Social Impact Assessment Report

2018 - 24

Our Vision

To build cohesive , inclusive and resilient communities where everyone, especially the marginalized communities, can access and benefit from knowledge, resources and opportunities necessary to shape their own dignified lives and fulfilling futures.

Our Mission

READ facilitates the creation of self sustaining and community - led knowledge centres that serve as foundational platforms for fulfilling social and economic well-being of economies.

TABLE OF CONTENTS

From the Social Auditor's desk

On the outset of this report, we at Solvera, sincerely thank READ India, for giving us this opportunity to assess the impact of the entire body of work being carried through the organization of vivid history, vast outreach and immense credibility in the social landscape of India. Drawing from the discussions and mandate discussed with Senior Management of READ India, Solvera through its registered Social Auditor, Amit Rai, undertook the assignment to conduct the Social Impact Assessment (SIA) of the selected READ Community Library and Resource Centres, leaning on the SDGs being addressed through portfolio of interventions carried out at the respective centres.

Further, to the pivot of SDG's, the SIA would also hinge upon the Social Accountability Standards (SAS) to lend it a legitimacy as per the SAS framework instituted by ICAI.

Before we move forward, for the audience of this report, I would like to define a Social Impact Report as per the guiding statutes of ISAI-

"SIA is a process of analysing, monitoring and managing social change in a society as a result of organisation's social interventions."

In order to keep the defined essence of a SIA as core principle for setting up the approach to conduct the SIA, following are the steps for as per the guiding statutes of ISAI-

- Setting objectives (defining the scope of impact analysis, the level and the desired social change to be achieved).
- Analysing stakeholders (identifying potential stakeholders which need to be involved to these processes).
- Measuring (setting relevant parameters by which SE will plan its intervention, and how the activity achieves the outcomes and impacts identifying measurement tools; measuring the targeted outcomes and impact.
- Verifying and valuing Impact (verifying that the logical implications are strong enough Monitoring and reporting (integrating this information info the management system and reporting data to relevant stakeholders).

The objective of the report is to help the stakeholders of the organisation-

- Understanding, whether projects are being conducted effectively; and require any modifications in project activities.
- Understanding, whether the social intervention is resulting in any change amongst the target group and communities at large.
- Helping the organisation use the SIA report as evidence to advocate their inventions and secure future funding.
- Giving a view to donors/ investors of timely and effective achievement of predetermined targets.
- Helping the management as well as other stakeholders to regularly monitor and ensure that the implementing team is adhering to stipulated timelines and budgets.
- Enabling organisations to collect data that track successes and failures and helps to build strong data management systems to understand trends and track long term impact.

The following report has been broadly classified into 3 sections-

A). Strategic Intent and Planning.   B). Approach   C). Impact Scorecard

A) Strategic Intent and Planning.

This section is building block of setting objectives of the intervention, defining targeted impact and also analysing the stakeholders involved in the process. It helps the audience of report to understand the social or environmental challenge the organization is addressing.

It further helps identifying and clearly drafting

1. The Problem Statement & Challenge.

2. Its extent, causes and consequences- Reflecting on the scale of the problem and consequences if not addressed, in alignment with the impacted SDG's.

3. The part of the problem statement the organization and the instrument are trying to address and in detail explanation.

4. In this section the focus is also on assessing the planning of organization to attend to the challenge or attending to the challenge.

5. Once Intent and planning is defined the section further covers the explanation on change that is intended for the targeted beneficiary or target group.

6. It further expands to the target segment to the organization's internal definition of "target segments" it seeks to serve, usually along one or more of the three dimensions namely, namely Income, Geography or Thematic issue (gender, caste, community that places the target segment at a disadvantage that has economic and non-economic consequences).

7. Thereafter in culminates at the point that defines the intended outcomes of the solution/program, exhibiting through Theory of change / logic model framework (defining input, output(s), and outcome) for the solution proposed.

B) Approach

1. Establishing the baseline status through situation analysis or context description at the start of the project/program. In absence of baseline study, a detailed situation analysis to is mentioned.

2. Describing the solution implementation plan and the measures taken for sustainability of program outcomes.

3. Mention of Detailed implementation plan capturing all the essential activities.

4. Exhibiting the past performance trend, for the on-going project/program explanation of key past performance trends and for proposed project/program with a supporting narrative explaining the experience of similar programs in similar situations.

5. Identifying the Measures undertaken for Sustainability of planned Outcomes and considerations of including Stakeholder feedback.

C) Impact Scorecard

1. Establishing the metrics monitored and exhibiting the trend.

2. The trend in performance is explained through the trend of the data across the output, outcome and impact metrics that are established by the organization.

3. The metrics capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This shall help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution.

4. The detailed information on planned activities that have been accomplished in the reporting period.

5. The highlights or achievements in the reporting period with a mention of key highlights, achievements, challenges and/or disappointments faced during the reporting period.

6. Beneficiary / Stakeholder validation as utmost necessary information to capture the perspective of stakeholders for the program to draw a holistic picture of impact/change that has been achieved by the program.

The following report aims to evaluate the social performance and community impact of READ India in alignment with SDG's and National priorities through comprehensive assessment in line with guiding statutes of ISAI, along with actionable recommendations.

Social Auditor

Mr. Amit Rai

Membership Number :- ISAI/SA-397

Executive Summary

Over the past two decades, READ India has significantly impacted marginalized communities, with tested READ Model of Education, Enterprise and Community Development in Nepal and replicated in India and Bhutan. READ India, registered as a Trust in India, since 2007 has been replicating this Community driven model with Community First approach has been a successful model for holistic development with strong community participation, community management and community ownership. These Community Library and Resource Centres **(READ Centres) serve as vehicles for social and economic transformation. Through its core** social interventions, READ India has reached over half a million beneficiaries across more than 250 rural villages in India, by inculcating the habit of visiting the Library, reading a book and commitment to continuation of higher education by the children, youth and even young women; organising skilling programmes by designing the training module envisioning the need in the present and future employability and micro-enterprises.

Under the guidance of Dr. Geeta Malhotra, SOLVERA Consulting conducted a Social Impact Assessment (SIA) for Social Interventions carried out at Community Library and Resource Centres aligning the Sustainable Development Goals with Key programmes on Education, Skilling, Community Development, Sanitation & Environment by establishing four Community Library & Resource Centers, making IT rooms in zilla parishad schools, tree plantation and rain-water harvesting programmes in and around MIDC Aurangabad. Additionally, the SIA incorporates Social Accountability Standards (SAS) to lend legitimacy as per the SAS framework instituted by ISAI.

SDG 4: Quality Education

The focus is on enhancing and improving the reading and writing skills of children, providing access to books to all age groups for general reading and special books for youth to prepare for competitive examinations and for government jobs announced from time to time. Digital Skilling programs are designed and introduced for ensuring Digital Inclusion bridging the digital divide and increasing livelihood opportunities for youth and also access to digital literacy for children to cope up with their digital curriculum in the schools.

SDG 3: Good Health and Well-Being

Basic health awareness initiatives are aimed to educate individuals and communities such as hygiene, nutrition, disease prevention, adolescent health etc, and the importance of seeking medical care when needed.

SDG 5: Gender Equality & SDG 10: Reducing Inequalities

The focus is on enhancing and improving the reading and writing skills of children, providing Skilling programmes are selected in conversation with the women to fill in the gaps they are facing in empowering and enabling them to earn a decent and respectful living apart from their responsibilities at homes and in the farms to which they are committed to their families. Women are encouraged to join the bouquet of skilling programmes being organised at these READ Centers and certified after completion of these courses. Their families acknowledge their enhanced potential of earning and support them to either look for a suitable job or start their own micro-enterprise at home or in the village itself. Life skills and leaderships skills are provided from the Head Office on a regular basis for two main reasons, one to be in touch directly with the stakeholders, know their day to day challenges and enable them to develop the clarity confidence and courage to handle these and grow.

