



IMPACT ASSESSMENT STUDY OF NOTEBOOK DISTRIBUTION PROJECT

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Project Report

Project Title: Notebook Distribution Project (Impact Assessment Study)

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Finally, our heartfelt thanks go to the members of the GMDC-GVT CSR team for their vision and dedication in implementing this initiative. Their commitment to improving access to education for students across the districts has had a meaningful impact on families, especially those facing financial constraints.

This report is a product of collective efforts, and we are deeply appreciative of the contributions from all involved. We hope that the insights gathered here will serve as a foundation for future improvements and continued positive impact.

Ruchi Mishra

(Project Investigator)

EXECUTIVE SUMMARY

The GMDC-GVT Notebook Distribution Project has emerged as a transformative educational initiative aimed at reducing barriers to education for underserved students across Gujarat. This program's distribution of necessary school materials has not only reduced families' financial constraints but also promoted more inclusivity and academic participation. This report presents a comprehensive analysis of the initiative's impact, drawing from both qualitative and quantitative findings, while offering actionable recommendations to enhance its reach and effectiveness.

Each of the six districts included in the study—Chhotaudepur, Bhavnagar, Bharuch, Surat, Kutch, and Panchmahal—had unique socioeconomic conditions. The study used a mixed-method approach to gather varied stakeholder inputs through semi-structured interviews, focus group discussions, and structured surveys. Key areas of evaluation included the program's influence on student motivation, resource accessibility, academic performance, and community perceptions.

The findings reveal the program's widespread impact. Financial relief emerged as a key benefit, with 100% of parents affirming significant savings due to the provision of free notebooks. These savings allowed families to redirect resources to other essential needs, such as food, clothing, and supplementary educational materials. Moreover, the program significantly boosted academic engagement, with improvements in attendance and classroom participation observed across districts. For instance, Bharuch and Panchmahal experienced attendance increases, underscoring the direct link between resource availability and student motivation.

Despite its remarkable successes, the GMDC-GVT Notebook Distribution Project highlighted opportunities for further enhancement, emphasizing the potential for even greater impact. Addressing resource gaps, particularly for higher-grade students, emerged as a priority. Providing supplementary materials such as Swadhyay Pothi (Workbooks), Apekshit (Question Banks), geometry sets, and lab books—critical tools for Grades 9-12 preparing for board examinations—would elevate the program's value. Infrastructure challenges, such as non-functional RO systems and limited transportation in regions like Bharuch and Kutch, underscore the importance of improving school facilities to create a more conducive learning environment.

Distribution logistics also presented opportunities for refinement. For instance, ensuring notebooks are distributed before the academic year in districts like Surat would maximize the program's intended benefits. Additionally, the initiative's strong community support reflects the need for expanding its scope to include other holistic resources such as uniforms, school bags, and sports equipment, promoting inclusivity and fostering confidence among students.

- **Expand Resource Distribution:** Increase the quantity of notebooks for higher grades to meet academic demands, and including supplementary materials such as Swadhyay Pothi, Apekshit question banks, geometry boxes, and lab books would be highly beneficial.
- **Improved Distribution Logistics:** Scheduling notebook distribution before the start of the academic year to ensure timely access and creating clear communication channels to inform families about distribution schedules and processes.
- **Promote Holistic Development:** Providing additional resources such as uniforms, school bags, and sports equipment would help to improve student inclusivity and confidence.
- **Strengthen Feedback Mechanisms:** Regularly engaging stakeholders through surveys and focus groups would help in refining the program and adapting it to evolving needs.

By addressing these areas, the GMDC-GVT Notebook Distribution Project can amplify its already significant contributions to reducing educational inequities in Gujarat's rural and tribal regions. Through enhanced resource allocation, infrastructure improvements, and community-driven initiatives, the program can continue to empower marginalized populations, setting a benchmark for equitable educational interventions and paving the way for sustainable academic growth and inclusion.

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Chapter 1 - Introduction

1.1. Background

The GMDC – Gramya Vikas Trust (GVT) was established by the Gujarat Mineral Development Corporation (GMDC) to spearhead initiatives aimed at transforming rural communities in Gujarat. The trust's mission is deeply rooted in the holistic development of rural areas, where its efforts span across multiple sectors—education, healthcare, infrastructure development, and livelihood enhancement. Given the often underserved nature of these communities, GVT plays a critical role in ensuring that basic resources and opportunities are accessible to all, with a particular emphasis on addressing disparities between rural and urban areas.

In India, rural areas are frequently affected by socio-economic barriers that hinder access to quality education. Lack of infrastructure, inadequate resources, and financial constraints prevent students in these regions from realizing their full academic potential. GVT, through its various projects, aims to dismantle these barriers by investing in resources and programs that empower students and educators alike.

The Notebook Distribution Project forms part of a broader, well-established framework through which GVT implements educational initiatives, acknowledging that a strong education system is pivotal to sustainable rural development. The trust envisions education as a fundamental building block for community growth, with the goal of fostering an environment where every child, irrespective of their background, has access to the tools needed for academic success. The project serves as a response to one of the most critical needs in rural schooling systems—the availability of basic educational supplies.

In rural schools, where students often lack even the most essential materials such as notebooks and stationery, there is a substantial gap between potential and performance. The GMDC-GVT recognizes this challenge and seeks to bridge this gap, thereby aligning its mission with broader goals of educational equity and rural upliftment. The ultimate aim is to create an ecosystem where rural students can aspire to achieve the same academic success as their urban counterparts, regardless of their financial situation.

1.2. The Notebook Distribution Project

In line with GVT's commitment to rural education, the Notebook Distribution Project was conceptualized as part of GMDC's Corporate Social Responsibility (CSR) efforts. Among the 15 projects spearheaded by the trust, this particular initiative is a key contributor to enhancing access to education for rural students in both Gujarat and Odisha.

The project targets students in schools situated in remote or economically disadvantaged areas where families may struggle to meet the financial demands of purchasing school supplies. By alleviating this financial burden, the project ensures that students can focus on their academic growth rather than worrying about the affordability of basic tools like notebooks, which are integral to their learning experience. Access to these resources is crucial for several reasons:

- **Classroom Engagement:** Notebooks allow students to take notes, organize thoughts, and actively engage with lesson plans. In the absence of such materials, students may struggle to retain information and participate fully in classroom activities.
- **Homework and Assignments:** The ability to complete assignments at home reinforces learning. Notebooks are essential for students to complete homework, thereby enhancing their comprehension and retention of subjects taught in school.
- **Record-Keeping and Review:** Having a personal notebook allows students to track their academic progress, review material, and prepare for assessments. This practice promotes better study habits and contributes to higher academic achievement.

At its core, the project is about more than just distributing notebooks; it is about empowering students to thrive in their academic journey by removing one of the many obstacles that rural students face. The provision of these basic supplies is a small but significant step toward ensuring that no child is left behind due to economic constraints.

Moreover, the Notebook Distribution Project aligns closely with the United Nations Sustainable Development Goal (SDG) 4—which advocates for inclusive and equitable quality education for all. By targeting underprivileged schools, GMDC-GVT's efforts contribute to this global mandate by ensuring that students in rural areas have the opportunity to access quality education on par with their peers in urban settings.

The reach of the project extends to various schools located near GMDC's project sites, where it has a direct and measurable impact. By systematically addressing the issue of educational supply shortages, the initiative enhances not only student performance but also teacher effectiveness, as teachers are better able to plan lessons knowing that their students are equipped to participate fully in academic activities.

Additionally, the project serves to raise awareness among communities about the importance of education, reinforcing the message that education is a shared responsibility between families, schools, and the wider community. It provides a foundation upon which further educational development can be built, including potential expansions into providing other necessary materials such as textbooks, uniforms, and stationery.

The Notebook Distribution Project ultimately seeks to reduce disparities in educational access between rural and urban schools, creating a more equitable environment where all students have the tools necessary for success. By prioritizing rural students' needs, GMDC-GVT ensures that the project has a long-lasting, sustainable impact, contributing to the holistic development of these communities while supporting the nation's broader educational goals.

This initiative is one part of GVT's larger mission to empower rural areas and support communities by investing in the education of the next generation, ensuring that they have the resources to thrive academically and contribute meaningfully to the social and economic development of their regions.

1.3. Estimated Distribution

The scale of the project is significant. The following table provides an overview of the estimated requirement of notebooks and foolscap books for the financial year 2024-2025, which was determined by taking into account a 10% increase from the previous year's distribution:

Table 1.1: Estimated Distribution of Notebooks

Sr. No	Particular	Estimated Quantity (Nos.)
1	Notebook (Gujarat)	2,26,600
2	Foolscap book (Gujarat)	60,360
<ul style="list-style-type: none"> • As per the data received from respective project locations of GMDC 		

Source: Secondary data provided by GMDC-GVT.

These numbers highlight the widespread reach of the program across GMDC's various operational regions. By meeting the growing demand for notebooks, the project continues to expand its impact on educational outcomes.

1.3.2. Estimated budget allocation

As per the rates observed through the open market inquiry, GMDC-GVT may require making following budgetary allocation for this project.

Table 1.2: Estimated Project Cost

Sr. No	Particular	Rate Per Unit (Rs.)	Quantity (Nos.)	Amount (Rs.)
1	Notebook	35.00	2,55,760	89,51,600
2	Fullscape book	50.00	60,360	30,18,000
Total Amount				1,19,69,600
3	Transportation Cost (For Gujarat and Odisha)			15,00,000
	Grand Total			1,34,69,600
	Grand Total (Round Off)			1,34,70,000
Note: The mentioned rates for notebook/Fullscape and transportation cost are exclusive of Taxes.				

Source: Secondary data from GMDC-GVT

1.4. Objectives of the study

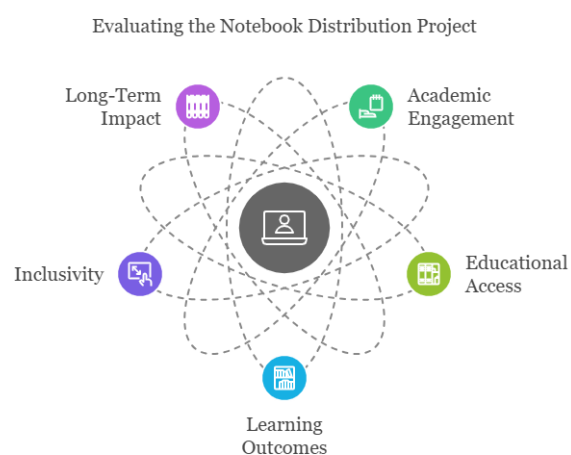


Fig 1.1: Depicts the objectives of this study

The impact assessment study evaluates the effectiveness and outcomes of the Notebook Distribution Project, with the following objectives:

- **Assess Academic Engagement:** Evaluate how providing notebooks influences students' participation in classroom activities, note-taking, and homework completion.
- **Measure Educational Access:** Investigate whether the initiative reduces financial barriers and improves attendance and retention rates among economically disadvantaged students.

- **Analyze Learning Outcomes:** Examine the relationship between access to educational supplies and improvements in academic performance.
- **Promote Inclusivity:** Determine how effectively the project targets underserved populations and bridges the gap in resource availability between rural and urban schools.
- **Evaluate Long-Term Impact:** Explore how the project fosters a culture of education, supporting lifelong learning and contributing to community development.

1.5. Scope of the study

The scope of this study encompasses both qualitative and quantitative evaluations to provide a comprehensive understanding of the project's impact. The assessment includes:

- **In-Person Surveys:** Engaging students, parents, teachers, and school administrators to gauge satisfaction levels and challenges.
- **Semi-Structured Interviews:** Capturing in-depth insights into stakeholder experiences and project outcomes.
- **Secondary Data Analysis:** Reviewing the number of notebooks distributed and budget data to evaluate resource allocation and financial efficiency.
- **Observational Research:** Documenting the program's operational context and identifying areas for logistical improvement.

The study focuses on key impact areas, such as student engagement, academic performance, resource utilization, and community awareness, while also providing actionable recommendations for future scalability.

1.6. Limitations of the study

This impact assessment is a comprehensive evaluation of the effectiveness of the notebook distribution project. However, like any other large-scale project, it has its own set of limitations. These limitations may affect the scope, accuracy, and generalizability of the findings. The following limitations include constraints related to time and resources, data quality, sample size, and field challenges.

- **Time and resource constraints:** The project's widespread coverage across several districts of Gujarat and remote villages means that field teams will have to travel long distances to reach certain places. This dispersal increases the time required for data collection, which may hinder the study's

ability to cover every single region comprehensively. The limited time allotted for the study could restrict the depth of the interviews, and observations in certain places, leading to a less detailed analysis of the project's overall impact.

- **Sample size:** The total beneficiary population for the notebook distribution project is 25000, but due to practical limitations, the project will focus on only a sample size of 250. This represents only 1% of the population, which may pose several challenges – with this kind of limited representation, the difference in socio-economic status, academic performances, access to educational resources, and regional disparities may not be fully represented. Although the study will attempt to select the participants randomly, practical factors may introduce unintended bias. For instance, students who are accessible or more engaged, may be over-represented, while those in isolated areas or those who face additional challenges (e.g. disability), may be under-represented. This could skew the results and reduce the study's ability to provide a full and accurate picture of the study's potential impact. Furthermore, findings from a small sample size may not be entirely generalizable to the whole population of beneficiaries. While the sample will be able to offer indicative trends and observations, it may not be able to account for the full range of impacts felt by all the 25000 students.
- **Data quality and availability:** A significant portion of the data used in this study will be sourced from local schools and the **Gramya Vikas Trust (GVT)**, which administers the project in collaboration with the GMDC. The reliance on secondary data presents challenges related to data quality and availability. This can be due to – inconsistent record-keeping with respect to indicators such as attendance, academic performance, and notebook distribution logs. Some schools may have detailed records of these, while others may not, which leads to the inconsistency. The other reasons may include gaps in data provided by schools and variable reporting standards which also leads to inconsistency.
- **Field Challenges:** Conducting field surveys and data collection in rural and remote areas poses several logistical and operational challenges that may affect the study's implementation and outcomes. These could be due to - Remote Access of the schools, coordinating with schools across multiple districts presents challenges, including varying levels of administrative support, differing schedules, and potential delays in receiving necessary data. Schools with limited staff or resources may struggle to support the data collection efforts fully, impacting the quality and completeness of the information gathered. The assessment team may also encounter language and cultural differences in some of the more remote or tribal regions of Gujarat. Communicating effectively with local communities and ensuring that survey questions are clearly understood could present challenges, especially in areas where multiple local dialects are spoken. Misunderstandings during surveys or interviews could affect the accuracy of the data collected, leading to potential

misinterpretation of the project's impact. The timing of the fieldwork may also be affected by weather conditions, particularly during the monsoon season when heavy rains can make roads impassable or disrupt access to certain villages. Seasonal factors could delay field visits and reduce the amount of time available for conducting thorough surveys in some regions, impacting the overall scope of the study.

1.7. Summary

The goal of the GMDC-Gramya Vikas Trust (GVT), which is introduced in this chapter, is to improve rural communities in Gujarat by implementing projects that deal with livelihoods, infrastructure, healthcare, and education. It draws attention to the Notebook Distribution Project, a significant initiative under GMDC's Corporate Social Responsibility (CSR) framework that aims to increase educational access by giving students in underprivileged and rural areas access to necessary school supplies.

The chapter discusses how notebooks help students participate in class, do their homework, and achieve better academically. The project supports the holistic development of communities and is in line with UN Sustainable Development Goal 4 (inclusive and equitable education for all) by bridging the resource gap between rural and urban schools.

With a total budget of roughly ₹1.35 crores, an assessment of the projected distribution for the fiscal year 2024–2025 reveals a planned supply of 2,26,600 notebooks and 60,360 foolscap books. The project's scale demonstrates GMDC-GVT's commitment to addressing educational inequities.

The chapter also identifies the objectives of the impact assessment study, such as evaluating academic engagement, measuring access to education, analyzing learning outcomes, promoting inclusivity, and assessing the long-term impact of the initiative. To obtain a thorough grasp of the project's results, the study uses a mixed-method approach that combines surveys, interviews, secondary data analysis, and observational research.

The chapter concludes by acknowledging its limitations, which include challenges with time, resource constraints, small sample size, issues with data quality, and field conditions in remote locations. Despite these challenges, the study aims to provide actionable insights for enhancing and scaling the program to maximize its impact on rural education.

Chapter 2 – Research Methodology

This chapter outlines the methodology adopted to evaluate the Notebook Distribution Project implemented across six rural districts of Gujarat. A mixed-method approach was employed to comprehensively assess the project's impact and identify actionable areas for improvement.

2.1: Research Approach

To thoroughly evaluate the project's impact, and to gain a holistic understanding of the project's effect on the beneficiaries, a mixed-method approach was adopted, involving:

2.1.1. Nature of Data

- **Primary Data:** Primary data was collected through Semi-Structured Interviews (SSIs) and Focus Group Discussions (FGDs) with parents, students, and school authorities. Surveys were also used to gather measurable insights on socio-economic conditions, resource adequacy, and educational outcomes.
- **Secondary Data:** It is derived from GMDC's official project reports, circulars, CSR documentation, and work orders. This data provided a foundational understanding of project goals, logistical plans, and initial benchmarks.

2.1.2. Rationale for Mixed Methods

- **Quantitative Data:** Captured statistical trends, such as attendance improvements and satisfaction levels.
- **Qualitative Data:** Explored perceptions, logistical challenges, and deeper nuances in stakeholder experiences.

This combination allowed for a holistic evaluation.

2.2. Study Region

This impact assessment focuses solely on the Notebook Distribution Project across five districts in Gujarat: Bharuch, Surat, Kutch, Chhotaudepur, and Panchmahal. The project covers students from standard 1 to 10 in these areas, with a total beneficiary population of 25,000 students. The study evaluates the outcomes of the project, specifically focusing on its influence on academic performance, school participation, and student retention rates.

- Bharuch: The EFG Valia Lignite Project area.
- Bhavnagar, Surat, Kutch, Chhotaudepur, Panchmahal: Areas characterized by a large number of tribal and economically disadvantaged populations, where educational resource gaps are significant.
- The villages and the number of schools visited in each district as part of this study are detailed in Table 2.1 below, providing a comprehensive overview of the geographic coverage of the project.

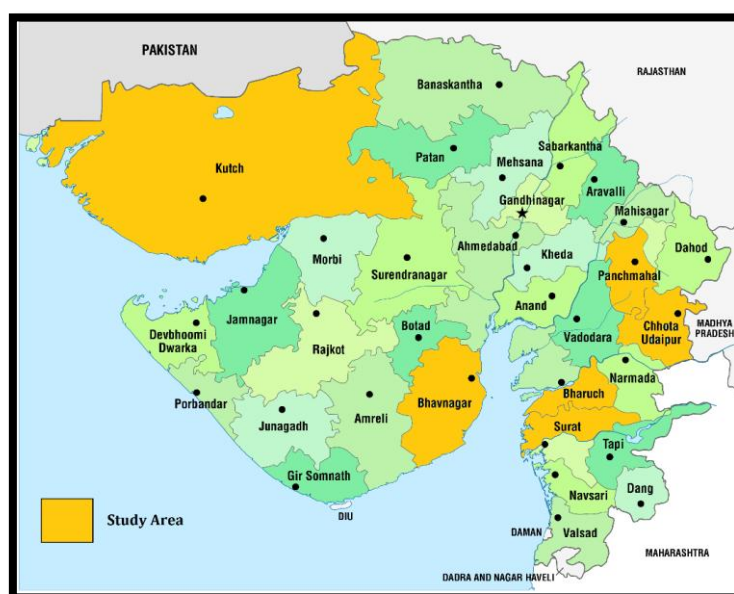


Fig 2.1: Study Region

Table 2.1: Villages Visited

District	Village Visited	Number of Schools
Chhotaudepur	Kadipani	1
Bhavnagar	Bhumbhli, Bhuteshwar	2
Bharuch	Majlipura, Amod	3
Kutch	Mata Na Madh, Fulra, Pandhro	3
Surat	Tadkeshwar, Rosvad, Ushker, Virpor, Togapur	8
Panchmahal	Narukol, Ferkur, Mol, Dadigam	1

Source: Primary data collection

2.3 Qualitative Studies

2.3.1. Data Collection Methods

To capture the subjective experiences of the participants, Semi-Structured Interviews (SSIs), and FGDs were chosen as the primary method for qualitative data collection. This approach allowed for an in-

depth exploration of the project's impact while maintaining the flexibility to adjust interview questions based on the participant's responses.

- **SSIs:** Conducted with individual stakeholders to facilitate personal and reflective responses.
- **FGDs:** Conducted with groups of stakeholders to encourage collective insights and identify shared experiences.



Fig 2.2: Pictures of SSI's conducted

2.3.2. Protocol and Execution

A semi-structured protocol was designed to explore themes such as the availability and adequacy of notebooks and other resources, logistical challenges in the distribution process, and satisfaction with the initiative.

2.3.3. Sampling Strategy

A purposive sampling method was employed, where the stakeholders were selected based on direct project involvement. The study focused on three main groups – Parents, students, and school authorities from all six districts.

Sample Size: 15 SSIs and 13 FGDs conducted were conducted across all the districts.

Respondent Breakdown:

Table 2.2: Breakdown of FGDs and SSIs

District	FGDs	SSIs
Bharuch	4	2
Chhotaudepur	3	4
Bhavnagar	2	2
Surat	2	4

Kutch	2	2
Panchmahal	0	1

Source: Primary data collection

2.3.4. Rationale for FGDs and SSIs

SSIs and FGD's were chosen for several reasons:

- **Open-ended discussions:** They allow for open-ended discussions, encouraging participants to express their views freely and in detail.
- **Flexibility:** The flexibility in questioning helps uncover unanticipated themes, adding depth to the analysis.
- **Comprehensive understanding:** SSIs facilitate the collection of rich, qualitative data that captures the emotional and experiential dimensions of the project's impact, and the FGDs fostered group dialogue, revealing community-wide perceptions of the project and generating suggestions for improvement.



Fig 2.3: Pictures of schools and interviews taken during field visit

2.4. Quantitative Studies

The quantitative studies sought to offer statistical insights into the socioeconomic circumstances, educational engagement levels, and demographic traits of Gujarati students and families affected by the Notebook Distribution Project. The protocol, sample plan, data collection procedure, respondent profile, and data analysis methodology utilized in the quantitative analysis are all covered in detail in this section.

2.4.1. Survey Protocol

Structured surveys were employed to collect quantitative data that captures measurable and comparable data points across multiple demographic and educational variables. The survey protocol followed a clear, standardized format to ensure consistency in responses, covering topics such as:

- **Demographics:** Age, gender, family size, and occupation of respondents.
- **Socio-Economic Conditions:** Family income levels, employment status, and number of working members.
- **Educational Participation:** Number of children in school, attendance rates, educational challenges faced by students and parents.
- **Stakeholder Satisfaction:** Opinions on the adequacy of notebook distribution, perceived impact on academic engagement, and additional needs (e.g., other stationery or resources).

Survey Design

To aid in quantitative analysis, the majority of the questions were closed-ended. To gauge opinions on resource sufficiency, logistical difficulties, and satisfaction, multiple-choice and Likert scale questions were used. Before being widely distributed, the survey was tested in a pilot round to make sure it was relevant and clear.

2.4.2. Sampling Frame and Strategy

To guarantee representation from all the districts that were chosen and from a variety of socioeconomic backgrounds, a stratified sampling technique was adopted.

- **Sampling Frame:** Students, parents, and school officials from six main districts—Bharuch, Bhavnagar, Chhotaudepur, Surat, Kutch, and Panchmahal—were included in the sample.
- **Sample Size:** In order to guarantee equitable representation across gender, occupation, and family structure, a total of 342 survey respondents (252 students and 90 parents) were gathered across 6 districts.

Respondents profile

A summary of the profile of respondents from each district is as follows:

Table 2.3: Respondents profile

District	Gender distribution	Primary occupation	Family size distribution	Working members
Bharuch	24 Female, 35 Male	Daily wages, Farming	Mostly 4-6 members	Mostly 1-2
Bhavnagar	33 Female, 37 Male	Farming, Daily wages	Mostly 4-6 members	Mostly 1-2

Chhotaudepur	4 Female, 16 Male	Farming	Mostly 4-6 members	1
Surat	15 Female, 27 Male	Daily wages, Farming	Mostly 4-6 members	Mostly 1-2
Panchmahal	4 Female, 2 Male	Farming	Mostly 7-9 members	Mostly 1-2
Kutch	40 Female, 15 Male	Farming, Daily wages	Mostly 4-6 members	Mostly 1-2

Source: Primary data collection

The profile reveals the socio-economic background of participants, with most families having a relatively large family size (4-6 members) and a primary occupation in farming or daily wage labor. This demographic information is critical for understanding the broader context in which the project operates and the specific needs of these communities.

2.5. Data Analysis

2.5.1. Thematic Analysis (Qualitative Data Analysis)

Thematic analysis was used to examine the data gathered by SSIs to find recurrent themes and patterns. This process involved several key steps:

- **Transcription:** To ensure a complete and accurate dataset, most of the interviews were recorded and then transcribed. Direct quotes from each respondent were included in the transcriptions to capture the nuanced nature of their perspectives.
- **Familiarization with Data:** Researchers thoroughly reviewed the transcripts to become fully familiar with the content. This step was crucial for identifying preliminary themes and understanding the overall tone of the feedback. All stakeholder groups confirmed the initial analysis's recurrent issues, which included transportation, additional stationery, and nutritional needs.
- **Coding:** The transcripts were coded to organize the data systematically. Specific issues, like "notebook distribution," "stationery shortages," "malnutrition," "transportation challenges," and "uniform fitting issues," were assigned codes. This aided in categorizing the data for further analysis.
- **Thematic development:** After coding was finished, themes were categorized into more general groups, which let researchers concentrate on important topics. For example, questions about midday meal deprivation and nutritional deficiencies fell under the category of Nutritional Needs, whereas responses about transportation fell under the category of Logistical Barriers.
- **Interpretation of Themes:** The thematic analysis highlighted critical areas for improvement, such as the need for expanding the project to include pens, pencils, and other stationery. Malnutrition-

related issues were especially pressing because both parents and children had stressed how hunger affects academic performance. One significant obstacle that surfaced was transportation, particularly for students who struggled to attend class since there weren't enough school buses in their region.

- **Recommendations:** To increase the project's effectiveness in Chhotaudepur, suggestions were created based on the analysis. These suggestions were based on direct suggestions from the participants and were cross-checked against the scoping report's conclusions.

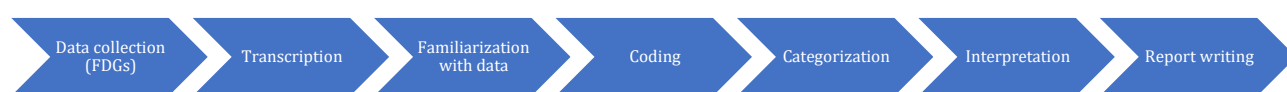


Fig 2.4: Qualitative data analysis process flow

2.5.2. Quantitative Data Analysis

Survey data collected from students, parents, teachers, and administrators was analyzed to identify trends and variations across three primary areas of focus:

- **Resource Adequacy**

This analysis assessed the extent to which the notebooks addressed previous shortages in educational materials. Metrics included:

- ✓ **Percentage of students** reporting improved access to learning tools.
- ✓ **Frequency of use** of the distributed notebooks in class and for homework.
- ✓ **Comparisons** of resource availability before and after the project.
- ✓ Preliminary findings suggested that the provision of notebooks **significantly reduced the financial strain** on families and improved students' ability to engage in classroom activities.

- **Educational Impact**

The impact of the project on educational outcomes was evaluated using key indicators, such as:

- ✓ **Attendance Rates:** Changes in student attendance before and after notebook distribution. Improved attendance suggested enhanced motivation and reduced barriers to learning.

- ✓ **Confidence Levels:** Measured through survey questions asking students and parents if the notebooks contributed to greater enthusiasm for studies and a sense of preparedness for academic tasks.
- ✓ **Academic Performance Trends:** Although not directly assessed quantitatively, anecdotal evidence suggested improved classroom participation and homework completion.
- **Stakeholder Satisfaction**

Survey responses were analyzed to gauge satisfaction levels regarding the quality of notebooks, distribution efficiency, and the program's overall impact. Key metrics included:

- ✓ **Quality Ratings:** Stakeholders rated notebooks on durability, usability, and alignment with students' needs.
- ✓ **Distribution Process Feedback:** Analysis of logistical efficiency, including timeliness and equitable coverage across schools.
- ✓ **Suggestions for Improvement:** Stakeholders provided actionable recommendations, such as increasing distribution quantities or addressing logistical delays.

By combining thematic analysis with quantitative data analysis, the study provided a well-rounded view of the project's outcomes. Qualitative insights added depth to quantitative trends, while numerical data validated thematic findings. Together, these methods ensured that the analysis was both comprehensive and actionable, forming the basis for identifying challenges and proposing recommendations to enhance the Notebook Distribution Project's impact.

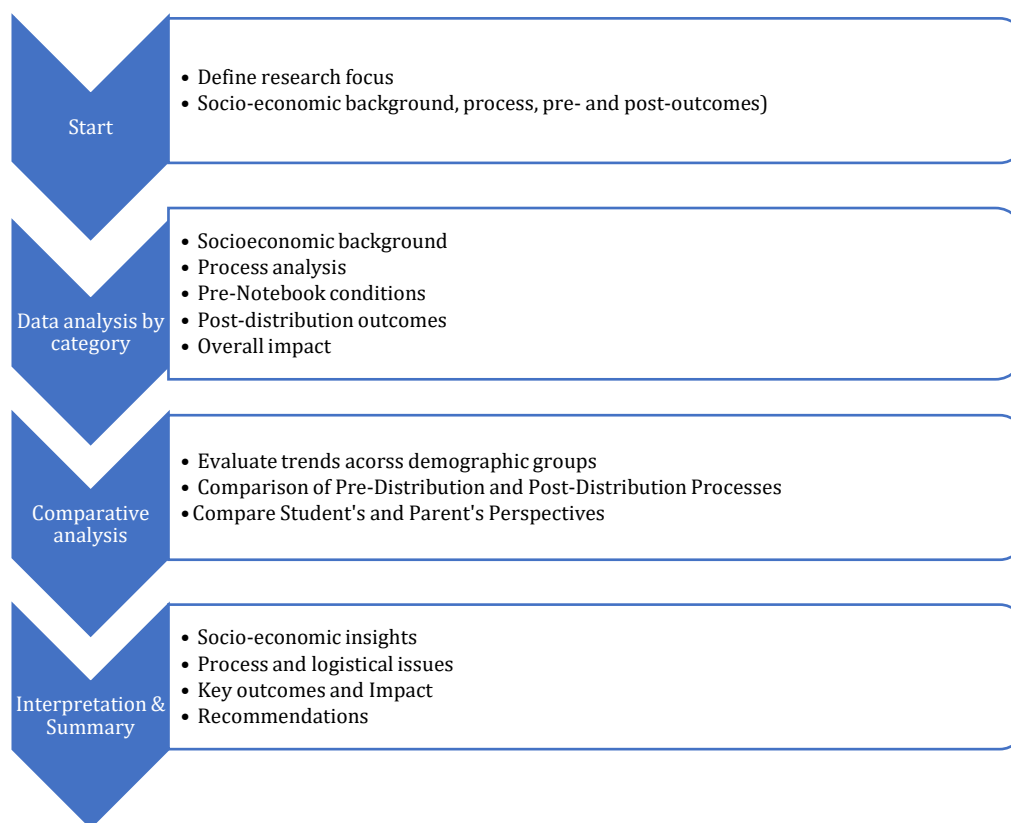


Fig 2.5: Quantitative data analysis process flow

This analysis method allowed for a structured evaluation of the Notebook Distribution Project's impact and uncovered essential findings on socio-economic influences, project efficacy, and areas needing additional support.

2.6. Limitations of the study

While the methodology was designed to comprehensively assess the impact of the Notebook Distribution Project, several limitations were encountered during the study. These limitations are crucial to consider when interpreting the findings:

- **Availability of Beneficiaries:** In many cases, the intended participants, especially parents and students from remote areas, were difficult to reach due to geographical isolation. In districts like Chhotaudepur, the scattered nature of the population made it hard to ensure they participated in the SSIs. This limited the diversity of our sample, potentially skewing the data toward more accessible populations who may not fully represent the most disadvantaged groups.
- **Secondary Data Gaps:** Although secondary data from official reports and presentations provided a useful background, there were significant gaps in the available data. The scoping report from Chhotaudepur helped bridge some of these gaps, but other regions lacked similarly detailed pre-

existing data. This restricted the ability to conduct a comprehensive comparative analysis across all districts, as the availability and quality of secondary data varied widely.

- **Geographical Reach and Infrastructure:** Poor infrastructure in the targeted districts, particularly in rural and tribal areas like Chhotaudepur, posed logistical challenges for conducting interviews. Many participants had to travel long distances or were unavailable due to lack of transportation. due to poor road infrastructure, it was almost impossible to reach beneficiaries. This issue was compounded by limited internet connectivity, which made remote interviews impossible in some areas, restricting the breadth of the data collected. Moreover, Vehicles were at risk of damage, and several beneficiaries contacted were intoxicated, making the process even more challenging.
- **Accessibility and Timing:** Interviews had to be scheduled around the school and work schedules of participants, which sometimes resulted in missed appointments or limited time for discussions. Furthermore, seasonal agricultural work in rural areas often left parents unavailable during crucial data collection periods. These timing constraints reduced the opportunities for follow-up interviews or in-depth discussions, which could have enriched the data.
- **Cultural and Social Dynamics:** In some areas, especially among marginalized communities in Chhotaudepur, social and cultural dynamics influenced participation. Parents, particularly mothers, were often hesitant to express their concerns openly in front of male school authorities or interviewers. This may have led to underreporting of sensitive issues, such as the challenges related to uniforms or the adequacy of the provided resources.

2.7. Summary

The methodology adopted for the assessment of the Notebook Distribution Project underscores a robust and comprehensive approach tailored to the unique socio-economic and geographical challenges of the six rural districts in Gujarat. The study achieved a detailed view of the project's impact by using a mixed-method approach, which included both qualitative insights to delve deeper into stakeholder perceptions and quantitative data to track quantifiable changes.

Focus group discussions (FGDs) and semi-structured interviews (SSIs) were crucial in capturing the various needs and experiences of parents, students, and school administrators. Open-ended investigation of issues including resource adequacy, logistical barriers, and need for additional educational support was made easier by these qualitative approaches. Similarly, the quantitative surveys provided a structured framework for evaluating trends in resource availability, attendance rates, and stakeholder satisfaction.

Despite its strengths, the study faced limitations related to geographic inaccessibility, gaps in secondary data, logistical challenges, and cultural dynamics. These limitations highlight how important it is to modify future approaches in order to guarantee broader participation, better secondary data collection, and more inclusive procedures.

In conclusion, the methodological rigor and thoughtful design of this chapter have laid a solid foundation for understanding the Notebook Distribution Project's outcomes. The knowledge gathered from this study is essential for formulating practical suggestions that tackle the socioeconomic inequalities, educational difficulties, and logistical inefficiencies in these impoverished areas, thereby opening the door for improved project execution in the future.

