students. They are not merely consumers of information but active participants in their educational journey. The combination of enhanced engagement, motivation, and access to diverse learning resources has empowered students, nurturing their potential and paving the way for a promising future.

Respondents were asked to evaluate the adequacy of the software and computers available in their academy to meet educational needs. Figure 32 indicates a balanced perspective among respondents regarding the sufficiency of the available software and computers. While 25 respondents find the resources to be adequate for educational needs, 22 respondents consider them partially adequate, suggesting room for potential improvements or additional resources to meet the diverse educational requirements of the students. This nuanced feedback highlights the importance of continuously assessing and updating available resources to ensure they align with the evolving educational demands of the academy.

Yes, Partially Adequate
47%

Yes, Adequate Enough
53%

Fig. 32:Adequacy of the software and computers

Respondents were asked to specify the options their students access through the computer lab. Figure 38 illustrates diverse options students access through the computer lab. A significant number of students engage with Artificial Intelligence and Cloud Computing, indicating a keen interest in cutting-edge technologies. Additionally, Data Analytics, the Internet of Things, and Robotics are also explored by a substantial number of students, showcasing a holistic approach to technology education. This variety of options suggests a well-rounded curriculum that exposes students to emerging fields, fostering a comprehensive understanding of advanced technologies.

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Fig. 33: Options students access through the computer lab

Respondents were asked to specify the software they have used. Figure 34 highlights a variety of software applications utilised by the respondents. Libre Office Writer and Office Writer are the most commonly used, with 20 and 13 respondents, respectively. Additionally, Base and Calc are each used by 5 respondents. Notably, 1 respondent has used all the mentioned software, demonstrating a comprehensive utilisation of available resources. This diversity in software usage suggests a well-rounded approach to digital tools within the academic environment, catering to various needs and preferences among the users.
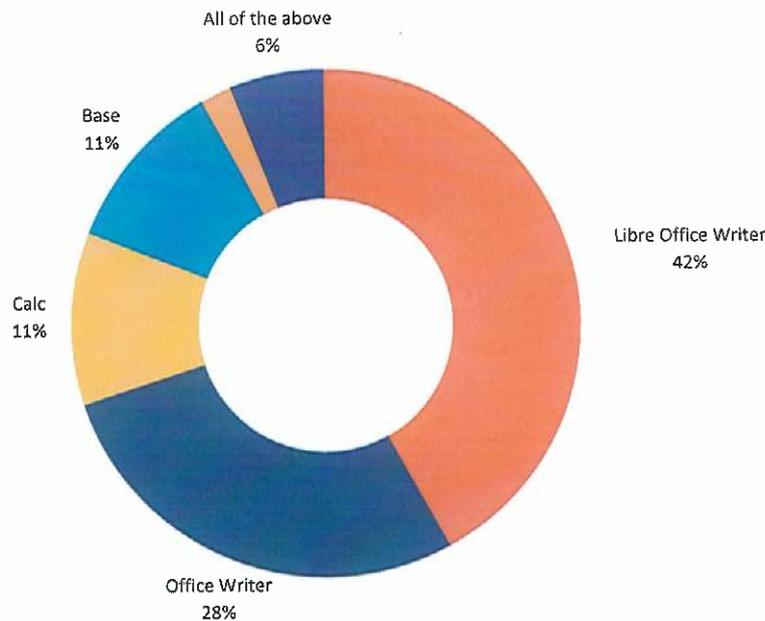

Fig. 34: The software respondents have used

Respondents were asked about how their students use computers apart from using software on them. Figure 35 indicates a diverse range of activities conducted by students on computers beyond using software applications. A significant number of students engage with E-books, showcasing their preference for digital reading materials. Additionally, students subscribe to E-learning courses, indicating an active pursuit of online educational resources. Surfing the internet for knowledge and accessing video content are also common activities, demonstrating a proactive approach to self-directed learning. Notably, there is one respondent indicating limited or no internet usage among students, suggesting potential challenges in accessing online resources. This data provides valuable insights into the varied ways in which students leverage computer technology for educational purposes.
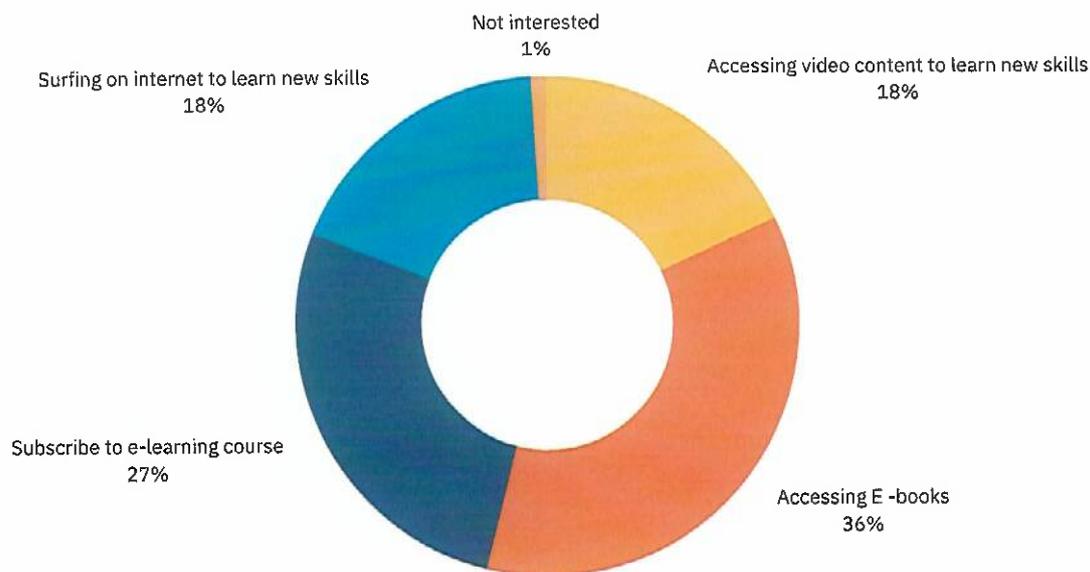
Fig. 35: How students use computers apart from using software?

As unanimously emphasised by all teachers, the exposure to computers and various software applications and their integration into the learning environment have undeniably sparked a genuine interest among students in pursuing IT-related careers. This unanimous affirmation signifies a remarkable transformation in the educational landscape, where students, previously unfamiliar with the intricacies of IT, have now found inspiration and passion in the world of technology. By fostering this passion, the educational environment is not just imparting knowledge but also sowing the seeds for future innovation and technological advancements, creating a generation ready to shape the future of IT and contribute meaningfully to the global technological landscape.

Enquiring whether the program helped the students identify skills in specific streams for higher education, all the teachers responded positively. This underscores a significant impact of the program; it permeates into the future aspirations of students and has empowered them to identify specific skills and aptitudes crucial for their higher education choices. This affirmative response speaks volumes about the program's ability to instil confidence in students as they embark on their educational journeys.

The unanimous "Yes" from teachers resonates with the profound impact the program has had on equipping students with valuable programming skills. This affirmative response highlights a pivotal achievement; the intervention has successfully nurtured a generation of young programmers, setting them on a trajectory toward technological excellence and innovation. Learning programming skills is increasingly recognised as a vital component of modern education.