SDG 6 : Clean Water And Sanitation

Educational Programs and initiatives are undertaken on clean water and how it is important for preventing water borne diseases and ensuring that resources are being used efficiently, and there is equitable access to clean water for all members of the society, especially in regions facing water scarcity or inequitable distribution. Water purification plants are installed in the zilla parishad schools to protect the children from water borne diseases and stop carrying water bottles with their heavy schools bags to the schools.

SDG 13 : Climate Action-Environment Protection Drive And Water Conservation

Programs around Community Plantation of trees and water conservation program are done with community participation so that water is saved for future needs and support the green belts maintained with the help of local authorities.

The study was done with the following methodology in view:

Approach	Objective	Methods to be adopted
Qualitative	Social impact nature is qualitative, thus qualitative research helps to reveal the broader and in-depth effect of social mission.	Theory of change, Structured Questionnaires & Interviews, Focus group discussion & Observation
Quantitative	Analysis of large numerical data	Statistical data analysis

In alignment with SDGs, programs were designed & conducted in a manner to ensure that every single beneficiary came out with higher self-confidence, self-esteem, personal growth and resilience.

The CLRC model of READ India enhances access to information, promote literacy, lifelong learning, and intellectual growth within communities.

It supports formal education by providing resources to students and educators, fostering informal learning through workshops on technology, finance & health, enriching community life and fostering a sense of belonging by connecting with each other. building toilets in schools has resulted in positive changes, including enhanced safety for female students, improved hygiene and sanitation practices, and better disease control measures. Above all, reducing the dropout rates from middle class onwards and absenteeism from the school every month. By ensuring access to essential facilities and promoting health awareness, this initiative strives to create a conducive environment for girls' education and well-being.

- Addressing the notable issue of lack of quality of drinking water has reduced the cases of acute respiratory infections, cholera, malaria, bacterial diarrhoea, and similar ailments within the school compounds.

- The Solar Energy panel installation at the selected Zilla Parishad Schools have provided access to consistent, reliable, and renewable source of electricity and reduce operational costs.

Recommendations

• READ India aims to create lasting impact through its interventions by transforming READ Community Library & Resource Centers into vocational training centers. This integrates education and livelihood, providing higher education and technical skills for suitable jobs.

• The impact could be further enhanced by encouraging the women to make their own SHGs and work together on some micro-enterprise with mutual consent. Individuals are also encouraged to initiate their own micro-enterprises with their family support.

• For READ Centers sustainability, three options are recommended. One, to continue with the pre-school and a chain of pre-schools could be opened in the selected villages with the dedicated teachers whom READ Centres have been training. Second, the READ Centers should also start the vocational training services apart from free skilling services which are being provided. These Vocational Centers could enhance the employability skills of the youth in the MIDC or any other geography as the skills sets provided will build their confidence and capability for this purpose. Thirdly, production units could be initiated in garments and maybe in multiple product range for selling the products in the local markets, like handicrafts, herbal cosmetics and other need-based products. Other skills could be assessed and accordingly initiated to reduce the gaps in skills to dignified earning initiatives.

• Improving the data analysis skills of the READ India team will enhance data collection quality and allow for more effective program design based on analytical insights. Additionally, utilizing social media to share

Conclusion

The Community Library and Resource Centre (CLRC) model by READ India has, over the past 10 years, partnered with communities in various villages to foster social and economic transformation through dedicated and consistent efforts. This initiative includes community interventions, providing access to more than 5000 books and with various community workshops, empowering over 50000 community members. This community led initiative with local trainers, coordinators and teachers have made a strong network of learners and trainers resulting in cooperation, coordination and commitment to the cause in an effective manner.

Problem Statement

In many communities around the world, there exists a complex web of interrelated issues that hinder sustainable development and the well-being of individuals. These issues include inadequate access to education, healthcare, women empowerment, livelihood skills, clean water, and environmental protection. Without addressing these challenges comprehensively, communities remain trapped in cycles of poverty, inequality, and environmental degradation.

(A) Strategic Intent and Planning

READ India as an organization is creating opportunities at their doorstep and enabling the marginalized communities to understand their respective roles in the existing social fabric. Through its social interventions it enables and empowers them to grow in realms of socio economic and holistic parameters

READ India identifies beneficiaries for its social intervention programs after careful consideration of various parameters to ensure effective targeting and equitable distribution of resources. Some common parameters included in the Feasibility and Baseline analysis are as following:

1. Socioeconomic status: Assessing income levels, employment status, and access to basic amenities to target those most in need.

2. Vulnerability: Identifying vulnerable groups such as the elderly, children, persons with disabilities, and marginalized communities who may require special attention and support

3. Geographic location: Prioritizing areas with high poverty rates, remote regions, or those affected by natural disasters or conflict for intervention.

4. Household composition: Considering the size and composition of households, including single-parent families, to determine their level of need.

5. Education and literacy levels: Assessing educational attainment and literacy rates to gauge the level of empowerment and potential for socioeconomic advancement.

6. Health status: Considering factors such as access to healthcare, prevalence of chronic illnesses, and nutritional status to address health-related needs.

7. Social inclusion: Ensuring representation and inclusion of minority groups, indigenous communities, and other marginalized populations in the beneficiary selection process.

8. Past program participation: Reviewing past participation in social intervention programs to avoid duplication of benefits and ensure effective targeting of new initiatives.

9. Community consultation: Engaging local communities and stakeholders to gather insights, identify priorities, and ensure culturally appropriate interventions.

10. Gender considerations: Addressing gender disparities by considering the specific needs and challenges faced by women, girls, men, and boys in beneficiary selection and program design.

Villages will be selected based on demographic data such as village population, economic status of the families, need will be assessed on access of educational, health and technology-based services.

Social Challenge that READ India is addressing

- READ India through its community libraries address a challenge of providing equitable access to information and resources. The communities in rural parts of India are caught between aspirations of changing world but lack the accessible resources within their reach.

- Primary factor for development in any community is level of education and quality of educational services available to the students for their better future prospects. In line with the IFLA Manifesto READ promotes fostering of peace and welfare through minds of people.

- READ through its social interventions thrusts civic engagement to keep the community informed and aware of local information and knowledge needs for improving their quality of life.

- In many areas, there are disparities in access to books, educational materials, and technology, especially for those from lower-income backgrounds or marginalized communities. READ India CLRC's offer a free space where people of all ages and backgrounds can access books, computers, internet, and other resources, helping bridge the education and digital divide and promoting lifelong learning.

- A social challenge that READ India, addresses for creating right opportunities at the right time for right people have life-cycle approach helps in addressing various gaps and realising Sustainable Development Goals (SDGs) on the ground. READ India believes that working for women help in bringing the status of family high on almost all parameters, literacy, education, skills for employability or micro enterprises for youth and women themselves and engagement with the community helps in involving men to support their families in all aspects resulting in holistic development.

- Many women face barriers to access middle or higher education and formal employment opportunities, which can limit their social and economic independence and contribute to gender inequality. Livelihood skills programs provide women with training on various vocational skills such as sewing, handicrafts, agriculture, and entrepreneurship, enabling them to generate income, support their families, and gain greater autonomy.

- **Women Empowerment:** By equipping women with marketable skills and resources, these programs catalyse the thoughts to break the cycle of poverty and empower women to actively participate in economic activities, thus promoting their social and economic well-being.

• **Basic Health Awareness Initiatives:** Many communities, especially in low-resource settings, face barriers to accessing healthcare services and may lack knowledge about basic health practices. These initiatives aim to educate individuals and communities about topics such as hygiene, nutrition, disease prevention, adolescent health and the importance of seeking medical care when needed. By raising awareness and promoting healthy behaviours, these initiatives empower individuals to take control of their health, prevent illnesses, and improve overall well-being. Additionally, basic health awareness can contribute to reducing the burden on the family savings or bringing the family on debt by preventing avoidable diseases and promoting early detection and treatment of health conditions.