Chapter 3 – Findings from Qualitative Studies

In this chapter, we present the findings from the qualitative studies conducted across six locations—Chhotaudepur, Bhavnagar, Bharuch, Surat, Kutch, and Panchmahal. Through semi-structured interviews and focus group discussions, we explored the experiences and perspectives of key stakeholders, including parents, students, and educators. This chapter aims to capture the nuanced insights regarding the impact of the Notebook Distribution Project, highlighting themes that emerged from the data and providing a detailed analysis of each location's unique context.

3.1. Thematic analysis by location

Each theme was further explored through the lens of its constituent concepts, which will be examined in detail in the following chapter. The data was coded and then categorized into broader categories that encapsulated the key themes, setting the stage for deeper analysis and discussion.

3.1.1. Chhotaudepur



Kadipani.

Fig 3.1: Picture taken during distribution in Kadipani

Chhotaudepur is characterized by its rural landscape and a predominantly low-income population reliant on agriculture and daily labour. The Notebook Distribution Project aimed to alleviate some financial burdens on families and support students' educational journeys. The village visited for analysing this project's impact was

3.1.1.1. Positive Feedback on Notebook Distribution

The theme of "Positive Feedback on Notebook Distribution" encapsulates the widespread appreciation expressed by stakeholders regarding the provision of notebooks to students. This feedback emerged from interviews with parents, educators, and students who all underscored the significant financial relief that the distribution afforded families, particularly in a rural area where economic resources are often limited. Parents articulated their gratitude for the reduction in educational expenses, highlighting how the notebooks alleviated some of the financial stress associated with school preparations. This positive sentiment reflects a collective acknowledgment of the program's intent to enhance educational accessibility. The theme comprises various concepts, such as financial relief, increased school

attendance, and overall encouragement for educational participation, which collectively portray a community eager to invest in their children's futures. Parents' quotes and anecdotes further substantiate this theme, illustrating the direct impact that the distribution had on their families.

3.1.1.2. Notebook and Stationery Needs

The theme "Notebook and Stationery Needs" was derived from stakeholders' feedback regarding the sufficiency of the notebooks provided. The distribution of notebooks has been overwhelmingly appreciated by all stakeholders, particularly students and parents. This initiative has lightened the financial load for families, allowing children to continue their studies without the worry of sourcing basic materials. The concepts within this theme include the recognition of the holistic nature of educational resources and the desire for a complete set of materials to support students' academic endeavours.

However, feedback from families also underscores the potential to expand this initiative. A parent in Chhotaudepur remarked, *"These notebooks have lifted a weight off our shoulders, helping us keep our children in school. But if only they had pencils and erasers to match."* Many other stakeholders expressed their hope for the inclusion of supplementary stationery items—such as pens, pencils, erasers, and rulers—which would enable students to fully maximize the utility of the notebooks provided. Parents, especially those working in agriculture, noted the tangible difference the notebooks have made, reducing their financial stress. The mention of these additional items reflects an optimistic desire to further enrich students' educational experience, ensuring they are fully equipped for success.

Students themselves echoed these sentiments, appreciating the notebooks while looking forward to having more comprehensive learning materials. This constructive feedback is not only positive but also highlights an avenue for continuous improvement, suggesting that an enhanced provision of materials could further elevate student engagement and academic performance.

3.1.1.3. Midday Meals and Nutritional Concerns

"Midday Meals and Nutritional Concerns" emerged as a critical theme reflecting the community's desire for nutritional support in schools. The concept is rooted in the understanding that proper nutrition is vital for cognitive function and overall well-being. This theme highlights the intersection of health and education, where stakeholders perceive that addressing nutritional needs can lead to improved school attendance and engagement. Stakeholders—including parents, students, and school administrators—have voiced their belief in the transformative potential of such a program. As one parent stated, *"If our children had a good meal at school, they'd have the energy to focus better."* A midday meal system is viewed as a vital step toward improving students' health and academic performance. Parents, who face financial challenges in providing sufficient nutrition at home, appreciate the prospect of school-based meals, seeing it as a way to bolster their children's physical and cognitive well-being.

School administrators also see this as a positive intervention that could enhance attendance, focus, and overall academic success. *“Our students would thrive with midday meals,”* remarked a principal, emphasizing the potential positive impact on attendance and academic success. The principal noted that malnutrition is one of the major barriers to student engagement, but the enthusiasm surrounding the possibility of a meal program reflects a broader sense of hope for future improvements in student welfare. A school-based nutrition program is seen as an essential addition that could further uplift students, making the school environment even more supportive and conducive to learning.

3.1.1.4. Transportation Challenges

The theme "Transportation Challenges" arose from discussions around the logistical barriers students face in accessing education. This theme encompasses concepts related to access, safety, and the physical ability of children to attend school regularly. Parents and students pointed out the challenges of long distances between homes and schools but emphasized their dedication to education despite these barriers. A parent remarked, *“If there were buses, our children wouldn’t have to walk so far, especially in the monsoon.”* The principal also highlighted that students remain committed to attending school, even though transportation can sometimes hinder regular attendance. Solutions such as school transportation services, could mitigate these challenges and improve attendance rates.

The community’s feedback presents an opportunity to explore solutions for improving transportation access. Introducing transportation options, such as buses, would be an important next step in supporting students’ education. The enthusiasm from both students and their parents about their education shows the value placed on learning and their collective hope for increased infrastructure support.

3.1.1.5. Uniform Distribution and Quality

The theme "Uniform Distribution and Quality" focuses on the community's responses to the distribution of school uniforms, revealing a nuanced perspective on their adequacy. While there was general satisfaction with the initiative, many stakeholders pointed out issues related to the fit and quality of the uniforms provided. This theme emphasizes the importance of comfort and confidence in students' educational experiences. Concepts within this theme include the desire for better sizing and quality, as stakeholders believe that appropriate uniforms can significantly impact students' self-esteem and classroom participation. One mother noted, *“The uniforms help so much, but some don’t fit well. Better-fitting clothes would let our kids feel more comfortable and confident.”* The feedback from students and parents regarding ill-fitting uniforms reflects the desire for even greater care and attention to detail in future distributions.

This constructive feedback presents a wonderful opportunity to enhance the uniform distribution process by ensuring better measurements and sizing, leading to increased comfort and confidence among students. The principal’s acknowledgment of these concerns, along with suggestions for

improvement, shows a collaborative and solution-oriented approach to ensuring that future distributions will be even more successful.

3.1.1.6. Sports and Extracurricular Needs

The theme "Sports and Extracurricular Needs" highlights the community's aspirations for enhanced opportunities in physical education and extracurricular activities. Stakeholders expressed a strong desire for more resources dedicated to sports, indicating a recognition of the role that such activities play in fostering well-rounded development among students. This theme reflects the community's understanding of education as not solely academic but also inclusive of physical health, social skills, and personal interests. The concepts embedded within this theme include the importance of holistic education and the potential benefits of sports in promoting teamwork, discipline, and self-esteem among students. One principal remarked, *"Our students have so much potential, but they need the tools for sports and arts."* Despite the current lack of equipment, the eagerness to participate in such activities highlights the potential for positive change.

The school's focus on the importance of physical education opens up a wonderful avenue for future support. Introducing sports equipment and other extracurricular resources would enrich students' experiences, nurturing not only their academic abilities but also their personal growth in areas like teamwork, leadership, and physical fitness.

3.1.1.7. Summary

The Notebook Distribution Project has been largely well-received, serving as a valuable and appreciated initiative in Chhotaudepur. The feedback from the community is overwhelmingly positive and reflects their desire for continued progress and support. Each area of concern—whether related to school supplies, nutrition, transportation, or extracurricular activities—presents an opportunity for future enhancement, building upon the already successful foundation laid by GMDC-GVT's current efforts.

While additional needs were raised, the overall tone is one of gratitude and hope. The desire for expanded resources, such as stationery items, midday meals, transportation, and sports equipment, reflects the community's dedication to ensuring their children have access to quality education and holistic development opportunities. The project, by listening to these voices and adapting to meet these growing needs, has the potential to make an even greater positive impact in the lives of these students and their families.

The community's constructive feedback serves as a valuable guide for future initiatives and ensures that GMDC-GVT's mission to support rural education continues to evolve in a way that addresses the broader needs of students and their families, fostering a bright and promising future.

3.1.2. Location: Bhavnagar

This thematic analysis evaluates the Bhavnagar Notebook Distribution Project and examines its effectiveness, based on data collected from three sample schools: Matushri S.M. Royal Madhyamik Shala, Bhumbhli Kumar Shala, and Bhumbhli Kanya Shala.



Fig 3.2: Pictures of the schools in Bhavnagar taken during field visit

3.1.2.1. Adequate supply of educational materials

In Bhavnagar, the theme "Adequate Supply of Educational Materials" reflects the positive reception of the notebook distribution, particularly among primary-level students. This theme comprises concepts such as resource adequacy, educational continuity, and positive engagement in school activities. *"For the younger ones, this is perfect; they're set for the year,"* said a parent. The quantity of notebooks supplied satisfied the student's needs for the full academic year, according to parents and instructors. This guarantees that elementary school students are sufficiently prepared to complete their assignments without being distracted by a shortage of supplies.

Meeting primary students needs successfully shows that the program has been successfully run for lower grades and has a positive impact on the distribution process. However, the same level of satisfaction was not reported for higher grades, as discussed below.

3.1.2.2. Positive impact on student motivation and engagement

The theme "Positive Impact on Student Motivation and Engagement" emerged as a critical insight from stakeholders in Bhavnagar, who noted that the distribution of notebooks resulted in increased enthusiasm for learning among students. This theme encompasses concepts such as improved class participation, greater organization of study materials, and heightened interest in academic subjects. One student shared, *"I love being able to keep my notes organized."* Students participated more actively in class discussions and assignments as a result of this motivational enhancement. The provision of notebooks was essential in fostering a positive learning atmosphere and assisting students in maintaining organization and finishing assignments on schedule.

Teachers and parents also saw a shift in the pupils' excitement for studying, which they directly linked to the free provision of educational resources. This suggests that, especially in impoverished places, students' attitudes toward education might be influenced by their availability to fundamental resources like notebooks.

3.1.2.3. Quality of notebooks and overall satisfaction

- **High-quality notebooks:** "Quality of Notebooks and Overall Satisfaction" serves as a theme focusing on the positive feedback regarding the durability and effectiveness of the notebooks distributed in Bhavnagar. Stakeholders emphasized that the quality of the notebooks contributed significantly to their satisfaction with the program. This theme includes concepts related to product reliability, durability, and user experience, indicating that quality educational materials are essential for effective learning. One student remarked, *"These are sturdy and last through the year."* It was mentioned that the notebooks were strong and composed of fine paper, making them appropriate for regular usage over the academic year. This aspect of the program ensured that students could manage their notes without facing issues such as torn pages or worn-out covers. The high-quality materials helped maintain a sense of pride and ownership among students, further reinforcing the positive impact of the program on their school experience.
- **Positive feedback from families:** Families were generally quite pleased with the notebook distribution initiative. Many parents were grateful for the initiative's financial assistance, which relieved them of the strain of buying school supplies for their kids. This initiative provided vital assistance to economically disadvantaged families, freeing them up to concentrate on other urgent domestic requirements. Parents' and students' comments demonstrate that the program is successful in offering both necessary financial help and educational benefits.

3.1.2.4. Challenges for higher-grade students

In contrast to the success observed at the primary level, the theme "Challenges for Higher Grade Students" illustrates the disparities in resource allocation among different educational levels in Bhavnagar. Teachers and parents from Bhumbhli Kumar Shala and Bhumbhli Kanya Shala noted that although the notebook distribution was deemed to be sufficient for primary-level children, higher-grade students—especially those in secondary school needed more resources. This theme encompasses concepts such as equity in resource distribution, academic preparedness, and the varying needs of students at different educational stages. More notebooks, study aids, and subject-specific resources are required to meet the educational demands of this level of increasing academic activity.

This disparity implies that the distribution plan needs to be modified to take into account the varying requirements of pupils in different grade levels. In order to guarantee that older students can keep up

with their studies without resource constraints, the increased demands for secondary school curriculum call for a larger distribution of materials.

3.1.2.5. School infrastructure and resource improvements

The theme "School Infrastructure and Resource Improvements" focuses on the need for enhanced physical facilities and resources within schools to support students' learning experiences. This theme includes concepts related to technological access, learning environments, and the overall educational ecosystem.

With the help of GMDC, Matushri S.M. Royal Madhyamik Shala has seen significant infrastructure developments. The learning environment has been substantially enhanced by the inclusion of a computer lab with 65 computers (20 supplied by GMDC), necessary lab equipment, and a well-stocked library. Students now have access to materials and technologies that greatly enhance their educational experience thanks to these improvements. These upgrades serve as an illustration of how infrastructure spending can support the distribution of educational resources, resulting in a more comprehensive improvement of the school environment.

3.1.2.6. Summary

The Bhavnagar Notebook Distribution Project has had a positive impact on student motivation, attendance, and academic engagement, particularly among younger students. The program has also provided much-needed financial relief for families, improving the overall well-being of participating households. However, there are opportunities to improve the program by addressing the specific needs of higher-grade students, expanding the range of educational materials, and introducing infrastructure and resource enhancements.

3.1.3 Location: Bharuch

Under the GMDC (Gujarat Mineral Development Corporation), the focus group discussions (FGDs) were carried out in three Bharuch district villages—Bharadiya, Amod, and Maljipura, Rajpardi—evaluating the notebook distribution effort. This initiative's main goal is to support students' academic achievement and lessen the financial strain on their families by giving them free educational supplies, especially notebooks.

Key stakeholders, including teachers, parents, and school principals, participated in focus group discussions (FGDs), which yielded insightful information about the program's results and areas in need of development. Key themes like rising student attendance, better academic performance, family financial help, and program expansion suggestions came out of the conversations.



Fig 3.3: Picture taken during field visit of Bharuch

3.1.3.1. Impact on attendance

In Bharuch, the theme "Impact on Attendance" emerged as a significant finding, reflecting the program's success in increasing student attendance rates across schools. This theme is rooted in the understanding that providing necessary educational resources can directly influence students' ability to participate in school regularly. Concepts within this theme include the relationship between resource availability and educational commitment, as well as the notion that when students are equipped with the tools they need, they are more likely to engage in their education. Principals and parents in the three villages of Bharadiya, Amod, and Maljipur reported a noticeable increase in attendance rates after the initiative was put into place. School principals in Bharadiya and Amod said that since pupils started receiving free notebooks, attendance has increased by 10% to 15%. *"These notebooks make school a priority over seasonal work,"* shared a principal, illustrating how financial barriers to education were mitigated through the program. This implies that one of the main obstacles to attending school—economic hardship—is immediately removed by the provision of instructional resources.

Students usually miss school to help their families with agricultural labour because local jobs are seasonal, especially during cotton harvesting. But the availability of notebooks has reduced this financial requirement. Now that they have access to free educational materials, students and their families are more inclined to value education over short-term job needs. This subject highlights the initiative's wider social impact by showing how focused interventions can reduce absenteeism and dropout rates brought on by outside socioeconomic concerns.

3.1.3.2. Academic performance and educational outcomes

The theme "Positive Influence on Academic Performance" reflects the perceptions of stakeholders regarding the impact of notebook distribution on students' academic success. According to the FGDs, a significant number of parents in the three villages reported a noticeable improvement in their children's marks and overall academic performance. This theme is derived from the understanding that when students have adequate materials, they are better prepared to complete assignments and participate in classroom activities. Concepts within this theme include enhanced learning outcomes, increased homework completion rates, and greater classroom participation.

A parent observed, *"My child's grades have gone up since they received notebooks."* Once hampered by a lack of necessary resources, students are now more capable of doing homework and classroom assignments. For instance, respondents in Bharadiya mentioned that having notebooks made it possible for students to devote more time to their studies, which improved exam scores and classroom engagement.

Not only did parents see this development, but teachers also confirmed it. Students' interest and comprehension typically increase when they have the tools necessary to fully engage in their education. This theme suggests that access to basic educational tools—often taken for granted in more affluent settings—can have a direct impact on student achievement, particularly in under-resourced communities.

3.1.3.3. Economic relief for families

The financial assistance that the program has given to families was the third main theme that came out of the conversations. Before the GMDC program, families had to pay about ₹500 a year for each child's notebooks, which was a substantial expense for families with several school-age children. Children frequently had to reuse old, worn-out materials or go without notebooks as a result of this budgetary burden. A mother commented, *"With free notebooks, we can save that money for other essentials."* This shift underscores the program's value in economically constrained households.

In addition to reducing families' financial burden, the provision of free notebooks through GMDC's program has allowed them to redirect those funds toward other urgent household needs. Such financial savings can result in noticeable improvements in quality of life in areas where every rupee matters.

Even though the notebooks may not seem like much financially, they have a significant cumulative impact on families around the district. This theme emphasizes how well the program has addressed one of the main issues low-income families deal with: how to give their kids reliable educational materials without endangering their financial security.

3.1.3.4. Logistical and Operational challenges

- **Communication gaps in distribution:** One of the main operational issues found in the village of Maljipur was communication about the distribution procedure. Parents stated that their children would not receive notebooks for the entire school year if they could not make it to the planned distribution day, forcing them to purchase notebooks on their own. Some students and households found it difficult to attend on the scheduled day as a result of this issue. Enhancing the channels of contact between GMDC and the community, according to participants, would aid in solving this issue. The program's objective of granting equal access to educational resources depends on making sure that every student receives their allotted notebooks, whatever schedule issues.
- **Reduction in the number of notebooks:** The decrease in the quantity of notebooks given to every student was another issue brought up during the talks in Maljipur. This year, only 10 notebooks were distributed, down from the previous 12. Due to this cutback, students had difficulties when they ran out of notebooks before the conclusion of the school year, necessitating the purchase of extra materials by families. When students run out of resources before the end of the year, the decreased quantity not only puts a financial strain on families but also interferes with their study. Maintaining the program's beneficial effects on attendance and academic achievement requires making sure that a sufficient quantity of notebooks are given out.
- **Infrastructure and resource gaps:** While the notebook distribution program addresses a key educational need, broader infrastructure issues were identified as significant barriers to the overall effectiveness of the initiative. According to the principal of Bharadiya, water leaks in the school kitchen during the rainy season caused disruptions to daily operations and, consequently, student attendance. Similarly, it was challenging to commute to school in Amod due to bad road conditions, particularly during the rainy season. Students' capacity to actively engage in their education may be indirectly hampered by these infrastructure issues, which have a detrimental effect on both the learning environment and overall school operations. The long-term viability of the notebook distribution program depends on resolving these infrastructure problems.

3.1.3.5. Summary

In Bharadiya, Amod, and Maljipur, the GMDC notebook distribution program has effectively raised student attendance and academic achievement while also giving families financial support. To guarantee its ongoing success and sustainability, the program might be improved in a number of areas. By

addressing the infrastructure gaps, logistical issues, and broadening the range of materials offered, the program will be able to further influence the communities it serves.

By addressing the concerns raised in the FGDs and expanding the scope of its current initiative, GMDC can further enhance the educational experience for students in Bharuch district. This, in turn, will lead to greater long-term benefits for both the students and their families, ensuring that the program continues to make a meaningful impact. This thematic analysis provides a comprehensive view of the current state of the notebook distribution program and offers actionable recommendations to ensure broader and deeper impact across the villages of Bharuch district.

3.1.4 Location: Kutch

The Gujarat Mineral Development Corporation (GMDC) has been actively engaged in the notebook distribution program across various districts, including Kutch, to support 9th and 10th-grade students. This initiative aims to reduce financial barriers and increase educational accessibility by providing essential learning resources. In Kutch, the distribution program has garnered significant feedback from stakeholders, including students, teachers, parents, and school administrators, focusing on areas such as educational sufficiency, additional resource requirements, infrastructural needs, and socioeconomic considerations.

A thematic analysis of the GMDC notebook distribution program in Kutch offers distinctive perspectives on the educational environment of the area, which is influenced by the socioeconomic difficulties and remote location of its residents. The sufficiency of instructional materials, the need for additional resources, school infrastructure, and the socioeconomic variables influencing students' academic performance and access are among the major themes that come to light. This analysis explores the unique needs that Kutch's instructors, parents, and children have articulated, providing a comprehensive understanding of the variables influencing the initiative's efficacy. By tackling these issues, the program can better meet the community's unique needs and increase its beneficial effects on Kutch's educational results.



Fig 3.4, Source: Picture taken during FGD with Parents in Kutch

3.1.4.1. Educational Material Sufficiency

The availability of notebooks through GMDC's program is a core focus of Kutch stakeholders, specifically regarding the adequacy of the quantity provided:

- **Current Provision and Adequacy for 9th Grade:** The program currently allocates 10 notebooks per student annually, a quantity that meets the academic requirements of most 9th-grade students

in Kutch. This allocation has alleviated the financial burden for families who would otherwise struggle to afford adequate supplies, particularly those from economically marginalized backgrounds.

- **Perceived Gap for 10th Grade Students:** A consistent theme that emerged from feedback is the insufficiency of 10 notebooks for 10th-grade students. As these students prepare for critical board exams, their need for additional practice material increases, making the current allocation insufficient. Many students, teachers, and parents recommended raising the annual provision to 15 notebooks to better align with the academic demands of 10th-grade coursework and exam preparation.
- **Impact of Reduction from 12 to 10 Notebooks:** Historically, GMDC provided 12 notebooks, but this was reduced to 10 in recent years, a change that has been met with concern among 10th-grade students who face greater academic pressures. Teachers noted that the reduction has slightly hindered students' ability to fully complete assignments throughout the year without needing to purchase additional notebooks.
- **Request for Swadhyay Pothi (Subject-Specific Workbooks):** Both students and teachers voiced a strong need for Swadhyay Pothi, or subject-specific workbooks, especially for subjects requiring extensive practice, like mathematics and sciences. As these workbooks are expensive, providing them as part of GMDC's support package would significantly assist families, particularly low-income ones, in helping students prepare adequately for their exams.

3.1.4.2. Supplementary Stationery Needs

A recurrent theme in Kutch is the request for additional essential supplies beyond notebooks, which would support students' daily academic activities and alleviate further financial stress for families.

- **Students' Requests for Compass Boxes and School Bags:** Students frequently mentioned that having access to compass boxes and school bags would ease their daily requirements and enhance their learning experience. These items, though modest in cost individually, pose a cumulative financial strain on families in Kutch, where socioeconomic limitations are more pronounced.
- **Teacher and Parent Support for Supplementary Supplies:** Teachers and parents agreed with students' requests, emphasizing that including such supplementary items in the GMDC distribution package would directly support families who face financial challenges in providing these basic yet necessary supplies. The inclusion of these items would enable students to participate more fully in classroom activities, especially those that require specific tools like geometry and practical sciences.

3.1.4.3. School Infrastructure and Support Services

Feedback from Kutch highlighted the importance of school infrastructure in creating a conducive learning environment, as well as the challenges posed by gaps in infrastructure:

- **Malfunctioning RO Water System:** Teachers noted that the Reverse Osmosis (RO) water filtration system at their school is not functioning correctly, limiting students' access to safe drinking water. This issue has affected students' health and comfort, underscoring the need for basic amenities in ensuring a supportive educational setting. Repairing the RO system was strongly recommended to ensure students' well-being and maintain a conducive school environment.
- **Transportation for Students in Remote Villages:** Students and parents from distant areas raised concerns about the difficulty of commuting to school, particularly for those residing in remote villages. Given the long distances, it was suggested that GMDC introduce a bus service to facilitate safe and reliable transportation. Improved transportation access could have a direct positive impact on attendance, punctuality, and overall school engagement.

3.1.4.4. Socioeconomic Considerations

Socioeconomic factors play a substantial role in educational accessibility for students in Kutch, with several stakeholders identifying specific interventions that could reduce financial strain and promote inclusivity:

- **Provision of Uniforms for Financial Relief and Equality:** Both parents and teachers emphasized the need for school uniforms to promote a sense of equality among students. Uniforms help reduce visible socioeconomic disparities, fostering a unified school environment where students feel a stronger sense of belonging. For families facing economic hardships, uniforms are often unaffordable, and including them in GMDC's support program would alleviate a significant expense, enabling families to prioritize other essential needs.
- **Economic Relief Through Additional Educational Resources:** Alongside uniforms, families in Kutch would benefit from receiving subject-specific workbooks and supplementary stationery. Parents highlighted that such resources, typically taken for granted in urban or more affluent areas, represent substantial costs in rural areas. The provision of these items as part of the program would further alleviate financial burdens and allow students to better meet academic expectations without economic constraints hindering their performance.

3.1.4.5. Summary

The GMDC notebook distribution program in Kutch has brought substantial benefits to students, particularly by improving access to essential learning materials and reducing financial pressures on families. However, areas for enhancement remain, especially concerning the sufficiency of materials

for 10th-grade students, supplementary stationery needs, infrastructural repairs, and provisions for socioeconomic support.

The insights gathered suggest that expanding the GMDC initiative to include additional resources, like Swadhyay Pothi and supplementary stationery, could better address the needs of students facing academic and economic challenges. Furthermore, addressing infrastructure gaps, such as repairing the RO water system and providing a bus service, would improve the overall learning environment, ensuring the long-term sustainability of the initiative's positive impact on the Kutch district.

3.1.5. Location: Surat

The Surat Notebook Distribution Project, implemented by GMDC-GVT, focused on addressing educational inequalities by providing essential learning materials to students from economically disadvantaged families. The project covered Tadkeshwar and nearby rural areas, directly impacting the educational experiences of students attending various schools, including High School Falahi, Kumar and Kanya Schools, and Nogama Primary School. The results of focus group discussions (FGDs) and semi-structured interviews with students, parents, and school personnel highlight both the program's noteworthy advantages and potential areas for improvement.



Fig 3.5: Pictures taken during field visit to Surat

3.1.5.1. Economic Relief through Notebook Distribution

Students and their families expressed gratitude for the free notebooks, which provided significant financial assistance to low-income homes. Families redirected the money they would have spent on school supplies to other necessary school supplies like textbooks, pens, and geometry boxes. Parents emphasized how one of the major financial obstacles to education was removed by the notebook distribution, especially for families with several children enrolled in school.

A student remarked, “*The notebooks we received helped reduce our expenses, allowing us to buy other stationery items.*” This illustrates how the program improved participation in educational activities while simultaneously easing financial strain. However, a recurring concern among higher secondary students (Grades 9–12) was the insufficiency of the 10 notebooks provided annually. These students frequently needed extra notebooks to keep up with their academic workload because they were managing numerous subjects and studying for tests. In order to provide older children with sufficient assistance for their learning needs, both parents and kids recommended raising the allotment to at least 15 notebooks.

3.1.5.2. Timeliness of Distribution

While stakeholders praised the initiative's intent and outcomes, the theme of "Timeliness of Notebook Distribution" emerged as a critical area of concern. Many parents and teachers reported delays of 1–3 months in distributing the notebooks after the academic session began. This resulted in families having to either delay their children's involvement in class activities or buy notebooks for them, which added to the financial strain the program was trying to alleviate.

"We appreciate the initiative, but the delay in distribution defeats the purpose," one parent clarified. We are compelled to purchase the notebooks even if they arrive late. Principals concurred, stressing the value of providing materials prior to or right at the beginning of the school year in order to guarantee a smooth learning environment for students. Teachers also observed that students' capacity to arrange their notes, engage in class, and finish tasks during the first few months of school was hampered by delayed notebook access.

3.1.5.3. Demand for Supplementary Educational Resources

Stakeholders frequently expressed the need for more resources beyond just notebooks. Subject-specific workbooks and guides were deemed essential learning resources for students in Grades 9–12 by parents, students, and teachers. These resources are frequently costly and beyond of reach for many Surat families, especially those with low-paying employment. *"Guides are crucial for preparing for board exams, but many students cannot afford them,"* one students explained. It would significantly impact the distribution program if these were included.

In order to guarantee that their children attend school on a regular basis, parents also mentioned the necessity of school uniforms, which include sweaters. Since many families in the Tadkeshwar region depend on daily wage work, they rarely have money set aside for extracurricular costs like uniforms. According to one principal, *"Providing uniforms, especially during the winter months, would not only help them financially but also encourage children to attend school more confidently."* Stakeholders stressed that uniforms increase students' self-esteem and promote an inclusive learning environment by fostering a sense of equality among them.

3.1.5.4. Impact on Attendance and Classroom Engagement

Student participation and attendance were directly impacted by the notebook distribution. After the notebooks were given out, teachers noticed a discernible rise in attendance as families were encouraged to put their kids' education first and felt less financial strain. According to the students, having the right learning resources improved their overall involvement in school activities by making them feel more prepared and competent in the classroom.

However, stakeholders also noted that expanding the range of materials provided—such as including guides and additional notebooks—could further enhance this positive trend, particularly for older students who often face higher academic pressures.

3.1.5.5. Challenges in Distribution and Resource Sufficiency

The project faced some logistical and operational challenges, particularly in ensuring equitable distribution across schools. Principals reported instances where students from more remote areas faced delays in receiving their notebooks, while others received them late due to miscommunication about distribution schedules. In certain regions, parents also expressed that the fact that there were only 10 notebooks per kid instead of the previous 12 presented difficulties, particularly for families with older children who needed more school supplies.

To guarantee that every student receives their materials on schedule and in adequate amounts, these operational gaps underscore the necessity of better planning and communication. Stakeholders recommended revisiting the distribution logistics, possibly incorporating multiple distribution days or home delivery systems to prevent delays and ensure that all students are adequately supported throughout the academic year.

3.1.5.6. Summary

The Surat Notebook Distribution Project has successfully alleviated some of the financial barriers to education, particularly for families in Tadkeshwar and surrounding areas. The initiative has positively influenced student attendance, classroom engagement, and academic organization. However, challenges such as delays in distribution, insufficiency of notebooks for older students, and the absence of supplementary resources indicate areas for improvement.

By addressing these gaps and incorporating the recommendations provided by stakeholders, the GMDC-GVT initiative can further enhance its impact, ensuring that students in Surat are equipped with the tools they need to succeed academically and participate fully in their education. The feedback gathered from this region reflects a strong appreciation for the program, coupled with constructive suggestions for making it more comprehensive and inclusive in the future.

3.1.6. Location: Panchmahal

The Panchmahal Notebook Distribution Project, led by GMDC-GVT, targeted students in the economically marginalized tribal regions around the Shivrajpur mining area. By providing notebooks and other learning materials, the initiative aimed to alleviate the financial burden on families while enhancing students' educational opportunities. This analysis is based on insights from interviews with teachers, survey feedback from students, and field observations.



Fig 3.6: Picture taken during field visit to Panchmahal

3.1.6.1. Foundation for Educational Access

This theme captures the revolutionary impact of the notebook distribution program in Panchmahal, where a large number of families face financial difficulties. Instructors stressed that giving students notebooks allowed them to engage in class activities without having to worry about the extra expense of buying supplies. *“Students no longer have to worry about buying notebooks, and this has encouraged consistent attendance,”* said a teacher.

For Grades 9 and 10, the program allocated 8–9 notebooks per student, which teachers acknowledged as helpful but insufficient for the academic workload of higher classes. These grades' students emphasized the necessity of having at least 15 notebooks annually in order to handle the substantial amount of writing needed for subjects like science and math.

3.1.6.2. Demand for Practice Materials and Stationery

The need for additional practice resources was a recurrent theme in both teacher and student responses, especially for older students getting ready for board exams. The importance of Apekshit—question banks with exam-pattern questions with multiple-choice and descriptive sections—was emphasized by

both teachers and students. These resources, along with subject-specific guides, were deemed essential for improving students' preparedness and performance in exams.

Additional resources including pens, lab books, and geometry sets were also requested by the students. Many families couldn't afford these resources, according to the student survey that was carried out, which made holistic learning difficult. A teacher remarked, *"If we provide workbooks and basic stationery along with notebooks, it would address a critical gap for these children."*

3.1.6.3. Encouraging Equal Opportunity with Uniforms and School Bags

The distribution program has largely focused on notebooks, but both teachers and students pointed out the need to include other essentials such as uniforms, PT T-shirts, and school bags. Uniforms were described as particularly significant for fostering a sense of equality and belonging among students. A principal noted, *"Uniforms and school bags are more than just accessories—they boost confidence and ensure every child feels they belong in school, regardless of their background."*

This request reflects a broader understanding of the holistic needs of students in Panchmahal. Addressing these additional needs would not only improve attendance but also enhance students' overall engagement with the school system.

3.1.6.4. Infrastructure and Access Challenges

Stakeholders reported infrastructural challenges that limited the full potential of the program. Teachers and principals noted that while the distribution was systematic, logistical hurdles like the rainy season posed difficulties in delivering notebooks to remote schools. A teacher explained, "Unloading the books manually due to lack of manpower was a challenge, but the teamwork ensured that every school received their notebooks."

Concerns over the commute to school were also voiced by students from isolated villages. They proposed that providing transportation or bicycles would dramatically reduce absenteeism and boost timeliness, especially for individuals commuting large distances.

3.1.6.5. Positive Shift in Attendance and Engagement

The theme "Positive Shift in Attendance and Engagement" highlights the program's success in boosting student participation. Teachers observed a noticeable improvement in attendance rates after the notebook distribution, as students felt better equipped and more motivated to attend school. One teacher from Jawahar Ashram School remarked, *"Students are eager to come to school because they feel they have the tools they need to succeed."*

The provision of notebooks has also encouraged better classroom engagement. Students reported that having the right materials allowed them to stay organized, complete homework, and participate actively

in lessons. However, many expressed that their learning experience would be further enriched with additional resources like lab books and sports equipment.

3.1.6.6. Summary

The Panchmahal Notebook Distribution Project has significantly impacted the lives of students in this tribal district, reducing financial burdens and improving educational access. However, the feedback highlights the need for a more comprehensive approach, addressing both academic and infrastructural challenges.

A more welcoming and encouraging learning environment could be produced by the program by implementing the suggestions made by educators, parents, and students. Providing additional resources, addressing logistical challenges, and investing in infrastructure will not only improve academic outcomes but also enhance the overall school experience for students in Panchmahal.

3.2. Common findings

- **Financial Relief:** Stakeholders in every sector highlighted how the notebook distribution contributed to significant financial relief. This support alleviated some of the economic burdens faced by families, allowing students to access essential educational materials without additional financial strain.
- **Motivation and Engagement:** All locations reported higher levels of student motivation and engagement, and many stakeholders noted that getting the notebooks directly improved academic achievement. This increase in enthusiasm is a reflection of a renewed commitment to education, driven by the initiative's tangible support.
- **Need for Additional Resources:** A consistent theme was the call for supplementary materials and infrastructural improvements. Even though the notebook distribution was a big step in the right direction, stakeholders understood that more help was needed to address more general educational requirements like improved school facilities, learning resources, and textbook accessibility.
- **Community Engagement:** Stakeholder engagement across all locations revealed a collective recognition of the importance of community involvement in educational initiatives. Participants consistently emphasized that strong community support plays a crucial role in the success of programs like notebook distribution. Many stakeholders noted that collaboration among local leaders, educators, and families has been instrumental in enhancing awareness and participation in educational activities. This shared understanding underscores the necessity of fostering community ties to ensure sustainable educational development and resource accessibility for students in rural areas.