Respondents were asked about the frequency of conducting ICT assessments. Figure 36 indicates that ICT assessments are predominantly conducted every quarter, as reported by 45 respondents. This regular assessment schedule allows for consistently evaluating students' ICT skills, ensuring ongoing monitoring and improvement. Additionally, 2 respondents conduct assessments every six months, suggesting a slightly less frequent evaluation cycle. Regular assessments are crucial for gauging students' progress, identifying areas for improvement, and ensuring that the ICT curriculum effectively enhances their digital skills.
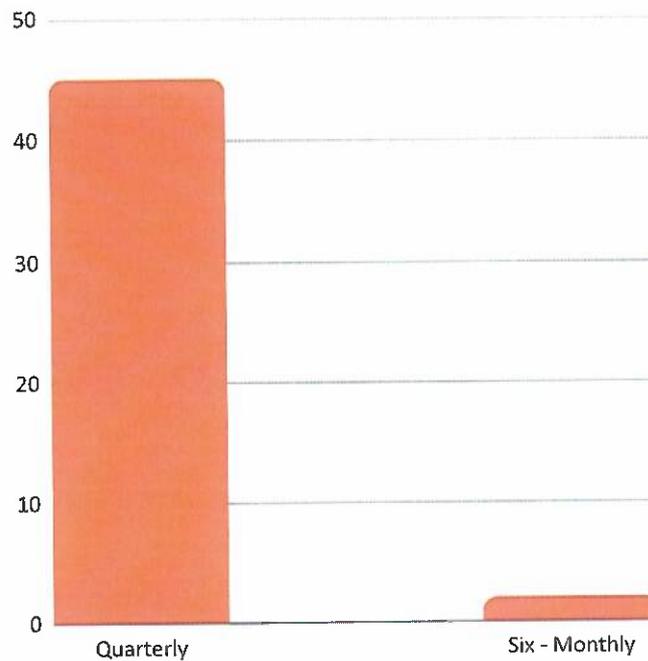

Fig. 36: Frequency to conduct ICT assessment

Respondents were asked to rate the quality of the computers. Figure 37 indicates that the majority of respondents, 30 out of 47, rated the quality of the computers as excellent. An additional 17 respondents rated the quality as very good. This high rating reflects the respondents' overall satisfaction with the computers provided, highlighting their effectiveness in facilitating educational activities. A positive assessment of computer quality is essential for ensuring a seamless learning experience, and this data suggests that the computers in use are meeting the expectations of educators.
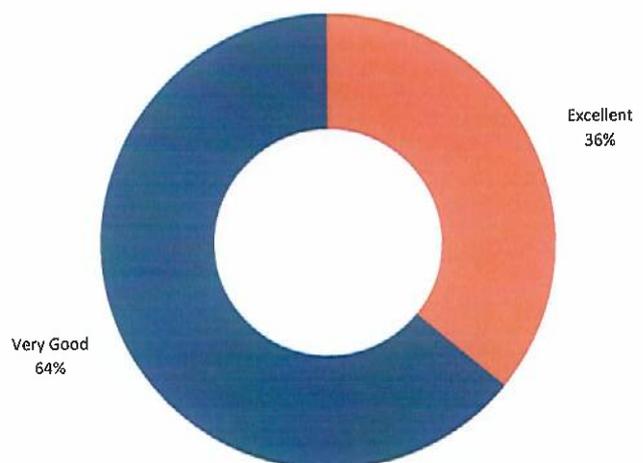
Fig. 37: Quality of computers

Figure 38 indicates that a majority of respondents, 26 out of 47, reported having constant access to the internet in the lab. Additionally, 16 respondents reported having intermittent internet connectivity, suggesting occasional disruptions. However, it is worth noting that 5 respondents reported having no internet connectivity at all. Reliable internet access is crucial for various online educational activities, and addressing connectivity challenges is essential to ensuring a seamless learning experience for the students in the lab.
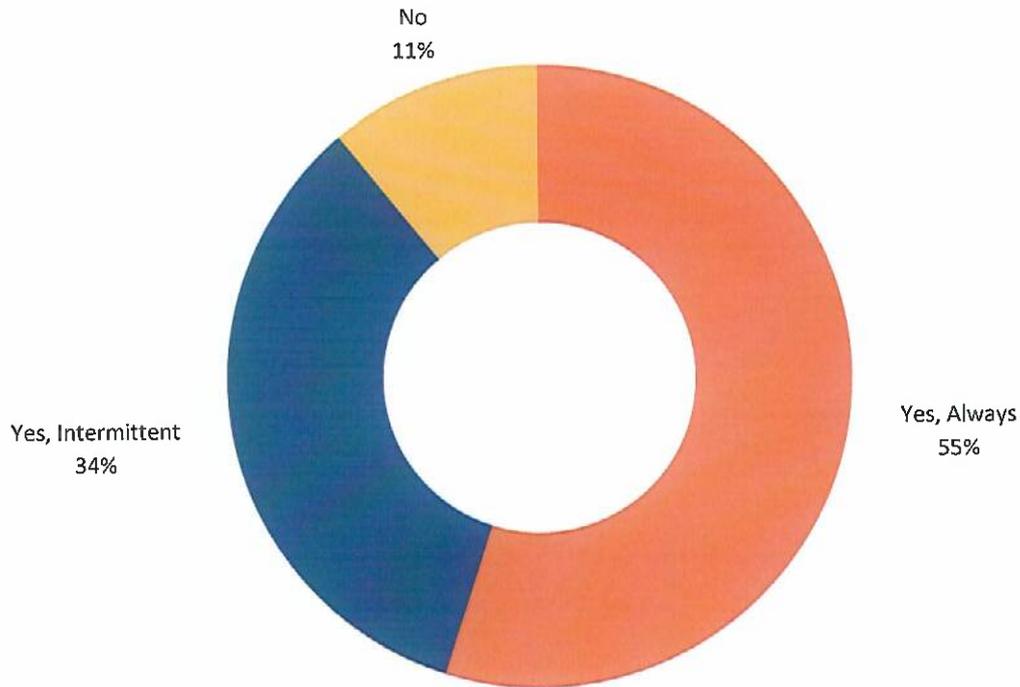
Fig. 38: Availability of proper internet connectivity at the lab

Success Stories
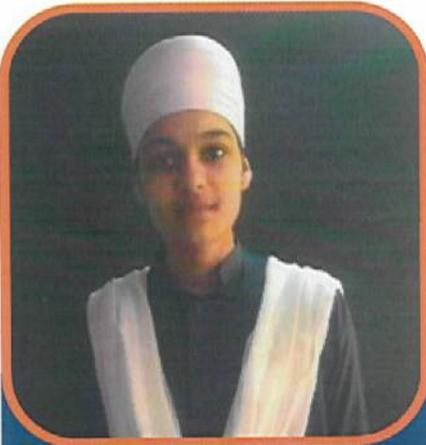
Manjot Kaur, a diligent student in the 12th grade (Science) at Akal Academy, whose dreams of becoming a computer engineer are now within reach, all thanks to the computers provided by CMEPL. She enthusiastically shared her journey, highlighting how these computers have equipped her with essential skills. With the ability to create impactful presentations and handle various tasks, she is confident about her future, understanding the immense value these digital tools add to her career aspirations. She detailed how effective the computer models are for storing data and files, as well as how much data and files they can hold. She appreciates the opportunity that CMEPL offered.