• **Life Skills:** A social challenge that life skills training programs of READ India addresses is the lack of essential skills needed to navigate various aspects of life effectively. Many individuals, particularly those from disadvantaged backgrounds or marginalized communities, may lack critical life skills such as communication, decision-making, problem-solving, and interpersonal skills. This deficiency can hinder their ability to succeed in education, employment, relationships, and overall well-being. Life skills training programs aim to empower individuals with the knowledge and abilities to manage daily challenges, make informed decisions, set and achieve goals, cope with stress, and build healthy relationships. By equipping individuals with these essential life skills, such programs enhance their resilience, confidence, and ability to thrive in diverse environments, ultimately contributing to their personal development and societal integration. In process empower them to think through good and bad by changing their mind-sets with impacting social interventions.

READ Model for realising the SDGs on the ground

READ facilitates the creation of self-sustaining and community-led Library and Resource Centers that serve as a foundational platform for unlocking a community's social and economic potential.
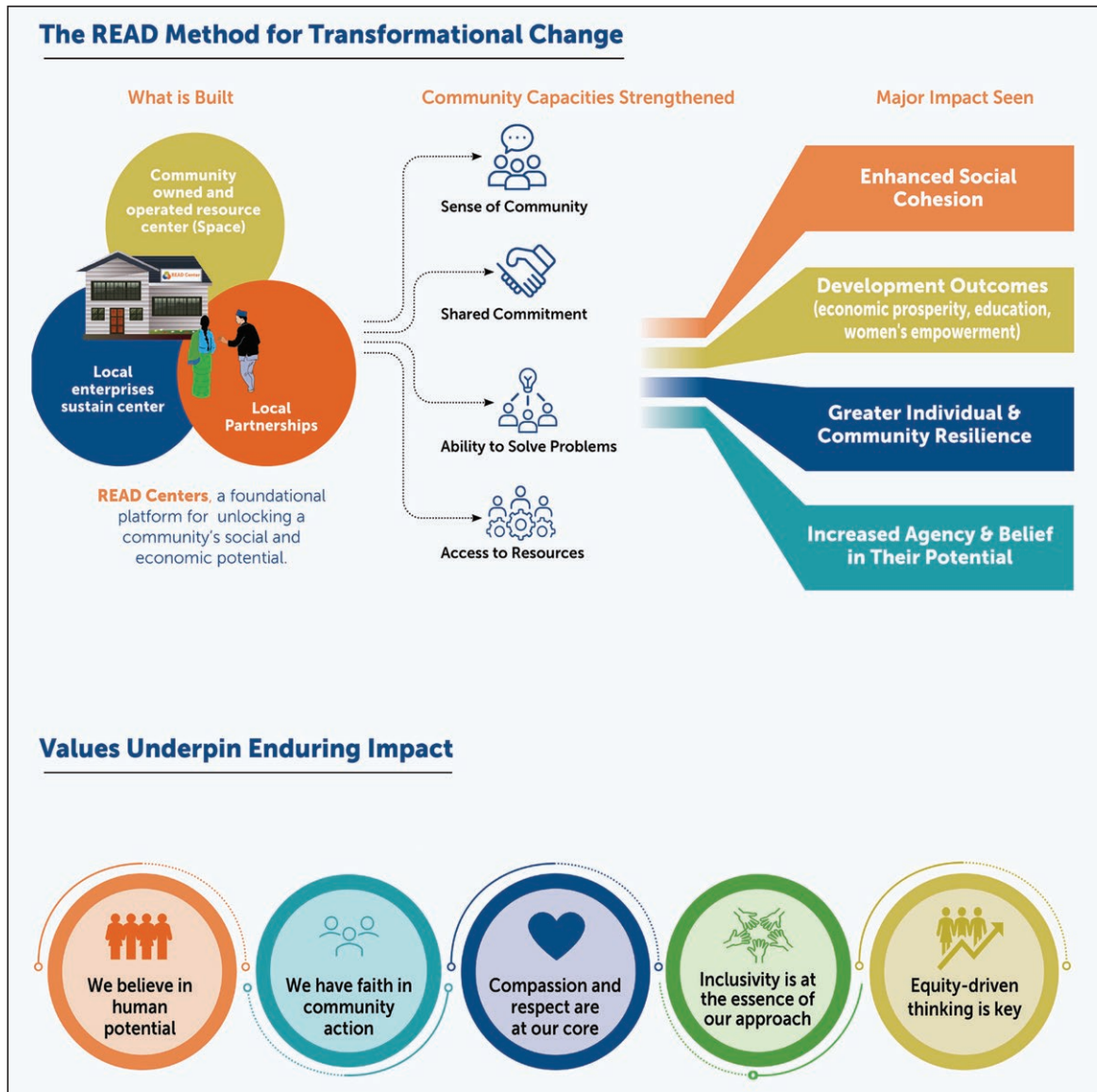
Essential Elements of the READ Model

1. Ability to embody READ values in their operations and partnership with community leaders

2. Community-designed, enduring quality public space

3. Community leadership and management of the READ Center

4. To enable the local team to have funding plans to ensure sustained center operations.

5. Inclusive community engagement practices led by community leadership and the team.

6. Network of local partnerships

7. Needs-based and learning-oriented resources for all community members

8. Formal training & peer-to-peer learning opportunities (facilitated by both the community and the READ team)

Through the Community Learning and Resource Centre, READ India enables an integrated community development program that addresses these interconnected challenges through holistic interventions. Primary factor for development in any community is level of education and quality of educational services available to the students for their better future prospects. READ India though its CLRC platform facilitates equitable education access and enables community to play more decisive roles for their self-development.

READ India Model of Community Library and Resource Centers

READ is committed to provide effective and quality community services using a three-pronged approach:

- Educational Development through library-based community centres.
- Economic Development through sustaining projects.
- Community Development through clinics, literacy classes and other community activities.

Every Community Library and Resource Center should include

- Up to 3,000 books in English, Hindi and local languages
- A selection of current newspapers and magazines
- An Early Childhood Development (ECD) Section that includes child-friendly furnishings, learning toys,
- and reading materials.
- A Women's Section featuring literature and learning materials relevant to women.
- Designated areas for adults, study, administration and other related activities.
- A community activity room where meetings and events can take place.
- Hours of operation that accommodate all community members including school children and working adults.
- A communications center with a telephone, fax, scanning and copying services.
- A computer center with internet capabilities and training classes.
- READ libraries are at least 285 sq. meters or 3050 sq. feet in size.

The strength of the programme is building grassroots leadership and handing over this responsibility on their shoulders.

Applicable Social Accounting Standards aligned with SDGsipsum

SDG	Applicable (SAS)	Extent	Consequences	Aim
SDG 3: Good Health and Well-being:	SAS 200: Promoting health care (including mental health) and sanitation.	Lack of access to healthcare services, sanitation, and clean water in urban and rural areas particularly in low-income communities.	High prevalence of preventable diseases, increased mortality rates, strained healthcare systems, and reduced quality of life.	Increase awareness about healthy lifestyle choices, preventive measures, early detection of illnesses, government schemes and facilities.
SDG 4: Quality Education:	SAS 300 : Promoting education, employability, and livelihoods	Inadequate educational infrastructure, lack of trained teachers, and socio-economic disparities in urban and rural areas, particularly for marginalized populations.	Limited educational opportunities perpetuate cycles of poverty, hinder social mobility, exacerbate inequalities, and impede overall socio-economic development.	Setting up of CLRCs to increase literacy, educational support to enhance student's academic success, promotion of lifelong learning through reading material for all ages, digital inclusion by bridging the digital divide and increasing livelihood opportunities, enhancing sense of belongingness by fostering social connections
SDG -5 Gender Equality **SDG-10 – Reducing Inequalities**	SAS 1000: Promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector	Gender-based discrimination and unequal access to education, employment, and decision-making positions in both urban and rural settings. The inequalities based on both social an economic status or other status within a community.	Gender inequality undermines women's and girls' rights, limits their economic opportunities, perpetuates stereotypes, and hampers the social and economic development of communities.	• Enhanced Employability • Income generation Poverty reduction • Increased self-reliance • Improved financial Management • Personal Growth & Resilience • Setting up of holistic development enterprise that is self-sustainable over a period of 3 – 5 years and help generate additional livelihood options for farming communities and their families.
SDG 8: Decent Work and Economic Growth:	SAS 1000: Promoting livelihoods for rural and urban poor including enhancing income of small and marginal farmers and workers in the non-farm sector	People who are unemployed, underemployed, or engaged in informal and precarious work in marginalized & low-income communities	Poverty, income inequality, social exclusion, and vulnerability to exploitation, exacerbating socio-economic disparities and hindering sustainable development	