3.3. Limitations

While this qualitative analysis provides valuable insights into the notebook distribution initiative, several limitations warrant consideration:

- **Sample size:** The findings stem from a limited number of interviews and focus group discussions, which may not encompass the full spectrum of stakeholders' perspectives. A larger sample size may provide a more representative assessment of the initiative's impact, given the variety of experiences among kids, instructors, and community members.
- **Subjectivity:** Because the data gathering process is qualitative, participants' answers are inevitably impacted by their individual experiences and viewpoints. Due to the vast range of individual opinions regarding the initiative's efficacy, this subjectivity may bring possible bias. As a result,

rather than being objective facts, the results should be seen as reflections of the opinions of the participants.

- **Temporal context:** The findings are based on specific points in time and might not hold true when community dynamics or educational policies shift. Future research is necessary to evaluate the continued applicability of these insights since shifts in local governance, government funding, or socioeconomic circumstances may change the landscape of educational resources and needs.

3.4. Summary of the Chapter

The qualitative results from the Notebook Distribution Project in six districts—Chhotaudepur, Bhavnagar, Bharuch, Surat, Kutch, and Panchmahal—were examined in this chapter. Through focus groups and interviews with instructors, parents, and students, the study demonstrated how the program improved attendance, decreased financial constraints, and increased classroom participation.

Students and families at all locations conveyed gratitude for the program, which inspired regular attendance at school and supplied necessary resources. Regional variations, however, highlighted particular difficulties, such as the lack of notebooks for upper-grade pupils in Panchmahal and Surat and the requirement for additional study aids like workbooks and guides. Stakeholders across all regions emphasized the importance of timely distribution and additional support, such as uniforms, school bags, and sports equipment.

While the program has significantly contributed to educational access in underserved communities, these findings highlight areas for improvement to better align the initiative with the diverse needs of students in different regions.

Chapter 4 - Findings from Quantitative Studies

The GMDC-GVT Notebook Distribution Project aims to alleviate educational barriers for students in underserved communities by providing essential school supplies. The initiative primarily targets low-income families, ensuring that students have access to the necessary materials to engage in their education fully. To assess the effectiveness of this program, a quantitative survey was conducted among parents of beneficiaries, focusing on various factors such as socio-economic backgrounds, resource accessibility, and the overall impact of the notebook distribution on students' academic performance and motivation.

The survey included a series of structured questions aimed at understanding the demographic profiles of the beneficiaries, the conditions faced by families before and after the distribution of notebooks, and the broader implications of these resources on educational engagement and financial situations. By analysing the survey results, this chapter aims to present a clear picture of the project's effectiveness and the changes it has brought about in the lives of the students and their families.

The findings are organized into distinct themes, enabling a nuanced analysis of the data collected. Each theme reveals critical insights into different aspects of the educational experience for the beneficiaries, facilitating a better understanding of how the notebook distribution program aligns with the project's goals of enhancing educational access and equity.

4.1. Notebook Distribution Initiative

The GMDC-Rural Development Trust, as part of its Corporate Social Responsibility (CSR) initiatives, undertakes various efforts to uplift education, health, livelihood, and the environment in villages located within a 5 to 10-kilometer radius of mining operations conducted by Gujarat Mineral Development Corporation (GMDC). Education is recognized as a fundamental need, especially in rural and tribal areas where resources are scarce, and the notebook distribution initiative primarily focuses on addressing this need by providing necessary school materials to students.

This section provides details about the number of notebooks distributed in the different locations. This gives us a background as to how much notebooks have been distributed up until now in these locations.

Project Overview

The Notebook Distribution Project, held at locations—Kadipani (Floorspar Project) on 23/06/2023, Shivrajpur (Manganese Project) on 16/08/2023 and Bharuch (EFG Valia Lignite Project) on 20/08/2024—was a key component of GMDC's educational support initiative. The initiative aimed to provide notebooks and fullscapes to students from government schools in rural and tribal regions. These regions

often face significant barriers to education, including financial constraints, limited access to school supplies, and seasonal migration for agricultural work. (GMDC-GVT)

4.1.1. Location: Chhotaudepur

Kadipani (Floorspar Project) - 23/06/2023

A total of 5,220 notebooks and 4,752 fullscape books were distributed to 820 students across 10 government schools within a 10-kilometer radius of the Kadipani Floorspar Project. The distribution drive aimed at improving educational access for children in tribal areas.

Key schools included were Floorspar Nagar Primary School, Kadipani Primary School, Ambadungar Primary School, Mahudabari Primary School (Hafeshwar), and others.

Execution:

The event was organized on 27/06/2023, with local school principals, GMDC officials, and honored guests, emphasizing the importance of education in tribal regions. Students from all participating schools received the notebooks and fullscape materials in a well-coordinated effort.

4.1.2. Location: Panchmahal

Shivrajpur (Manganese Project) - 16/08/2023

At Shivrajpur, 14,796 notebooks and 1,584 fullscape books were distributed to 1,233 students from 8 government primary and secondary schools in the vicinity of the Manganese Project. The initiative focused on addressing the educational needs of the children in the Adivasi (tribal) areas.

Schools benefiting from this initiative included Tribal Ashram School Shivrajpur, Jawahar Ashram School Narukot, Pani Mines Primary School, and others.

Execution:

The distribution was executed with precision, emphasizing educational equity in regions with limited livelihood opportunities. The initiative significantly reduced barriers to education in tribal areas, fostering an environment conducive to learning.

4.1.3. Location: Bharuch

Bharuch (EFG Valia Lignite Project) - 20/08/2024

Target Group: 3,253 students across 31 government schools.

A total of 23,760 notebooks and 5,262 fullscape books were distributed, benefiting both primary and secondary students in villages such as Daheli, Jabugam, Vadfaliya, and Rampara. For instance, Shree

Sharda Mandir High School in Daheli supported 661 students, while Sodgam Primary School served 273 students.

Execution:

This project underscored GMDC's commitment to educational development, addressing resource shortages and enhancing student engagement. Each primary student received 10 notebooks, while secondary students were provided with a combination of notebooks and fullscope books.

4.1.4. Location: Bhavnagar

Project Overview: Bhavnagar Notebook Distribution Project - 2024/2025

Target Group: 785 students across 13 government schools.

In Bhavnagar, 3,700 notebooks and 1,080 fullscope books were distributed, with key beneficiaries including Matushri S.M. Royal Madhyamik Shala, Bhumbhli Kumar Shala, and Bhumbhli Kanya Shala.

Execution:

The distribution event, organized with local educators and GMDC representatives, emphasized the significance of consistent educational support. Community leaders underscored the need for long-term commitments to resource accessibility in underprivileged areas.

4.1.5. Location: Surat

Tadkeshwar and Other Rural Areas – 2019 to 2023

Target Group: 1,701 students across multiple schools.

The Surat initiative focused on schools in Tadkeshwar and nearby regions, including High School Falahi and Kumar/Kanya Schools.

- High School Falahi, Tadkeshwar: Distributed 4,500 notebooks and 1,800 fullscope books to 750 students.
- Kumar and Kanya Schools, Tadkeshwar: Distributed 2,800 fullscope books to 480 students.
- Nogama Primary School: Distributed 792 notebooks to 171 students.

Execution:

The initiative in Surat demonstrated GMDC's adaptability in addressing local challenges. Improved attendance and academic performance were reported in these schools, with significant impacts on tribal and economically disadvantaged communities.

4.2. Theme-wise findings of data collected from students

The subsequent sections of this chapter will analyze the quantitative data collected from the beneficiaries to understand the impact of this initiative on educational engagement and the socio-economic factors affecting students' educational journeys. By examining both the conditions prior to the distribution and the subsequent effects on academic performance and school attendance, we can evaluate the effectiveness of GMDC's initiatives in promoting educational equity.

4.2.1. Socio-economic background

The socio-economic background analysis of the respondents reveals the following key insights:

4.2.1.1. Gender

In social and economic research, understanding the distribution of gender across different districts is crucial. This information sheds light on the gender representation and potential disparities or biases in various communities. For the notebook distribution project, analysing the gender split can help ensure that resources, like educational materials, reach both boys and girls equitably.

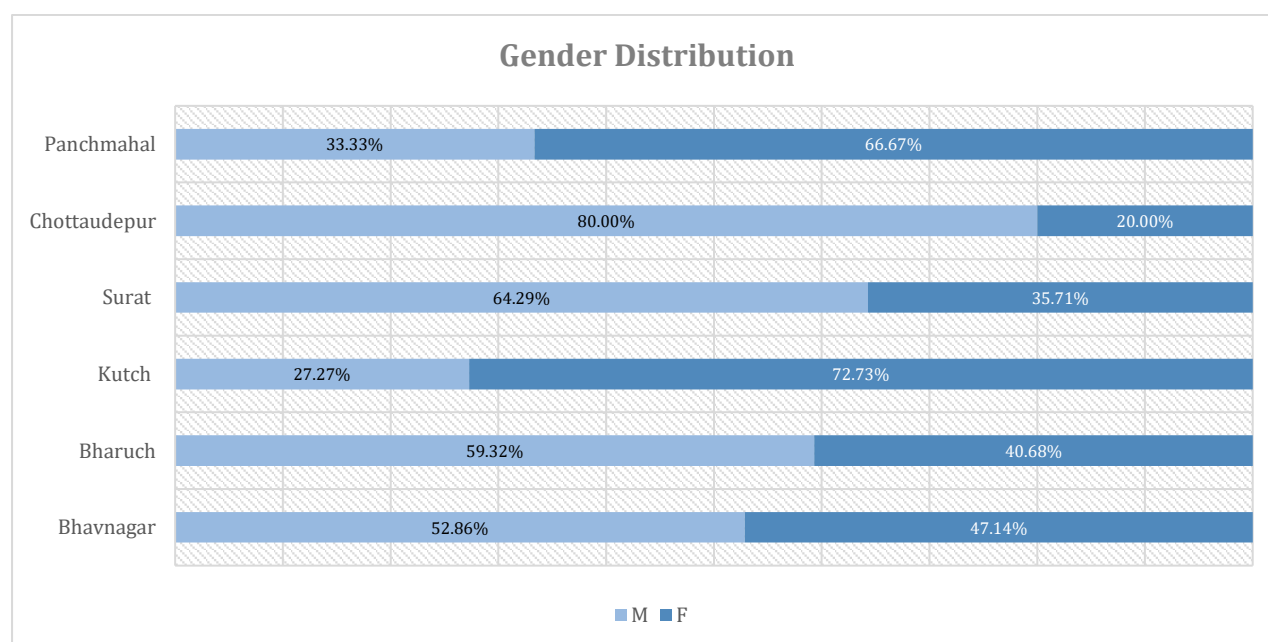


Fig 4.1: Graph depicting distribution of gender in all districts.

The gender distribution across the districts shows a slight skew towards male children. In Bharuch, 40.7% of children are female, while 59.3% are male. Bhavnagar has a more balanced distribution, with 47.1% female and 52.9% male. Surat exhibits a stronger male skew, with 64.29% of children male and 35.71% female. Chhotaudepur displays an even higher male predominance, with only 20% female and

80% male children. Conversely, Kutch demonstrates a significant predominance of females, with 72.7% female and 27.8% male. Panchmahal also reflects a stronger female presence, with 66.67% female and 33.33% male. Overall, in this sample across all districts, 47.62% of the children are female and 52.38% are male. This data indicates a modest gender imbalance favouring male children, with Chhotaudepur showing the greatest disparity.

4.2.1.2. Primary Occupation

Primary occupation indicates the predominant means of livelihood within a household, which often reflects economic status and stability. This data is valuable in understanding which families may have limited resources for educational materials, supporting the goal of targeting those most in need in the notebook distribution project.

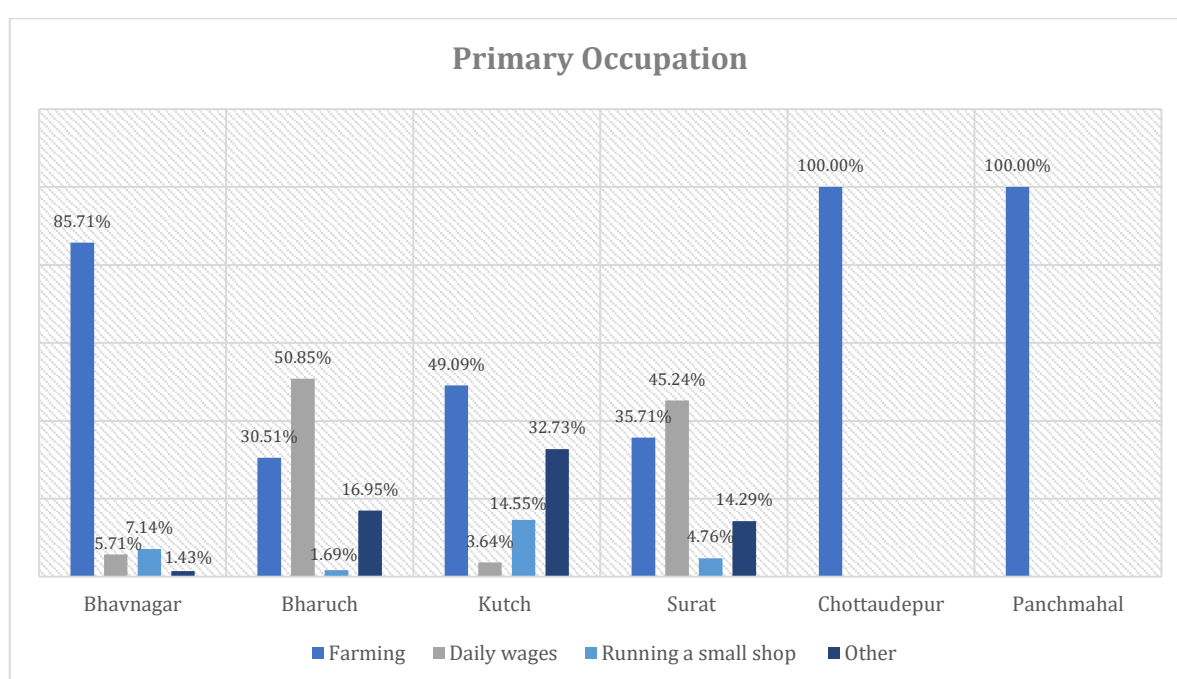


Fig 4.2: Graph depicting distribution of primary occupation in all districts.

The distribution of primary occupations across the districts highlights significant variations in employment types, particularly between farming and other occupations. In Bhavnagar, a striking 85.71% of the population is engaged in farming, showcasing the district's strong agricultural focus. The remaining segments comprise individuals involved in daily wages (5.71%), running small shops (7.14%), and other occupations (1.43%), indicating that while farming dominates, a small portion of the workforce engages in non-agricultural activities.

In contrast, Bharuch presents a more diverse occupational landscape. Here, only 30.51% of individuals are involved in farming, while a significant portion—50.85%—works in daily wage labor. This shift

suggests a greater reliance on non-farming labor compared to other districts. Additionally, a small fraction runs small shops (1.69%), and a noticeable 16.95% falls under the "Other" category, reflecting a mix of various occupations that might contribute to the local economy.

Kutch offers a balanced distribution, with 49.09% of its residents engaged in farming. However, daily wage labor comprises only 3.64%, while a notable 14.55% operate small shops, indicating some level of entrepreneurship within the district. The "Other" category is significant here as well, accounting for 32.73%, suggesting that Kutch has a diverse workforce with various unclassified occupations.

Similarly, Surat shows a close relationship between farming (35.71%) and daily wage labor (45.24%). This near parity indicates a mixed labor force where both agricultural and wage labor coexist. Small shop ownership is less common, making up only 4.76%, while 14.29% of the workforce is involved in other activities, further emphasizing the district's diverse economic environment.

Uniquely, Chhotaudepur stands out with its complete focus on farming, as indicated by the 100% of its population engaged in agricultural activities. This singular reliance on farming means that there are no individuals working in daily wage labor, small shops, or other occupations, setting it apart from the other districts that display varied employment distributions. Overall, the data reveals distinct occupational patterns that reflect the economic and cultural differences across these districts.

4.2.1.3. Family Size

Family size can influence a family's ability to afford school materials. Larger families often have limited resources for individual educational needs, making them a priority for the notebook distribution project to ensure children from larger households are supported in their educational journey.

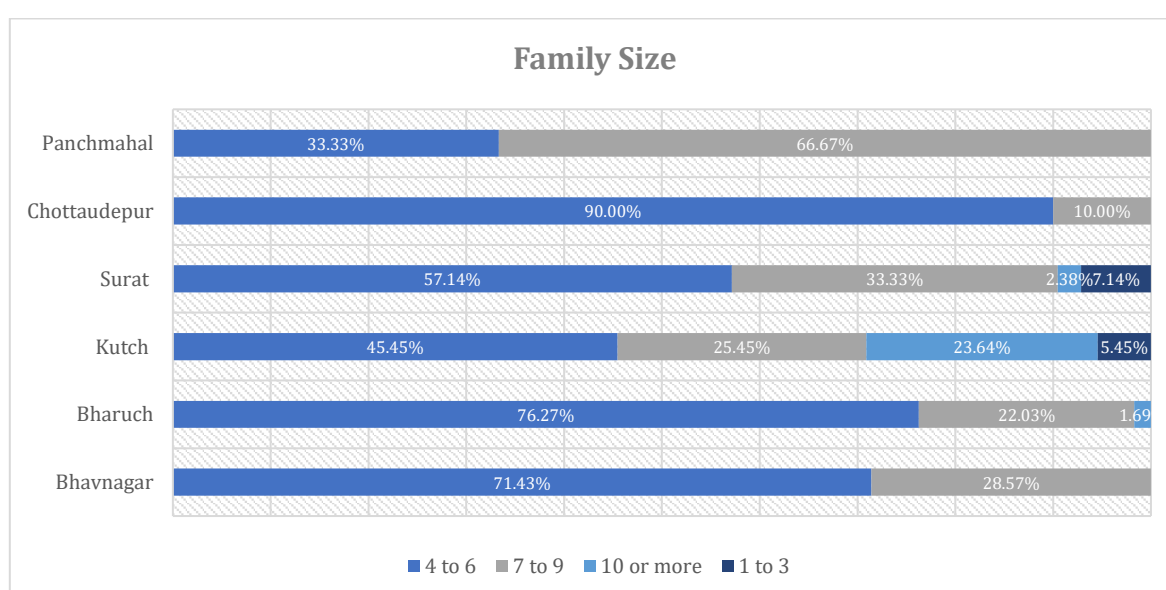


Fig 4.3: Graph depicting the family size of the respondents across districts

The graph presents data on family sizes across various districts, highlighting the distribution of households based on the number of individuals. It categorizes responses into four groups: 1 to 3 members, 4 to 6 members, 7 to 9 members, and 10 or more members. In Bhavnagar, a significant majority of families, approximately 71.43%, consist of 4 to 6 members, while a smaller proportion, 28.57%, includes 7 to 9 members. Notably, no families fall into the categories of 1 to 3 members or having 10 or more members. Bharuch displays a similar trend, with 76.27% of families having 4 to 6 members, while 22.03% are in the 7 to 9 member category. Here, there is a minimal percentage (1.69%) of families with 10 or more members, and none report having only 1 to 3 members.

Kutch presents a more diverse distribution. Only 45.45% of families consist of 4 to 6 members, while 25.45% have 7 to 9 members. A notable 23.64% of families have 10 or more members, along with 5.45% having 1 to 3 members. This shows a wider variety in family sizes compared to Bhavnagar and Bharuch. In Surat, 57.14% of families also consist of 4 to 6 members, followed by a significant 33.33% with 7 to 9 members. There are lower percentages in the other two categories, indicating fewer families with 1 to 3 members (7.14%) and a minor 2.38% with 10 or more members.

Chhotaudepur stands out with an exceptionally high number of families (90%) having 4 to 6 members, with only 10% falling into the 7 to 9 member category. No families in this district reported having either 1 to 3 members or 10 or more members, suggesting a strong preference for mid-sized families. Lastly, Panchmahal has an interesting distribution where 66.67% of families have 4 to 6 members, while 33.33% consist of 7 to 9 members, revealing a relatively balanced population of family sizes, although it lacks representation in the smallest and largest family categories.

Overall, this data illustrates significant variations in family size across the districts, with the majority aligning around the 4 to 6 member range, while certain districts like Kutch reveal a broader diversity in family compositions.

4.2.1.4. Number of Working Members

The number of working members in a household is a key indicator of financial stability. Families with fewer working members may struggle financially, making it harder to afford school supplies. For the notebook distribution project, targeting households with fewer working members may help reach children in need more effectively.

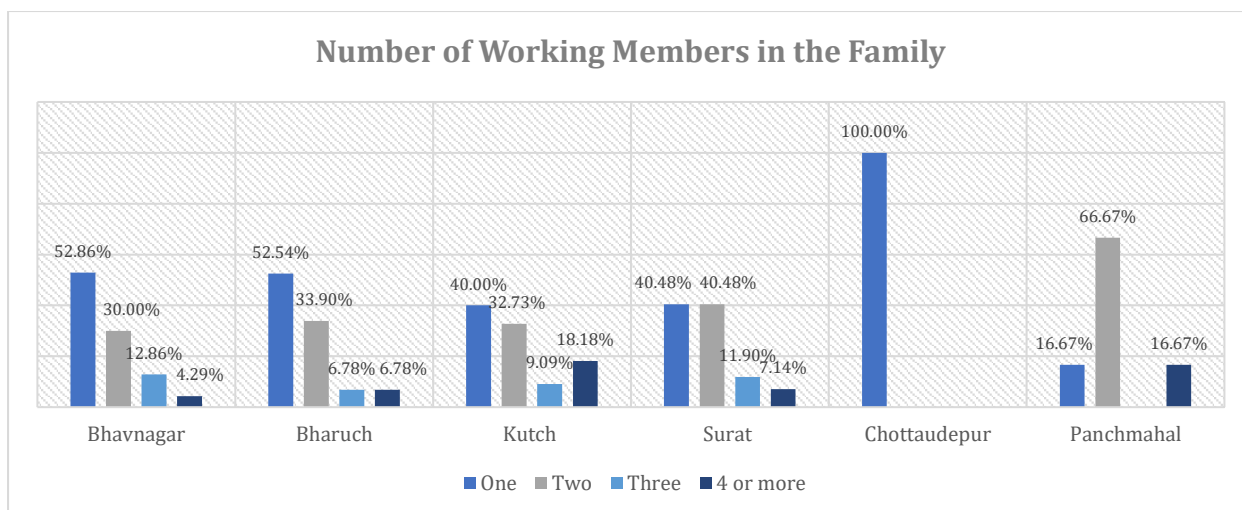


Fig 4.4: Graph depicting the number of working members in the family across districts

The graph presents data regarding the employment situation within families across different districts, categorized by the number of family members who go to work. It provides a breakdown of the percentages of families based on whether they have one, two, three, or four or more working members. The data is collected from a selection of districts, allowing for a comparative analysis of workforce participation among families in these areas.

In Bhavnagar, a significant portion of families, 52.86%, reported having one member working, followed by 30% with two members, and smaller percentages for three (12.86%) and four or more members (4.29%). This suggests that many families in Bhavnagar typically have one main earner, with fewer families having multiple earners. Bharuch shows similar trends but with slightly higher percentages of families having two members working (33.90%) and a minor portion of families (6.78%) reporting three or four or more working members.

Kutch presents a more diverse scenario, where 40% of families have one working member and a notable 18.18% have four or more members contributing to the family income. In contrast, Surat has an equal distribution of families with one and two members both at 40.48%, indicating a balanced participation in the workforce within these families. Chhotaudepur stands out dramatically, with 100% of families reporting just one working member, suggesting either a unique economic situation or cultural practices prevalent in the district. Lastly, in Panchmahal, the majority of families (66.67%) have two members working, while a small percentage (16.67%) report four or more members working, indicating a similar trend of more than one family member entering the workforce.

Overall, the graph highlights variations in family workforce participation across these districts, reflecting different economic and social dynamics at play in each location.

4.2.1.5. Type of Housing

Housing type is a socio-economic indicator often linked to household wealth and stability. Families living in Kutchha or Semi-Pucca houses may have fewer resources, highlighting a need for educational support. For the notebook distribution project, understanding housing type helps identify children from economically vulnerable backgrounds.

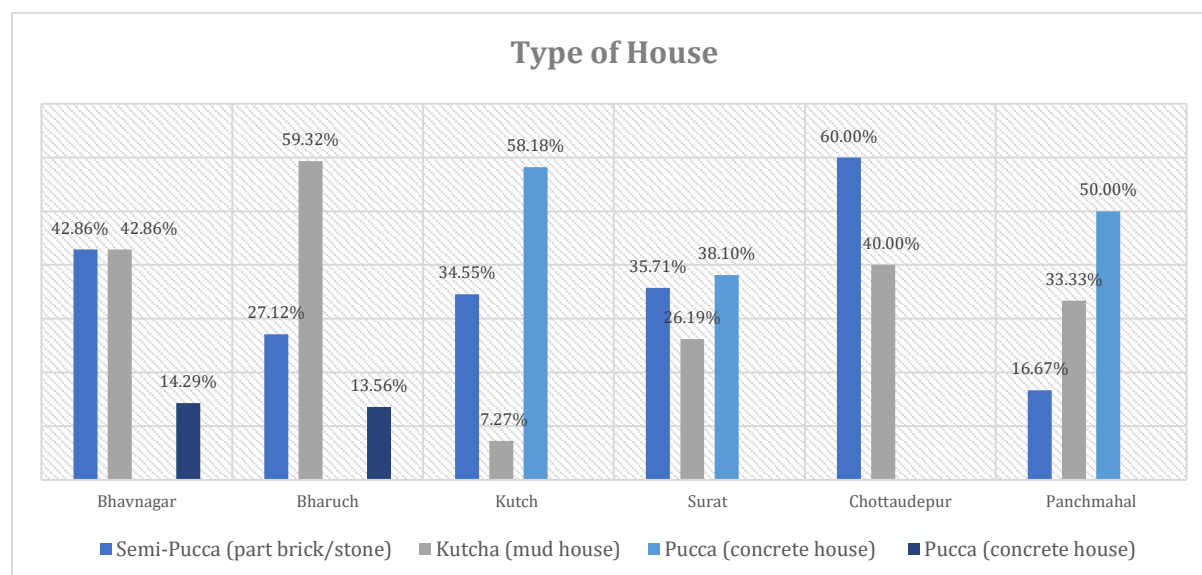


Fig 4.5: Graph depicting the type of housing students live in across districts

The graph presents data regarding the types of houses residents live in across different districts, categorized into three types: Semi-Pucca (part brick/stone), Kutchha (mud house), and Pucca (concrete house). Each district's percentages indicate the distribution of these housing types, with a grand total of 100% for each district.

In Bhavnagar, the majority of homes are Semi-Pucca, accounting for 42.86% of the responses, while another 42.86% reside in Kutchha houses. Notably, there are no residents living in Pucca houses, and the total sums up to 100%. Bharuch's data shows a significant presence of Kutchha houses at 59.32%, with a smaller percentage living in Semi-Pucca (27.12%) and some in Pucca (13.56%).

Kutch reflects a contrasting trend, where 58.18% of residents live in Pucca houses, indicating a higher standard of housing compared to other districts. Surat showcases a more evenly distributed range, with 38.10% in Pucca houses, 35.71% in Semi-Pucca, and 26.19% living in Kutchha homes. Finally, in Chhotaudepur, the landscape is distinctly different, featuring 60% of respondents in Semi-Pucca homes, while 40% reside in Kutchha houses, and no participants reported living in Pucca houses. Panchmahal

concludes the table with 50% of residents residing in Pucca houses, complemented by 33.33% in Kutcha and 16.67% in Semi-Pucca, representing a diverse housing scenario across the surveyed districts.

4.2.1.6. Highest Level of Education Completed

The highest education level attained in a household indicates educational awareness and priorities. Households with lower education levels might struggle to prioritize or access educational resources for their children. For the notebook distribution project, focusing on households with lower education levels can ensure support for first-generation learners and children with limited academic encouragement.

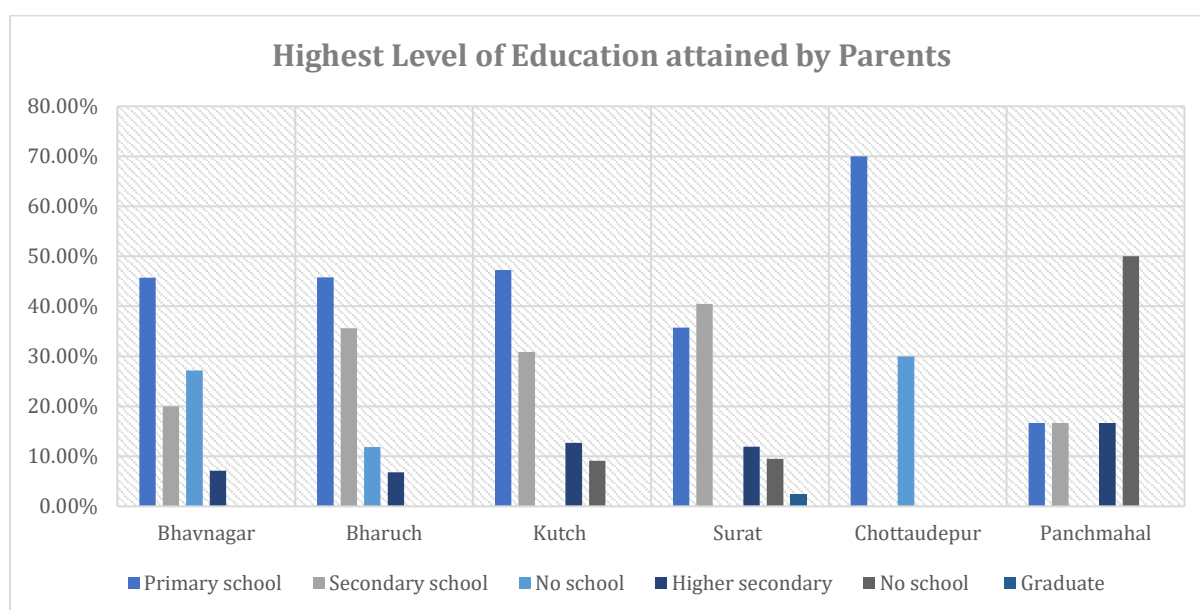


Fig 4.6: Graph depicting the highest level of education of parents across districts

The graph presents data on the educational attainment of the heads of families in various districts, highlighting the percentage of each educational category within those districts. It categorizes education levels into primary school, secondary school, higher secondary, graduate, and no schooling, providing insights into the overall educational landscape across these regions.

Starting with Bhavnagar, we see that 45.71% of respondents have completed primary school, while 20% have secondary education. Interestingly, a significant portion, 27.14%, have had no formal schooling, and only 7.14% have reached higher secondary education, with no graduates reported in this district. Bharuch exhibits a somewhat different pattern, with a higher percentage of individuals completing secondary education at 35.59%, whereas 45.76% completed primary school. The district also shows a lower percentage of people with no schooling, at 11.86%.

In Kutch, the educational completion rates vary, with 47.27% having attended primary school and 30.91% having completed secondary education. The absence of individuals with no formal schooling is notable, but a small fraction (9.09%) have graduated, indicating a diverse education level among the residents. Surat displays a mixed picture with 40.48% achieving secondary education, and 35.71% completing primary school. It also accounts for some respondents without formal education (0.00%), but 11.90% reached higher secondary, and 2.38% graduated.

Chhotaudepur stands out as a unique case, where a striking 70% of the heads of families have completed primary school, but 30% report having no schooling whatsoever, raising questions about educational access in this area. Finally, Panchmahal indicates that only 16.67% of respondents have completed primary and secondary education each, while half of the participants (50%) reported having attained higher secondary education, illustrating a stark contrast to other districts in terms of educational completion rates. This table serves as a valuable reflection of the educational disparities and access to education across different regions.

4.2.1.7. Summary

The findings on the socio-economic background of students participating in the GMDC-GVT Notebook Distribution Project reveal diverse regional variations and significant insights. Gender distribution shows a modest imbalance overall, with districts like Chhotaudepur displaying a stark male predominance (80% male) compared to Kutch's strong female representation (72.7% female). According to occupation data, districts like Chhotaudepur (100%) and Bhavnagar (85.71%) are heavily dependent on farming, whereas Bharuch (50.85% of daily wage work) and Kutch (14.55% of small businesses) exhibit economic diversity. The average family size in each district is between four and six members, while Kutch shows more variation. Households in Chhotaudepur are largely dependent on single earners (100%), whereas 66.67% of households in Panchmahal have two working members. Housing data underscores economic disparities, with a higher proportion of Pucca houses in Kutch (58.18%) and Semi-Pucca dominance in Chhotaudepur (60%). Educational attainment among household heads highlights disparities; districts like Chhotaudepur report high rates of primary education (70%) but significant instances of no schooling (30%), contrasting with Panchmahal, where 50% have completed higher secondary education. These socio-economic insights are crucial in tailoring and evaluating the effectiveness of the notebook distribution initiative, ensuring it addresses the unique needs of each region to foster equitable access to the notebook distribution initiative.

4.2.2. Process analysis

The Process Analysis section looks at the impact and effectiveness of GMDC-GVT's notebook distribution scheme. Participants expressed their perspectives about the notebooks' quality, the distribution process, and the financial relief this program gave their families through survey questions. The feedback gathered provides valuable insights into areas that may require improvement and the perceived benefits of the program. Below is a detailed analysis of responses to two key questions under this section.

4.2.2.1. Improvements regarding notebooks and their distribution

The question concerning this topic aimed to assess the satisfaction levels of respondents with the quality of the notebooks and the distribution process itself. The opportunity to express if they thought any changes were necessary was provided to the participants.