For Harleen Kaur, aspiring to be a software engineer, the computers provided by CMEPL have been a beacon of hope. Coming from a modest background where owning a personal computer seemed like a distant dream, these devices have not only augmented her skills but have also opened doors to a brighter future. Grateful for the intervention, she recognizes the profound impact these computers will have on her life's trajectory.
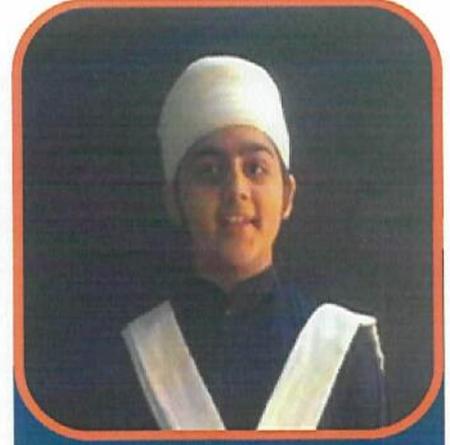
Another inspiring tale comes from a dedicated 9th-grade student who has significantly enhanced her knowledge and typing abilities through these computers. In a world where digital documentation is key, she emphasised the practical relevance of her newfound skills. Her ambition to become a doctor is bolstered by the efficiency she can achieve in recording patient data, underlining the real-world applicability of these resources.

Conclusion

The impact assessment of the CSR initiative undertaken by CMEPL in collaboration with The Kalgidhar Society, aimed at providing computers to schools in Punjab, reveals a transformative journey for students and teachers. This initiative has paved the way for a digital revolution, equipping students with essential digital skills and empowering educators to enhance their teaching methods. The comprehensive analysis of the data collected from beneficiary students and school teachers yields valuable insights into the program's success and profound impact.

For the beneficiary students, the provision of computers has been a game-changer. Before this intervention, they faced challenges related to limited access to educational resources, difficulties completing assignments, and a lack of digital literacy skills. The introduction of computers has significantly improved their access to advanced technology, enabling them to engage in technology-driven learning, interactive learning, online research, and accessing educational websites. The data suggests that the majority of students have embraced this opportunity, using computers regularly, thereby enhancing their digital skills, language proficiency, and academic knowledge. Moreover, providing specialised software and exposure to various IT skills have expanded their horizons and potential career choices.

For school teachers, this initiative has profoundly impacted their teaching methods and professional development. The program has facilitated training to upgrade ICT skills, empowering teachers to leverage technology effectively in their classrooms. This, in turn, has enhanced the quality of education, as teachers can now deliver more engaging and interactive lessons. The data indicates that teachers appreciate the quality of computers provided and the impact of these devices on their teaching practices.

Providing computers and continuous ICT assessments in schools is essential in aligning education with the demands of the digital age. The data demonstrates that the majority of teachers conduct regular ICT assessments, reflecting their commitment to ensuring students' digital proficiency. This commitment aligns well with the broader objectives of the initiative, which include empowerment and education. The initiative has successfully achieved its vision of establishing permanent peace through value-based education and creating good global citizens.

However, challenges remain. While internet connectivity is essential for online learning and research, some schools face intermittent or no access. Addressing this challenge is crucial to ensure equitable access to educational resources and opportunities for all students.

Conclusion

In conclusion, the CSR initiative undertaken by CMEPL in collaboration with The Kalgidhar Trust and The Kalgidhar Society has left an indelible mark on education in Punjab. It has opened new horizons for students and teachers, empowering them with digital skills, access to quality educational resources, and the ability to leverage technology for better learning outcomes. The program's success underscores the importance of corporate social responsibility in transforming education and empowering communities. The positive impact is not limited to the classrooms but extends to the broader vision of creating a more peaceful and educated world. This initiative is a testament to the transformative power of education and technology in driving positive change.

For,
SGS India Private Limited

Sameer Prabhughate
Connectivity & Products - Trade Facilitation Services
Head - Projects

SGS
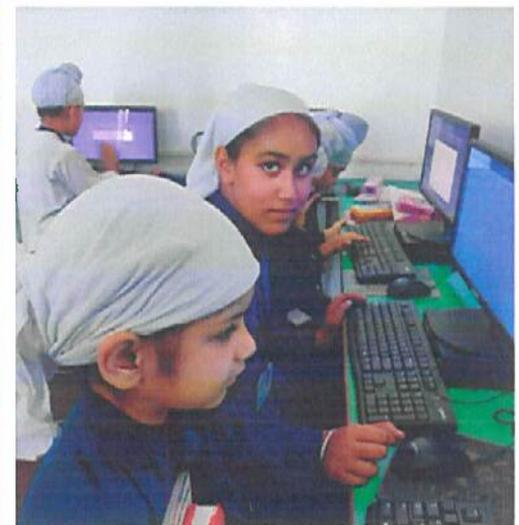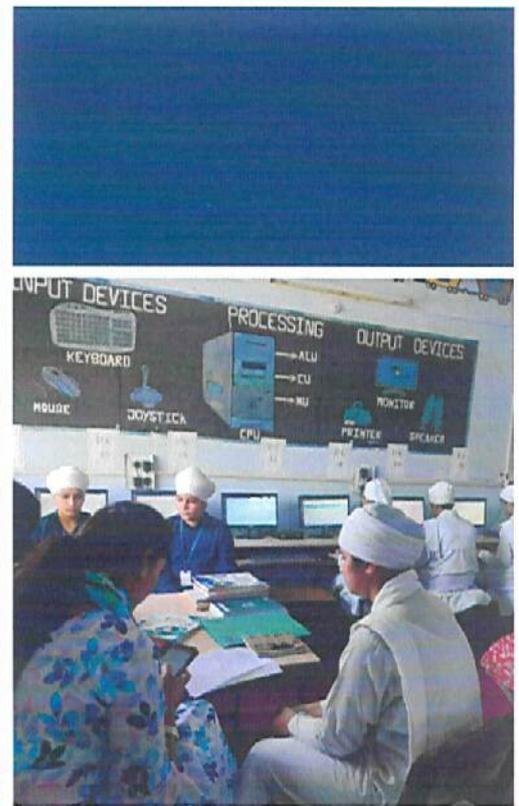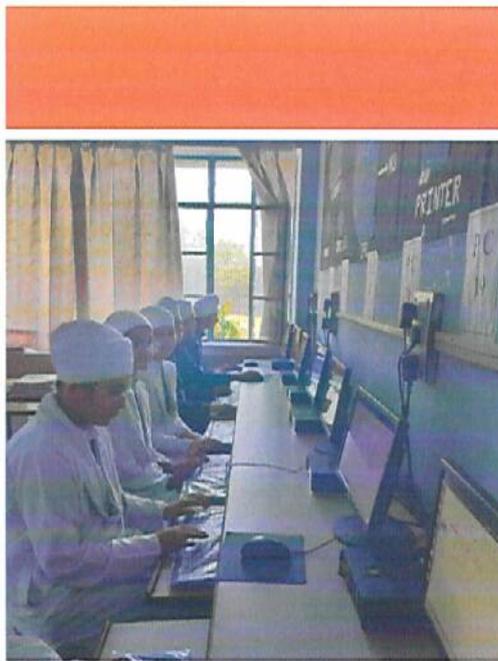
# IMPACT ASSESSMENT
REPORT 2023

**UPGRADATION OF COMPUTER LABS -
SUPPORT OF 500 COMPUTERS IN 45 AKAL ACADEMIES**

IMPACT ASSESSMENT PARTNER

SGS

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS

YAY! VIDYA PROJECT

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Acknowledgement

We, SGS, would like to express our gratitude towards the client for entrusting us with this impact assessment project. We are extremely thankful for their assistance during the course of the study.

We thank everyone who participated in the study and contributed insights. In this regard, we would like to express our gratitude to the beneficiaries and the stakeholders for their support throughout the study and their active participation.

We appreciate the Connected Technologies team's cooperation with the SGS team during the study. We truly appreciate all the intellectual guidance received from Culver Max Entertainment Private Limited (CMEPL) and Connected Technologies teams throughout the study.

Last but not least, we want to express our gratitude to everyone who spent the time answering the extensive survey.