SDG 6: Clean Water & Sanitation-	SAS 200: Promoting health care (including mental health) and sanitation; and making available safe drinking water	Lack of Access to Clean Water, proper sanitation facilities such as toilets and sewage systems, Water Scarcity.	Health Risks, Impact on Education, Economic Impacts.	• Improved access to clean water • Enhanced sanitation facilities • Reduction in water pollution • Empowerment of marginalized communities
SDG 11: Sustainable cities and communities	SAS 1100: Slum area development, affordable housing, and other interventions to build sustainable and resilient cities	Inequalities in access to services, economic opportunities, and living conditions in Urban areas. Lack of basic amenities and services in informal settlements and slums	Persistent inequalities in cities perpetuate poverty, exclusion, and social unrest. Marginalized communities bear the brunt of inadequate services, limited opportunities, and social discrimination, widening the gap between the rich and the poor.	
SDG 13. Climate Action	SAS 500: Ensuring environmental sustainability, addressing climate change including mitigation and adaptation, forest, and wildlife conservation	Rising Greenhouse Gas Emissions, Rise in average global temperatures, Climate change, Loss of Biodiversity, limited Access to clean water and sanitation facilities, irresponsible and improper management of water resources and sanitation infrastructure	Impact various aspects of human societies, economies, and ecosystems: Human Health, Food and Water Security, Economic Impacts, Displacement and Migration, and Ecosystem Degradation.	• Protect ecosystems and wildlife habitats, promoting environmental sustainability and biodiversity conservation. • Enhance communities' resilience to climate change by reducing vulnerability to droughts, floods, and other extreme weather events. • Environment Protection Drive And Water Conservation

Defined outcomes of the solution/program as envisaged
by READ India-Measured on Theory of Change model

THEORY OF
CHANGE

At the core of READ India's mission and vision

" **If READ** lives by its core values while establishing community-led library and resource centres (READ Knowledge Centres) that serve as a foundational platform for unlocking their existing potential. **THEN** we build cohesive, inclusive, and resilient communities benefit from knowledge, resources, and opportunities necessary to shape their own dignified futures."

Impact Indicators	←	Impact		
Outcome indicators	←	Outcome	←	Assumptions and risks
Output indicators	←	Outputs	←	Assumptions and risks
		Implementation Strategies	←	Assumptions and risks
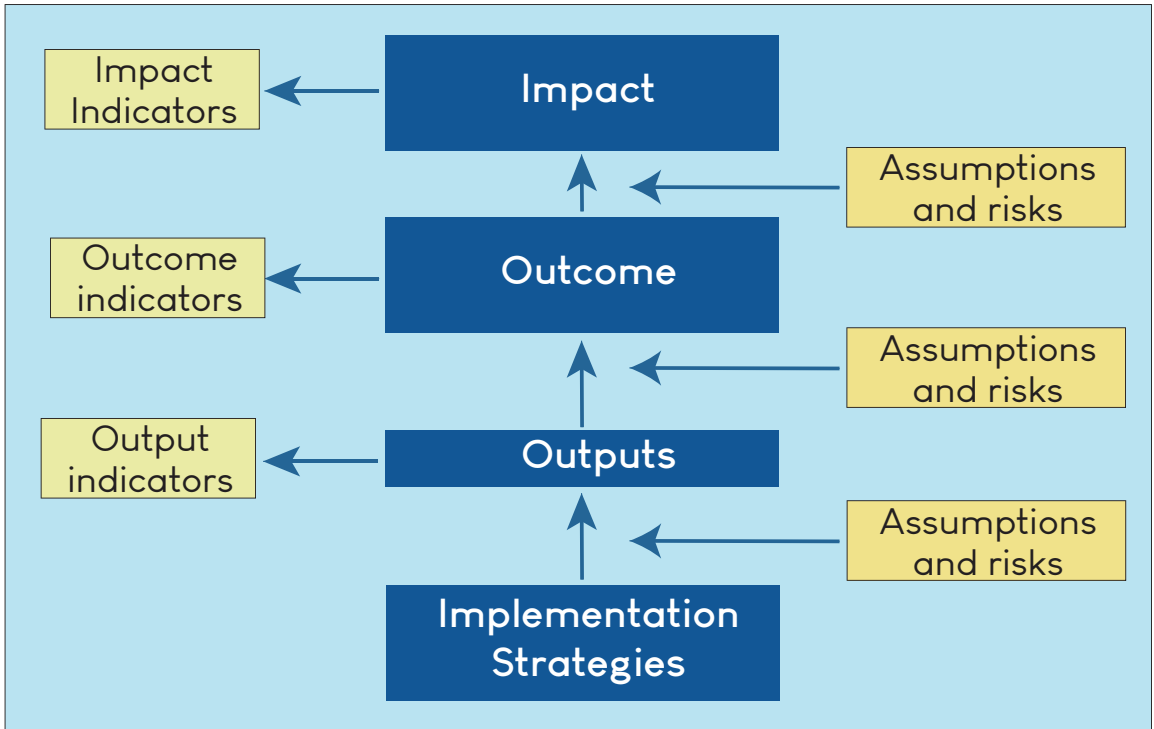
Following the above structured flow of information, The READ Centres are thus envisioned with the following outcomes:

a. Ability of the team to embody READ values in their operations and partnership with othercommunity stakeholders.

b. Community-designed & enduring quality public space.

c. Community leadership and management of the center.

d. Funding plan owned by community to ensure sustained center operations.

e. Inclusive community engagement practices led by community leadership and team.

f. Needs-based and learning-oriented resources for all community stakeholders

g. Formal training & peer-to-peer learning opportunities (facilitated by both the community and the READ team.

READ has also devised a **10 SCALE EVALUATION format** for Women Empowerment that evaluated the Impact on a scale of 1-5 on the following indicators

1. Self-introduction
2. Level of Understanding
3. Level of Concentration
4. Self-Awareness
5. Self- Confidence
6. Self -Esteem
7. Self- Growth
8. Self- Presentation
9. Self- Discipline
10. Decision Making

Targeted Impact Elaborated

The social impact of various interventions such as libraries, livelihood skills training, health awareness programs, and life skills development can be profound and multifaceted

- **Empowerment:** Each intervention empowers individuals by providing them with knowledge, skills, and resources to improve their lives and make informed decisions. This empowerment contributes to greater autonomy and agency within communities.

- **Community cohesion:** Libraries serve as community hubs where people gather, interact, and exchange ideas, fostering a sense of belonging and social cohesion. Similarly, livelihood skills training and health awareness programs bring people together, creating opportunities for collaboration and mutual support.

- **Capacity building:** These interventions build the capacity of individuals and communities to address their own needs and challenges. By equipping people with literacy skills, employable skills, health knowledge, and life skills, they become better equipped to tackle issues and seize opportunities for growth and development.

- **Social inclusion:** Libraries and social interventions like livelihood skills training and health awareness programs often target marginalized groups, promoting social inclusion and equity. By providing equal access to information, resources, and opportunities, these interventions help reduce disparities and promote social justice.

- **Health outcomes:** Health awareness programs contribute to improved health outcomes by promoting preventive measures, early detection, and access to healthcare services. Better health leads to increased productivity, reduced healthcare costs, and improved quality of life for individuals and communities.

- **Economic empowerment:** Livelihood skills training enables individuals to generate income, lift themselves out of poverty, and contribute to economic development. This economic empowerment has ripple effects, benefiting families, communities, and the overall economy.

- **Life satisfaction:** Life skills development enhances individuals' ability to cope with challenges, manage relationships, and pursue their goals, leading to greater life satisfaction and well-being.