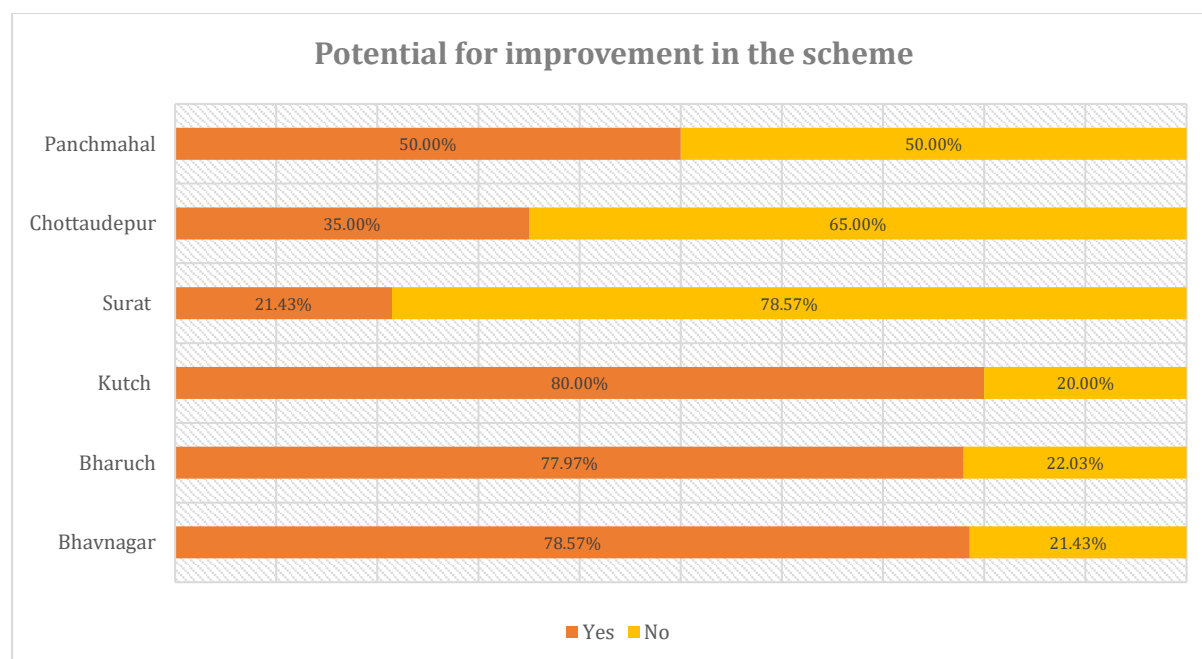


Fig 4.7: Graph depicting the type of housing students live in across districts

Participants were asked if they believed there could be improvements in how the notebooks were received or their overall quality. The responses were categorized into "Yes" for those who felt improvements were necessary, and "No" for those who did not.

In analysing the district-wise results, it is notable that Kutch had the highest percentage of respondents in favour of improvements, with 80% indicating they saw a need for changes. Following closely are Bhavnagar and Bharuch, with 78.57% and 77.97% of participants advocating for improvements,

respectively. This suggests a significant concern among respondents from these districts about the current state of the notebooks or the distribution process.

On the other hand, the feedback from Surat stands in stark contrast, with only 21.43% of respondents suggesting improvements, while a dominant 78.57% feel that no changes are necessary. Chhotaudepur also shows a low percentage of those seeking improvements, at 35%. Finally, Panchmahal reflects a balanced perspective, with an equal split of 50% in favour and 50% opposed to the need for enhancements. Overall, the graph indicates varied perceptions across districts regarding the quality and distribution of notebooks, with some areas expressing a clear demand for improvements while others seem satisfied with the current system.

4.2.2.2. Savings

The question related to this topic explored the financial impact of the notebook distribution initiative on the families of students. When asked if receiving these notebooks helped them save money, the respondents said yes.

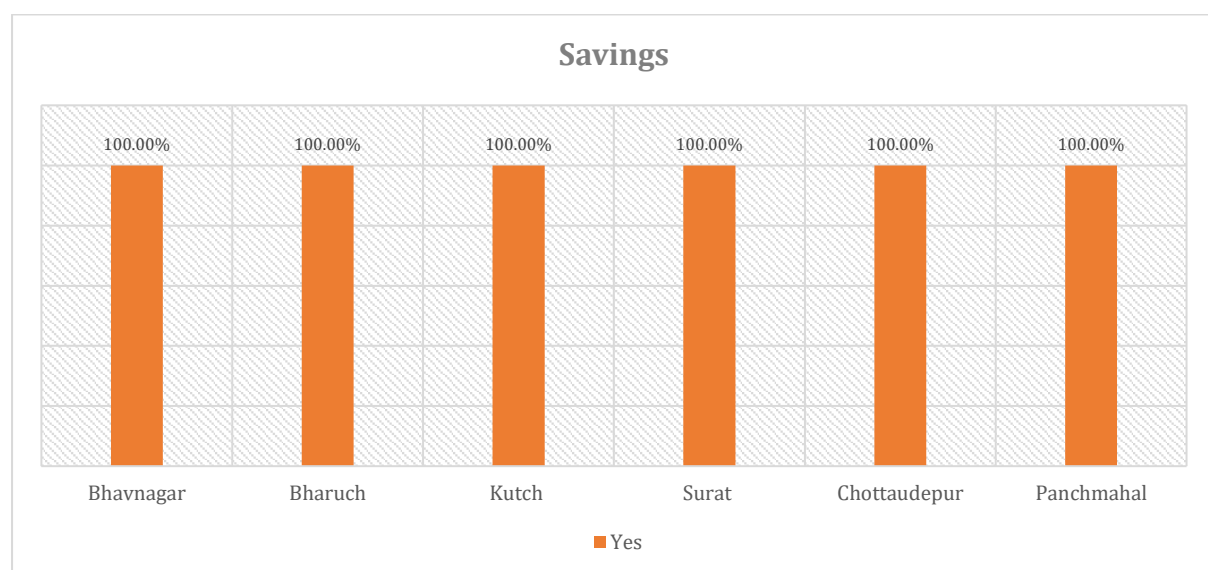


Fig 4.8: Graph depicting the financial savings of households across districts

When considering whether the notebooks helped save money for families, the data implies a strong affirmative. If the initiative around the notebooks has indeed led to increased efficiency, productivity, or reduced costs for families, the outcomes seem to bolster the idea that the implementation has been successful. The uniformity in results across multiple districts could suggest that the financial relief or benefits provided by these notebooks have been widespread, helping multiple families save money.

In summary, the impressive 100% achievement across these districts holds a promising outlook that the notebooks not only served their intended purpose but also played a critical role in easing financial burdens for families. This success can be a crucial factor in assessing the overall impact of educational tools on family finances in these regions.

4.2.2.3. Summary

The Process Analysis section evaluates the effectiveness of GMDC-GVT's notebook distribution scheme, focusing on participants' feedback regarding notebook quality, distribution efficiency, and financial relief for families. The majority of respondents indicated that change was necessary, indicating a strong desire for improvements, especially in districts like Kutch, Bhavnagar, and Bharuch. On the other hand, districts such as Surat demonstrated satisfaction with the existing structure. Every respondent acknowledged that receiving the notebooks helped them save money, demonstrating the program's significant educational impact across districts and its favourable impact on household budgets. The initiative has also been overwhelmingly successful in giving financial assistance.

4.2.3 Pre-distribution conditions

The Pre-Notebook Distribution Conditions section provides a snapshot of the students' access to essential educational resources and their families' financial conditions before the GMDC-GVT notebook distribution initiative. This analysis highlights the underlying need for support and the specific challenges faced by families in different districts. Through survey questions, we gain insights into the accessibility of school supplies and the financial constraints that families faced, which can help evaluate the baseline need for the program.

4.2.3.1. Ability to afford notebooks before the scheme

The question “Could your family buy all the notebooks you needed before the GMDC-GVT scheme?” - offers a direct view into the families' financial ability to provide school supplies independently. The responses reveal a varying level of economic constraints across different districts:

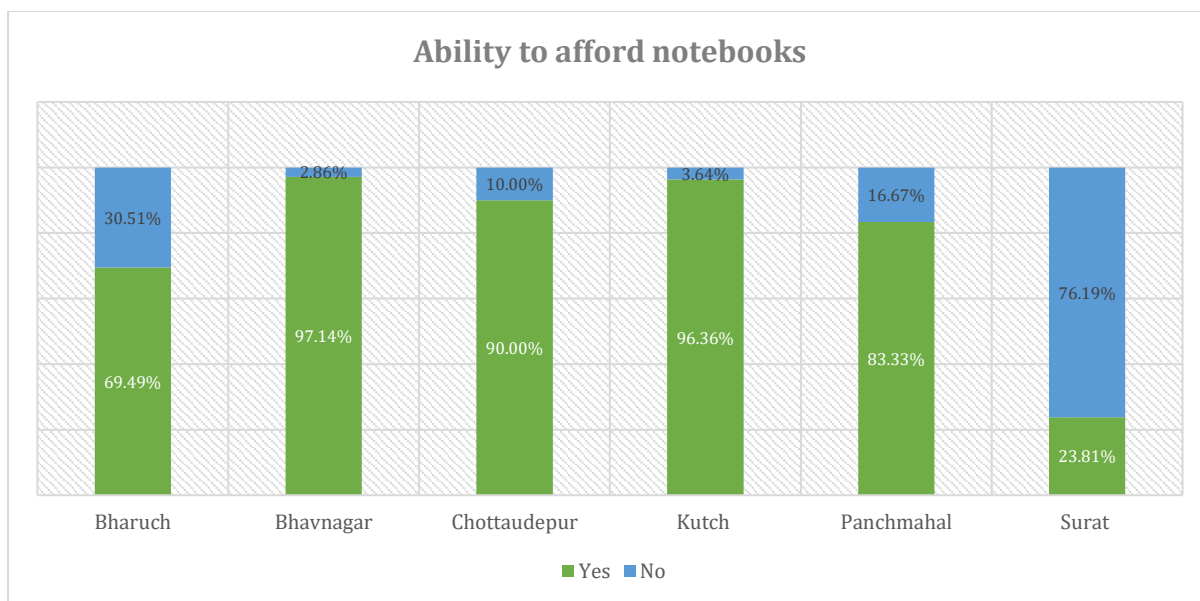


Fig 4.9: Graph depicting the ability to afford notebooks across districts

The table presents data on whether families in various districts had the means to buy all the notebooks they needed before the implementation of the GMDC-GVT scheme. It categorizes responses into two options: "Yes" and "No," alongside their respective percentages for each district.

In Bharuch, a significant majority (69.49%) of families reported being able to purchase all the necessary notebooks, while 30.51% indicated they could not. This trend of high accessibility continues in Bhavnagar, where an impressive 97.14% of families were able to secure all the notebooks they needed, leaving only 2.86% unable to do so. Chhotaudepur exhibited similar results with 90.00% confirming their capability to purchase notebooks, which signifies strong support within that community.

Conversely, Kutch showed a slight decrease, with 96.36% of families being able to buy their notebooks, yet still reflecting a robust level of access. Panchmahal reported that 83.33% of families could afford all the notebooks, indicating that while many families had the financial means, a notable 16.67% faced challenges.

Surat presented the starkest contrast among the districts, with only 23.81% of families able to buy all the notebooks they required, while a significant 76.19% could not. This suggests a pronounced disparity in access to educational resources within Surat compared to other districts.

Overall, the data illustrates a varied landscape of notebook affordability among different districts, highlighting significant challenges in some areas, particularly Surat.

4.2.3.2. Access to resources

Question 15: "Did you have to share notebooks with your siblings or friends before getting GMDC-GVT notebooks?"

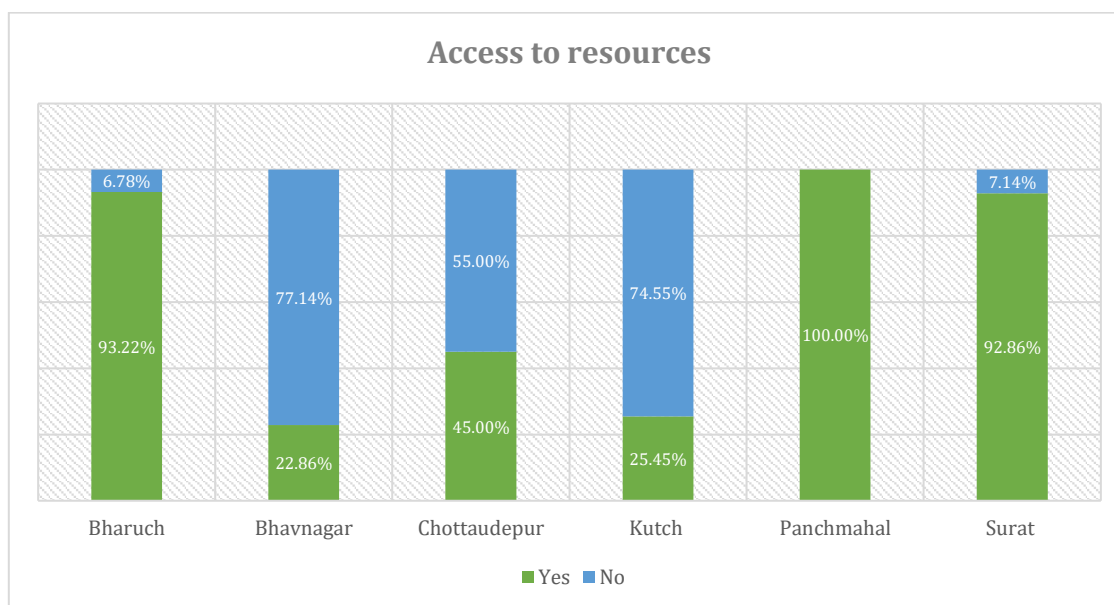


Fig 4.10: Graph depicting if children had to share notebooks across districts

The graph presents data on whether individuals had to share notebooks with their siblings or friends prior to acquiring GMDC-GVT notebooks. It categorizes respondents from various regions, indicating the percentage of respondents who answered "No" and "Yes" to the question.

In Bharuch, a significant majority, 93.22%, reported that they did not have to share notebooks, while only 6.78% indicated that they did. This suggests a relatively low prevalence of notebook sharing in this area. In contrast, Bhavnagar shows a stark difference, with 77.14% of respondents stating they had shared notebooks and only 22.86% stating otherwise. This suggests that sharing among peers is quite common in Bhavnagar.

Chhotaudepur presents a more balanced scenario, with 55% of respondents indicating they had to share notebooks and 45% responding negatively. Kutch also reveals a substantial portion of respondents, 74.55%, stating they did not share notebooks, whereas 25.45% did. Notably, Panchmahal stands out with a remarkable 100% of respondents indicating they shared notebooks, highlighting a unique trend in that region.

Finally, Surat's figures indicate that only 7.14% of respondents had to share notebooks with 92.86% not having to do so. This data collectively illustrates varied experiences across regions concerning notebook

sharing, with some areas showing a higher propensity for sharing than others, potentially reflecting local educational practices or resource availability.

4.2.3.3. Family Financial Constraints

Referring to Fig 4.7, 57.94% of families reported farming as their primary occupation. A family's capacity to save up money for educational costs may be hampered by the seasonal fluctuations and erratic income that come with farming, especially in rural areas.

Another 27.83% of families relied on daily wages, which typically represent low-income, informal employment. Daily wage earners frequently have unstable finances and might put necessities like shelter and food before school supplies.

In Bhavnagar, a striking 85.71% of the population is engaged in farming, showcasing the district's strong agricultural focus. The remaining segments comprise individuals involved in daily wages (5.71%), running small shops (7.14%), and other occupations (1.43%), indicating that while farming dominates, a small portion of the workforce engages in non-agricultural activities. Bharuch presents a more diverse occupational landscape. Here, only 30.51% of individuals are involved in farming, while a significant portion—50.85%—works in daily wage labor. This shift suggests a greater reliance on non-farming labor compared to other districts. Additionally, a small fraction runs small shops (1.69%), and a noticeable 16.95% falls under the "Other" category, reflecting a mix of various occupations that might contribute to the local economy. Kutch offers a balanced distribution, with 49.09% of its residents engaged in farming. However, daily wage labor comprises only 3.64%, while a notable 14.55% operate small shops, indicating some level of entrepreneurship within the district. The "Other" category is significant here as well, accounting for 32.73%, suggesting that Kutch has a diverse workforce with various unclassified occupations. Similarly, Surat shows a close relationship between farming (35.71%) and daily wage labor (45.24%). This near parity indicates a mixed labor force where both agricultural and wage labor coexist. Small shop ownership is less common, making up only 4.76%, while 14.29% of the workforce is involved in other activities, further emphasizing the district's diverse economic environment. Chhotaudepur stands out with its complete focus on farming, as indicated by the 100% of its population engaged in agricultural activities. This singular reliance on farming means that there are no individuals working in daily wage labor, small shops, or other occupations, setting it apart from the other districts that display varied employment distributions. Overall, the data reveals distinct occupational patterns that reflect the economic and cultural differences across these districts.

Overall, the financial conditions across the surveyed districts suggest significant challenges that hinder families' ability to provide adequate educational resources for their children. This context emphasizes

the importance of the GMDC-GVT notebook distribution initiative as a crucial support mechanism for these communities.

4.2.3.4. Summary

The Pre-Distribution Conditions section highlights the financial challenges and access to school supplies faced by families before the GMDC-GVT notebook distribution. Survey responses reveal varying levels of notebook affordability across districts, with significant disparities, such as Surat, where 76.19% of families struggled to purchase notebooks. Additionally, access to resources like sharing notebooks with siblings or peers was common, especially in Bhavnagar and Panchmahal. The financial constraints faced by families are primarily linked to occupations like farming and daily wage labor, which are affected by income instability. These factors underscore the need for the GMDC-GVT initiative as a vital support mechanism to address the educational resource gaps in these communities.

4.2.4. Post-distribution conditions

This section focuses on analysing how the distribution of notebooks by GMDC-GVT impacted students' educational engagement, motivation, and confidence in their studies. The following insights are drawn from the survey questions related to academic improvement, confidence, attendance, and motivation, revealing the program's effectiveness in supporting student learning.

4.2.4.1. Academic Improvement

The responses to the question "Did your teachers notice any improvement in your grades or participation?" reveal that the distribution of notebooks had a notable impact on students' academic engagement.

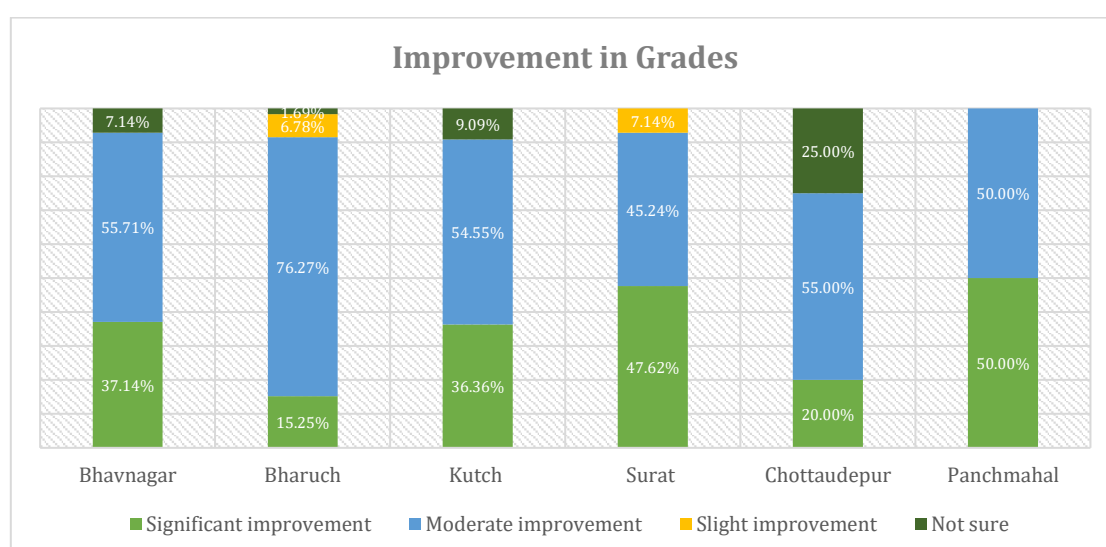


Fig 4.11: Graph depicting if children had any improvement in grades due to the scheme across districts

The table presents data on the perceived improvements in student grades and participation, as observed by teachers across various districts. It categorizes the responses into four distinct levels of improvement: moderate improvement, significant improvement, slight improvement, and not sure. Each district's responses are expressed in percentage terms, providing a clear overview of the educators' assessments.

In terms of perceived improvements, Bharuch stands out with a notable 76.27% of teachers reporting moderate improvement among their students, along with a smaller percentage of 15.25% indicating significant improvement. This suggests that a significant majority of educators in Bharuch believe that their students have shown at least some level of positive change in grades or participation.

Other districts such as Kutch and Bhavnagar also reflect positive outcomes, with 54.55% and 55.71% of teachers respectively reporting moderate improvement. In Kutch, 36.36% noted significant improvement, while in Bhavnagar, only 37.14% felt there was significant improvement. Interestingly, Surat demonstrates a different trend where 47.62% of teachers identified significant improvement, albeit with a lower percentage (45.24%) reporting moderate improvement. This varying data indicates that while many students across these districts show signs of improvement, the degrees of that improvement can differ significantly.

Chhotaudepur presents a mix of responses, with 55% indicating moderate improvement and 25% uncertain about the changes observed, highlighting some ambiguity in the improvement levels. Panchmahal shows an even split with 50% of responses leaning towards moderate improvement but no significant changes or uncertainty recorded. The table captures a rich landscape of teacher perspectives on student progress across these districts, highlighting the complexities and variances in educational outcomes.

4.2.4.2. Confidence in Studies

In response to the question "Do you feel more confident in your studies after receiving the notebooks?", students overwhelmingly reported an increase in confidence.

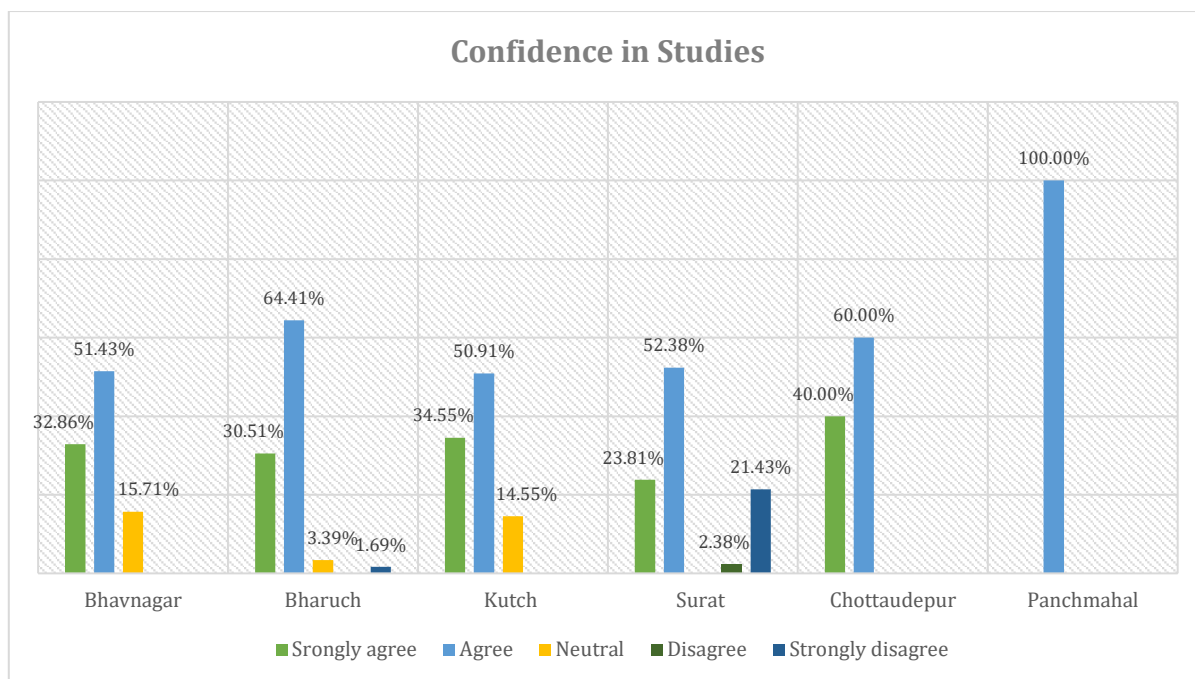


Fig 4.12: Graph depicting if children had any boost in confidence in studies due to the scheme across districts

The graph presents survey data regarding students' confidence in their studies after receiving notebooks across various districts. The question posed was whether students felt more confident in their studies following this resource provision. Each district reported varying levels of agreement among the respondents, illustrating a range of perceptions related to the notebooks' impact.

In Bhavnagar, a significant majority of students, 51.43%, expressed agreement, and 32.86% strongly agreed, suggesting a positive response overall. However, 15.71% of students remained neutral, while no respondents indicated strong disagreement or disagreement, indicating that the notebooks likely contributed to a generalized uplift in confidence among most participants.

Bharuch displayed even more positive results, with 64.41% agreeing and 30.51% strongly agreeing, making it clear that a substantial majority of students felt positively impacted. Only a small fraction, 5.08%, was neutral or expressed mild disagreement, pointing to a strong correlation between receiving the notebooks and increased confidence.

In Kutch, the data reveals a mixed response, with 50.91% of students agreeing and a noteworthy 34.55% remaining neutral. No respondents reported strong disagreement, suggesting that while some students felt confident, others may not have perceived a significant change in their studies due to the notebooks.

Surat's results indicate a diverse set of responses, with 52.38% agreeing and a notable portion, 21.43%, expressing strong disagreement. This variation signifies that the impact of the notebooks may not have been uniformly felt among students in this district, highlighting a potentially more complex relationship between material resources and student confidence.

Chhotaudepur showed overwhelming support, where 60% agreed and 40% strongly agreed, reflecting a strong positive sentiment. This unanimous agreement with no neutral or negative responses highlights a clear understanding among students in this district of the beneficial effects of the notebooks on their confidence.

Panchmahal stands out, as the entire student body (100%) expressed agreement with the statement. This unanimous indication suggests that the notebooks had a universally positive impact, enhancing the confidence of all participating students in their academic endeavours.

Overall, this question underscores the diverse range of responses across the districts, demonstrating how the provision of notebooks can significantly influence student perception and confidence in their academic pursuits.

4.2.4.3. Attendance Impact

The responses to "Do you attend school more often after receiving the notebooks?" highlight the program's positive impact on school attendance.

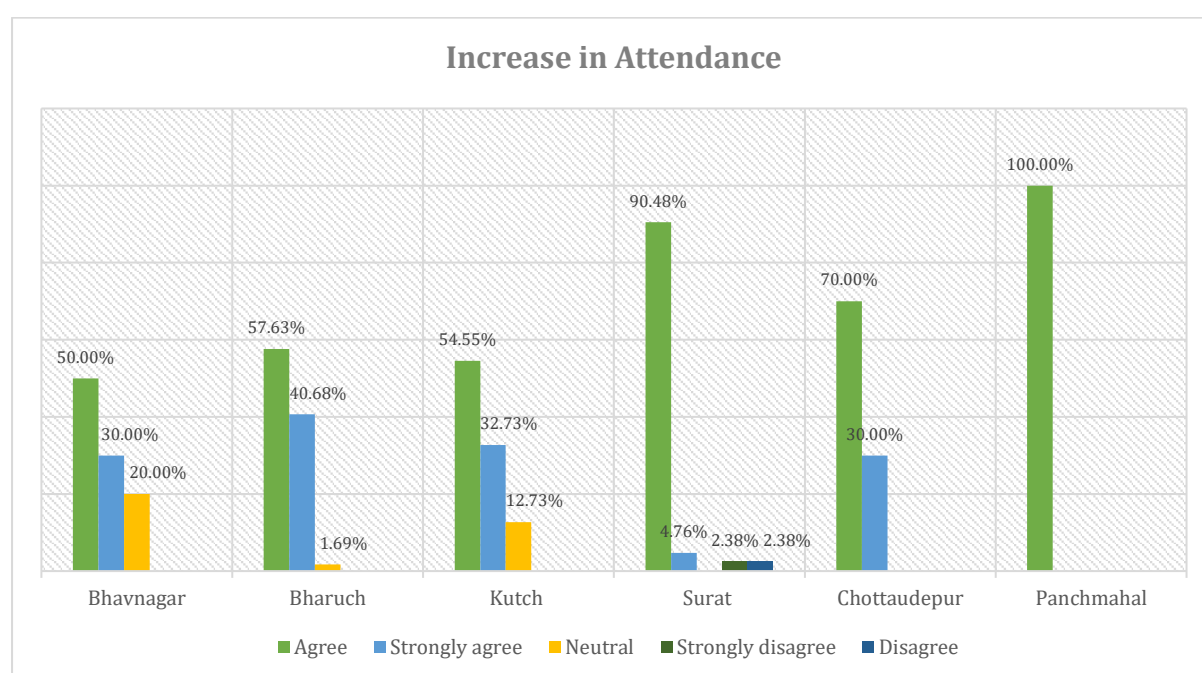


Fig 4.13: Graph showing the attendance impact across all districts

The graph presents a survey exploring the impact of receiving notebooks on school attendance across several districts. The respondents were asked whether they attended school more frequently after receiving the notebooks, and their responses were categorized into five different levels of agreement: strongly agree, agree, neutral, disagree, and strongly disagree.

In Bhavnagar, the majority of respondents—80%—expressed a positive sentiment towards the notebooks, with 50% agreeing and 30% strongly agreeing that their school attendance improved. However, 20% remained neutral, indicating mixed feelings among the respondents. Bharuch showcased a similar trend, with a notable 98.31% of respondents either agreeing or strongly agreeing, reflecting a high level of satisfaction with the impact of the notebooks.

Kutch demonstrated a slightly lower consensus, with 87.28% of respondents either agreeing or strongly agreeing about improved attendance. The data indicates that while a majority perceived a positive influence, a notable 12.73% remained neutral, suggesting varying impacts on different students. In contrast, Surat highlighted remarkable results, with an impressive 90.48% strongly agreeing that their attendance increased, signalling a significant positive response to the notebooks.

Chhotaudepur also showed strong support, with all respondents either agreeing or strongly agreeing, reflecting a unanimous belief in the beneficial effects of receiving the notebooks. Lastly, Panchmahal reported an extraordinary scenario where 100% of the respondents strongly agreed that their attendance improved after receiving the notebooks, indicating a complete alignment in perception among the students of this district. Overall, the data reveals a clear trend of improved school attendance correlated with the distribution of notebooks across the surveyed districts.

4.2.4.4. Motivation to Study

When asked, "How motivated are you to study now that you have the notebooks?", students showed high levels of motivation, reflecting the positive impact of the notebook distribution on their academic enthusiasm.

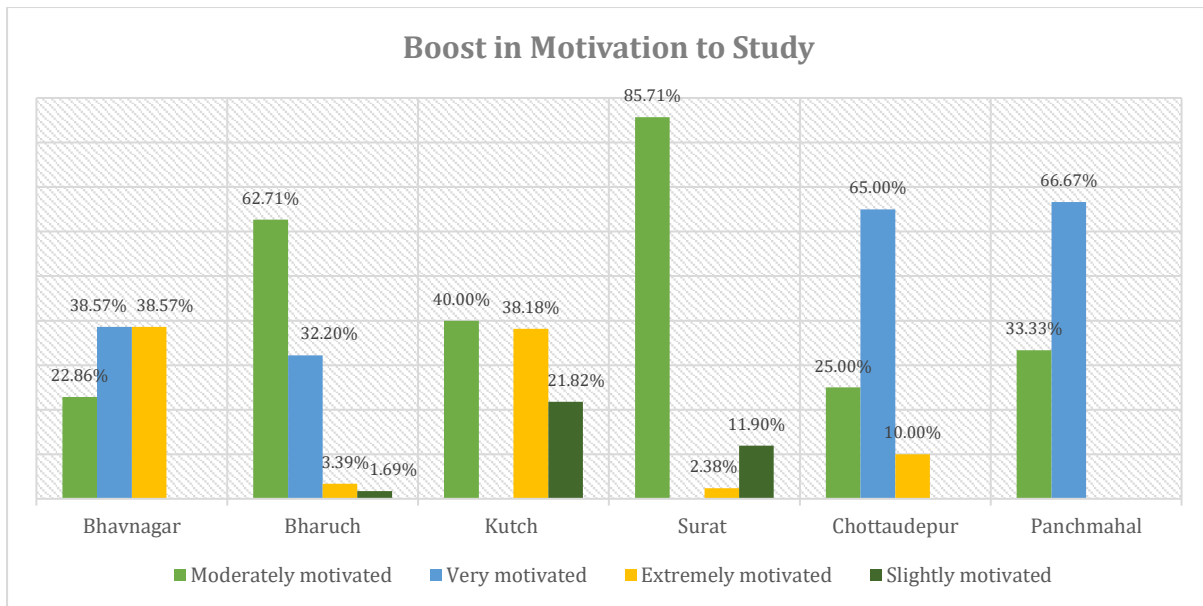


Fig 4.14: Graph depicting the increase in motivation among students across all districts

The graph presents data on the motivation levels of students across various districts now that they have received notebooks. Each district reports the percentage of respondents categorized into four motivational levels: "Moderately motivated," "Very motivated," "Extremely motivated," and "Slightly motivated."

In Bhavnagar, the response is relatively balanced, with 22.86% of respondents feeling moderately motivated, while a higher percentage, 38.57%, report being either very or extremely motivated. Notably, no respondents in Bhavnagar identify as slightly motivated, indicating a stronger inclination toward positive motivation levels among the students. In contrast, Bharuch shows a different trend, where a significant 62.71% of students feel moderately motivated. However, only a small fraction expresses extreme motivation, suggesting varying levels of enthusiasm among the students.

Kutch presents a more diverse motivational response, with 40% of students moderately motivated and a notable 21.82% expressing slight motivation. The lack of any students feeling very motivated in this district indicates potential areas for improvement. On the other hand, Surat stands out with an impressive 85.71% of students feeling moderately motivated, but a worrying trend emerges as only 2.38% indicate extreme motivation, and 11.90% feel slightly motivated, suggesting a need for interventions to enhance overall motivation.

Chhotaudepur shows a strong inclination toward positive motivation levels, with 65% reporting as very motivated and 10% as extremely motivated, indicating a high level of engagement within this district. Lastly, Panchmahal reveals a positive trend as well, with 66.67% of students feeling very motivated and none reporting extreme or slight motivation. This consistency across the districts highlights the

varying degrees of motivation students feel towards studying with the new notebooks, suggesting different impacts of resource availability on student engagement across regions.

4.2.4.5. Summary

In all districts surveyed, the GMDC-GVT Notebook Distribution Project has greatly increased students' motivation, attendance, academic engagement, and confidence. Positive academic results were reported by teachers in Bharuch (76.27% moderate, 15.25% considerable improvement) and Surat (47.62% major improvement), whereas Panchmahal and Chhotaudepur unanimously supported higher motivation and attendance rates. With Bharuch (94.92% agreeing/strongly agreeing) and Panchmahal (100% agreement) dominating the responses, confidence levels significantly increased. There was widespread reporting of increased attendance, with Chhotaudepur and Bharuch reaching complete agreement on increased school involvement (98.31%). Although districts like Surat showed mixed perceptions, the program's overall impact highlights its success in addressing educational barriers and fostering academic growth, with room for district-specific refinements.

4.2.5. Overall impact

4.2.5.1. Equitable Access to Benefits

Question 40: "Do you think all students, no matter their background, got the same benefits from the notebooks?"