SGS Team

SGS

Ethical Consideration

Informed consent:

The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality:

The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Right to reject or withdraw:

Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Comfort:

The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

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Executive Summary

The Impact Assessment Study of the YAY! Vidya initiative, a joint endeavour by ConnectEd Technologies and Culver Max Entertainment Private Limited (CMEPL), presents a compelling narrative of success and transformation in education. Designed to address the multifaceted challenges faced by students during the COVID-19 pandemic, this initiative has emerged as a beacon of comprehensive and student-centred learning.

The report encompasses a detailed analysis of the initiative's impact on the student's academic and emotional well-being. The YAY! Vidya platform's curriculum-linked content, interactive learning materials, and dedicated mental and emotional health resources have significantly enriched the students' educational experience. The unanimous positive responses from the survey underscored the initiative's success. These responses highlight the platform's effectiveness in enhancing students' understanding of various subjects, fostering a keen interest in learning, and providing crucial support for their mental and emotional well-being.

One of the initiative's remarkable achievements is its seamlessly integrated academic support with mental health resources. By offering engaging videos and content on mental and emotional health, YAY! Vidya has played a pivotal role in helping students navigate the stresses and uncertainties of the pandemic. The provision of these resources has not only bolstered students' emotional resilience but has also created a nurturing and supportive learning environment.

Additionally, the platform's testing tools have been pivotal in helping students prepare for exams, leading to improved academic outcomes. By inspiring students to interact with new learning materials and offering effective exam preparation resources, the initiative has enabled students to achieve better grades in their examinations.

IIn summary, the YAY! Vidya initiative focuses on providing well-rounded education that revolves around students. Its success is evident from the positive feedback it has garnered, underscoring its vital role in shaping a rewarding educational journey for students. This initiative embodies the future of education, emphasizing not just academic learning but also nurturing emotional well-being, preparing individuals to confront the challenges of today's world.

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Introduction

The collaboration between ConnectEd Technologies and CMEPL has led to developing and implementing the 'YAY! Vidya's campaign. Initiated in FY 2017-18, the project aimed to transform BMC schools in Mumbai into 'Smart Schools' by introducing Smart Classroom Systems. Following its success, the project expanded to benefit 99 schools, catering to approximately 55,000 students from 5th to 10th grade across Mumbai, Panvel, and Raigad regions in Maharashtra. Recognizing the need for innovative educational initiatives in regions lacking such programs, ConnectEd Technologies and CMEPL were scheduled to scale the 'YAY! Vidya's campaign's scope to the Hindi-speaking belt in India, starting with the govt. schools in Gurugram district in Haryana in FY 2020-21.

The project, slated to begin in the Gurugram district, aimed at deploying 250 'Smart Classroom Systems' across ~50 schools, benefiting ~25,000 underserved students. However, due to COVID-19-related school closures and overall uncertainty, project timelines were affected immensely.

To deal with the situation most appropriately, CMEPL deployed a chunk of its CSR budget for FY 2020-21 towards creating the 250 curriculum-linked content licenses required for the Haryana project. Subsequently, in FY 2021-22, Connected Technologies deployed 250 content licenses by bundling it with hardware and services.

Objectives of the Intervention:

The primary objective of the 'YAY! Vidya's campaign is to enhance learning outcomes among underprivileged students by providing technology-backed education. The campaign focuses on achieving the following goals:

- Balanced Mental/Emotional Health — Promoting mental and emotional well-being among teachers and students.
- Core Concept Reinforcement — Strengthening core concepts through "catch-up courses" to mitigate the impact of prolonged school closures.
- Increased Interest and Participation — Heightening students' interest in learning, improving understanding, and active classroom participation.
- Community Awareness — Raising awareness within communities about the 'YAY! Vidya's campaign and its impact on education.

Stakeholders

Culver Max Entertainment Private Limited (CMEPL):

Culver Max Entertainment Private Limited (CMEPL) is one of India's leading Hindi general entertainment networks, and its corporate identity boasts a constellation of 26 television channels, an OTT platform, a film production arm, and an independent production venture dedicated to original content and intellectual properties for television and digital media. Importantly, CMEPL embodies the ethos of philanthropy, woven deeply into its cultural fabric. Under the aegis of this commitment, CMEPL propels its CSR program forward with a keen focus on three foundational pillars: empowerment, education, and environment.

CONNECTED TECHNOLOGIES

Implementation Partner - Connected Technologies

Connected Technolgies work closely with socially-responsible corporates, NGOs & Governments to execute large-scale, tech-driven developmental programs. Till date, Connected Technologies efforts have enabled some of India's most renowned corporations to benefit over 4.5 lakh govt. school students across Delhi, Maharashtra, Gujarat, Haryana, Uttar Pradesh, Madhya Pradesh, Himachal Pradesh, Uttarakhand, Jharkhand & Goa

Contributing to SDGs

The YAY! Vidya initiative, spearheaded by Connected Technologies and supported by CMEPL, is making substantial contributions towards several Sustainable Development Goals (SDGs) set by the United Nations. These contributions can be categorised into direct and indirect impacts, highlighting the initiative's comprehensive approach to sustainable development.

Direct impact on SDGs: SDG 4 (Quality Education) by providing curriculum-linked content, interactive learning materials, and testing resources to students. This fosters inclusive and equitable quality education by enhancing students' understanding of subjects and improving their learning outcomes; and SDG 3 (Good Health and Well-being) through the provision of mental health resources, including engaging videos on mental and emotional health. It promotes mental well-being, helping students cope with stress and uncertainties and fostering emotional resilience.

Indirect impact on SDGs: SDG 5 (Gender Equality) by providing equal access to educational resources for both male and female students, fostering gender equality in educational outcomes; SDG 10 (Reduced Inequalities) by ensuring that all students, regardless of their socio-economic backgrounds, have access to high-quality education. This reduces inequalities in educational opportunities and SDG 8 (Decent Work and Economic Growth) by enhancing the quality of education. It equips students with knowledge and skills, ultimately increasing their employability and promoting economic growth.

Study Design and Methodology

Objectives of Impact Study:

The Impact Assessment Study aims to evaluate the effectiveness of the 'YAY! Vidya's campaign on various stakeholders, including students from different schools. The methodology involves a combination of qualitative and quantitative approaches, including interviews and classroom observations. By employing a rigorous impact assessment methodology, the study aims to provide valuable insights into the campaign's achievements and areas for improvement, guiding future initiatives and ensuring the sustained positive impact of the 'YAY! Vidya's program.

Methodology:

A robust and multifaceted methodology was employed to evaluate the intervention's impact comprehensively. The assessment team conducted personal interviews with 457 students from two schools: Ram Richpal Inter College in Hapur, Uttar Pradesh and Sir Nobat Netaji Palkar in Raigadh, Maharashtra. The data collected underwent rigorous systematic processing, including cleaning, editing, coding, and analysis, creating master charts and tabulations. Quantitative and qualitative research methods were employed, using Statistical Package for the Social Sciences (SPSS) and Microsoft Excel for data analysis. The study utilised a descriptive study model to provide comprehensive insights into the impact of the computer provision initiative.

Analytical Review: Statistical Findings and Discussions

This chapter delves into the heart of our impact assessment, where raw data transforms into meaningful insights. The data reveals the substantial impact of the CSR initiative led by CMEPL and its implementation partner, ConnectEd Technologies, as it reaches diverse regions.