- **Educational attainment:** Libraries support educational attainment by providing access to books, resources, and educational programs. This, in turn, improves literacy rates, academic performance, and lifelong learning opportunities for individuals of all ages.

- **Cultural preservation:** Libraries often house cultural materials and local history collections, preserving community heritage and fostering pride in cultural identity.

- **Resilience and sustainability:** Collectively, these interventions contribute to building resilient and sustainable communities by addressing social, economic, and health-related challenges holistically, and by promoting long-term solutions and community ownership of development processes.

(B) Approach specific to Aurangabad

Key Objectives of Baseline Study

- To understand demographics of the community.
- To establish availability of library and books to community.
- To assess availability of vocational and skill-based courses in community.
- To understand level of knowledge about different aspects related to government schemes.
- To assess awareness regarding health-related issues and available health infrastructure.

Methodology

Analysis is made using responses to different questions and evaluation if done using these responses.

Geography

Perkins India Pvt. Ltd. has its mainline operating business in and around MIDC Aurangabad. The objective of serving these villages in the prime hinterland of its operating facilities has been integral to the part of proposal. Thus, as encapsulated in the initial MoU signed in 2016 it has been mutually agreed for joint co-operation under the CSR Programme, where PIPL is desirous to work with marginalised communities on Education, Livelihoods Skill Development, Women Empowerment and Health Awareness by setting up 2 Community Libraries and Resource Centres in identified and marked location of Village Bhamburda and Karmad.

Adgaon	Dagadwadi	Hivra	Kolghar	Tongaon	Gharegaon Pimpri
Bangaon	Dhawalapuri	Jadgaon	Konewadi	Vahegaon	Takli Mali
Bhakarwadi	Gade Jalgaon	Jaipur	Kuber Gevrai	Wadkha	Mahal Pimpri
Bhambarda	Golatgaon	Karajgaon	Kumbhefal	Warudi	Naregaon
Dudhad	Garkheda	Karmad	Ladgaon	Adul	Shendra
Chikhalthana	Hasnabadwadi	Koutgaon	Ladsawangi	Warud	Vadgaon
Mangrul	Murumkheda	Nagonochi wadi	Naigavhan	Bhimnagar	Varzadi
Pimpri Raja	Satana	Shevga	Shekta	Gadelewadi	Daigavahan
Bhogalwadi	Hatmali	Feren Jalgaon	Aurangpur	Kodgaon Jalna	Pimpalkhuta

Facts & Findings

- Agricultural and small businesses are primary sources of income, with a notable 34% of respondents employed under the MNREGA scheme.

- The village has only one school, which is a Middle school. A significant number of respondents discontinued their education after completing graduation, with similar percentages among girls and boys, standing at 42% and 46%, respectively.

- Women predominantly oversee children's homework and after-school studies. Access to libraries is restricted, as the only available resource to the community is the school library.

- There are no computers available either in the school or in the village, and there is no institution providing computer education.

- There is a lack of awareness about available skill-based courses in the region. However, community members express keen interest in acquiring new skills or exploring income-generating opportunities.

Major challenges in the Villages

- Majority of population belong to OBC and SC/ST categories.

- Majority of households are headed by male members of the family, therefore there is need for empowering women on all fronts.

- Despite MNREGA and agricultural income being significant sources of revenue, family incomes typically range from 9K to 15K per month. This underscores the potential for workforce training and guidance to elevate earnings beyond the current range.

- Major expenses are allocated to food and agriculture, highlighting an opportunity to provide training for farmers on resource optimization and the adoption of new agricultural techniques.

- In most households, women oversee their children's after-school studies thus should be informed about modern teaching methodologies, educational technologies, and available resources for students.

- The presence of only one library, located within the village's middle school, underscores the necessity for a well-equipped public library to support children's education and foster a culture of reading within the community.

- The responses received also indicate that many women are graduates who could benefit from additional training and education for livelihood opportunities.

- Data shows that there is availability of computers among households, but majority users do not know how to use even a simple software like MS Office. This indicates that the youth needs to be educated on basics of IT and utilize it to get employed and earn a livelihood.

- Awareness related to Government schemes is not as widespread. In addition to that, awareness related to menstrual hygiene and pregnancy need to be spread.

- Decisions concerning education, personal care, health, and daily household needs are predominantly made by male members, or in some cases, jointly by both members.

- There is no evidence to suggest that women are solely responsible for decision-making in any of these household matters.

The solution implementation plan

"The making of an entrepreneur is a lengthy process, especially for women from socio-economically disadvantaged background. The interventions aim to instill confidence, provide essential skills and develop individual entrepreneurs ensuring they internalize all the qualities of successful entrepreneurship."

Our interventions focus on developing risk-taking abilities, self-belief, passion, motivation and product knowledge. Women trained in stitching, sewing, and hand embroidery are integrated with local business communities or industrial units, ensuring the sustainability of the center and the newly skilled participants.

- Regular meetings with the Library Management Committee to decide on micro-enterprises for self-sustainability based on market studies.
- Integration of livelihood trainings to create employment opportunities and fostering ownership for self-sustaining READ Centers through selected micro-enterprises.
- Sustainable Projects are initiated after advanced market research, these projects aim to self-sustain CLRCs, considering community needs, skills, and economic development.

Operational Structure:

Community Development & Vocational Centers	• Advanced stitching and sewing courses. • Advanced vocational skills courses. • Advanced ICT courses.
Education:	• SPRINGWOOD Preschool / Early Learning Centers. • Nursery teacher training with opportunities to teach at READ India Pre-schools and participate in campaigns like 1 Child - 100 Books.
Livelihood Projects	• Sales of clothes and handcrafts produced by women in CLRCs. • Training youth on employability skills in sectors like education, healthcare, and livelihood in and around Aurangabad.
Community Connections	Helping participants secure jobs, start enterprises, and earn livelihoods, boosting their confidence.
Soft Skills Training	Topics like leadership to develop entrepreneurial attitudes, making participants decisive and independent community leaders.

READ India's mention on Methods and Process to incorporate stakeholder feedback in this reporting period

READ India thinks on the following key aspects before collecting the impact data from the field on 4 W points:

> **- What** data is needed?   **- Why** we need this data?   **-** From **whom** we need this data?
> For **whose** benefits we are collecting the data

With this 4 W analysis, it goes deep-diving into analysing the numbers with transformation of their lives. READ India believes in listening to the community for whom they are working and keeping in view their concerns and design the programmes of empowerment accordingly

READ India also envisages to share the data collected from the communities they work with and share with them to enable them to understand the step-by-step transformation in their lives. Weather its social gain or economic grain, READ believes that social and economic gains s to be analysed parallel to achieve self -empowerment because it is a process – it is not an end in itself. In brief, numbers achieved and lives transformed have to go parallel.

5 GENDER EQUALITY · **6 CLEAN WATER AND SANITATION** · **8 DECENT WORK AND ECONOMIC GROWTH** · **10 REDUCED INEQUALITIES** · **11 SUSTAINABLE CITIES AND COMMUNITIES** · **13 CLIMATE ACTION**

Year wise Outreach (2018-2024)

Components	Program Year						
	18-19	19-20	20-21	21-22	22-23	23-24	TOTAL
Education Programs							
Reading and Writing Sessions	939	1024	87	200	146	168	2564
Spoken English Classes	232	274	87	110	50		753
Pre-school	54		76	50	39		219
ECD			49	69	47	52	217
Health and Sanitation							
Health and Awareness Sessions	373	373	5384	117	798	1708	8753
Mental Health Sessions			36	36			72
Women Empowerment and Livelihood							
Basic and Advanced Sewing	262	480	106	153	205	234	1440
Beauty and Wellness	48	120	147	152	194	225	886
Basic and Advanced Computer Skills	378	523	95	152	234	235	2326
Nursery Teachers Training	16	36			50	101	203
Hospitality Training			50	50			100
CHW Training			58	52	39	100	249
Youth Development							
Personality Development	83	83		50			216
Career Guidance	103	103	28				234
Online Safety and Social Media Marketing			93				93
Bamboo Artefact Training			20	25			45

(C) Impact Metrics

Monitoring and Evaluation: Processes and Data Management

During this time when physical interaction has become a challenge, monitoring and evaluation of the projects attuned by deploying hybrid model of strategy for the entire process. The question of data quality, authenticity and timeliness is crucial to answer to all the partners of READ India. Being an organization with high moral values, integrity, and pivotal objective of delivering effective community development programmes, it is pertinent to follow process monitoring at each step to create a robust model of evaluation which is reflective of the outcomes committed and expected.