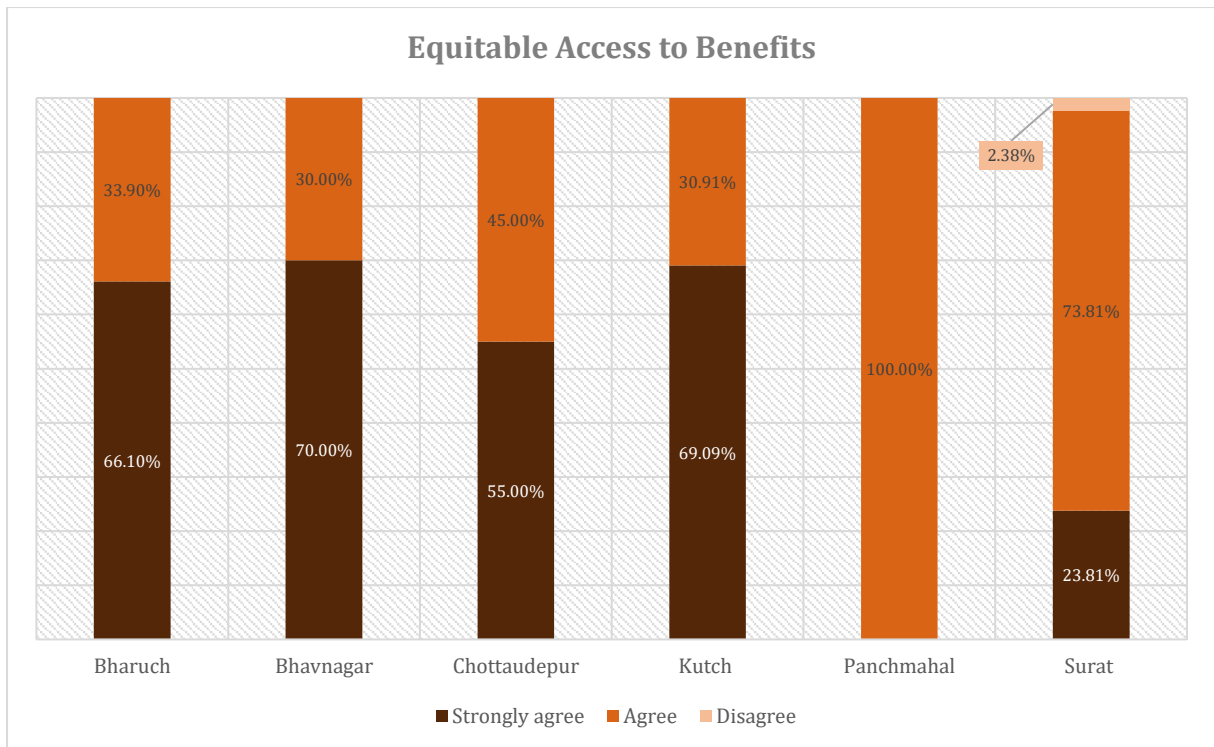


Fig 4.15: Graph depicting the Equitable access to benefits across all districts

The graph presents the perspectives of students from various regions regarding the benefits they received from notebooks, using a scale that includes "Agree," "Disagree," and "Strongly Agree."

In the region of Bharuch, 33.90% of students agreed that they received equal benefits from the notebooks, while none disagreed, and a significant 66.10% strongly agreed with the statement. Similarly, in Bhavnagar, 30% agreed and 70% strongly agreed, also with no disagreements recorded. This indicates a positive perception of the advantages offered by the notebooks in these two areas.

Chhotaudepur showcased a slightly different perspective, with 45% of students agreeing and 55% strongly agreeing, again leaving no room for disagreement. Kutch mirrors this trend, where 30.91% agreed, and a slightly higher percentage of 69.09% strongly agreed. Both areas reflect a consensus among students that the notebooks were beneficial, although the strength of their agreement varies.

Panchmahal stands out remarkably, with 100% of students agreeing but none indicating strong agreement or disagreement. This could imply a strong consensus that the notebooks met their needs. In contrast, Surat displays a more varied perspective, where 73.81% agreed, 2.38% disagreed, and 23.81% strongly agreed. This suggests that while a majority found value in the notebooks, there is a notable portion of students who were not entirely convinced of their effectiveness.

Overall, the graph highlights a generally positive view of the notebooks' benefits across the different regions, with most students expressing agreement or strong agreement.

4.2.5.2. Support for Low-Income Students

Question 41: "Do you think the notebooks helped students who couldn't buy school supplies before?"

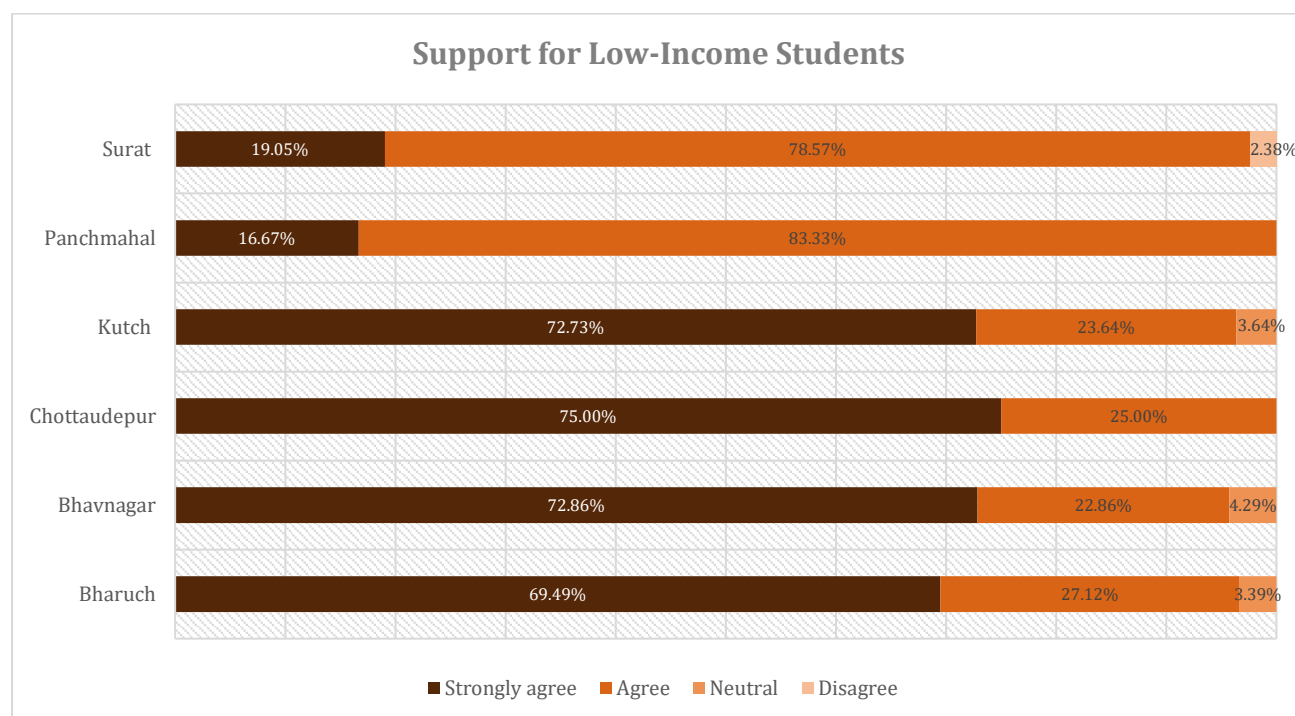


Fig 4.16: Graph depicting Support for Low-Income students among all districts

The graph presents survey results regarding the impact of notebooks on students who previously struggled to acquire school supplies. The outcomes reveal a predominantly positive response across all locations surveyed, with many students agreeing on the benefits of receiving notebooks.

In Bharuch, 69.49% of respondents strongly agreed that the notebooks were helpful, while 27.12% agreed, resulting in a combined positive response of 96.61%. Similarly, Bhavnagar showed a strong inclination toward agreement, with 72.86% strongly agreeing and 22.86% agreeing, summing up to 95.72%. Chhotaudepur also exhibited a significant positive perspective, with 75% of respondents strongly agreeing. Kutch had a slightly lower but still favourable response, with 72.73% strongly agreeing and 23.64% agreeing.

Notably, Panchmahal stood out, as an impressive 83.33% of participants agreed, although only 16.67% expressed strong agreement. Surat also demonstrated a positive outlook, where 78.57% strongly agreed the notebooks made a difference, complemented by a small percentage (2.38%) who disagreed. Overall,

the data show that the distribution of notebooks has had a profound positive effect on students across these regions, illustrating an essential step towards improving access to educational resources.

4.2.5.3. Satisfaction and Areas for Improvement

Question 43: "How happy are you with the notebooks you received?"

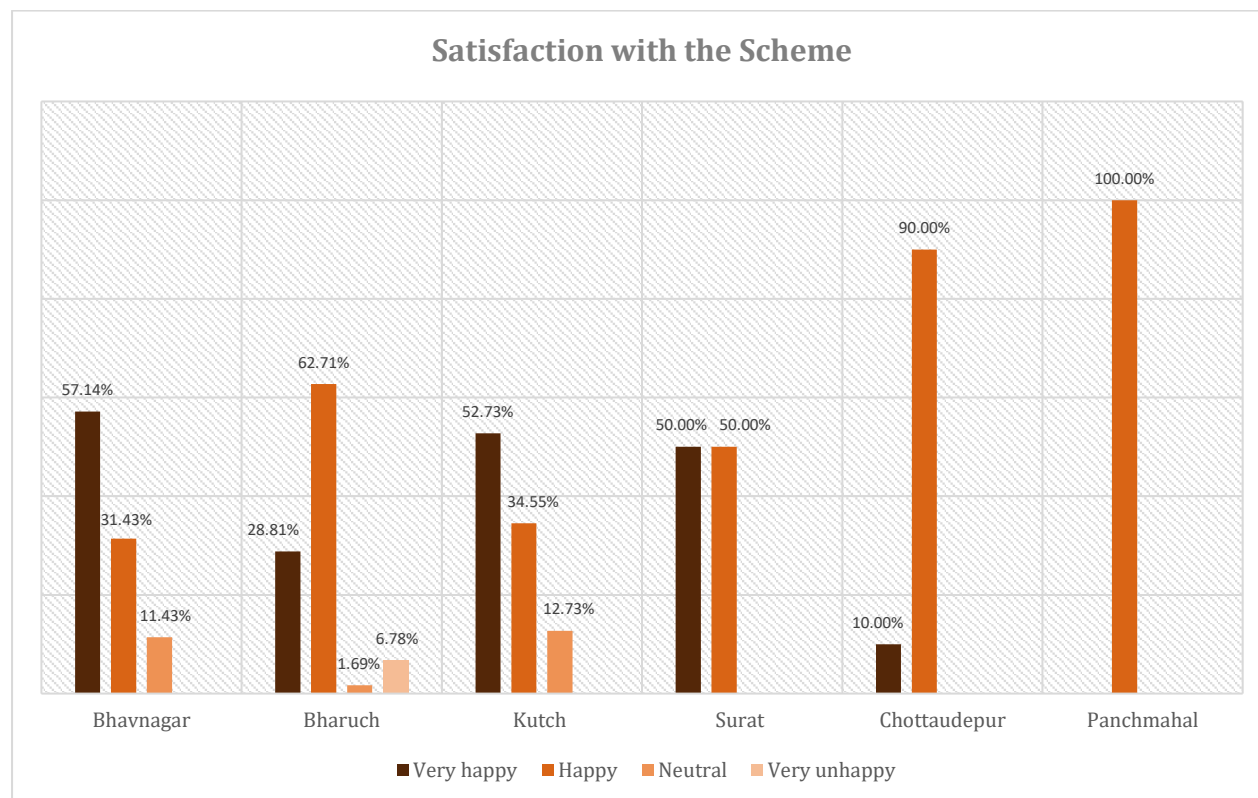


Fig 4.17: Graph depicting the satisfaction with the scheme across all districts

The graph presents survey results regarding the satisfaction levels of recipients with notebooks they received across various districts. Each district is evaluated based on the percentages of respondents who feel different levels of happiness about the notebooks, categorized as "Happy," "Very Happy," "Neutral," and "Very Unhappy."

Starting with the Bhavnagar district, a significant majority of respondents reported being either happy (31.43%) or very happy (57.14%), while a minimal percentage felt neutral (11.43%) and none expressed feelings of being very unhappy. This indicates a generally positive sentiment towards the notebooks in Bhavnagar.

Moving to Bharuch, the responses are even more favorable, with 62.71% of people feeling happy and 28.81% very happy. The neutral responses are minimal at 1.69%, while 6.78% of participants expressed dissatisfaction, indicating that the majority still hold a positive view overall.

In Kutch, the distribution reflects a similar trend as Bhavnagar, with 34.55% being happy and 52.73% very happy. The percentage of neutral responses was slightly higher at 12.73%, but like Bhavnagar, there were no reports of extreme dissatisfaction, showcasing a generally positive feedback.

Surat presents an interesting case where happiness is split evenly between the "Happy" and "Very Happy" categories, each receiving 50% of the responses, with no participants being neutral or very unhappy. This suggests a satisfactory reception of the notebooks among respondents in this district.

Chhotaudepur stands out with a remarkable 90% of respondents expressing happiness, with the remaining 10% categorizing themselves as very happy. Essentially, everyone in Chhotaudepur feels positively toward the notebooks, as there are no neutral or unhappy responses recorded.

Lastly, Panchmahal reflects an exceptionally positive outcome, with a perfect 100% of respondents reporting happiness with the notebooks. This complete satisfaction indicates that the resources delivered in this district meet or exceed expectations without any reservations from respondents.

Overall, the data reveals a predominantly positive response across all districts regarding the notebooks, with notable satisfaction levels recorded especially in Panchmahal and Chhotaudepur.

4.2.5.4. Educational Impact

Question 45: "How did receiving the notebooks affect your education?"

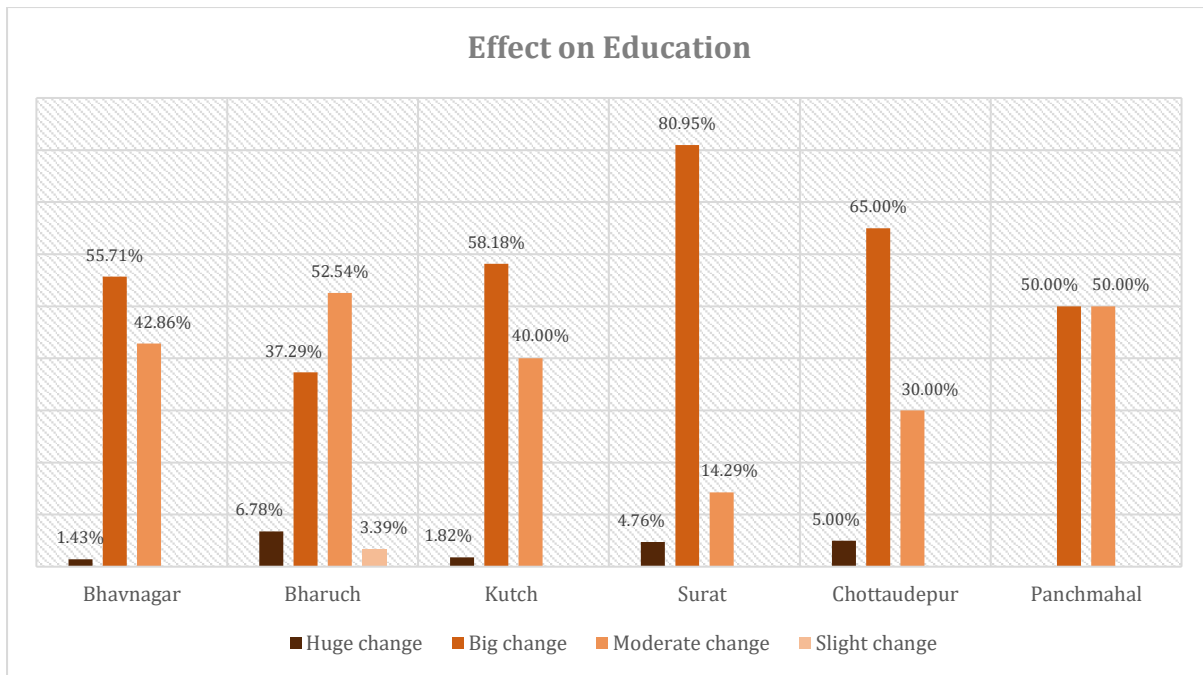


Fig 4.18: Graph depicting the scheme's effect on education across all districts

The graph presents a breakdown of how receiving notebooks has influenced education across various districts, highlighting the perceptions of students in terms of the extent of change experienced. Each district's responses are categorized into four levels of change: "Big change," "Moderate change," "Huge change," and "Slight change," with the percentages indicating the proportion of students who selected each option.

In Bhavnagar, a significant majority reported a "Big change" at 55.71%, followed closely by those experiencing a "Moderate change" at 42.86%. The responses indicate a minimal perception of "Huge change" and no one reported a "Slight change." Bharuch exhibits a different trend, where 37.29% felt there was a "Big change," while a notable 52.54% indicated a "Moderate change," and smaller fractions reported "Huge" and "Slight" changes.

Kutch shows a similar pattern to Bhavnagar, with 58.18% of respondents noting a "Big change" and a strong 40% recognizing a "Moderate change." In contrast, Surat stands out with a remarkable 80.95% of students reporting a "Big change," suggesting a strong positive impact on their education. A smaller portion, at 14.29%, acknowledged a "Moderate change," while very few observed a "Huge change."

Chhotaudepur reflects a mixed response but aligns closely with Kutch, where 65% noted a "Big change" and 30% reported a "Moderate change." This consistency across districts showcases the varied perceptions influenced by factors such as community engagement and resource availability. Lastly, Panchmahal presents an even split between those indicating a "Big change" and a "Moderate change,"

both at 50%, with no reports of either "Huge" or "Slight change," suggesting a more uniform experience among students in that district.

Overall, the data illustrates a pervasive belief among students that the provision of notebooks has significantly benefitted their educational experience, with varying levels of perception across different districts.

4.2.5.5. Summary

The overall impact of the GMDC-GVT Notebook Distribution Project reflects widespread positive outcomes across all surveyed districts, emphasizing equitable access, support for low-income students, satisfaction, and significant educational benefits. Over 95% of students in districts like Bhavnagar and Bharuch agreed that they received equal benefits, and Panchmahal reported a unanimously positive reaction. Low-income children benefited greatly from the notebooks, which were highly praised in Bhavnagar (95.72%) and Bharuch (96.61%), confirming their function in closing resource gaps. Surat displayed a balanced "happy" and "very happy" mood at 50% each, whereas districts like Panchmahal (100%) and Chhotaudepur (100%) led in overall satisfaction with the notebooks. In terms of educational impact, the majority of students in districts such as Surat (80.95%) and Kutch (58.18%) reported a "big change" in their studies, reflecting improved access to resources and motivation to learn. All things considered, the project has been successful in expanding educational opportunities, advancing equity, and encouraging successful academic results in a variety of socioeconomic and geographic circumstances.

4.3 Theme-wise findings of data collected from Parents

4.3.1. Socio-Economic Background of Beneficiary Families

Understanding the socio-economic background of families involved in the GMDC-GVT notebook distribution project provides crucial insights into the project's impact. This background analysis addresses the family income sources, family size, and the economic challenges faced by these communities, which the project aimed to alleviate by reducing the educational expenses burden.

4.3.1.1. Number of Working Members

This section depicts the number of working members in the households by each district. This is an important aspect of the socio-economic background of the families. When the number of working members is low, initiatives like notebook distribution come in handy for the families as they ease the financial burden of procuring educational materials.

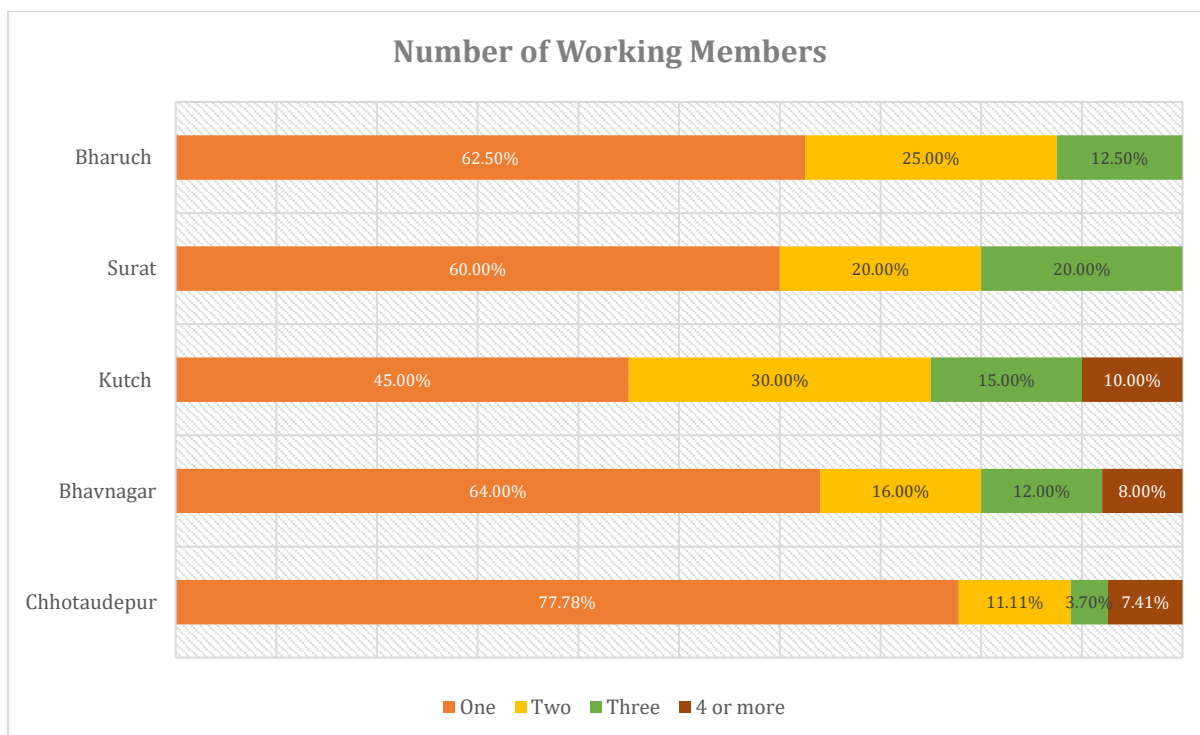


Fig 4.19: Graph depicting the number of working members in families

The graph provides insights into the employment status of family members across different districts, highlighting the distribution of the number of working members. Each district is represented with percentage breakdowns showing how many families have one, two, three, or four or more working members. The data leads to a better understanding of the workforce composition within families in these specific regions.

In Chhotaudepur, a majority of families (77.78%) report having one working member, with fewer families supporting two (11.11%) or three (3.70%) working members. A small fraction (7.41%) has four or more working members, indicating a tendency towards single-income households. This pattern suggests a potential reliance on fewer income sources, possibly influenced by local economic conditions. In contrast, Bhavnagar shows varied employment among families, with 64% having one working member, 16% with two, and a notable 12% having three working members. Only 8% of families report four or more working members, reflecting a slightly more diverse labor participation compared to Chhotaudepur. The higher percentage of families with two and three working members indicates a trend towards dual-income households in this district. Kutch presents an interesting distribution where 45% of families have one working member, but there's a significant percentage—30%—with two working members. Furthermore, 15% of families support three working members, while only 10% have four or more. This suggests a shift towards increased family employment opportunities, possibly driven by local economic initiatives. In Surat, the distribution remains consistent with 60% of families having one working member, balanced by 20% each with two and three working

members. Uniquely, there are no families reporting four or more members working. This distribution hints at a moderate level of family workforce participation, suggesting potential economic stability. Lastly, Bharuch mirrors patterns found in other districts, with 62.5% of families having one working member. The presence of 25% and 12.5% of families with two and three working members respectively shows a diversified family workforce. Similar to Surat, there are no families with four or more working members, indicating a trend where most households may prefer to keep workforce participation lower while still maintaining some level of diversity in employment.

Given the significant percentage of families with only one or two working members in many districts, financial strain could hinder students' access to essential educational materials. By implementing a distribution scheme that aligns with these socio-economic insights, we're not only providing necessary supplies but also promoting educational equity for children from varying economic backgrounds.

4.3.1.2. Number of School-Going Children in the families

Our goal is to capture the number of school-aged children in families. Having many children in one family can make it challenging for them to provide financially for each child's education.

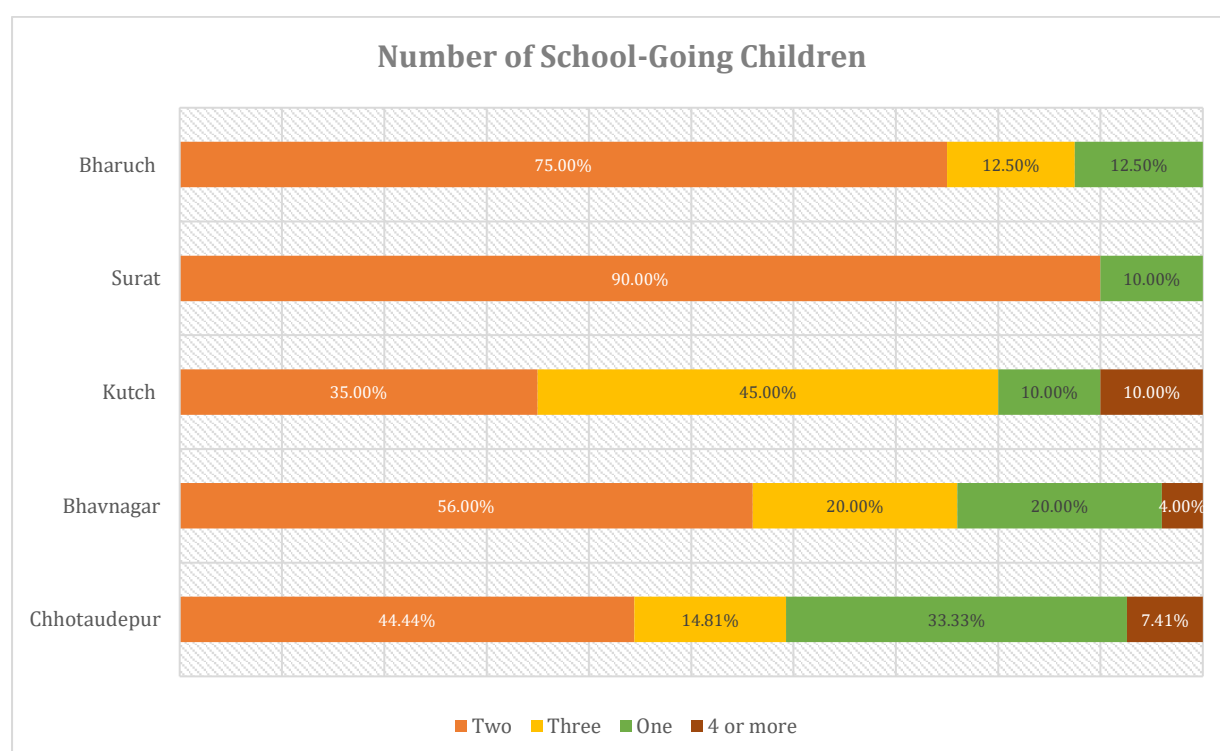


Fig 4.20: Graph depicting the number of school-going children in families

The above graph presents data on the number of school-going children across different districts, providing a breakdown of families based on how many children they have enrolled in school. Each

district is represented with percentages indicating how many families have two, three, one, or four or more children attending school.

In Chhotaudepur, a significant portion of families, 44.44%, reported having two children in school, while 33.33% have one child, and only a small fraction, 7.41%, indicated having four or more children in the education system. Bhavnagar shows a similar trend, with the majority of families (56.00%) having two children in school, while 20.00% each have three and one child, and just 4.00% report four or more children. In contrast, Kutch displays a more balanced distribution, with 45.00% of families having three children in school, but only 35.00% with two. Meanwhile, Surat stands out with a striking 90.00% of families having two children enrolled, while just 10.00% have one child in school. Bharuch also follows this pattern, showing 75.00% of families with two children, but a notable 12.50% each have one or three children attending school.

This data highlights varying educational engagements in different districts, which can be pivotal for programs aimed at improving educational resources. It's essential to recognize that areas with larger numbers of school-going children may require proportionally more resources (notebooks), to ensure that every child has the necessary tools for their education. Targeting the districts based on the number of children reported can help maximize the impact of the distribution program, supporting families in fostering a conducive learning environment for their children.

4.3.1.3. Monthly Income of the Families

We will now look into the monthly income of the families from our sample. Families with less monthly income might require more support financially to help with their children's education.

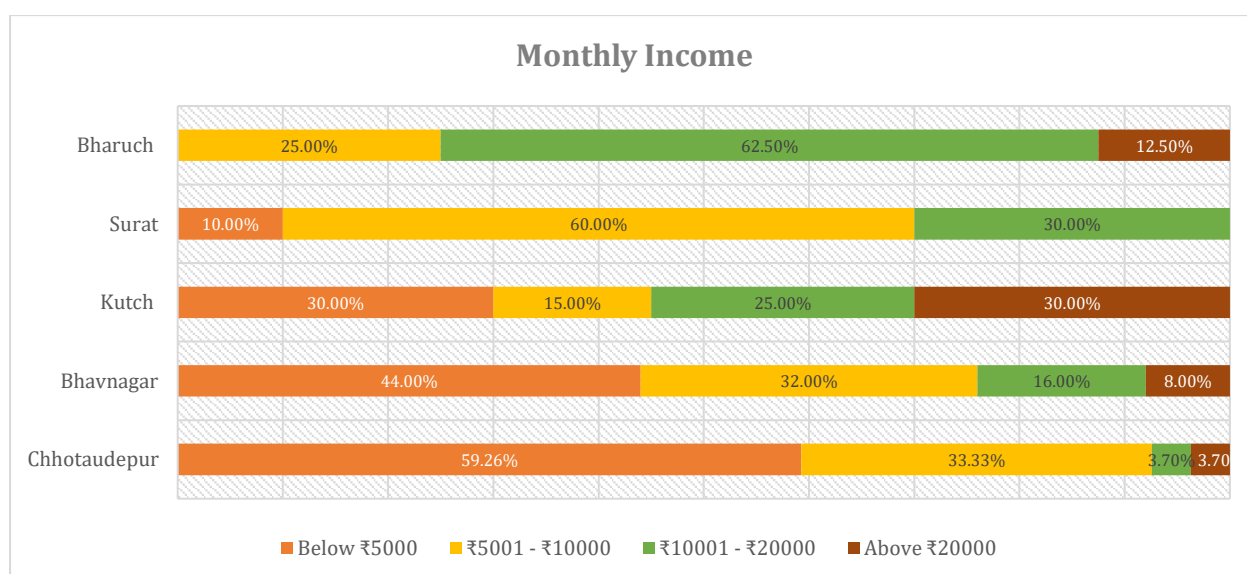


Fig 4.21: Graph depicting the monthly income of the sample families

This graph outlines the monthly income distribution of families in various districts, categorizing their income into four distinct ranges: below ₹5000, ₹5001 - ₹10000, ₹10001 - ₹20000, and above ₹20000. This data illustrates the percentage of families in each category, providing insightful comparative statistics across the districts of Chhotaudepur, Bhavnagar, Kutch, Surat, and Bharuch.

In Chhotaudepur, a significant portion, 59.26%, resides with a monthly income below ₹5000. The income distribution is skewed towards the lower-end, although a notable 33.33% falls within the ₹5001 - ₹10000 range. Conversely, Bhavnagar shows a slight shift with 44% of families earning under ₹5000 while 32% earn just above this threshold. Kutch presents a more diversified income distribution, as 30% of families are located in both the lower and upper-income brackets, showing a more even spread.

Surat's data reflects a unique profile, where only 10% of families earn below ₹5000, suggesting a relative economic uplift in comparison to the other regions. Instead, the bulk of families, 60%, fall between ₹5001 - ₹10000, indicating a healthy middle-income population. Meanwhile, Bharuch shows that no families register below ₹5000, with a significant 62.5% earning between ₹10001 - ₹20000, highlighting a strong middle-class presence and relative economic stability.

These income disparities across districts are crucial to understanding the needs of each community, particularly in terms of educational resources. Linking this information to the notebook distribution scheme, it becomes evident that areas with higher proportions of families earning less might benefit significantly from such programs. Providing educational materials like notebooks to these families could help alleviate some of the burdens associated with schooling, thus fostering greater access to education for children in lower-income brackets. The scheme can serve as a vital step towards bridging educational gaps and ensuring that all children, regardless of their family's financial situation, have the tools they need to succeed academically.

4.3.1.4. Summary

The socio-economic background of beneficiary families highlights the critical role of the GMDC-GVT notebook distribution project in addressing financial challenges and promoting educational equity. In areas like Chhotaudepur (77.78%) and Bhavnagar (64%), the majority of families have only one working member, highlighting their reliance on meagre wages and highlighting the value of outside assistance like free notebooks to lessen financial constraints. The demand for educational resources is raised by the fact that different districts have different percentages of school-age children. For example, Surat (90%) and Bharuch (75%) indicate that two children per family attend school. Income disparities also highlight the financial difficulties that families face; in Surat, only 10% of families earn less than ₹5,000 per month, indicating comparatively better economic conditions, whereas a sizable portion of families in Chhotaudepur (59.26%) and Bhavnagar (44%). These findings support the need for the notebook distribution program to give families, especially those in low-income communities, access to

necessary educational resources, lowering financial barriers and guaranteeing that all children receive a high-quality education.

4.3.2. Process Analysis

This section examines the efficiency of the distribution process, including the frequency, timeliness, and ease of collection, to determine how well the project's logistics met the needs of different communities.

4.3.2.1. Obtaining Notebooks

This section examines the main objective of the scheme: whether the children received the notebooks they were supposed to.

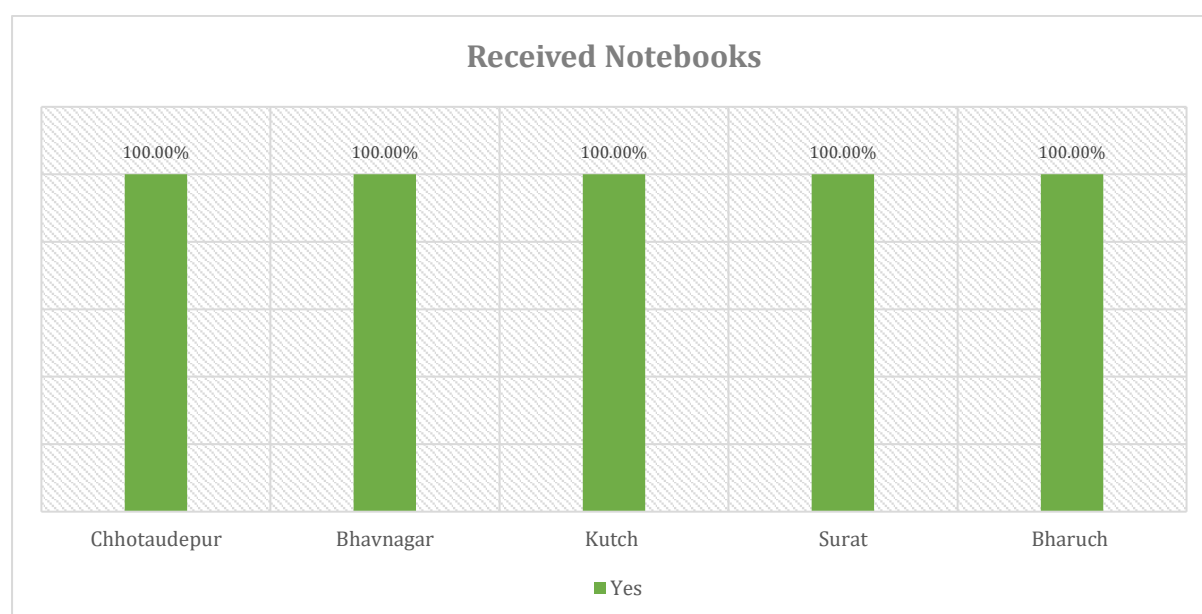


Fig 4.22: Graph depicting if the children received notebooks

The graph presents data regarding the distribution of notebooks from GMDC-GVT across various districts. Each district is evaluated based on whether the children received the notebooks, with a focus on the percentage of affirmative responses.