In the surveyed population, figure 1 reveals a clear gender distribution, with a total of 457 students interviewed. Among these, there are 243 male and 214 female students. This data provides valuable insights into the gender composition of the students, allowing for further analysis and interpretation in the context of the research or survey conducted.
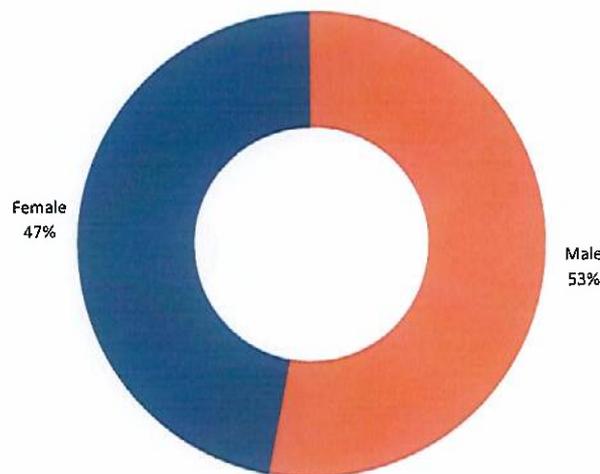
Figure 1: Gender Distribution

Female 47%
Male 53%

16 - 17 25%
10 - 15 75%
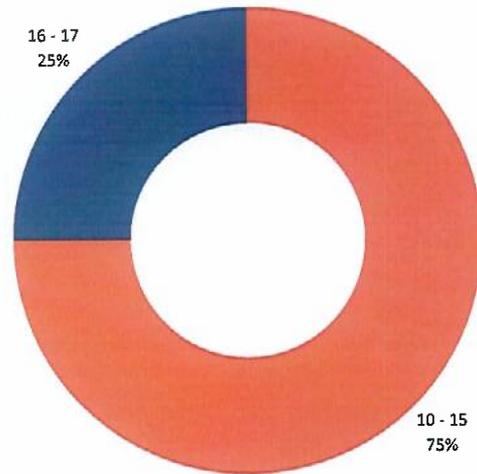
Figure 2: Age Distribution

Figure 2 illustrates the age distribution among the students interviewed, totalling 457 participants. The majority of students, constituting a significant portion of the sample (343), fall within the age group of 10-15 years. Additionally, there are 114 students in the slightly older age group of 16-17 years.

Analytical Review: Statistical Findings and Discussions

Figure 3 presents a breakdown of the interviewed students according to their respective classes, encompassing a total of 457 participants. The majority of students, totalling 277, are enrolled in Class 10, indicating a substantial representation from this grade. Additionally, there are 164 students from Class 9 and a smaller cohort of 16 students from Class 7.
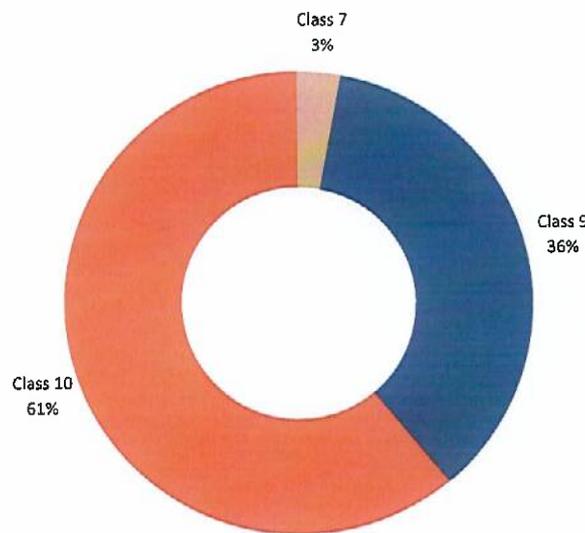

Figure 3: Grade/ Class Wise Distribution

Figure 4 captures the key challenges experienced by students amidst the COVID-19 pandemic and the subsequent closure of schools. Among the 456 students interviewed, 165 expressed difficulties in understanding subjects due to limited interaction with teachers, highlighting the impact of reduced teacher-student engagement on academic comprehension. Additionally, 136 students faced obstacles due to the lack of access to physical classes or lectures, underscoring the disruption in traditional classroom learning. Furthermore, 92 students struggled with exam preparation, emphasising the academic challenges posed by the crisis. 63 students reported adverse effects on mental and emotional health, indicating the broader consequences of the pandemic on students' psychological well-being. This data illuminates the multifaceted challenges students face, providing crucial insights for discussions and recommendations aimed at supporting students during similar crises and enhancing the resilience of the education system.

Analytical Review: Statistical Findings and Discussions
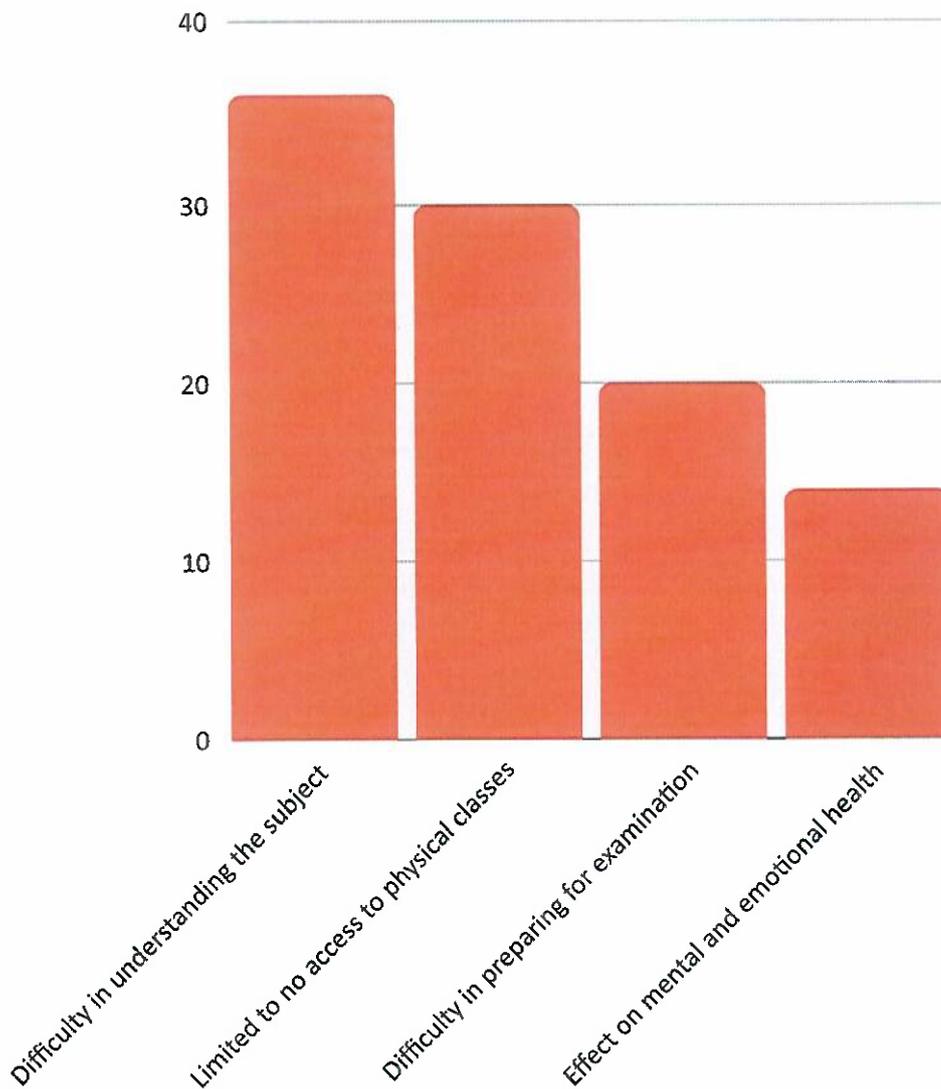
Figure 4: Challenges faced during COVID-19 and school closures

Analytical Review: Statistical Findings and Discussions

Moreover, asking about signing up for YAY! Vidya platform to get access to the curriculum-linked content during the COVID-19 pandemic, all surveyed students responded affirmatively. This unanimous positive response underscores the platform's pivotal role as a reliable and essential student resource during challenging times. It highlights the platform's ability to meet a critical educational need, providing students with structured, curriculum-aligned content despite widespread disruptions caused by the pandemic. This reflects the platform's success in addressing the educational requirements of students, ensuring continuity in learning, and offering essential support for their academic endeavours during the pandemic.