Hybrid model of data collection and reporting is based on the amalgamation of recording responses from the beneficiaries/respondents in a following manner,

a) Telephonic Interviews

b) Physical Data Collection – By calling beneficiaries/respondents at the center/common place in the village.

c) Visiting the houses of the beneficiaries/respondents and collecting the responses with the help of the volun teers with due prior permission from each respondent.

Fundamental addition to the existing process is, use of online platform for data collection and analysis. This is complimented with the ground team identified for physical data collection. As in the rural areas there are challenges in terms of connectivity and accessibility of technology, this strategy of data collection is supplemental to already existing process which included,

a. Individual Face to Face Interviews/ Response collection
b. Focused Group Discussions
c. Participatory Rural Appraisal
d. Field Visits, Meetings and Monitoring by READ India team

The new model is derived by combining both quantitative and qualitative data responses collection. Google form is the platform through which the questionnaires are developed which can have both quantitative and qualitative responses, accurate validation, and authenticity by adding picture of the beneficiary, Unique ID, and audio feedback. To capture qualitative data, a separate set of questions is created, which are shared with the surveyors/volunteers, who can further ask these questions from the beneficiaries in local languages and record their reflection in audio format. This audio file can also be uploaded on the google form. Each google form is then given a unique QR Code to maintain high standards of data authenticity.

Process Monitoring – Stakeholder Inclusive Approach

- Verified and Authenticated enrolment of the learners.

- Direct meeting with the registered beneficiaries who are undergoing the trainings, once in a week.

- Meeting with the trainers/volunteers/mobilizers at the center,

Ensuring that the beneficiaries who are registered under the trainings, are aware of the indicators which are expected as an outcome or result of training programme. If there is any discrepancy in this regard, whether the same has been resolved for effective implementation.

- To provide quarterly report (Narrative & Financial) on 7th day of each quarter Success Stories – Capturing Transformative Change

- Repository of success stories at the individual level after training completion. https://fb.watch/7UivrgnXDs/ (Sample of success stories – Individual Interview)

- Video bytes of the beneficiaries who share their personal experiences and journey of socio-economic growth.

Potential Risks Identified

1. **Lack of Community Engagement:** The centre was opening right after the pandemic wrought time period. Hence the biggest risk deposed in front of Centre Staff has been restricted mobility and interaction with the beneficiaries at Village leading to lack of Community engagement. Thus, mobilization of beneficiaries was the biggest risk that was anticipated in the first year of the operations. If the community isn't involved or supportive, the library may struggle to attract users and fulfil its intended purpose.

2. **Limited Accessibility:** Post pandemic- Secondly, encouraging the disciplined manner of attending the sessions and converging to the CLRC was another risk emerging out of post pandemic era. Besides, in general factors such as location, operating hours, or inadequately safe infrastructure could limit access to the library, especially for marginalized or underserved groups.

3. **Content Relevance:** Failing to offer materials and programs that cater to the community's interests and needs may result in low usage and relevance.

4. **Community Resistance or Opposition:** Resistance from local authorities, cultural barriers, or opposition from certain groups within the community could impede the library's success.

5. **Staffing Issues:** Challenges related to recruitment, training, or retention of qualified staff may affect the quality of services provided by the library.

Risk Mitigation Strategy

1. Community Engagement and Needs Assessment: READ India works directly with the communities by setting up of Community Libraries and Resource Centers in the selected area of intervention. Villages are selected through a process of feasibility study. It involves the community from the planning stage to ensure the library meets their needs and interests. The set-up of each CLRC is a joint responsibility between READ and the community. It plans to conduct thorough needs assessments to understand what resources and services are most valuable to the community. READ CLRC's are monitored by a Library Management

2. Committee and is ensured that Selected members must be local and from the same community as the center as he/she would be aware of local needs and aspirations.

2. **Accessibility Planning:** It is a primary prerogative to choose a central and easily accessible location for the library. Offer safe spaces & flexible operating hours to ensure inclusivity and wider coverage, especially for women folk of the community.

3. **Relevant Content and Programming:** READ curates a diverse collection of materials and offer programs and services that reflect the interests, cultures, and languages of the community. It creates common community capital by regularly soliciting the feedback from users to adapt offerings accordingly. It comprises of up to 3,000 books in English, Hindi and local languages and a selection of current newspapers and magazines.

4. **Stakeholder Engagement and Advocacy:** READ builds partnerships with local organizations, schools, government agencies, and businesses to garner support and resources for the library. This group of influence and credence advocates for the importance of libraries and literacy within the community.

5. **Professional Staffing and Training:** Capacity building is at the core of the READ India's operating philosophy and thus there is a consistent ongoing training and professional developme

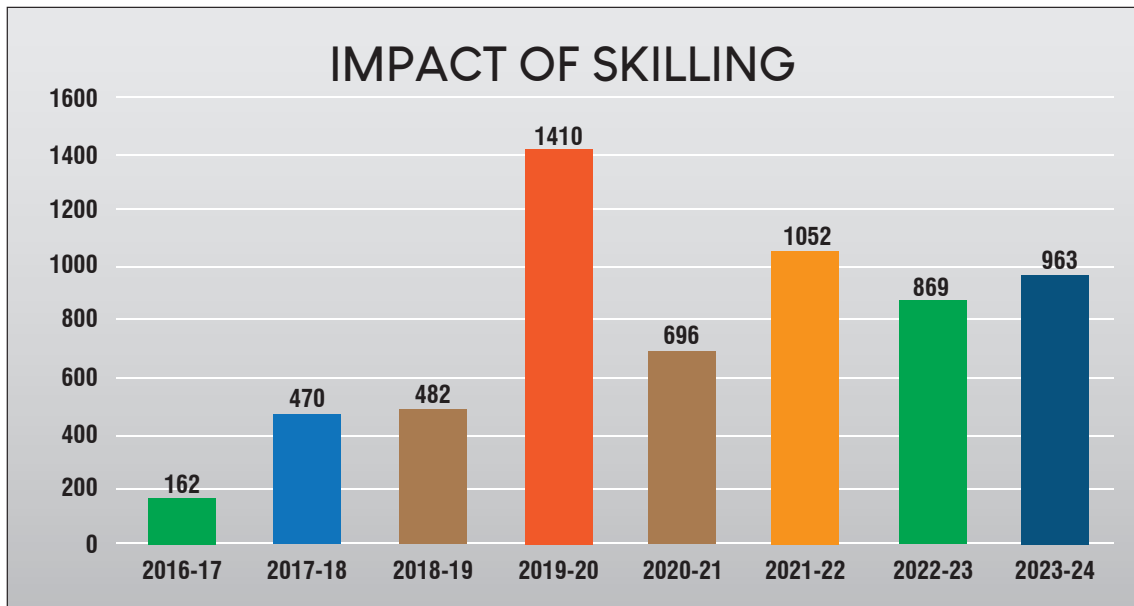# Impact Scorecard & Assessment

Key Performance Indicators and Metrics

1. Logical Framework, Indicators and relevant questionnaires for target groups like women, adolescent girls and children for Monitoring and Evaluation.

2. Monthly reports depicting the data collected on the number of users, number of books issued, number of visits other than regular users, number of activities organized, computer learners and the numbers who attended the trainings.

3. Both quantitative and qualitative indicators are part of regular monitoring and evaluation apart from the final impact study in print and audio-visual format.