According to the data, every district listed—Chhotaudepur, Bhavnagar, Kutch, Surat, and Bharuch—reports a 100% response rate for the receipt of notebooks. This indicates that all surveyed children in these districts received notebooks, reflecting a successful distribution program by GMDC-GVT. The uniformity in the data suggests that the initiative was effectively implemented across these regions without any reported discrepancies or issues.

4.3.2.2. Distribution Frequency

Here, we examine how many times in a year the children received notebooks from GMDC-GVT through the notebook distribution scheme.

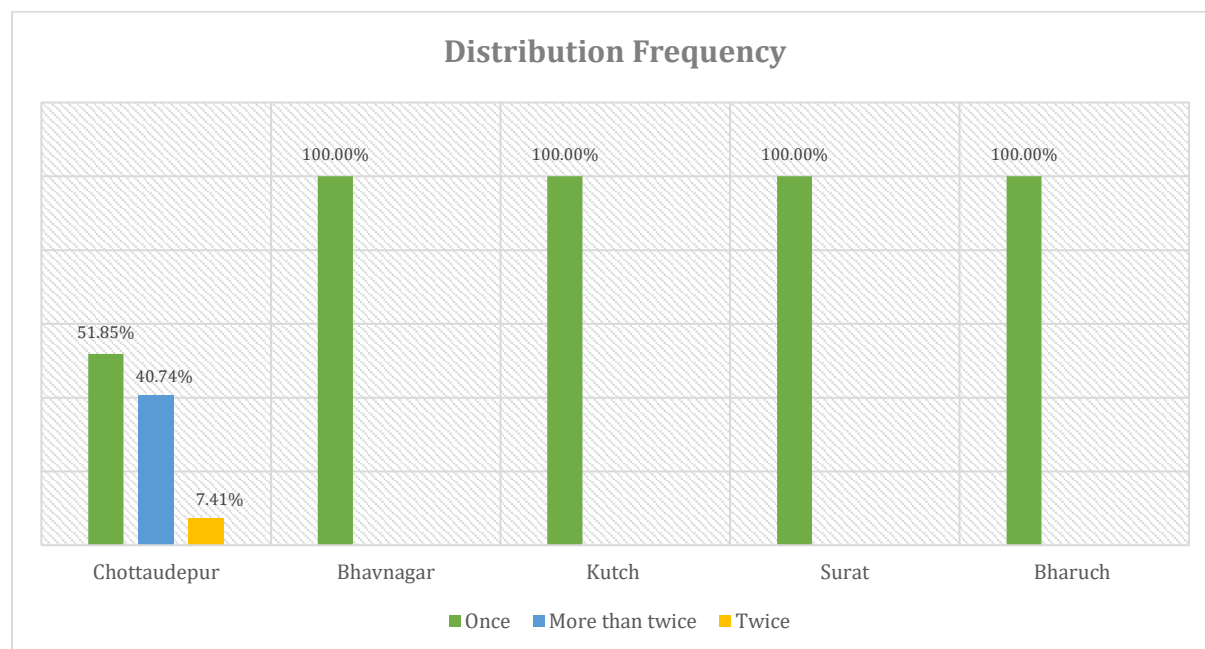


Fig 4.23: Graph depicting the notebook distribution frequency

The table presents data on how often children received notebooks under a distribution scheme across various districts. Each district reports the frequency of distribution, categorized into three responses: "Once," "Twice," and "More than twice." The percentage representation indicates the proportion of respondents from each district who received notebooks within the specified timeframe.

In Chhotaudepur, a significant 51.85% of children received notebooks once, while 40.74% received them more than twice, and only 7.41% received them twice. This distribution suggests a relatively effective reach among students. In contrast, the remaining districts—Bhavnagar, Kutch, Surat, and Bharuch—showed unanimous percentages, with 100% of respondents indicating they received notebooks only once. This uniformity across these districts highlights a consistent distribution pattern, where children did not receive additional notebooks beyond the initial allocation.

Overall, the data reflects the efficiency of the notebook distribution scheme, particularly in Bhavnagar, Kutch, Surat, and Bharuch, where all participating students received their allotment without discrepancies. The high percentage of distribution in Chhotaudepur, alongside the total coverage in the other districts, demonstrates that the scheme is effectively reaching its target population, ensuring that students have the necessary supplies for their education.

4.3.2.3. Delay and Difficulty in the Distribution and Collection of Notebooks

This section will help us understand if there were any delays in distribution or any difficulty in the collection of the notebooks. This directly gives us insights into the efficiency of the distribution process.

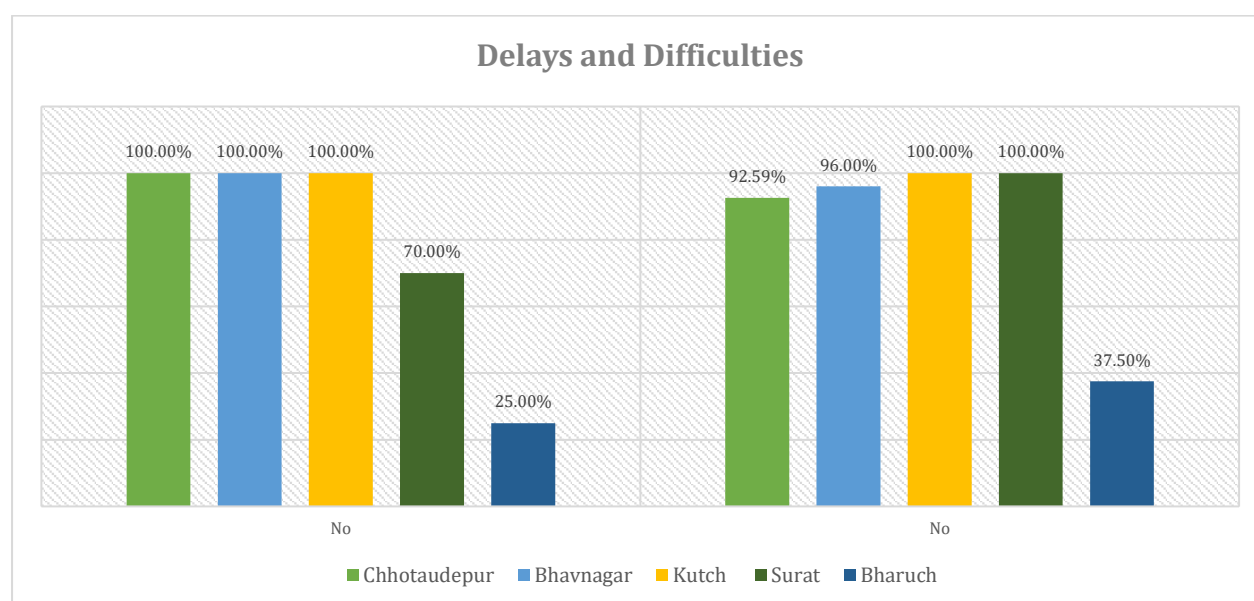


Fig 4.24: Graph depicting any delays and difficulties in distribution and Collection of Notebooks

This graph shows the results of two key survey questions regarding the distribution and collection of notebooks across various districts. The first question inquires about delays in receiving the notebooks, revealing varied responses across districts. In Chhotaudepur, Bhavnagar, and Kutch, there were no reported delays, with 100% of respondents indicating timely receipt. Conversely, Surat experienced a notable 30% of respondents citing delays, while Bharuch had the highest percentage of delays at 75%, significantly affecting the overall satisfaction with the distribution process.

The second question addresses the difficulties faced in collecting the notebooks. Here, the results again highlight a generally positive experience in most districts. Chhotaudepur and Bhavnagar reported minimal difficulties, with 92.59% and 96% respectively indicating they faced no issues. Kutch and Surat recorded even more favourable results, with 100% of respondents in both districts stating they encountered no challenges in the collection process. However, it's worth noting that Chhotaudepur did have a small percentage (7.41%) of respondents experiencing difficulties, suggesting that while the collection process was mostly smooth, there were some isolated instances of issues.

Overall, the distribution process can be seen as mostly efficient, particularly in Chhotaudepur, Bhavnagar, and Kutch, where prompt delivery and collection of notebooks were common. However, the significant delays reported in Bharuch and the challenges observed in Surat indicate that there are areas needing improvement. To enhance overall efficiency, it may be beneficial to investigate the

reasons behind the delays and difficulties in these districts and develop targeted strategies to address these challenges, ensuring a smoother process for future distributions.

4.3.2.4. Summary

The socio-economic background of beneficiary families highlights the critical role of the GMDC-GVT notebook distribution project in addressing financial challenges and promoting educational equity. Most families in districts like Chhotaudepur (77.78%) and Bhavnagar (64%) have only one working member, emphasizing their dependence on limited incomes and underscoring the significance of external support like free notebooks to ease financial burdens. The number of school-going children also varies across districts, with areas like Surat (90%) and Bharuch (75%) predominantly reporting two children per family attending school, which increases the demand for educational resources. Income disparities also highlight the financial difficulties that families face; in Surat, only 10% of families earn less than ₹5,000 per month, indicating comparatively better economic conditions, whereas a sizable portion of families in Chhotaudepur (59.26%) and Bhavnagar (44%). These findings support the need for the notebook distribution program to give families, especially those in low-income communities, access to necessary educational resources, lowering financial barriers and guaranteeing that all children receive a high-quality education.

4.3.3. Pre-Distribution Analysis

Analysing the spending habits and sharing practices before the distribution initiative provides insights into the project's financial relief and academic impact.

4.3.3.1. Monthly Spending on School Supplies before the Scheme

One key aspect of pre-distribution analysis is examined here: the amount of money families spent on school supplies prior to the scheme.

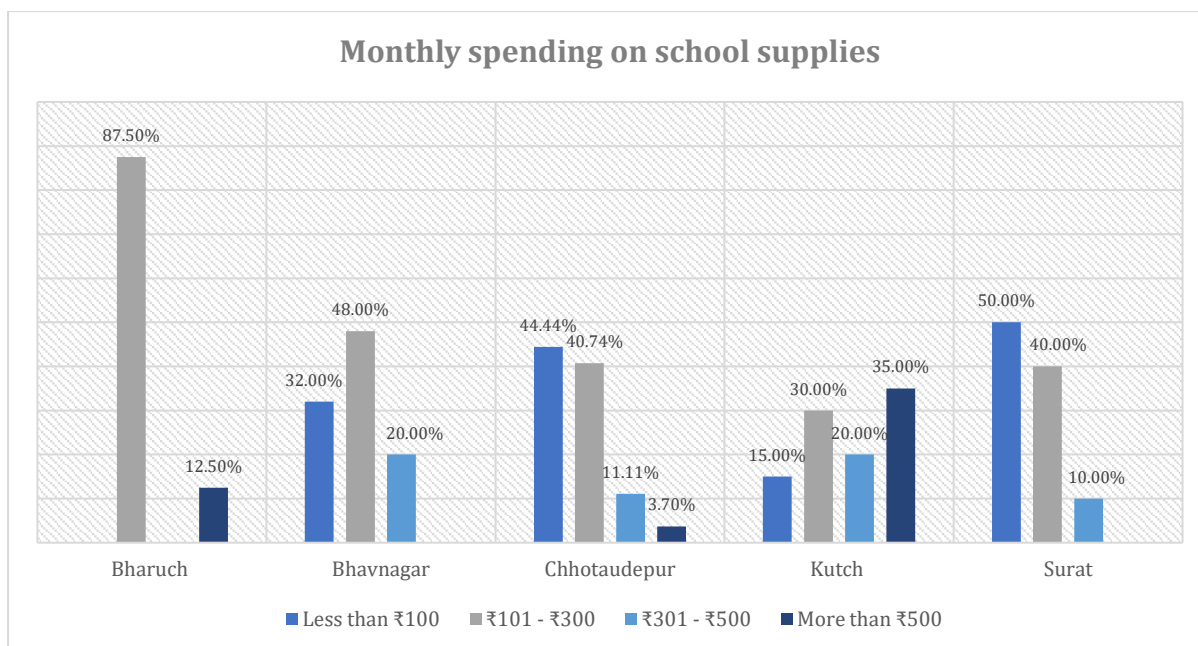


Fig 4.25: Graph depicting monthly spending on school supplies before the scheme

The graph provides a breakdown of the monthly spending on school supplies across various cities before the implementation of a notebook distribution scheme. The data is categorized into four spending ranges: "Less than ₹100," "₹101 - ₹300," "₹301 - ₹500," and "More than ₹500." Each percentage reflects the portion of respondents from each city who fall within these ranges, illustrating different patterns of financial commitment to school supplies.

Starting with Bharuch, a significant 87.50% of respondents reported spending between ₹101 and ₹300 monthly, suggesting that most families maintained a moderate budget for educational supplies. However, a smaller 12.50% indicated spending more than ₹500, pointing to minimal extreme cases of high spending in this city. In Bhavnagar, the spending is relatively evenly distributed, with 32.00% of participants spending under ₹100 and a majority of 48.00% spending within the ₹101 - ₹300 range. Additionally, 20.00% of respondents indicated expenditures of ₹301 - ₹500, while none reported spending more than ₹500. This pattern suggests that Bhavnagar families generally manage their finances effectively when it comes to school supplies. Chhotaudepur presents a slightly different scenario, where 44.44% of respondents spend less than ₹100, and 40.74% spend between ₹101 and ₹300. Only a minimal 3.70% spend more than ₹500, indicating that a significant number of families are either very budget-conscious or perhaps face financial constraints. Kutch exhibits the highest percentage of spenders in the "More than ₹500" category, with 35.00% of respondents indicating such expenditure. This contrasts with the rest of the cities and suggests that Kutch may have a greater need for resources or higher prices for school supplies. Meanwhile, 15.00% spend less than ₹100, and the remaining percentage is fairly evenly distributed across the other categories. Finally, Surat shows a

strong inclination towards lower spending on school supplies, with 50.00% of respondents spending less than ₹100. Most of the remaining population spends between ₹101 and ₹300 (40.00%), and only 10.00% fall into the ₹301 - ₹500 range, with no respondents indicating spending over ₹500.

Overall, these results highlight a diverse range of spending habits across the surveyed cities, indicating varying levels of financial strain when it comes to purchasing school supplies. In relation to the notebook distribution scheme, these insights are crucial. A majority of families seem to be operating within a moderate budget, which suggests that the distribution of free notebooks could alleviate financial pressure, allowing families to allocate their resources towards other essential needs.

4.3.3.2. Access to Resources

In this sub-section, we will examine the percentage of children who had to share their notebooks with others, such as siblings. This will show us the extent of resource accessibility that families had.

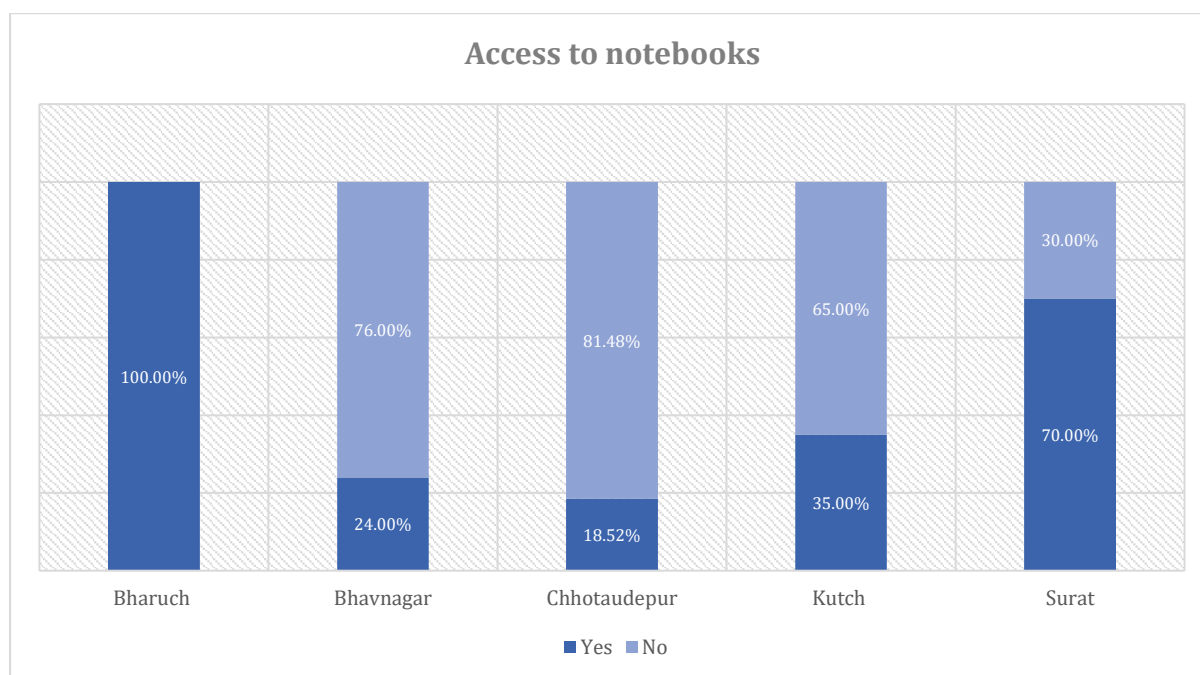


Fig 4.26: Graph depicting if children had to share their notebooks before the scheme

The graph presents data regarding whether children had to share notebooks with siblings or other children prior to receiving notebooks under a specific scheme. The count totals 24 respondents, and the findings highlight significant regional differences in the experience of sharing notebooks.

In Bharuch, all respondents (100%) indicated that children had to share notebooks before receiving their own, signifying a complete reliance on shared resources. In contrast, Bhavnagar exhibited a more favourable scenario, with 76% of children having their own notebooks, while only 24% had to share. Similarly, Chhotaudepur showed a large percentage of children (81.48%) not having to share, although

18.52% still relied on sharing arrangements. The situation in Kutch presents a mixed scenario, with 65% of children having their own notebooks and 35% sharing. Lastly, Surat had the highest percentage of sharing, with 70% of respondents reporting that children had to share their notebooks before they received their individual ones.

This distribution of experiences points towards the importance of the notebook distribution scheme. The scheme aims to enhance educational resources for children, ensuring that they have access to their own notebooks and reducing the need to share. The data suggests that, while some regions are benefiting from improved access, others still face challenges that the scheme intends to address. Overall, the findings underscore the ongoing need for initiatives that support equitable access to educational materials, particularly in areas where sharing remains prevalent.

4.3.3.3. Summary

The pre-distribution analysis highlights the financial strain families faced in procuring school supplies and the limited access to resources before the GMDC-GVT notebook distribution initiative. According to monthly spending data, the majority of families in districts like Bhavnagar (48%), and Bharuch (87.50%), spent between ₹101 and ₹300 on school supplies. In contrast, some districts, like Kutch, showed greater spending trends, with 35% of families spending more than ₹500. Access to resources varied by area; in Bharuch, for example, all children shared notebooks, whereas in Bhavnagar (76%) in Chhotaudepur (81.48%), most children had their own notebooks. This pre-distribution environment highlights how important the project is to reducing financial strains and enhancing fair access to learning resources, guaranteeing that students in underprivileged communities can no longer rely on shared resources and can focus on their studies effectively.

4.3.4. Post-Distribution Analysis

This section examines the impact of the GMDC-GVT notebook distribution initiative, focusing on parents' perceptions and feedback after their children received the notebooks. Insights from specific post-distribution questions are used in the study to assess how well the program works to lower educational barriers, enhance students' academic experiences, and pinpoint possible areas for development.

4.3.4.1. Financial Relief from Reduced Spending on School Supplies

The question posed - whether the distribution of notebooks helped save money for students or their families when it comes to purchasing school supplies.

The purpose of this question was to ascertain whether the distribution of notebooks assisted families in lowering their monthly costs for school supplies. The project aimed to give low-income households financial relief by reducing or eliminating the cost of notebooks.

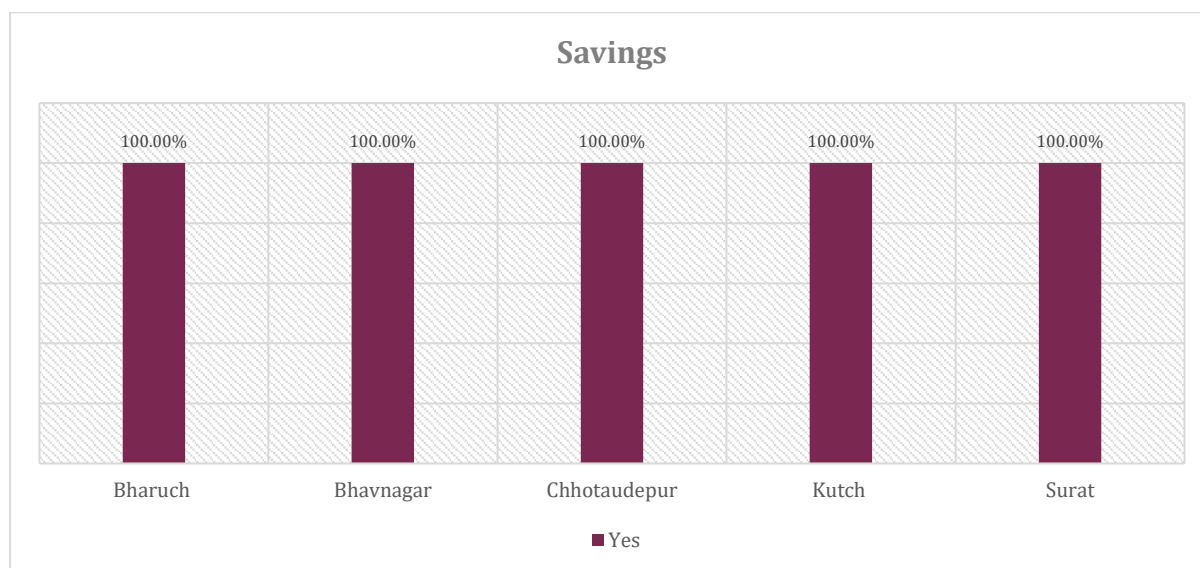


Fig 4.27: Graph depicting financial relief to families due to the scheme

Each district analysed in the survey reflects a unanimous response, with 100% of the participants confirming that the notebooks provided significantly alleviated their financial burden related to school supplies.

In each of these regions, the responses indicate an overwhelming consensus among the students and parents that receiving these notebooks was beneficial. The consistent data across all districts suggests that the initiative to distribute notebooks has been well received and is perceived as an effective means of supporting students' educational needs. Based on the distribution of approximately 10–12 notebooks per year, with each notebook valued at around ₹50, families could save roughly ₹50 per month — adding up to ₹600 annually per child. These savings significantly alleviated the financial burden of low-income households, allowing parents to redirect funds towards other essential needs like food, clothing, or additional school resources.

Considering the findings, this graph serves as an endorsement of the notebook distribution scheme, illustrating its positive influence on students' financial situations. The accomplishment of the program can be seen not only in the immediate savings it offers but also in its potential to enhance educational access and equity. By mitigating costs associated with essential school supplies, the program plays a crucial role in supporting families and contributing to a more favourable learning environment for students across these districts.

4.3.4.2. Utilisation of Savings

Question: If you saved money by not purchasing notebooks, how did you utilize the savings?

By distributing notebooks, families were able to save money on school supplies. This question examined how they used that money. Understanding how these savings were allocated helps to highlight the broader social impact of the program on families' financial well-being.

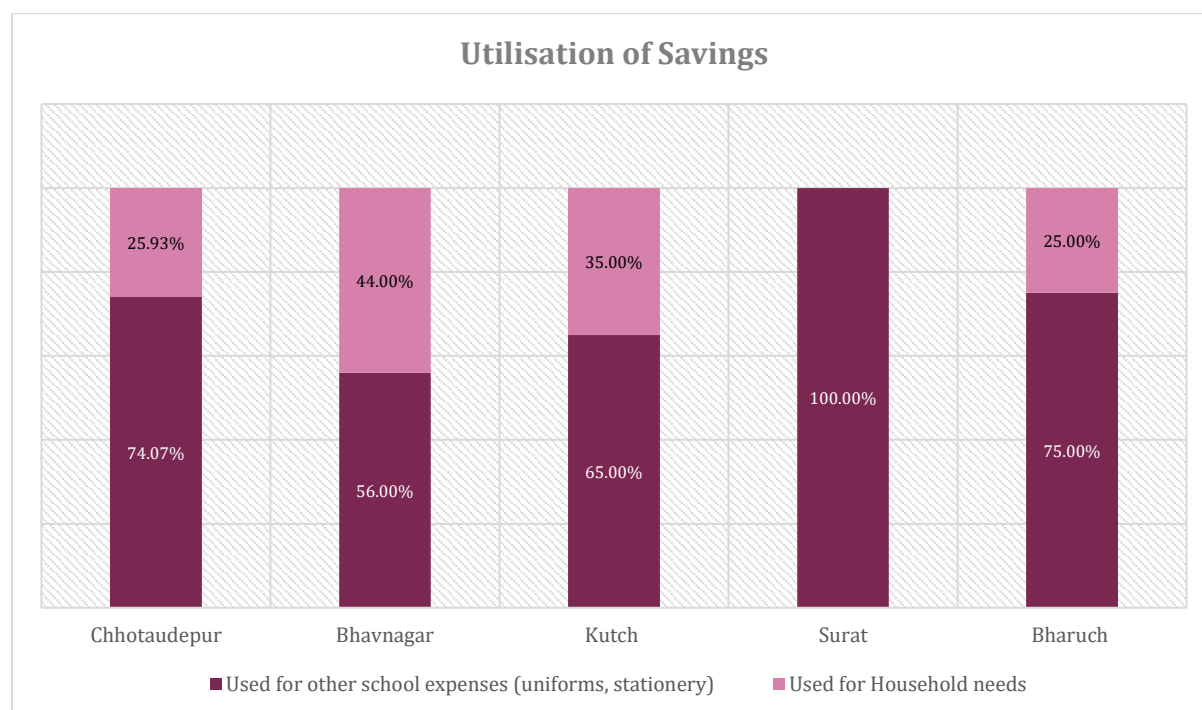


Fig 4.28: Graph depicting how the savings were utilised by families

The graph presents the responses from various districts regarding how individuals utilized the savings from not purchasing notebooks, showcasing two primary categories: expenditures on other school-related expenses and household needs. Each district displayed a distinct distribution of these savings, indicating a range of priorities among families.

In Chhotaudepur, a significant 74.07% of respondents allocated their savings to other school expenses, emphasizing the need for items like uniforms and stationery, while 25.93% directed funds towards household needs. Similarly, Bhavnagar reported that 56% of the savings were used for school-related expenses, with 44% supporting household requirements, reflecting a balanced approach in prioritizing education-related costs alongside essential family needs. Kutch demonstrated a strong inclination towards school expenses as well, with 65% of savings diverted to this category and the remaining 35% covering household necessities. Surat stood out with 100% of respondents indicating that their savings were entirely dedicated to other school expenses, showcasing a community-wide focus on educational

support. Lastly, Bharuch reported a noteworthy 75% of savings used for school expenses and 25% for household needs, illustrating a similar trend across the board.

This distribution of savings highlights the positive impact of the notebook distribution scheme, revealing that families are able to redirect resources towards enhancing educational opportunities and covering essential needs. By alleviating the financial burden of purchasing notebooks, the scheme not only promotes educational access but also empowers families to better manage their finances, fostering an environment conducive to learning and development. Such initiatives exemplify the broader benefits of targeted educational support, ultimately contributing to the well-being of students and their families.

4.3.4.3. Parental Satisfaction with Notebooks

The purpose of these questions was to gauge how satisfied parents were with two particular features of the notebooks that were supplied: the quantity of pages (Question 33) and the quality of the paper (Question 34). High levels of satisfaction would suggest that these elements fulfilled families' expectations, demonstrating the program's ability to provide sufficient educational resources.

4.3.4.3.1. Satisfaction with number of pages

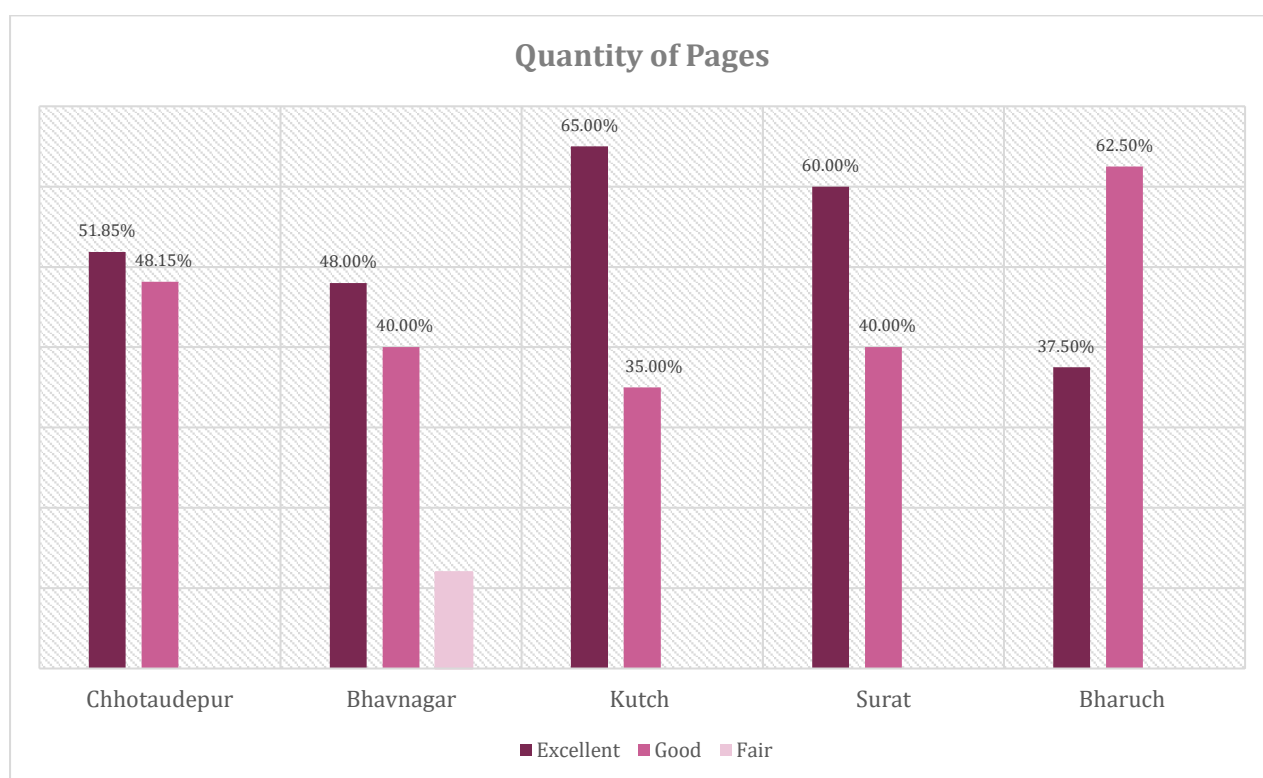


Fig 4.29: Graph depicting the number of pages in the notebooks

The graph presents the evaluation of the number of pages in notebooks distributed across various districts. The responses are categorized into three ratings: Excellent, Good, and Fair. Each district's percentage distribution reflects the perception of the notebook quality given to students.

In the district of Chhotaudepur, a notable 51.85% of respondents rated the notebooks as Excellent, with 48.15% deeming them Good, which showcases a positive reception overall. Bhavnagar follows with a slightly lower Excellent rating of 48.00%, while 40.00% rated them as Good and 12.00% as Fair, suggesting that there's room for improvement in this district. Kutch stands out with an impressive 65.00% of responses indicating an Excellent rating, complemented by 35.00% ratings as Good, demonstrating strong satisfaction with the notebook quality. Surat also showcases positive feedback with 60.00% rating the notebooks as Excellent alongside 40.00% as Good. However, Bharuch presents a different picture, where only 37.50% rated the notebooks as Excellent, with 62.50% considering them Good and none rating them as Fair.

Overall, the response to the notebook distribution scheme is largely favourable, as the majority of ratings fall within the Excellent and Good categories across the districts surveyed. This positive feedback indicates that the scheme is successfully meeting the educational needs of students, promoting better learning outcomes. While there are areas for improvement, particularly in Bharuch, the general trend suggests that the initiative is beneficial and well-received among the communities, highlighting its importance in supporting students' educational resources.

4.3.4.3.2. Satisfaction with Quality of Notebooks

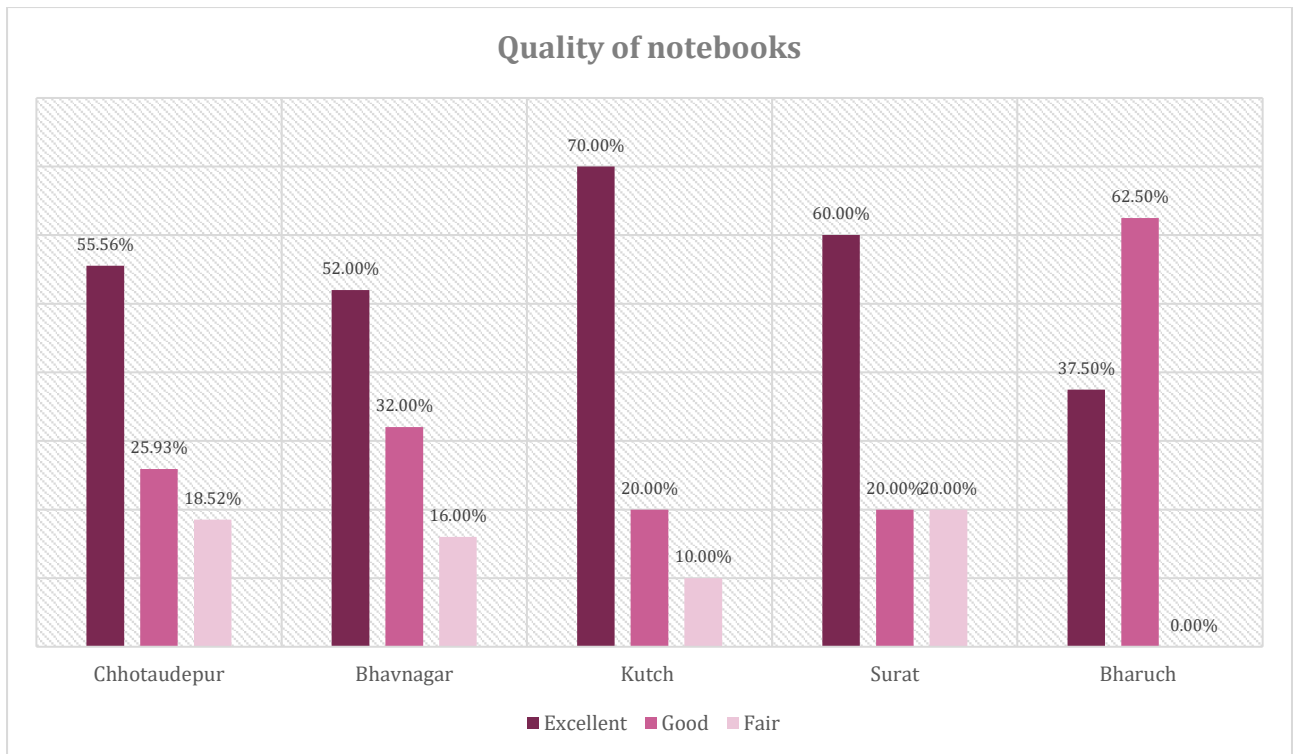


Fig 4.30: Graph depicting the quality of the notebook paper

The graph presents a breakdown of respondents' ratings regarding the quality of notebook paper across five districts: Chhotaudepur, Bhavnagar, Kutch, Surat, and Bharuch. Each district provided a percentage distribution of ratings among three categories: Excellent, Good, and Fair, summing to a total of 100% for each district.