All surveyed students responded affirmatively, indicating that they received a proper orientation session on accessing the educational content provided by the YAY! Vidya platform. This unanimous positive response highlights the platform's proactive approach to ensuring that students are equipped with the necessary knowledge and skills to navigate and utilise educational resources effectively. A comprehensive orientation session likely played a crucial role in empowering students to make the most out of the platform, enhancing their user experience, and enabling them to seamlessly engage with the curriculum-linked content. This feedback underscores the platform's commitment to providing high-quality educational materials and the support and guidance necessary for students to access and benefit from these resources successfully.

Figure 5 provides insights into the user experience regarding the sign-up and login process on the YAY! Vidya platform, based on responses from 457 students. A significant majority, comprising 319 respondents, found the process easy and convenient, successfully navigating it independently. In contrast, 138 respondents reported difficulty and required assistance from friends or family to complete the sign-up and login procedures. This data highlights the platform's user-friendliness for a majority of users but also underscores the importance of addressing challenges faced by a notable portion of the respondents. These findings emphasise the need for continuous improvements to ensure a seamless and inclusive onboarding experience for all students accessing the YAY! Vidya platform.

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Difficult - Sought help from friends/ family members
30%
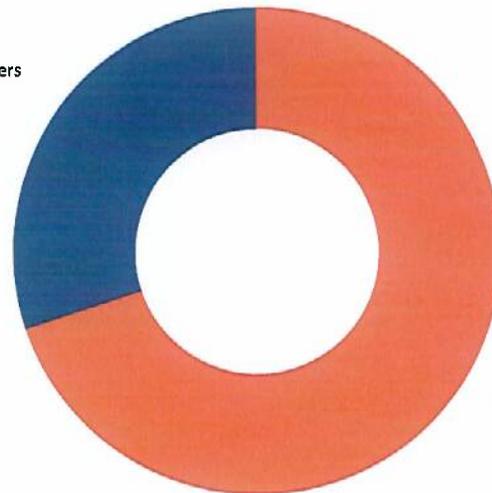
Easy and Convenient - I did on my own
70%

Figure 5: Experience with respect to sign up and login to YAY! Vidya platform

Figure 6 reveals the distribution of online educational content across subjects for 457 students interviewed. A smaller subset of participants accessed subject-specific content: 16 for Social Studies, 10 for English, 9 for Science, and 5 for Maths. These specific subject offerings underline a targeted approach to cater to diverse learning needs, accommodating users who sought focused educational resources in key disciplines. However, a vast majority of 417 respondents received comprehensive online materials spanning all subjects. This extensive coverage indicates a well-rounded educational approach, ensuring a holistic learning experience for the majority of users. The data illustrates the platform's commitment to inclusivity, providing broad and tailored learning opportunities to accommodate various academic requirements among the user base.

Social Studies
4%

Maths
1%
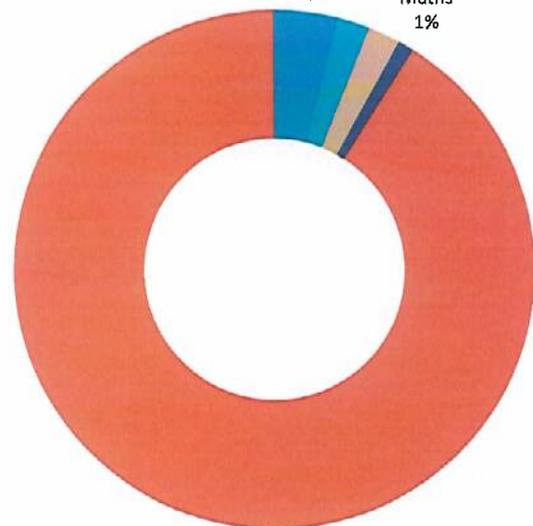
All of the above
91%

Figure 6: The subjects for which students receive online educational content

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Figure 7 presents the frequency of content access during the COVID-19 pandemic for 457 student participants. The data reveals varied engagement patterns: 249 respondents accessed the online content once every two days, indicating a balanced and regular interaction with the educational materials. A significant portion of 193 participants accessed the content daily, reflecting a high level of consistent and active involvement with the platform in their daily learning routines. In contrast, 15 respondents accessed the content once every week, suggesting a more intermittent usage pattern, possibly for supplementary learning needs. These diverse engagement levels showcase the platform's adaptability, catering to users with different learning preferences and schedules highlighting its role in accommodating a wide range of learning habits among the user base.
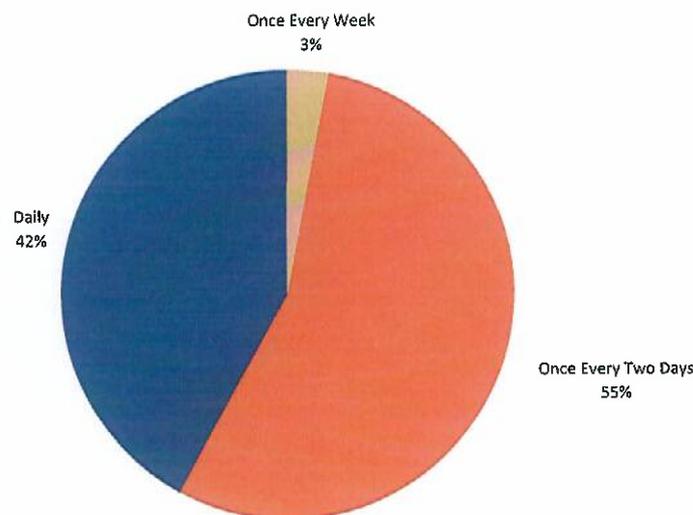

Figure 7: Frequency of accessing the content during COVID-19

Figure 8 presents the daily duration of online content consumption for 457 surveyed students. The majority, consisting of 361 respondents, engaged with online educational materials for 1 to 2 hours daily, reflecting a balanced and consistent learning approach. Additionally, 79 participants dedicated 2 to 4 hours daily, indicating a substantial commitment to in-depth learning sessions or additional academic pursuits. A smaller group of 13 respondents allocated 1 hour daily, possibly focusing on specific topics or subjects in concise study sessions. Notably, 4 participants invested more than 4 hours daily, showcasing highly engaged users utilizing the platform for intensive study or coursework. These diverse engagement levels underscore the platform's adaptability, catering to a wide range of learning preferences and schedules, and emphasize its role as a valuable resource for users with varying academic needs and learning goals.