The metrics will capture the reach of the program as well as the level of inclusiveness of impact being generated (direct, indirect, and extended). This will help evaluate the delta change that has occurred in the lives of various target stakeholders (including environment) due to the solution. The metrics monitored will target to cover the reach, depth and inclusion.

Year wise Skilling Impact (2016-2024)

Indicator	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Total
Re-enter formal education	55	235	186	1019	339	418	239		2491
Increased Career Resilience	51	153	192	187	202	282	429	477	1973
Got Job	3	3	1	53	42	93	46	50	291
Increase in Income	27	35	52	72	52	148	127	205	718
Improved existing business or small scale work at home.								159	159
Started a new business	26	44	51	79	61	111	28	72	472
Grand Total	162	470	482	1410	696	1052	869	963	6104

IMPACT OF SKILLING

Year	Value
2016-17	162
2017-18	470
2018-19	482
2019-20	1410
2020-21	696
2021-22	1052
2022-23	869
2023-24	963

(D) Conclusion

In conclusion, the READ India model of community library & Resource Centre stands as a beacon of social intervention, demonstrating unparalleled utility and resourcefulness. It serves as more than just a repository of books; rather, it embodies a hub of knowledge, empowerment, and community cohesion. Through access to educational resources, skill-building initiatives, and a platform for knowledge-sharing, the community library fosters holistic development, equipping individuals with the tools they need to thrive. Its impact extends beyond literacy rates, influencing economic opportunities, health outcomes, and overall well-being. As a cornerstone of social intervention, the community library exemplifies the transformative power of education and collective action in building resilient and empowered communities.

The **impact of the READ India Community Library** as a social intervention extends far beyond its physical presence within the community, fostering multifaceted development and empowerment:

- **Knowledge Access and Lifelong Learning:** The community library serves as a gateway to knowledge, providing access to educational resources, books, and digital materials. By promoting literacy and lifelong learning, it equips community members with the skills and knowledge they need to navigate an increasingly complex world.

- **Skill Development and Economic Empowerment:** Through various skilling interventions and educational programs hosted within its walls, the community library empowers individuals with new skills and opportunities for personal and economic growth. By offering training in areas such as computer literacy, vocational skills, and entrepreneurship, it enhances employability and fosters economic self-sufficiency within the community.

- **Cultural Preservation and Social Cohesion:** As a cultural hub, the community library celebrates diversity and preserves local heritage through its collection of books, archives, and community events. By providing a space for cultural exchange and dialogue, it strengthens social cohesion and promotes a sense of belonging among community members.

- **Community Engagement and Civic Participation:** The community library serves as a focal point for community engagement, facilitating discussions, workshops, and collaborative initiatives aimed at addressing local challenges and promoting positive social change. By empowering citizens to voice their concerns and participate in decision-making processes, it strengthens democratic values and civic participation within the community.

- **Health and Well-being:** Beyond education and economic empowerment, the community library also plays a vital role in promoting health and well-being. Through health awareness campaigns, access to informational resources, and partnerships with local health organizations, it empowers community members to make informed decisions about their health and adopt healthier lifestyles.

In essence, the community library serves as a catalyst for community development, promoting education, empowerment, and social cohesion. Its impact transcends generations, laying the groundwork for a more equitable, resilient, and prosperous future. As a social intervention, the community library exemplifies the transformative power of knowledge, collaboration, and collective action in building thriving communities.

1. Health Awareness and Sanitation:

- Raised awareness about hygiene practices, resulting in a reduction in the incidence of waterborne diseases and other preventable illnesses.
- Improved sanitation facilities, such as proper waste disposal and clean water sources, contributed to better overall health outcomes.
- Empowered community members to take ownership of their health, leading to sustainable behaviour change and improved well-being.

Overall, these interventions have had a significant positive impact on the community, leading to improved education, health, and well-being, as well as fostering sustainable development and empowerment among community members.

2. Impact on Employment Opportunities- The skilling intervention has shown a significant positive impact on employment opportunities. Through the acquisition of new skills and competencies, participants have been able to secure jobs, thereby reducing unemployment rates within the target population. This is a crucial indicator of the program's success in addressing one of the most pressing social issues - unemployment.

3. Enhancement of Skills: The intervention has effectively enhanced the technical and soft skills of the participants. This not only increases their employability but also equips them with the necessary tools to thrive in a competitive job market. The development of these skills goes beyond immediate employment opportunities, empowering individuals to adapt to evolving industry requirements and pursue sustainable career paths.

4. Income Generation: A notable outcome of the skilling intervention is the increase in income levels among participants. By gaining access to better-paying jobs or opportunities for entrepreneurship, individuals are able to improve their financial stability and uplift their socioeconomic status. This upliftment contributes to overall community development and poverty alleviation efforts.

In essence, the community library serves as a beacon of hope and possibility, illuminating the path toward a brighter and more inclusive future for all. Like the gentle flutter of a butterfly's wings, its impact may seem subtle at first, but over time, it creates a powerful and enduring legacy of positive change and transformation.

- **Knowledge Sharing:** The exchange of ideas within the library ignites a spark of curiosity and learning that spreads throughout the community, fuelling innovation and intellectual growth.

- **Empowerment:** Access to educational resources empowers individuals to chart their own paths and contribute meaningfully to society, creating a ripple effect of self-determination and opportunity.

- **Community Cohesion:** By providing a space for people to come together, the library fosters a sense of belonging and solidarity, strengthening the bonds that tie the community together.

- **Social Innovation:** Collaborative projects and discussions within the library lead to innovative solutions to pressing community challenges, driving positive change and progress for all.

- **Cultural Preservation:** Through its collection of cultural artifacts and resources, the library honours the rich heritage of the community, ensuring that its traditions and stories are preserved for future generations to cherish and learn from.

The Butterfly/Ripple Effect- READ India CLRC Model:

The READ India Model of Community Library and Resource Centre beautifully encapsulates the transformative power of the community library as a catalyst for holistic community development. Like the delicate flutter of a butterfly's wings, each action within the library sets off a chain reaction of positive change that touches every aspect of community life.

The exchange of ideas within the library ignites a spark of curiosity and learning that spreads throughout the community, fuelling innovation and intellectual growth. The impact of social interventions that radiate from CLRC model clearly demonstrates that the Access to educational resources empowers individuals to chart their own paths and contribute meaningfully to society, creating a ripple effect of self-determination and opportunity. By providing a space for people to come together, the library fosters a sense of belonging and solidarity, strengthening the bonds that tie the community together. READ India's efforts further exemplifies that collaborative projects and discussions within the library lead to innovative solutions to pressing community challenges, driving positive change and progress for all. In essence, the community library serves as a beacon of hope and possibility, illuminating the path toward a brighter and more inclusive future for all. Like the gentle flutter of a butterfly's wings, its impact may seem subtle at first, but over time, it creates a powerful and enduring legacy of positive change and transformation.

The positive impacts generated within the READ India CLRC model ripple outward, affecting not only the individuals directly involved but also their families, friends, and broader social networks. As individual beneficiaries become more knowledgeable, socially connected, economically empowered, culturally enriched, and resilient, the overall fabric of the community strengthens, leading to greater cohesion, prosperity, and well-being.

(E) Recommendations & Progression

In a recommendations report for a social impact assessment of READ India social intervention Community Library and Skilling programs, Health awareness initiatives, would indicate to consider including actionable suggestions such as:

Community Library:

- **Expand Reach:** It is clearly exemplified from the geographical outreach that the two REDA India centres have achieved, yet there is a scope of extending the reach of the community library by establishing satellite libraries or mobile library services to reach underserved areas within the community.

- **Diversify Resources:** Continuously update and diversify the library's resources to cater to the evolving needs and interests of community members, including digital resources, multimedia materials, and vocational training materials

- **Strengthen Partnerships:** Further building on the exemplifying initiative of forging partnerships with Zila Parishads and Government schools, it is recommended to Forge partnerships on sustainable and consistent basis with local schools, community organizations, and government agencies to enhance programming, resource-sharing, and outreach efforts.