In Chhotaudepur, a significant portion of respondents, 55.56%, rated the notebook paper as Excellent, while 25.93% considered it Good and 18.52% described it as Fair. This suggests that the majority of users are relatively satisfied with the quality, which may encourage continued use of the notebooks provided. Similarly, Bhavnagar displayed favourable results, with 52% of respondents rating the paper as Excellent and 32% as Good, indicating a generally positive reception among its users.

Kutch stood out with the highest percentage of Excellent ratings at 70%, followed by 20% Good and only 10% Fair, reflecting an overwhelming satisfaction with the notebook paper in this district. Surat also demonstrated a good reception, where 60% rated it as Excellent, and 20% rated it as Good, revealing a solid appreciation for the product. In contrast, Bharuch showed a divergence; while 37.50% rated the paper as Excellent, a notable 62.50% rated it as Good, with no respondents rating it as Fair. This indicates strong approval as well, visually reflecting confidence in the product quality.

Overall, the positive feedback across these districts highlights the effectiveness of the notebook distribution scheme. The high percentage of Excellent and Good ratings showcases that the initiative is

meeting the educational needs of students effectively. This also suggests that such distributions, if maintained or improved, could foster better learning environments and outcomes in these communities.

4.3.4.4. Confidence in studies after receiving notebooks

The purpose of this question was to assess whether giving students notebooks improved their confidence in their academic performance, a crucial sign of the program's educational effectiveness.

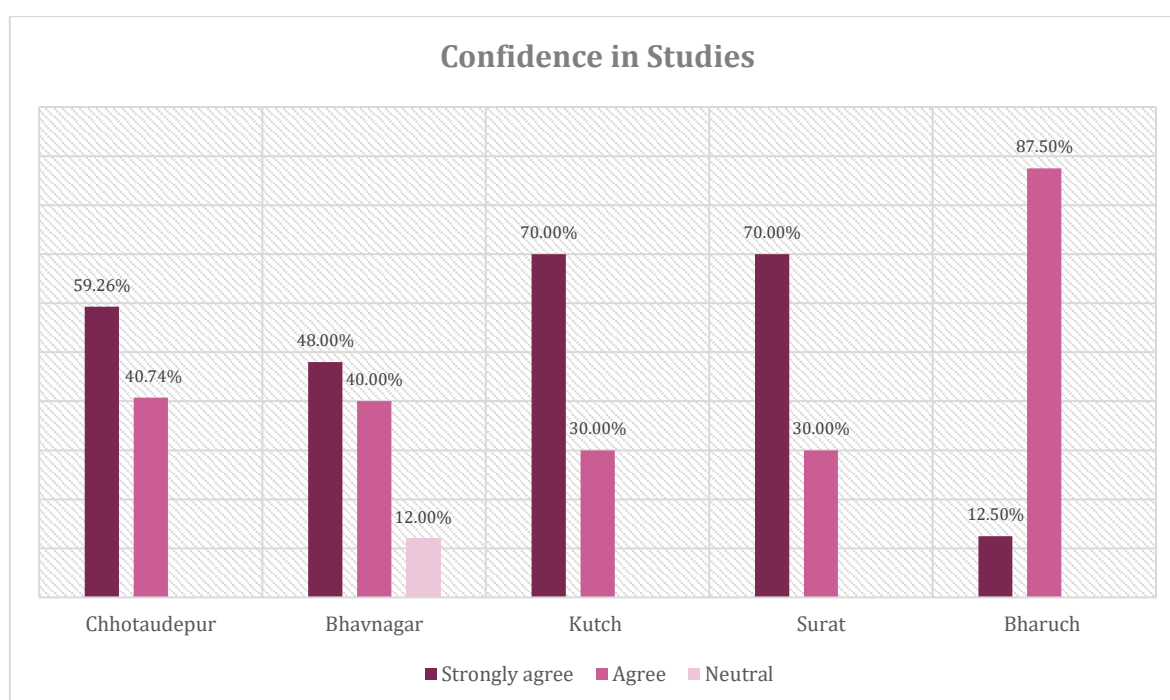


Fig 4.31: Graph depicting if children were more confident in studies after receiving the notebooks

The graph provides an encouraging overview of how children's confidence in their studies has been affected by the distribution of notebooks across various districts. The responses are categorized into three main sentiments: "Strongly agree," "Agree," and "Neutral." Notably, Chhotaudepur shines with an impressive 59.26% of respondents strongly agreeing and 40.74% agreeing that notebooks have positively influenced their children's confidence. This nearly unanimous positive feedback demonstrates the strong impact of the initiative in fostering academic self-assurance.

Bhavnagar presents a blended picture, where 48% of respondents strongly agree and 40% agree, while 12% remain neutral. This suggests that, overall, a significant portion of parents feel that the notebooks contribute to their children's confidence, though some remain unsure, indicating potential areas for further support. Similarly, Kutch and Surat display remarkable confidence in the program, with both districts reporting that an overwhelming 70% of respondents strongly agree, complemented by 30% who also agree, showcasing a strong acknowledgment of the benefits. Bharuch adds another dimension to this encouraging narrative, where 12.50% of responses strongly agree, and a notable 87.50% agree

that their children are more confident after receiving the notebooks. This highlights that, although fewer parents feel it strongly, the majority recognize a positive shift in confidence levels among their children. Notably, no respondents disagreed about this question in any of the districts.

Overall, the notebook distribution scheme has evidently fostered a notable enhancement in children's confidence regarding their studies. The diverse reactions from various districts underline the program's effectiveness and the potential for further growth, as it continues to empower young learners and enrich their educational experience across the board.

4.3.4.5. Suggestions for improvements in notebooks or distribution process

Question: Would you suggest any notebooks or distribution process improvements?

Feedback on possible enhancements to the notebooks or distribution procedure was sought with this question. Through the identification of family suggestions, this input aids in improving the program's efficacy in subsequent iterations.

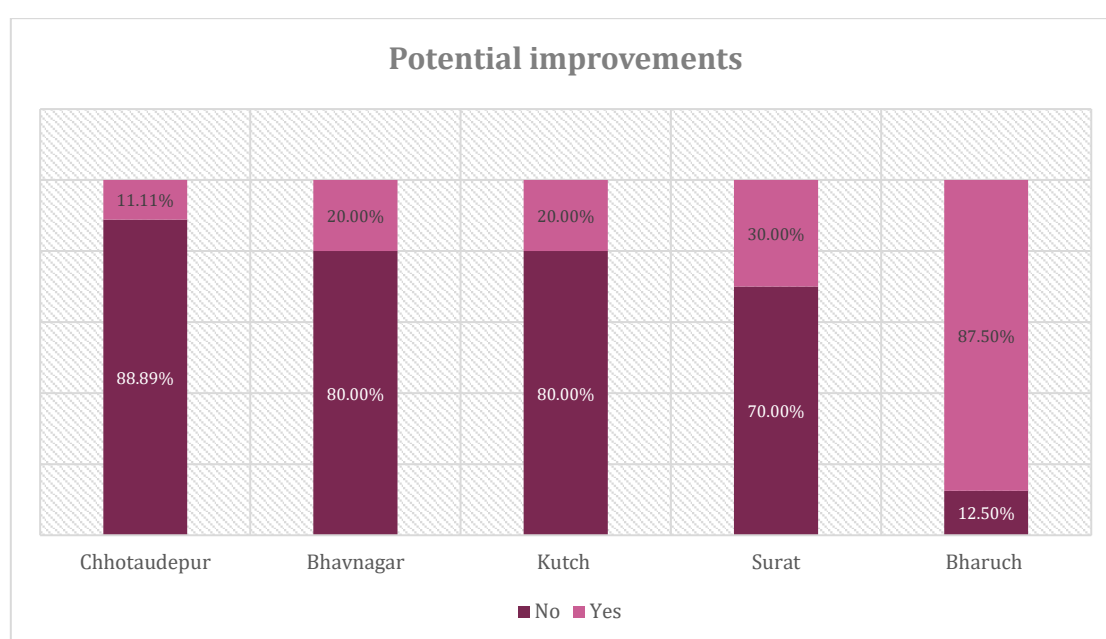


Fig 4.32: Graph showing if respondents need any potential improvements in the scheme

The graph presents data on suggestions for improvements in notebooks or distribution processes among various districts. Each district has been evaluated on a binary scale, where respondents either indicated "No" to suggesting improvements or "Yes." The results demonstrate varying preferences across the districts surveyed.

Chhotaudepur stands out with a high percentage of respondents (88.89%) who did not suggest any changes, while only 11.11% felt that improvements were needed. Bhavnagar and Kutch follow closely, both showing a significant majority (80%) opting against suggestions for improvements, with 20% in

favour. In contrast, Surat displays a more balanced perspective, as 70% of participants did not suggest changes compared to 30% who did. Bharuch shows a remarkable divergence, with only 12.50% choosing "No," indicating an overwhelming 87.50% of respondents advocating for changes in the distribution process or notebook quality.

These varying perspectives on notebook distribution suggest that a one-size-fits-all approach may not be suitable for every district. The differences highlight the need for tailored strategies that address specific concerns and feedback from each community. Understanding these opinions could facilitate a more effective notebook distribution scheme, aligning with the specific needs and preferences of each district, ultimately leading to enhanced satisfaction and educational outcomes.

4.3.4.6. Summary

The post-distribution analysis highlights the transformative impact of the GMDC-GVT notebook distribution initiative on families and students across various districts. Financial relief was unanimously acknowledged, with 100% of respondents confirming reduced spending on school supplies. Families primarily redirected these savings towards other school-related expenses, such as uniforms and stationery, emphasizing the initiative's role in alleviating educational costs. Parental satisfaction with the notebooks was high, particularly regarding the number of pages and paper quality, with most districts reporting excellent or good ratings. The program significantly boosted children's confidence in their studies, with strong positive responses across all districts, particularly in Chhotaudepur and Kutch. While most parents were satisfied with the scheme, suggestions for improvements were notably higher in Bharuch (87.50%), indicating the need for tailored enhancements in distribution processes and notebook quality. Overall, the initiative successfully addressed key educational barriers, fostering a positive learning environment while identifying areas for potential refinement.

4.3.5. Overall Impact

The following analysis provides a detailed view of the impact of the notebook distribution on parents' perceptions of equity in educational resources, satisfaction with the notebooks, the educational benefits of the program, and interest in additional educational tools. These insights reveal both the direct and extended effects of the program across the districts served.

4.3.5.1. Perception of Equity in School Supplies

The purpose of this question was to find out if parents thought that the program that distributed notebooks helped close the gap between pupils who could purchase school supplies and those who couldn't.

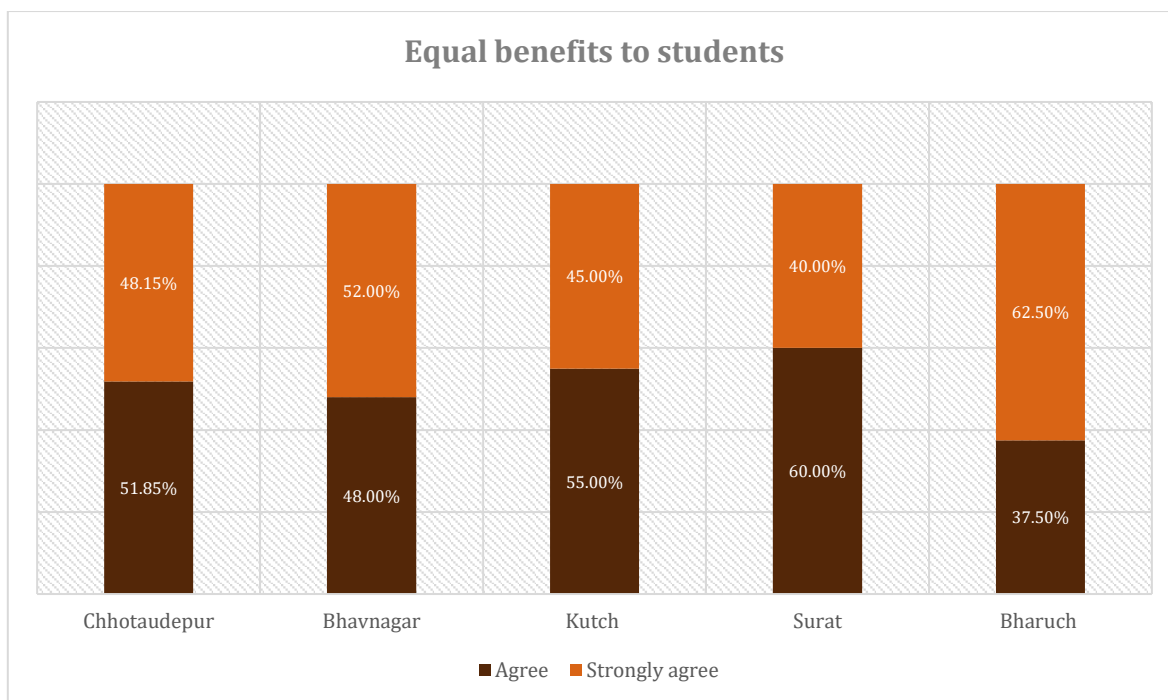


Fig 4.33: Graph showing if respondents thought the scheme provided equal access to benefits

The graph presents survey responses from various districts regarding the perceived impact of notebook distribution on levelling the playing field for students from different economic backgrounds. The respondents were asked if they believe that providing notebooks has helped diminish the disparity between students who can afford school supplies and those who cannot. The data from five districts reveals varying levels of agreement.

In Chhotaudepur, a significant 51.85% of respondents agreed with the statement, while 48.15% strongly agreed, indicating a positive perception of the notebook initiative's impact. Bhavnagar displayed a closely balanced response, with 48% agreeing and 52% strongly agreeing, suggesting that the program may have an important role, though opinions might be evenly split on just how effective it is. Kutch had a more favourable view with 55% agreeing and 45% strongly agreeing, underscoring the belief in the notebooks' role in supporting students.

Surat reported the highest level of agreement at 60%, with 40% strongly agreeing, indicating robust support for the initiative's effectiveness. In contrast, Bharuch shows a more polarized perspective, with 37.5% agreeing and 62.5% strongly agreeing, highlighting the belief among respondents of significant positive effects on student parity.

These perceptions suggest that the notebook distribution scheme has generally been viewed positively across most districts. By providing essential school supplies, the program appears to have made a meaningful contribution toward reducing educational inequality. The varying levels of agreement, however, could also indicate the need for further analysis and potential improvements to ensure that all students benefit equally from such initiatives. Overall, the data underscores the importance of such

programs in promoting equitable education access and their potential to bridge the gap between students from differing economic backgrounds.

4.3.5.2. Satisfaction with Notebooks

This question evaluated parents' general happiness with the notebooks their kids were given, taking into account factors like usability, page count, and quality.

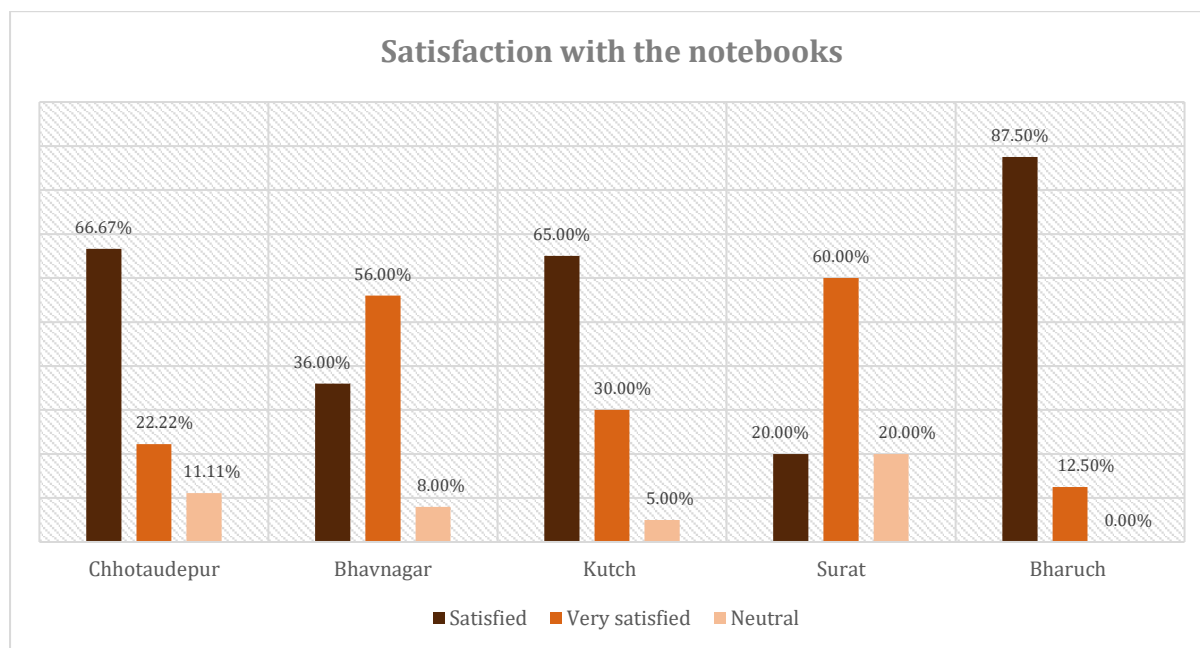


Fig 4.34: Graph showing if respondents are satisfied with the scheme

The graph presents data on the satisfaction levels among parents regarding the notebooks their children received across various districts. Each district's responses are categorized into three levels of satisfaction: "Satisfied," "Very Satisfied," and "Neutral," with the percentages reflecting the proportion of responses in each category.

Looking closely at Chhotaudepur, a significant 66.67% of parents reported being satisfied with the notebooks, while 22.22% expressed that they were very satisfied. This indicates a generally positive reception overall, despite a small percentage of neutral responses (11.11%). In Bhavnagar, the satisfaction levels are interesting, with a larger proportion of parents (36.00%) being satisfied, but an impressive 56.00% reporting very satisfied, which suggests a strong approval of the notebook quality among many parents. The neutral responses here are on the lower side at 8.00%, indicating fewer parents found the notebooks insufficient.

Kutch shows a commendable satisfaction rate with 65.00% satisfied and 30.00% very satisfied, though only 5.00% remained neutral. In contrast, Surat reflects a more mixed response, where only 20.00% are satisfied and 60.00% report being very satisfied, with equal representation of neutral responses at 20.00%. Finally, Bharuch stands out positively with a high satisfaction level of 87.50%, and only

12.50% expressing being satisfied but not very satisfied, showcasing a remarkable approval rate with no neutral responses at all.

The results underscore the effectiveness of the distribution scheme in several areas, particularly in Bharuch and Chhotaudepur, where satisfaction levels are notably high. However, the mixed feedback from Surat and the encouraging numbers from Bhavnagar indicate areas where further improvements could enhance the overall impact of the program. By analysing this feedback, stakeholders can make informed decisions to refine the notebook distribution process and ensure that it meets the needs and expectations of parents and students alike.

4.3.5.3. Perceived Educational Impact

In order to gain insight into how parents perceive the program's impact on their children's academic experiences, this question sought to gauge the perceived educational impact of the notebook distribution on kids.

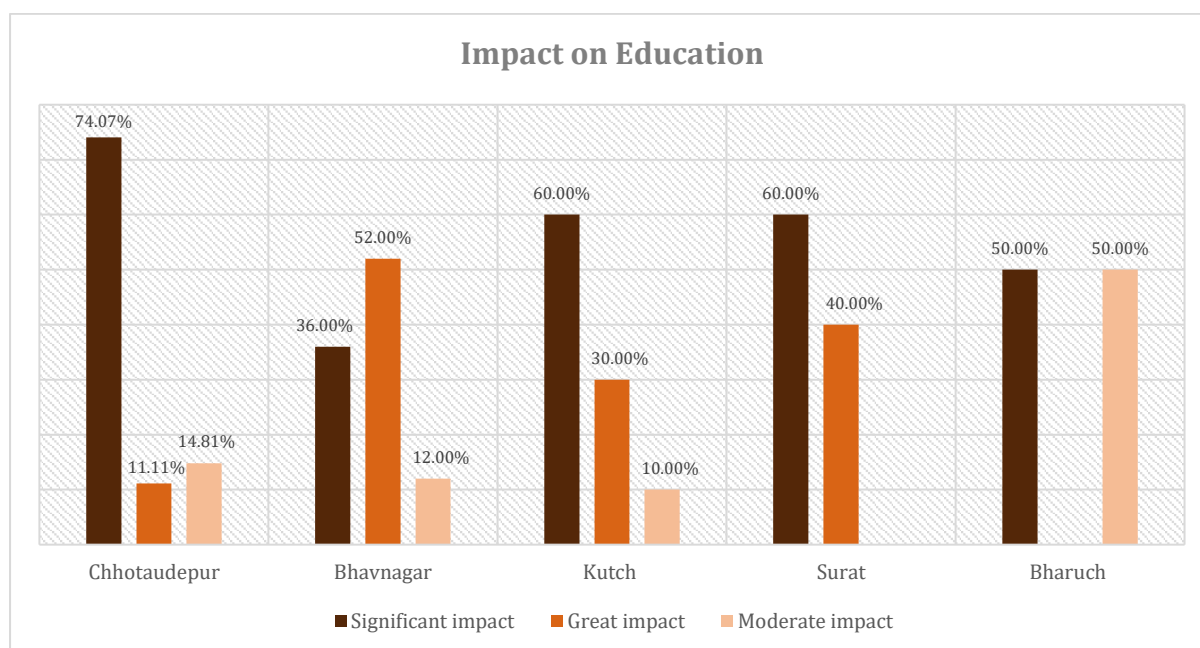


Fig 4.35: Graph showing the impact on Education due to the scheme

The graph reflects the level of satisfaction among parents regarding the number of pages in the notebooks distributed across various districts. Each district's feedback is categorized into three ratings: Excellent, Good, and Fair, providing a clear picture of how well the notebooks met parental expectations.

In Chhotaudepur, the response stands out, with over half of the parents, specifically 51.85%, rating the notebooks as Excellent and nearly all respondents (48.15%) deeming them Good. This strong approval indicates that the notebooks provided ample pages, aligning well with the educational needs of the students. Bhavnagar shows a slightly more varied response, with 48% of parents opting for the Excellent

rating, while 40% felt the notebooks were Good, and 12% indicated they were Fair. This suggests that while many parents appreciate the quality, there remains potential for improvement to elevate overall satisfaction. Kutch reveals a robust endorsement with 65% of parents rating the notebooks as Excellent, indicating a high level of approval within this district. Similarly, Surat maintains a positive outlook, with 60% of respondents considering the notebooks Excellent, while all feedback is either in the Excellent or Good categories. In contrast, Bharuch presents a more cautious perspective, where 37.5% of respondents rated the notebooks as Excellent and a notable 62.5% rated them as Good, indicating room for enhancement but still demonstrating overall contentment. This variability in ratings across districts highlights differing expectations and experiences among families. However, despite the fluctuations in satisfaction levels, the overall response to the notebook distribution scheme remains predominantly favourable. Notably, nobody reported dissatisfaction with the notebooks, emphasizing the program's success in meeting the expectations of families.

High satisfaction ratings not only reflect parents' views on the adequacy of resources provided, but they also contribute to the overall impact of the initiative by reinforcing the notion that families are receiving essential tools for their children's education. Importantly, the fact that no respondents expressed dissatisfaction underscores the success of this initiative. By ensuring that students have proper notebooks, the scheme does not just alleviate financial burdens; it fosters an inclusive learning environment where students can fully engage and succeed in their studies. The positive reception of the notebooks further validates the project's alignment with supporting educational access and equity within these communities.

4.3.5.4. Overall Savings on Education

The purpose of this question was to find out if parents saved money on Education due to the Notebook Distribution Scheme by GMDC-GVT.

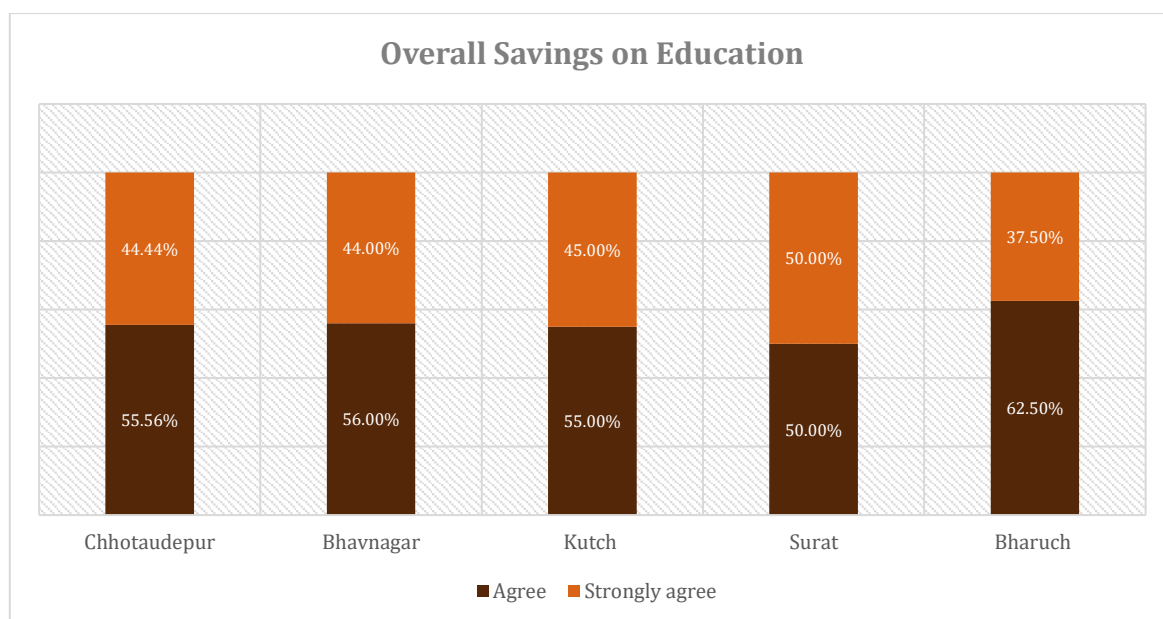


Fig 4.37: Graph showing the overall savings on Education due to the scheme

The graph presents the opinions of respondents across various districts regarding the impact of notebook distribution by GMDC-GVT on their educational expenses. Each district reports a percentage of respondents who either agreed or strongly agreed with the statement.

In Chhotaudepur, 55.56% of respondents agreed, while 44.44% strongly agreed, indicating a strong positive perception of the distribution initiative. Similarly, in Bhavnagar, the percentages were closely aligned, with 56.00% agreeing and 44.00% strongly agreeing, suggesting that the majority of participants recognized the benefits in terms of cost savings on educational materials. Kutch exhibits a similar trend, with 55.00% agreeing and 45.00% strongly agreeing, reinforcing the notion that the initiative was well-received. Surat presents an equal distribution of responses, with 50% agreeing and 50% strongly agreeing, highlighting a balanced perspective among respondents. Bharuch shows a slightly higher agreement rate, with 62.50% agreeing and 37.50% strongly agreeing, suggesting that the distribution scheme was particularly impactful in that region. Importantly, no respondent in any district disagreed with the statement, indicating a unanimous recognition of the benefits associated with the notebook distribution.

Overall, the overwhelming agreement across all districts reflects the successful implementation of the notebook distribution scheme by GMDC-GVT. This initiative has evidently played a significant role in alleviating some financial burdens on families, reinforcing the importance of such programs in supporting educational accessibility and encouraging students to pursue their studies without added financial stress.

4.3.5.5. Interest in Additional Educational Tools

The purpose of this question was to find out if parents thought that students would benefit from additional educational resources such as subject-specific workbooks, e-learning tools, or extracurricular materials.

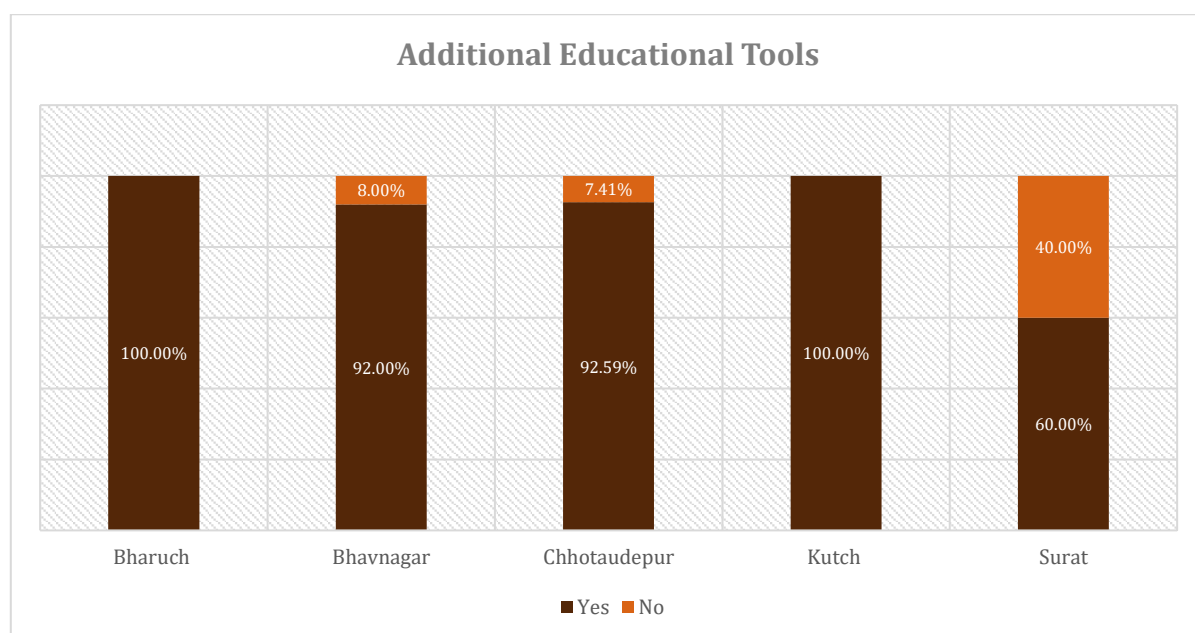


Fig 4.38: Graph showing if the respondents would like any additional educational tools

The graph provides a summary of sentiments regarding the introduction of supplementary educational tools, such as subject-specific workbooks, e-learning platforms, and extracurricular materials among students in various districts. The responses are categorized into two options: "No" and "Yes," reflecting whether the individuals believe these tools would be beneficial.

Out of the districts surveyed, Bharuch and Kutch stand out as having unanimous support for the introduction of these educational aids, with 100% of respondents in favour. This indicates a strong consensus that such resources are viewed positively and could enhance the learning experience. In contrast, the responses from Surat reveal a more divided opinion. Here, 40% expressed scepticism about the potential benefits of introducing additional educational tools, while 60% still support the idea. The data from Bhavnagar and Chhotaudepur also suggest considerable support for supplementary resources, with around 92% in favour. This general trend across most districts illustrates a recognition of the importance of diverse educational tools in fostering a more enriching academic environment. The overwhelming support for additional educational resources indicates that parents, educators, and students alike believe in the value of enhanced learning materials. The Notebook Distribution Scheme, aimed at providing essential school supplies, is a vital step in ensuring that students have the tools they need to succeed. By complementing this scheme with further educational aids, we can create a more holistic approach to education, ensuring that students are better equipped to engage with the curriculum and improve their academic performance.

4.3.5.6. Summary

The GMDC-GVT Notebook Distribution Scheme's overall effects demonstrate its noteworthy contributions to improving students' academic experiences and lowering educational disparities. Parents in places like Surat (60% agreement) and Bharuch (62.5%) strongly agreed that the initiative helped close the gap between students who could afford school supplies and those who couldn't. In Kutch and Surat in particular, more than 60% of respondents gave the notebooks an outstanding rating, indicating strong satisfaction with both their quality and usage. The program alleviated financial burdens, with unanimous acknowledgment across all districts that the initiative reduced expenses on school supplies. Additionally, the scheme encouraged interest in further educational enhancements, with unanimous support in Bharuch and Kutch for introducing tools like workbooks and e-learning platforms. These findings underscore the program's success in fostering equitable access to resources, alleviating financial strain, and laying a foundation for enhanced academic engagement and future improvements.

4.4. Comparison of Pre-Distribution and Post-Distribution Processes

4.4.1. Access to Educational Resources

Pre-Distribution: Survey data revealed that students from economically disadvantaged families often struggled to access adequate school supplies. Due to budgetary limitations, students in areas such as Bharuch reported sharing notebooks with siblings or classmates. Similar to this, 70% of respondents in Surat mentioned using shared notebooks, which emphasizes the lack of resources. These limitations frequently affected student morale and interfered with academic consistency.

Post-Distribution: Post-initiative, families across all districts unanimously (100%) agreed that the notebook distribution alleviated resource shortages. Having their own notebooks allowed them to finish homework on time and participate more actively in class, according to the students. For instance, in Panchmahal, 100% of students reported increased confidence in their studies due to the notebooks' availability.

4.4.2. Financial Burden on Families

Pre-Distribution: Before the intervention, families frequently spent over ₹300 monthly on school supplies. In low-income areas like Bharuch and Chhotaudepur, where families frequently depended on daily wages or farming income, this strain was particularly acute.

Post-Distribution: After receiving notebooks, 100% of families across all districts acknowledged a notable reduction in educational expenses. Many parents used their funds for other necessities, such as food, clothing, and household necessities. In Chhotaudepur, 74.07% of respondents utilized savings for additional school-related expenses, further emphasizing the economic relief provided by the program.

4.4.3. Academic Participation and Performance

Pre-Distribution: Students' academic participation was directly impacted by limited notebook access. Teachers reported reduced homework completion rates and participation in districts like Kutch and Bharuch. Teachers in Panchmahal saw that students frequently struggled to keep up because of lack of resources.