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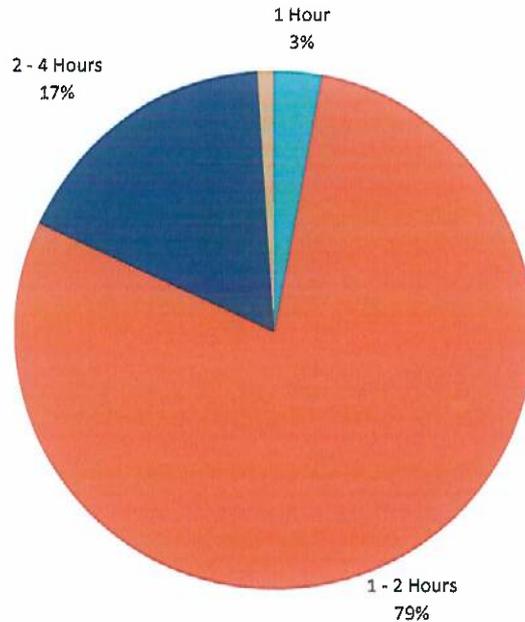

Figure 8: Consumption of content shared online (Number of hours per day)
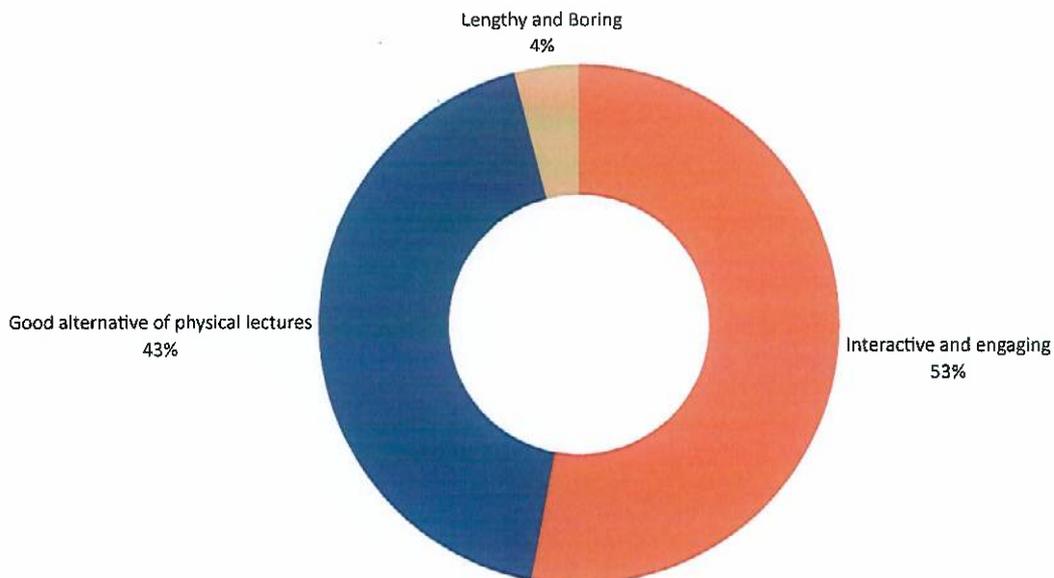
Figure 9 : The video content for educational purpose

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In Figure 10, feedback from 457 participants regarding the quality of the accessed content is detailed. The majority, comprising 302 respondents, rated the content as "Very Good," indicating high satisfaction and effectiveness in meeting their educational needs. Additionally, 106 participants gave an "Excellent" rating, signifying an exceptionally positive evaluation and highlighting the content's surpassing expectations for this group. A smaller but notable subset of 49 respondents rated the content as "Good," suggesting a generally positive perception and indicating that the content met their essential educational requirements. These overwhelmingly positive ratings across different categories underscore the platform's success in delivering high-quality educational materials, meeting the diverse needs and expectations of the majority of users.
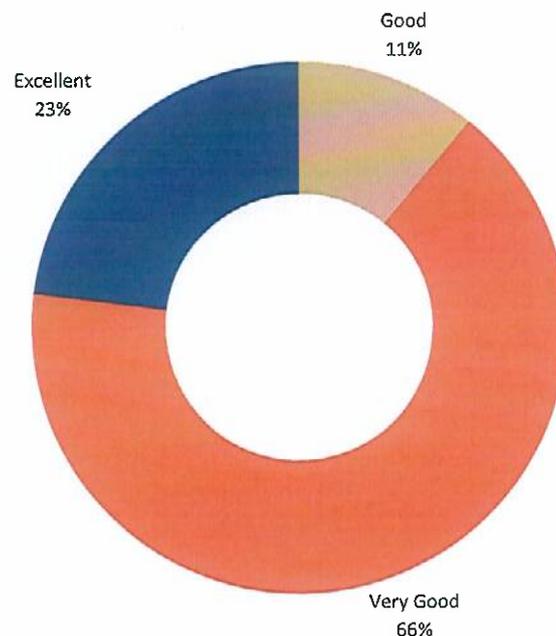

Figure 10: The quality of video content

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Furthermore, all surveyed students responded affirmatively, indicating they received videos on mental health through the YAY! Vidya platform and these videos were helpful to them during the COVID-19 pandemic. This unanimous positive response underscores the platform's holistic approach to education, extending beyond academics to address students' mental and emotional well-being. It also highlights the significant impact of the mental health videos in providing essential support to students during a challenging period. Providing content related to mental health demonstrates the platform's commitment to nurturing students' intellectual development, emotional resilience, and overall mental wellness. The positive feedback emphasises the effectiveness of the platform's mental health resources in addressing students' emotional well-being, helping them cope with the unique stresses and uncertainties brought about by the pandemic. This aspect of the programme reflects a thoughtful and comprehensive approach to education, acknowledging the importance of mental health support, particularly during challenging times such as the COVID-19 pandemic. The provision of mental health videos indicates the platform's dedication to the overall welfare of the students, fostering a supportive and nurturing learning environment. It also underscores the importance of such content in promoting mental resilience and providing students with valuable coping strategies, ultimately contributing to a positive and supportive learning experience even in difficult times.

By providing content related to mental health during the COVID-19 pandemic, the platform demonstrated a dedication to nurturing students' emotional resilience and overall mental wellness. The positive feedback showcases the effectiveness of the platform's mental health resources in aiding students in coping with pandemic-induced stress and uncertainties. These responses highlight the platform's success in fostering a supportive and nurturing learning environment, ultimately contributing significantly to students' emotional support and growth, underscoring its invaluable role in their well-being.

Figure 11 reveals participants' engagement with online educational content before the intervention. Among 456 respondents, 270 individuals, a significant portion, used e-content for the first time due to the intervention, indicating the successful introduction of a substantial number of users to digital learning resources. This signifies a significant shift in behaviour, emphasising the intervention's effectiveness in expanding access to online educational materials and enhancing digital literacy among the user base. Additionally, 186 participants had prior experience with online educational content, showcasing the presence of users with pre-existing familiarity with the digital learning landscape. This diversity in user experience underscores the intervention's ability to cater to beginners and individuals already acquainted with online educational platforms, highlighting the inclusive nature of the initiative.
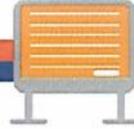
# Analytical Review: Statistical Findings and Discussions
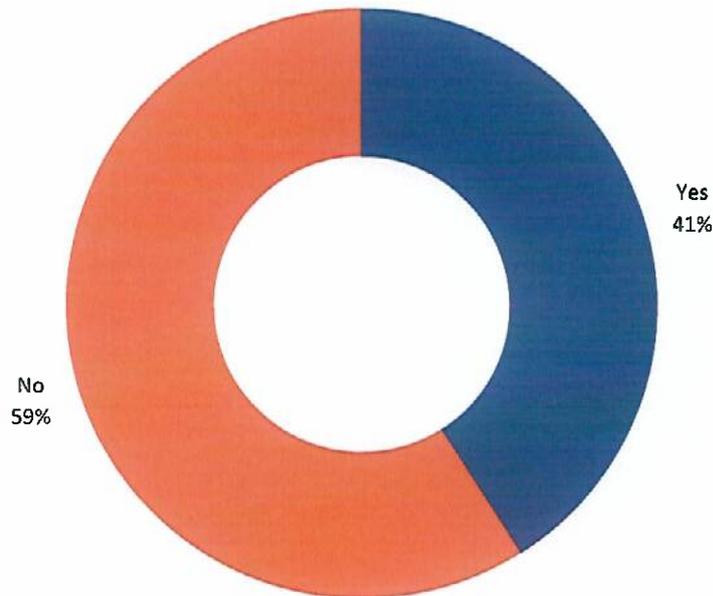
Figure 11: Prior experience of using any online educational content
before this intervention