Skill Development:

- **Entrepreneurship Support:** It is suggested to further extend the skilling program content by providing targeted support for entrepreneurship and small business development, including access to mentorship, funding, and networking opportunities

- **Lifelong Learning:** Promote a culture of lifelong learning by offering continuous skill development opportunities for members community of all ages and backgrounds.

Health Awareness:

- **Targeted Outreach:** To further embolden the width of impact of Health Awareness and sanitation initiatives it is recommended to implement targeted health awareness campaigns focusing on key issues such as maternal and child health, infectious diseases, nutrition, and mental health, tailored to the specific needs and cultural context of the community.

- **Collaborative Initiatives:** For creating a sustainable platform for creating more employment opportunities it is suggested to Foster collaborations between healthcare providers, community leaders, and local organizations to develop and implement sustainable health promotion initiatives, leveraging existing resources and expertise.

Solar Energy Installations:

- **Scalability and Replicability:** : Identify opportunities to scale up solar energy installations in schools and other community institutions, leveraging successful pilot projects and lessons learned to replicate interventions in other communities.

- **Capacity Building:** Invest in capacity building for local technicians, engineers, and community members to promote local ownership and sustainability of solar energy projects, including maintenance, repair, and monitoring activities.

Overall, these recommendations aim to maximize the impact and sustainability of social interventions of READ India in the areas of community development, education, health, and environmental sustainability, ensuring that they continue to benefit communities and empower individuals for years to come.

As we reflect on the impactful interventions of READ India model of community libraries, Skill development & health awareness initiatives, it's crucial to recognize the ongoing importance of sustaining funding to ensure their continued success and long-term benefits for communities:

Community libraries, skilling interventions & health awareness initiatives are not just one-time interventions; they are catalysts for long-term empowerment. By providing access to knowledge, education, and health resources, these initiatives empower individuals to take control of their own futures and contribute meaningfully to their communities.

Thus, sustainable funding for community libraries and health awareness initiatives is essential for building resilient communities capable of weathering challenges and seizing opportunities. These interventions equip individuals with the skills, knowledge, and resources they need to adapt to changing circumstances, address emerging issues, and thrive in the face of adversity.

Funding these initiatives is an investment in the future of our communities and societies as a whole. By prioritizing education, health, and community development, we lay the foundation for a more equitable, prosperous, and sustainable future, where all individuals have the opportunity to reach their full potential. Continued and sustained efforts for these initiatives encourages innovation and collaboration, enabling organizations and communities to explore new approaches, adapt to changing needs, and leverage the expertise and resources of diverse stakeholders.

In summary, sustaining funding for community libraries and health awareness initiatives is not just a financial necessity; it is a moral imperative and a strategic investment in the well-being and prosperity of our communities. By committing to long-term support for these interventions, we can build a brighter, more inclusive future for generations to come.

Stories Of Triumph and Transformation

Gaurav Pandurang Salve

Gaurav Pandurang Salve, a resident of Jadgaon, faced a financially challenging childhood depriving him of educational opportunities which led to him working in a shop to fund his graduation. Amidst his preparations for competitive exams, the high cost of study material posed a hurdle. Discovering READ India's library in Karmad proved to be transformative for his educational aspirations as he could access books and online resources. Gaurav excelled in the Forest Ranger Police exam and is positive about securing a government job He is extremely grateful to READ India and Perkins India for their support.

Kirti Babarao Piwal, from a farming family, pursued her education in the Arts stream in Marathi medium. During her diploma in teaching and bachelor's studies, she discovered the READ Library, which inspired her to become a librarian. After moving to Nashik post-marriage, she continued borrowing books from the library during visits. Her perseverance led her to secure a position as a Talathi Nagar Parishad Officer as a Senior Clerk. Kirti credits the READ Library for playing a pivotal role in her exam preparations and fostering her educational journey, helping her realize her dreams.

Kirti Babanrao Piwal

Mayur Vittal Mule

Mayur Vittal Mule, a 12th-grade student from Karmad, faced obstacles during his NEET exam preparation due to financial constraints and a distracting home environment. Despite attending coaching classes in Aurangabad, these challenges persisted until he discovered the READ India Library. The library provided free access to a wide range of books, a conducive study space, and essential resources, alleviating his financial worries. This support enabled him to excel, as evidenced by his exceptional performance in the NEET Mock test and a commendable score in the JEE mains. Mayur is grateful for the support of READ India Library and Perkins India.

Pooja Ravi Kuber, a resident of Kuber Gevrai Village, completed her 12th grade at Trambekshwar Vidyalaya and pursued further studies in Karmad. During this time, she enrolled in stitching and sewing training at the READ India Centre. Overcoming transportation challenges, Pooja used the school bus for commuting. After completing her training, she practiced sewing clothes for both free and paid purposes, eventually earning up to 6000 rupees monthly. Her craftsmanship earned praise, expanding her clientele. Her parents are proud of her financial independence and preparedness for the future. Pooja is grateful to Perkins India Pvt Ltd and READ India Centre for their impact on her life and envisions starting her own boutique.

Pooja Ravi Kuber

Manisha Vithal Jadhav

Manisha Vithal Jadhav's journey is a testament to her determination and resilience. Despite financial difficulties and initial family opposition, she was set on creating her own identity. A pivotal moment came when her husband informed her about free courses at the READ India Centre, supported by Perkins India Pvt. Ltd in Karmad village. Balancing household and farm duties while commuting from Shekta to Karmad was challenging.

However, Manisha's passion for learning and improving her family's life drove her to overcome these hurdles. She successfully completed the Beauty & Wellbeing course and opened her own beauty parlour in Karmad, earning a monthly income of 7000. This achievement granted her independence and a stable livelihood. Manisha expresses deep gratitude to Perkins India Pvt Ltd and READ India for empowering women to become self-reliant and overcome economic challenges.

Neha Govind Vidvans from Karmad had always been passionate about computers, but her village's limited resources prevented her from learning. This changed when READ India introduced a Basic Computer Skills Training program at the Karmad Centre. Eager to learn, Neha joined the program and quickly mastered essential computer applications like Paint, Word, Excel, and PowerPoint, impressing her instructors with her dedication.

After completing the training, Neha decided to help her community by

teaching basic computer skills at the Zilla Parishad Primary School in Karmad. The school welcomed her offer, especially since Perkins India Pvt Ltd and READ India had recently donated IT infrastructure.

Neha Govind Vidvans

Neha's teaching was well-received by the students, who enjoyed her clear and patient instruction. The headmaster praised Neha's effective teaching and expressed gratitude to READ India for their support.

Meenakshi

Meenakshi, who grew up in an impoverished family of five, completed her M. Com from Dr. Babasaheb Ambedkar University in Aurangabad. Seven years ago, she married into a family from Karmad village, where READ India Centre has been active for many years. Though Meenakshi had an interest in cooking, her parents were unable to support her pursuit due to financial constraints.

During the pandemic, she found hope when READ India offered online hospitality training, which she eagerly attended. After the pandemic, she secured a job as Front Desk Staff at Blue Dart Courier Service. This experience has transformed her life, boosting her confidence and sense of empowerment. Meenakshi is deeply grateful to READ India and is committed to helping her daughter pursue her own dreams.

Our Core Values

Commitment

We are deeply committed to every cause and every community twe work with

Teamwork

By working together, we foster open communication to achieve better results, collectively

Innovation

We continuously adapt in response to the unique needs of the communities

Justice and Equity

We are deeply committed to every cause and every community twe work with

Transparency

By working together, we foster open communication to achieve better results, collectively

Learning

We accept every challenge as a learning opportunity

Compassion

We demonstrate kindness and request and respect all communities

Responsibility

We are mindful of our actions and the impact those may have on communities

Resilience

We are passionate in pursuit of our mission and enable communities to overcome adversities leading to dignified living

RURAL EDUCATION AND DEVELOPMENT (READ) INDIA

115, 1st Floor, Tower No. 4, HEWO Apartments – 1, Sector – 56,
Gurgaon – 122011, Haryana, India
www.read–india.org