Post-Distribution: Having notebooks available greatly increased students' involvement in class. In Bharuch, 57.63% of the respondents agreed that attendance increased following the initiative. Similarly, in Panchmahal and Kutch, students reported completing homework regularly, leading to enhanced classroom engagement. Parents also observed their children demonstrating greater enthusiasm for studies.

4.4.4. Logistical and Distributional Challenges

Pre-Distribution: In the absence of a centralized system, families in remote areas faced challenges in acquiring school supplies, often traveling long distances or relying on informal sources. Tribal and rural areas like Chhotaudepur were disproportionately impacted by this lack of access.

Post-Distribution: While the program improved accessibility, logistical challenges remained in some districts. There have been reports of notebook deliveries in Surat being delayed; distribution took place after the school year began. Additionally, reduced notebook allotments in Kutch and Bharuch raised concerns about adequacy, especially for higher-grade students.

4.4.5. Infrastructure and Support Services

Pre-Distribution: Poor school infrastructure compounded the challenges faced by students. For instance, non-functional RO systems and leaky roofs were common in schools across Kutch and Bharuch, limiting the effectiveness of educational interventions.

Post-Distribution: Although the program addressed material shortages, infrastructural gaps persisted. Parents and teachers highlighted the need for repairs to water facilities and transportation support for students in remote areas. These improvements were deemed critical to fully realizing the program's benefits.

4.4.6. Stakeholder Satisfaction

Pre-Distribution: Students and parents expressed dissatisfaction with the lack of institutional support for educational needs. Families often felt neglected, contributing to frustration and reduced motivation among students.

Post-Distribution: High levels of satisfaction were observed post-intervention. In districts like Chhotaudepur and Kutch, over 50% of respondents rated the notebooks as "excellent," citing their quality and usability. Despite this, parents in Bharuch and Kutch emphasized the need for supplementary resources such as Swadhyay Pothi and question banks to meet academic demands effectively.

This comparative analysis underscores the substantial progress made through the GMDC-GVT Notebook Distribution Project in addressing educational disparities. While the initiative has succeeded in reducing resource shortages and financial strain, persistent challenges related to infrastructure, logistics, and resource adequacy highlight areas for enhancement. A holistic approach to these issues will further strengthen the program's impact, fostering sustained educational equity and empowerment across Gujarat.

4.5. Perspectives on the Notebook Distribution Initiative

Evaluating the success of the GMDC-GVT notebook distribution program requires examining the viewpoints of both students and parents. While parents offer their perspectives on more general socioeconomic changes, students offer insights into the immediate effects on their academic performance. This dual viewpoint provides a thorough assessment of the program's performance, emphasizing both its strong points and potential areas for improvement.

This section examines how the program has affected parents' financial relief and students' educational experiences by combining the results of qualitative and quantitative research, offering a comprehensive evaluation of its effects.

4.5.1. Students' Perspectives on the Initiative

- **Equality in Access to Resources:** The initiative has significantly contributed to equitable access to educational materials, particularly for students from low-income families in regions like Chhotaudepur and Bharuch. Surveys indicate that 100% of students from economically disadvantaged backgrounds appreciated the free notebooks, as these alleviated the financial barriers to acquiring essential school supplies. Students from Panchmahal highlighted how receiving workbooks like Swadhyay Pothi and Apekshit ensured better preparation for exams. In Bhavnagar, primary school students expressed satisfaction with the adequacy of resources, while higher-grade students in Kutch and Surat noted that additional notebooks and study aids could further support their academic workload.
- **Impact on Academic Performance and Classroom Engagement:** Quantitative findings reveal that districts such as Bharuch and Panchmahal observed an increase in attendance following the notebook distribution. Students reported completing assignments more regularly and participating

actively in class. Teachers corroborated these findings, observing improved homework submissions and classroom discussions in Kutch and Surat. The notebooks' role in fostering focus and confidence was widely appreciated. A qualitative study from Kutch revealed that having adequate notebooks allowed students to organize their notes better, enhancing their exam preparedness.

- **Satisfaction and Perceived Educational Impact:** Students across all regions rated the notebook quality highly. In Chhotaudepur, over 55% of students rated the notebooks as "Excellent," citing durability and usability. Secondary students in Panchmahal suggested that including subject-specific resources, like lab books and geometry sets, would further enhance their learning experience.

4.5.2. Parents' Perspective on the Initiative

- **Relief from Financial Burden:** For many parents, the initiative provided significant economic relief. Survey data indicated that 100% of the Parents who responded reported that the notebooks provided significantly alleviated their financial burden related to school supplies, enabling them to redirect funds to things such as necessary household needs, for other school expenses. Parents in Kutch appreciated the inclusion of uniforms, which further alleviated visible socio-economic disparities.
- **Improvement in Academic Engagement:** Parents across all regions observed greater enthusiasm for school among their children. In Bhavnagar, parents noted that students were more diligent in completing homework, while parents in Surat highlighted their children's increased participation in school activities. These findings underscore the notebooks' role in fostering a sense of responsibility and motivation among students.
- **Long-Term Educational Benefits:** Parents in tribal regions like Chhotaudepur and Panchmahal emphasized the program's long-term benefits, such as improving students' confidence and setting a foundation for continued academic success. Many families also believed the initiative indirectly promoted a culture of education within their communities by normalizing school attendance and prioritizing learning.

4.5.3. Combined Analysis of Shared Themes

- **Socio-Economic Benefits:** Both students and parents acknowledged the financial relief provided by the initiative. While parents valued the reduced economic burden, students appreciated access to resources that allowed them to focus on their studies without disruption. This dual perspective underscores the program's ability to address financial constraints and improve resource equity.
- **Academic Engagement and Satisfaction:** Students' increased engagement in class activities was mirrored by parents' observations of improved study habits. Satisfaction with the quality of

notebooks was nearly universal across districts, although both groups suggested expanding the range of materials distributed.

- **Overall Educational Impact:** While students credited the notebooks for their academic improvements, parents noted a broader positive impact on attitudes toward education. This alignment of perspectives highlights the program’s success in promoting both immediate educational benefits and long-term academic engagement.

4.5.4. Synthesis of Insights

Table 4.1: Table capturing dual perspectives

Aspect	Student’s Perspective	Parent’s Perspective
Equality in Access to Resources	Enhanced participation due to free supplies, especially in low-income areas.	Financial relief enabled equal opportunities for education.
Impact on Academic Engagement	Improved focus, homework completion, and classroom participation.	Noticed enthusiasm for studies and increased responsibility.
Satisfaction with Notebooks	High ratings for quality and usability.	Acknowledged quality as key to maintaining student interest.
Long-Term Educational Benefits	Increased academic confidence and performance.	Believed in lasting improvements in children’s study habits.

Source: Primary data collection

In conclusion, the notebook distribution initiative has significantly impacted both students and parents by promoting educational equity and alleviating financial strain. Parents noted longer-term gains in their children's educational outlook and family finances, while students saw immediate increases in their academic achievement and classroom involvement. These combined insights emphasize the program’s success in reducing educational barriers and fostering a culture of learning in underserved regions.

4.5. Summary of the Chapter

This chapter presents an in-depth quantitative analysis of survey data collected from students and parents, shedding light on the socio-economic context, process efficiency, pre- and post-distribution conditions, and the overall impact of the GMDC-GVT Notebook Distribution Project. This dual-perspective analysis from students and parents provides a comprehensive view of the initiative's successes and areas for improvement.

The survey revealed that students experienced significant benefits, including enhanced academic engagement and increased confidence in their studies. Many reported that having access to sufficient notebooks reduced their reliance on borrowing or rationing resources, enabling better focus on classwork and homework completion. After distribution, attendance rates increased in places like Panchmahal and Bharuch. In the majority of districts, students expressed high levels of satisfaction with the notebooks and valued the materials' durability and quality. However, in order to successfully fulfil curriculum requirements, higher-grade students in places like Surat and Kutch indicated a need for supplementary academic resources like Swadhyay Pothi (Workbooks) and Apekshit (Question Banks).

Parents overwhelmingly recognized the program's financial benefits, with 100% of respondents reporting cost savings on school supplies. Many of them used these savings for other household needs, highlighting the initiative's socioeconomic benefits. Parents also noticed that their children were more committed to their academics and showed more excitement for studying. Despite these encouraging results, comments emphasized logistical issues that limited the program's potential, including delayed distributions in Surat and inadequate infrastructure in Bharuch and Kutch.

Both parents and students highlighted the initiative's role in reducing educational disparities and promoting equitable access to resources. The chapter emphasizes the necessity for targeted improvements, such as increasing the quantity of notebooks for higher classes, offering more academic resources, and addressing barriers related to infrastructure. These findings form the foundation for location-specific and overarching recommendations aimed at enhancing the program's long-term impact.

Chapter 5 – Conclusion and Recommendations

5.1. Conclusions

The GMDC-GVT Notebook Distribution Project represents a comprehensive initiative to improve educational access and equity across rural and tribal regions in Gujarat. Through the integration of quantitative and qualitative insights, the project's achievements have been highlighted, alongside actionable areas for further improvement to ensure sustained impact.

The project has demonstrated its effectiveness in alleviating financial burdens on families, as evidenced by 100% of respondents across districts acknowledging the financial relief provided by free notebooks. This has made it possible for families to redirect savings for domestic necessities and other necessary school costs, such as uniforms and stationery. With the majority of responders firmly agreeing that giving their kids notebooks improved their academic engagement and participation, the project has also had a good impact on student's motivation and confidence.

In terms of equitable access, the initiative has been largely successful in narrowing the gap between students who can afford educational resources and those who cannot. Nevertheless, findings from regions like Kutch and Bharuch underscore the need for targeted improvements, particularly in addressing logistical challenges, distribution delays, and resource adequacy for higher-grade students.

The initiative's transformative influence in rural education is highlighted by the qualitative findings. Improved attendance rates, increased interest in studies, and better academic performance were all frequently mentioned by parents and educators. While these successes underscore the program's positive impact, opportunities for refinement were also identified. Addressing challenges such as optimizing the distribution process, ensuring timely deliveries, and providing complementary educational tools can further amplify the program's effectiveness and ensure that its benefits reach all students seamlessly.

The location-wise analysis reveals diverse socio-economic conditions and unique challenges across districts. While some areas, like Bharuch, benefited well from the program, others, like Kutch and Chhotaudepur, indicated that they needed improvements that were specifically designed to meet their requirements.

In summary, the GMDC-GVT Notebook Distribution Project has laid a strong foundation for promoting educational equity in underserved regions. A strategic and adaptable approach to resolving identified logistical, infrastructural, and contextual issues will further amplify its impact and sustainability.

5.2. Recommendations

5.2.1. Location-Specific Recommendations

The GMDC-GVT Notebook Distribution Project impacted each district uniquely due to differences in socio-economic conditions, resource availability, and infrastructural challenges. To meet these various needs and improve the program's effectiveness, tailored interventions are required. The recommendations listed below are particular to each site and are based on the results of both qualitative and quantitative data studies.

5.2.1.1. Chhotaudepur

- **Stationery Kits:** In Chhotaudepur, where families often struggle to provide essential school supplies, the provision of complete stationery kits—comprising pens, pencils, erasers, rulers, and geometry boxes—would significantly complement the notebooks distributed. Parents and kids have identified unmet academic needs that these kits would help with, particularly in rural locations with limited access to educational resources.
- **Program for Midday Meals:** A large number of Chhotaudepur students struggle with malnutrition, which impairs their focus and academic performance. In addition to addressing health-related obstacles, implementing a midday meal program would promote increased school engagement and attendance. This suggestion is in line with research showing that tribal communities require comprehensive educational support.

5.2.1.2. Bhavnagar

- **Subject-Specific Resources:** In order to prepare for their board exams, Bhavnagar students—especially those in grades 9 and 10—need extra materials like subject-specific guides and workbooks. These materials would enhance their academic preparedness and bridge gaps in the current provision of resources, as identified in the findings.
- **Library Expansion:** Students' autonomous learning would be supported by school libraries being expanded with a wider selection of books and digital resources. Bhavnagar schools often lack sufficient resources to cater to varied academic interests, and this initiative would foster a culture of reading and self-directed learning among students.

5.2.1.3. Bharuch

- **Adequate Notebook Supplies:** One major worry has been the decrease in the quantity of notebooks supplied in Bharuch. Students' academic needs, particularly those in secondary school, would be better met if the allowance of at least 12 notebooks per student was reinstated each year.

- **Enhanced Distribution Strategy:** GMDC should consider providing subject-specific notebooks to better meet the educational needs of students in different subjects. Expanding the program to include additional essential items such as school bags, uniforms, and stationery would further reduce the financial burden on families and improve the overall school experience for students.
- **Improved Communication Channels:** To address the communication gaps observed in Maljipur, GMDC should strengthen its communication with parents and school authorities. Measures like delivering notebooks directly to households or offering multiple distribution days can ensure that all students receive their allocated materials.

5.2.1.4. Kutch

- **Extended Resource Support:** To handle their academic workload, Kutch students—particularly those in upper grades—need extra notebooks and supplemental materials like Swadhyay Pothi. This support would bridge the resource gaps identified in the survey, enhancing the program’s effectiveness for board exam preparation. In addition to this, incorporating essential stationery items such as geometry boxes, school bags, and other basic supplies into the distribution scheme to alleviate the financial burden on families and enhance the educational experience for students.
- **Uniform Distribution:** Providing school uniforms as part of the resource package would reduce visible socio-economic disparities among students. Uniform distribution would also promote a sense of equality and inclusivity in the classroom, further supporting the goals of the program.

5.2.1.5. Surat

- **Timely Distribution:** Delays in distributing notebooks in Surat disrupted the academic calendar for many students. Initiating the distribution process well before the academic session begins would ensure that students start their studies without resource-related delays.
- **Guides and Workbooks:** Secondary students in Surat expressed a need for subject-specific guides and workbooks to supplement their classroom learning. Providing these resources would address gaps in academic preparedness and improve overall educational outcomes in the district.

5.2.1.6. Panchmahal

- **Increased Notebook Allocation:** To meet their academic demands, Panchmahal requires higher-grade students to have at least 15 notebooks per year. Their education would be directly supported by making sure they had enough supplies, particularly for board exam preparation.
- **Swadhyay Pothi and Apekshits:** The demand for Swadhyay Pothi and Apekshit materials, specific to Panchmahal’s curriculum, was evident in the findings. Providing these resources would address a key academic requirement for students, enabling better exam preparation and overall performance.

The recommendations outlined above align with the unique socio-economic and educational challenges of each district. Addressing these specific needs will amplify the GMDC-GVT Notebook Distribution Project's impact, ensuring that the program remains a robust and adaptable model for fostering educational equity across Gujarat. By implementing these district-specific and overarching recommendations, the initiative can further its mission to reduce educational disparities and empower communities effectively.

5.2.2. Overall Recommendations

5.2.2.1. Enhanced Resource Provision

- **Increased Notebook Allocation:** Each student should receive at least 15 notebooks per year, particularly those in classes 9 and 10. This will make it easier to meet the rigorous academic requirements of these grades, such as preparing for board exams.
- **Additional Resources:** Expand the distribution package to include essential items like Swadhyay Pothi, geometry boxes, pens, erasers, and subject-specific workbooks. Students in all grades will have their academic demands met by these additions, guaranteeing comprehensive support.
- **Bags and Uniforms:** Include school uniforms and bags in the distribution scheme to promote inclusivity and reduce the financial burden on families. The program's ability to assist kids from disadvantaged backgrounds would be greatly strengthened by this inclusion.

5.2.2.2. Streamlined Distribution Process

- **Timely Distribution:** Ensure that notebooks and other materials are distributed before the academic session begins. This will enable students to start their studies without disruption and maximize the effectiveness of the program.
- **Improved Communication:** Establish clear and accessible communication channels to keep parents and school authorities informed about distribution schedules. This will ensure transparency and prevent logistical challenges.

5.2.2.3. Community Engagement and Awareness

- **Awareness Programs:** Conduct workshops and seminars to educate parents and communities about the program's benefits. This will guarantee that the resources are used efficiently and encourage increased community involvement.

- **Feedback Mechanisms:** Implement regular feedback sessions with stakeholders, including students, parents, and teachers, to identify gaps and areas for improvement. The program will become more responsive and adaptable if a two-way communication system is established.

5.2.2.4. Monitoring and Evaluation

- **Impact Assessment:** Conduct regular monitoring and evaluation to measure the program's effectiveness. To improve tactics and handle new issues, use information from both qualitative and quantitative sources.
- **Stakeholder Collaboration:** To guarantee the program's seamless execution and long-term viability, fortify alliances with neighbourhood leaders, NGOs, and school administrators.

These overarching recommendations provide a framework for improving the GMDC-GVT Notebook Distribution Project across all locations. By addressing these common challenges and opportunities, the program can further its goal of reducing educational disparities and empowering students with the resources they need to thrive academically. These measures will ensure that the initiative remains impactful, inclusive, and aligned with the diverse needs of the communities it serves.

5.3. Final Thoughts

The GMDC-GVT Notebook Distribution Project stands as a testament to the transformative power of targeted educational interventions. By reducing financial burdens, enhancing academic engagement, and fostering inclusivity, the program has significantly contributed to empowering students and their families across Gujarat's rural and tribal regions.

However, sustaining and amplifying this impact requires continuous adaptation. Addressing logistical challenges, improving infrastructure, and expanding resource provision will ensure the program evolves in step with the diverse needs of the communities it serves.

Ultimately, the project's success lies in its ability to create a sustainable framework for equitable education. With thoughtful planning, community engagement, and a commitment to innovation, the GMDC-GVT initiative has the potential to become a model for addressing educational disparities, paving the way for a brighter and more inclusive future.

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Appendix

1. Survey Questionnaire

Survey Questionnaire for Parents - GVT Notebook Distribution Project

Target Respondents: Parents of Beneficiaries (Students)

Section 1: Basic Information

Rationale: Collect basic demographic information to understand the profile of beneficiaries.

1. **What class is your child in?**
☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th
2. **Village name:** _____
3. **School name:** _____
4. **What is your child's gender?**
☐ Male ☐ Female ☐ Prefer not to say

Section 2: Family and Social Background

Rationale: Identify the socio-economic and social background of beneficiaries to understand their context.

5. **What is your religion?**
☐ Hindu | ☐ Muslim | ☐ Christian | ☐ Sikh | ☐ Any other (specify): _____
6. **What is your caste category?**
☐ SC | ☐ ST | ☐ OBC | ☐ Any other (specify): _____
7. **What is your family's main source of income?**
☐ Agriculture ☐ Daily wages ☐ Small business ☐ Government job ☐ Other: _____
8. **How many members are there in your family?**
☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 or more
9. **How many members of your family are working?**
☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
10. **How many children do you have?**
☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
11. **How many children in your family are going to school?**
☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
12. **What type of house do you live in?**
☐ Kutcha (mud house) ☐ Semi-Pucca (partly brick/stone) ☐ Pucca (concrete house)

13. **What is the highest level of education attained by the head of the family?**

☐ No formal education ☐ Primary school ☐ Secondary school ☐ Higher secondary ☐
Graduate ☐ Post-graduate

14. **Does your family own any land?**

☐ Yes ☐ No

If yes: How much land do you own? _____

15. **What is your family's monthly income range?**

☐ Below ₹5,000 ☐ ₹5,001 - ₹10,000 ☐ ₹10,001 - ₹20,000 ☐ Above ₹20,000

16. **What is your family's primary occupation?**

☐ Farming ☐ Labor work ☐ Shop/Business ☐ Service ☐ Other: _____

17. **What type of toilet facility does your household have?**

☐ Own ☐ Common/Public ☐ Shared Private ☐ Open

18. **What type of Ration Card does your household have?**

☐ BPL | ☐ APL | ☐ Antyodaya | ☐ None

19. **Does your household have an MGNREGA Job Card?**

☐ Yes | ☐ No

20. **Does everyone in your household have an Aadhaar card?**

☐ Yes | ☐ No

Section 3: Pre-Distribution Conditions

Rationale: Understand the family's financial situation and academic resource access before the GMDC-GVT scheme.

21. **How did you provide notebooks for your child before the GMDC-GVT scheme?**

☐ Bought regularly ☐ Reused old notebooks ☐ Relied on school-provided materials ☐

Others: _____

22. **On average, how much were you spending monthly on school supplies (notebooks, stationery) before the scheme?**

☐ Less than ₹100 ☐ ₹101-₹300 ☐ ₹301-₹500 ☐ More than ₹500

23. **Did your child face any difficulties in attending school or completing homework due to a lack of school supplies before receiving GMDC-GVT notebooks?**

☐ Yes ☐ No

If yes, please explain: _____

24. **Did your child have to share notebooks with siblings or other children before receiving notebooks under the scheme?**

☐ Yes ☐ No

25. Were you able to afford the required school materials for your child before the GMDC-GVT scheme?

☐ Yes ☐ No

Section 4: Receiving Notebooks

Rationale: Confirm program participation and understand pre-distribution conditions.

26. Did your child receive notebooks from GMDC-GVT?

☐ Yes ☐ No

27. In which year did your child first receive notebooks under the GMDC-GVT scheme?

2021 ☐ 2022 ☐ 2023 ☐ Other: _____

28. How many times has your child received notebooks in a year under the scheme?

☐ Once ☐ Twice ☐ More than twice

If more than twice: Please explain the frequency: _____

29. Before getting the notebooks, did your child have enough notebooks for schoolwork?

☐ Yes ☐ No

30. Did you buy notebooks for your child before receiving them from GMDC-GVT?

☐ Yes ☐ No

i. **If yes:** How much money were you spending on notebook purchases in a month?

ii. **If no:** Why did you not purchase the notebooks for your child? _____

31. Did you have any problems getting the notebooks for your child under this scheme?

☐ Yes ☐ No

If yes: Please explain: _____

32. Do you think your child needs anything else besides notebooks to help with studies?

☐ Yes ☐ No

If yes: Please explain: _____

Section 5: Notebook Quality and Timing

Rationale: Measure the adequacy, quality, and timeliness of the notebooks.

33. How do you rate the number of pages in the notebooks?

☐ Very Poor ☐ Poor ☐ Fair ☐ Good ☐ Excellent

34. How do you rate the quality of the notebook paper?

☐ Very Poor ☐ Poor ☐ Fair ☐ Good ☐ Excellent

35. Did your child receive the notebooks on time?

☐ Very late ☐ Late ☐ On time ☐ Early

Section 6: Barriers and Challenges in Receiving Notebooks

Rationale: Understand any barriers or challenges faced by beneficiaries in receiving the notebooks.

36. Were there any delays in receiving the notebooks?

☐ Yes ☐ No

If yes: How long was the delay? _____

37. Did you face any difficulties in collecting the notebooks?

☐ Yes ☐ No

If yes: What were the difficulties? ☐ Distance to collection center ☐ Lack of information ☐ Unavailability of stock ☐ Others: _____

38. Did you need to visit multiple times to collect the notebooks?

☐ Yes ☐ No

If yes: How many times? _____

39. Were the notebooks provided free of charge as promised?

☐ Yes ☐ No

If no: Please explain the charges or costs incurred: _____

Section 7: Impact of the GMDC-GVT Scheme and Utilization of Savings

Rationale: Understand the impact of the scheme and how families are utilizing savings.

40. Did receiving the notebooks save you money on school supplies?

☐ Yes ☐ No

41. If you saved money by not purchasing notebooks, how did you utilize the savings?

☐ Used for other school expenses (uniforms, stationery) ☐ Used for household needs ☐ Saved for future use ☐ Others: _____

42. Did the saved money help you with any urgent family needs?

☐ Yes ☐ No

If yes, Please explain: _____

43. Has receiving the notebooks impacted your overall household financial situation?

☐ No impact ☐ Slight impact ☐ Moderate impact ☐ Significant impact ☐ Great impact

Section 8: Impact on Schoolwork

Rationale: Gauge the notebooks' effect on schoolwork participation.

44. Has it been easier for your child to take notes and do homework after receiving the notebooks?

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

45. **Have the teachers noticed any improvement in your child's grades or participation?**

☐ No improvement ☐ Slight improvement ☐ Moderate improvement ☐ Significant improvement ☐ Not sure

46. **Do you feel your child is more confident in their studies after receiving the notebooks?**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Section 9: Attendance and Motivation

Rationale: Evaluate motivation changes and school attendance due to receiving resources.

47. **Has receiving the notebooks made your child go to school more regularly?**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

48. **How motivated is your child to keep studying after receiving the notebooks?**

☐ Not motivated ☐ Slightly motivated ☐ Moderately motivated ☐ Very motivated ☐ Extremely motivated

Section 10: Equal Opportunities for All Students

Rationale: Measure if the notebooks helped bridge economic gaps and promote equality.

49. **Do you think students from all backgrounds got equal benefits from receiving the notebooks?**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

50. **Do you think the notebooks helped reduce the difference between students who can buy school supplies and those who cannot?**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

51. **Do you think the notebook distribution by GMDC-GVT helped in saving your money on education?**

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Section 11: Overall Impact and Suggestions

Rationale: Measure overall satisfaction and gather feedback for future improvements.

52. **How satisfied are you with the notebooks your child received?**

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

53. **Would you suggest any notebooks or distribution process improvements?**

☐ Yes ☐ No

If yes, Please explain: _____

54. **How has the notebook distribution impacted your child's education?**

☐ No impact ☐ Slight impact ☐ Moderate impact ☐ Significant impact ☐ Great impact

55. Would introducing other educational tools like subject-specific workbooks, e-learning platforms, or extracurricular materials benefit students?

☐ Yes ☐ No

If yes, which specific resources would have the most significant impact on your child's education?

- ☐ Subject-specific workbooks (e.g., math, science, languages)
- ☐ Digital tools (e.g., tablets, e-learning platforms, educational apps)
- ☐ Extracurricular materials (e.g., art supplies, sports equipment, music instruments)
- ☐ Other (please specify): _____

1.1. Focus group questionnaire

Focused Group Discussion (FGD) Questionnaire for Students

1. Conditions Prior to and Post Notebook Distribution

Question: Before receiving the notebooks, how did you manage without them for your schoolwork (e.g., taking notes, completing assignments)?

Follow-up: Did you share notebooks with others, use scrap paper, or miss assignments due to a lack of materials?

Question: After receiving the notebooks, what changes did you notice in how you could complete your homework or participate in class?

Follow-up: How did having the notebooks improve your schoolwork or make learning easier?

2. Experience with the Notebooks

Question: In which year did your child first receive notebooks under the GMDC-GVT scheme?

Follow-up: Has the timing of distribution been consistent each year?

Question: How often does your child receive notebooks under the GMDC-GVT scheme in a year?

Follow-up: If there were multiple distributions in a year, did this meet your child's needs?

Question: How important do you think the notebooks are for your studies?

***Follow-up:** Did receiving the notebooks make you feel more prepared or motivated to participate in school activities?*

Question: Were the notebooks enough for all your schoolwork?

***Follow-up:** If not, how did you manage when the notebooks were not enough?*

Question: How would you rate the quality of the notebooks you received in terms of paper, binding, and overall durability?

***Follow-up:** Did the quality of the notebooks meet your expectations? Were there any issues with the pages tearing or running out too quickly?*

Question: Were the notebooks distributed at the right time, when you needed them for your schoolwork?

***Follow-up:** If they were delayed, how did this affect your ability to complete assignments or participate in class? Would receiving them earlier have made a difference in your studies?*

3. Impact on Motivation and Attendance

Question: Have the notebooks made you want to attend school more often?

***Follow-up:** Did your attendance improve after you received the notebooks?*

Question: Have you noticed any changes in your participation in class activities since receiving the notebooks?

***Follow-up:** Were you more active in class after having proper materials to take notes and complete assignments?*

4. Barriers and Challenges

Question: Did you face any difficulties in using the notebooks, such as issues with the number of pages or quality of the paper?

***Follow-up:** Did these problems affect your ability to do your homework or study?*

Question: Were there any delays in getting the notebooks?

Follow-up: *How did you cope with the delays, and did it impact your performance at school?*

5. Future Needs

Question: Besides notebooks, what other materials would help you in school?

Follow-up: *Do you think having access to additional resources like textbooks, pens, or uniforms would improve your learning further?*

Question: Do you think the project should expand to provide materials tailored to specific subjects, such as math workbooks or science kits?

Follow-up: *How would having subject-specific resources help you better understand and engage with their schoolwork?*

Focused Group Discussion (FGD) Questionnaire for Parents

Conditions Prior to and Post Notebook Distribution

Question: How did your child manage schoolwork before receiving the notebooks? Did they have difficulties due to a lack of resources?

Follow-up: *Were you purchasing school supplies, or did your child miss assignments because they didn't have proper materials?*

Question: After receiving the notebooks, have you noticed any changes in your child's school performance or interest in studying?

Follow-up: *What specific improvements have you seen in their schoolwork or attitude towards education?*

Awareness and Experience with the Notebook Distribution Project

Question: Did you receive enough notice about when and how the notebooks would be distributed?

Follow-up: *Were there any challenges in getting access to the notebooks, such as the location or timing of the distribution?*

Question: Was there any confusion or lack of clarity about eligibility for receiving the notebooks?

Follow-up: How can communication regarding the project's goals and distribution process be improved?

Impact on Your Child's Education

Question: Have you noticed any improvements in your child's schoolwork after receiving the notebooks?

Follow-up: Are they more engaged in class, and have their grades improved?

Question: Did the notebooks help reduce your family's expenses for school supplies?

Follow-up: How much did you typically spend on notebooks before this distribution?

Question: Do you think the distribution of notebooks has addressed all of your child's educational needs, or are there gaps that remain unfulfilled?

Follow-up: What additional educational resources do you believe would have the most impact on their performance?

Utilization of Savings from Notebook Distribution

Question: How did you utilize the money you saved from not having to buy notebooks this year?

Follow-up: Did you use the savings to cover other educational expenses, such as uniforms, or household needs like food or healthcare?

Question: Did the savings allow you to invest in anything beneficial for your child's future, such as extra classes or extracurricular activities?

Follow-up: If yes, what was the impact of this additional investment?

Question: Do you feel that the savings provided long-term relief, or were they only beneficial for a short time?

Follow-up: How could future initiatives better address long-term financial burdens related to education?

Barriers and Challenges

Question: Did your child face any issues with the notebooks, such as the number of pages or quality?

Follow-up: *How did these problems affect your child's ability to complete schoolwork?*

Question: Were there any delays or problems in receiving the notebooks?

Follow-up: *Did these delays affect your child's ability to attend school or do their homework?*

Suggestions for Future Initiatives

Question: What kind of follow-up support (e.g., educational workshops, supplementary materials) would be helpful for your child after receiving the notebooks?

Follow-up: *How could these additional resources enhance your child's academic growth or personal development?*

Question: Are there any gaps in the current educational support provided by the GMDC-GVT project that should be addressed in future initiatives?

Follow-up: *What other forms of assistance (e.g., digital learning tools, tutoring) could improve your child's learning experience?*

Question: Beyond notebooks, what other school supplies (e.g., pens, pencils, backpacks) would be beneficial for your child's education?

Follow-up: *How would receiving these additional supplies make a difference in your child's ability to succeed in school?*

Question: Would you find it helpful if the project included digital learning tools like tablets or online learning resources for your child?

Follow-up: *If yes, how would access to technology and digital learning materials improve your child's learning experience?*

Question: Do you think the project should expand to provide materials tailored to specific subjects, such as math workbooks or science kits?

Follow-up: *How would having subject-specific resources help your child better understand and engage with their schoolwork?*

Question: Do you think regular feedback sessions with parents and teachers should be organized to assess the effectiveness of the educational support provided?

Follow-up: *How would you prefer to give feedback, and what aspects of the program should be discussed in such sessions?*

Question: Should future initiatives provide more frequent distributions or allow students to request materials as needed throughout the school year?

Follow-up: *How would this flexibility in distribution help meet your child's needs more effectively?*

Question: Do you think a rewards or recognition program for student achievements could be part of future initiatives to encourage academic excellence?

Follow-up: *What kind of incentives (e.g., certificates, scholarships) would motivate your child to perform better in school?*

1.2. Semi-Structured Interview Questionnaire

Semi-Structured Interview Questionnaire for Implementing Agencies / Schools

Conditions Prior to and Post Notebook Distribution

Question: Before the notebook distribution, how did the students manage without access to sufficient notebooks or materials?

Follow-up: *Were there reports of students struggling to complete homework or attend classes regularly due to a lack of resources?*

Question: After the distribution, did you notice any improvements in students' performance or attendance?

Follow-up: *Have you observed any particular groups of students benefiting more from the project?*

Planning and Implementation Process

Question: Can you explain how the notebook distribution project was planned and executed in your area?

Follow-up: *Were there any specific challenges in the coordination or communication with parents and the community?*

Question: How was the list of students who received the notebooks created?

Follow-up: *Were there any students left out, and how were these cases handled?*

Distribution and Monitoring

Question: Was the distribution process smooth and well-organized?

Follow-up: *Did all students receive their notebooks on time, or were there delays that affected their studies?*

Question: How do you track the distribution to ensure the notebooks reach the right students?

Follow-up: *Could the tracking and monitoring process be improved to ensure better accountability?*

Barriers and Challenges

Question: What challenges did you face during the distribution of the notebooks?

Follow-up: *Were there logistical issues, such as transportation or storage, that affected the smooth distribution?*

Question: Did you face any challenges in working with parents or community leaders?

Follow-up: *How did these challenges impact the distribution process, and what solutions were implemented?*

Program Sustainability and Expansion

Question: What steps can be taken to ensure the sustainability of the notebook distribution project?

Follow-up: *Are there additional partnerships or funding sources that could support the expansion of the program?*

Utilization of Savings from Notebook Distribution (For Schools/Agencies)

Question: Did the schools or families report savings from not having to purchase notebooks?

Follow-up: *Were there any reports on how families utilized these savings? How did this impact student engagement or other areas of family life?*

Question: How can this information about savings be used to create additional support programs for students or their families?

1.3. Notebook distribution details

SR.	GMDC Project Location	2024-25			
		No. of Students	No. of Notebook	No. of Students	No. of Fullscope
1	Panandhro	1070	12840	112	1344
2	Mata no Madh	1397	16764	105	1260
3	Lakhpat Punrajpur	172	2064	0	0
4	Pandhro extension	284	3408	0	0
5	Umarsar	496	5952	163	1956
6	Bharkhandam	1220	14640	25	300
7	ATPS	753	9036	87	1044
8	Gadhsisa	2291	27492	652	7824
9	Kadipani	1853	22236	56	672
10	Shivrajpur	1015	12180	362	4344
11	Rajpardi	350	4200	0	0
12	Damlai	116	1392	37	444
13	Valia	2376	28512	877	10524
14	Bhavnagar	1861	22332	1376	16512
15	Bhatia	221	2652	0	0
16	Tadkeshwar	2574	30888	708	8496
17	Ghala	1172	14064	324	3888
18	Baitarni West (Odisha)	1800	21600	0	0
19	Burapahar (Odisha)	630	7560	0	0
Total		21651	259812	4884	58608