Moreover, all surveyed students responded positively, indicating that the content provided through the YAY! Vidya platform increased their interest in using new learning materials. This unanimous positive response underscores the platform's effectiveness in engaging students and fostering their curiosity and enthusiasm for learning. The affirmative feedback suggests that the content met their educational needs and inspired them to explore additional learning resources. This increased interest demonstrates the platform's ability to captivate students' attention and create a positive learning experience, encouraging them to seek out and embrace new educational materials actively. The students' positive response highlights the platform's success in delivering relevant content and stimulating a genuine interest in learning, contributing to their overall educational engagement and enthusiasm.

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Figure 12 provides valuable insights into how the program contributed to the academic goals of all participants. The majority, comprising 154 respondents, reported that the program significantly improved their understanding of various topics, emphasising its effectiveness in enhancing comprehension and knowledge. Additionally, 124 participants noted that the program aided them in remembering core concepts, highlighting its role in reinforcing fundamental knowledge and promoting effective retention. Furthermore, 104 respondents mentioned that the program assisted them in completing the syllabus on time, indicating its support in maintaining pace with the academic curriculum. Moreover, 73 participants credited the program for preparing them adequately for exams, underscoring its role in targeted exam readiness. These diverse responses showcase the program's multifaceted impact, addressing various academic needs and contributing significantly to participants' learning experiences and achievements.
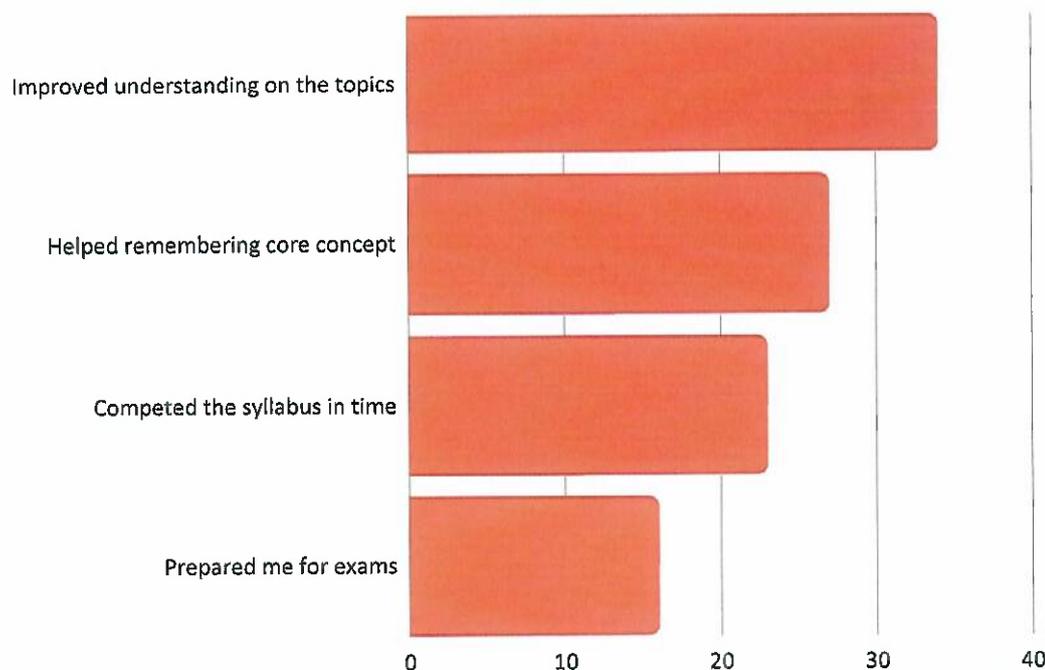

Figure 12: Achieving academic goals with the help from the program

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Furthermore, all surveyed students responded affirmatively, indicating that the tests were provided through the YAY! Vidya platform helped them prepare for their final examinations. This unanimous positive response highlights the effectiveness of the platform's testing resources in supporting students' exam readiness. The affirmative feedback suggests that these tests served as valuable tools for assessment and revision, aiding students in their exam preparation. The students' response underscores the platform's success in providing relevant and beneficial testing materials, enhancing their confidence and preparedness for the final examinations. This positive feedback showcases the platform's ability to contribute significantly to students' academic success by offering tailored assessment resources, ensuring a comprehensive and effective exam preparation experience.

All surveyed students responded affirmatively, indicating the resources provided through the YAY! Vidya platform helped them score good marks in their exams. This unanimous positive response underscores the platform's significant impact on students' academic performance. The affirmative feedback suggests that the platform's educational resources, including tests and learning materials, played a crucial role in enhancing students' understanding of the subjects and improving their exam scores. This response highlights the platform's effectiveness in supporting students' exam preparation and translating that preparation into successful academic outcomes. The students' positive feedback demonstrates the platform's ability to provide valuable tools and resources, contributing to their overall academic achievements and success in examinations.

Conclusion

The impact assessment of the YAY! Vidya initiative implemented by ConnectEd Technologies, in collaboration with Culver Max Entertainment Private Limited (CMEPL), reflects a resounding success in its holistic approach to education and the well-being of the students involved. The programme, designed to address the multifaceted challenges faced by students during the COVID-19 pandemic, has not only bridged the educational gap but has also nurtured the mental and emotional well-being and resilience of the students involved, thereby highlighting its comprehensive effectiveness.

The unanimous positive responses from the surveyed students highlight the effectiveness of the YAY! Vidya platform caters to diverse educational needs. The platform's curriculum-linked content, including interactive learning materials and invaluable mental and emotional health resources, has significantly enhanced students' understanding of various subjects while offering essential support for their emotional well-being and resilience. The provision of engaging videos on mental and emotional health has proven instrumental in helping students cope with the unique stresses imposed by the pandemic, fostering a positive and supportive learning environment.

The platform's testing resources have played a pivotal role in students' exam preparation, improving academic performance. The affirmative responses regarding the platform's contribution to exam readiness and scoring good marks underscore its impact on students' achievements, reflecting the platform's capacity, relevance, and effectiveness in enhancing their learning outcomes.

Conclusion

In essence, the YAY! Vidya's initiative has resulted in a comprehensive and student centered approach to education. The programme meets its objectives by effectively addressing academic challenges, providing essential mental health support, and instilling a strong interest in learning. The initiative's success is evident in the positive feedback, demonstrating its pivotal role in shaping a positive and impactful educational experience for the students involved.

It is evident that the YAY! Vidya's initiative has made a substantial difference in the students' lives. Its comprehensive approach, dedication to addressing various aspects of education and well-being, and ability to inspire students to embrace learning have collectively created a better educational experience.

For,
SGS India Private Limited

Sameer Prabhughate
Connectivity & Products - Trade Facilitation Services
Head - Projects

SGS

IMPACT ASSESSMENT
REPORT 2023

SONY PICTURES NETWORKS INDIA PRIVATE LIMITED

JEEVAY! VIDYA PROJECT

IMPACT ASSESSMENT PARTNER

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