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Impact assessment of FY 2024-2025 CSR grants

BofA Securities India Limited

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Overview of the assessment by Deloitte

Objective of the assessment

In compliance with the robust governance protocols of Corporate Social Responsibility (CSR) at BofA Securities India Limited (BofA Securities), and regulatory requirement to conduct third-party assessments of CSR projects over INR 1,00,00,000, Deloitte was assigned by BofA Securities for conducting impact assessments of projects funded from the CSR grant for FY 2024-25.

The assessment for four eligible projects was conducted using a mixed research design. The data for the impact assessment was collected using customized data collection tools through document review, and key stakeholder and beneficiary interactions (on a sample basis). Primary data was collected through an optimal mix of field visits and surveys. The data collection phase was followed by an analysis and documentation phase, during which key observations and findings were recorded and assessed. The details of projects covered under the impact assessments are summarised below:

Strategic Pillar*	Implementation Partner	Grant Amount	Project Name	Alignment with Schedule VII
Workforce Development	The Akanksha Foundation	INR 3,00,00,000	Supporting operations of two low-income public schools in Mumbai	(ii) Promoting education, including special education and employment enhancing vocation skills, especially among children
	Centre for Equity and Quality in Universal Education (CEQUE)	INR 1,75,00,000	Support for Teacher Innovator Programme	(ii) Promoting education, including special education and employment enhancing vocation skills, especially among children
	Generation India Foundation (GIF)	INR 2,25,00,000	Support for market relevant skills training for youth with placement linkages	(ii) Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects
Basic Needs	Ummeed Child Development Centre	INR 3,08,00,000	Support for clinical services for children with intellectual and developmental disabilities (IDD); ancillary resource support for caregiver community and training for professionals	(ii) Promoting education, including special education and employment enhancing vocation skills, especially among children

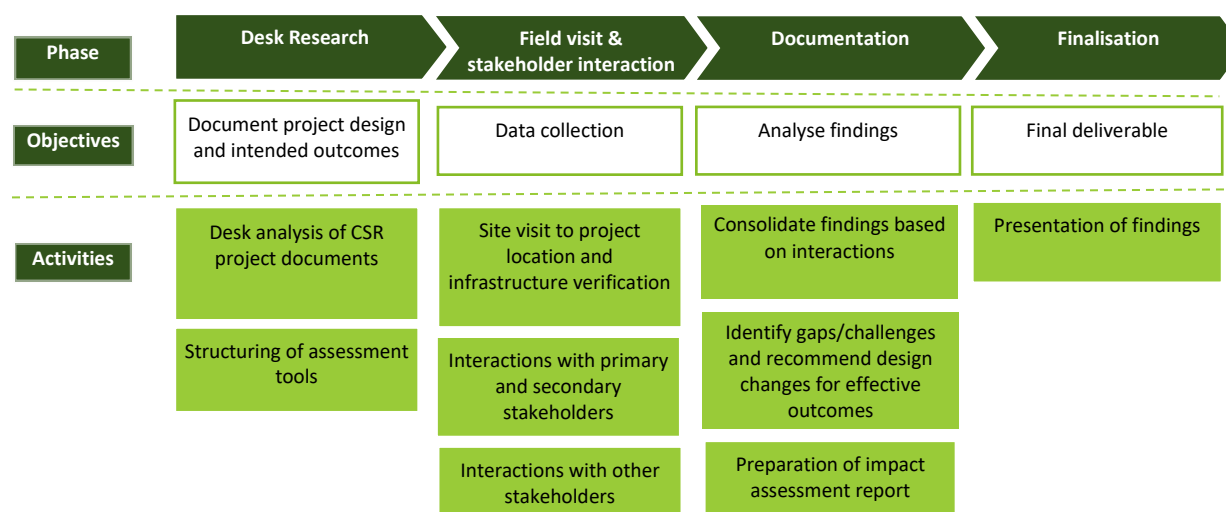
*Categorisation of the strategic pillars are as per the pillars considered at the time of approvals in FY 2024-25

Approach and methodology

The evaluation exercise assessed the impact of these projects in line with the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) principles (2019):

1. **Desk review and secondary research**- Preliminary project documents were studied. This includes review of project documents such as project proposal, budget, quarterly progress reports, monitoring reports, project MIS, etc.
2. **Stakeholder mapping**- Initial calls with Implementing partners to identify the primary and secondary stakeholders for the project were held.
3. **Sampling plan**- A sample was selected across different types of stakeholders to base the results of this study. This sample was covered through research tools like Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), observations, surveys, knowledge checks, infrastructure checklists, etc. For this study, Deloitte has employed various sampling techniques to select sample stakeholders.

The programmatic review and impact assessment of the CSR initiatives was then executed in a phased manner. Deloitte conducted impact assessments of 4 eligible projects in FY 2025-26. The programmatic field visits, data collection, research and preparation of the report were undertaken in the third and fourth quarters of FY 2025-26. The four main phases are outlined below:



Findings from the impact assessment are presented in the following section. Detailed impact reports for individual projects are available for management consumption.

Workforce Development

Relevance of intervention

Workforce Development aims to address critical gaps across the education-to-employment continuum in India, where challenges in foundational learning, teaching quality, and employability remain deeply interconnected.

India's school education system is one of the largest globally, serving approximately **24.8 crore students across 14,72,000 schools, supported by over 98,00,000 teachers (UDISE+ 2023–24)**. Government schools account for **69% of total institutions**, enrolling **50% of students** and employing **51% of teachers**.¹ However, there has been a notable structural shift in enrolment patterns, the share of students in government schools declined from **68.21% in 2012–13 to 61.70% in 2023–24**, representing a reduction of 6.52 percentage points. This decline reflects declining trust in public schools, which is further reinforced by persistently weak learning outcomes.² In Maharashtra, the gaps remain significant as well, where only 57.9% of Class V students can read at the Grade II level, and 26.1% can solve division problems, underscoring persistent shortcomings in foundational literacy and numeracy.³

These learning gaps reflect systemic issues in classroom instruction, especially the need for **continuous teacher capacity building, improved pedagogy, and structured academic support**. Strengthening teacher competencies is therefore central to improving student outcomes on scale.⁴ **The National Education Policy (NEP) 2020** further reinforces this need by identifying **teacher professional development, experiential learning, and competency-based education** as key levers for transformation in the education sector.

Beyond schooling, the lack of employable skills among youth, especially dropouts due to socio-economic constraints, presents a parallel challenge. **Skill development is essential for improving employability, enabling economic mobility, and reducing inequality**. A significant proportion of India's youth lack **industry-relevant technical and soft skills**, limiting their access to formal employment opportunities.⁵ Structured skill training initiatives can bridge this gap by **equipping youth with market-aligned competencies**, supporting transitions from informal to formal sectors, and improving income stability.⁶

The programmes supported focused on advancing quality education and economic empowerment through partnerships with **Akanksha Foundation, CEQUE, and Generation India Foundation (GIF)**. Akanksha Foundation and CEQUE aimed to strengthen the education ecosystem by **improving access to quality learning and enhancing student outcomes** for those from economically disadvantaged backgrounds, while also **building the capacity of teachers in government and low-income schools**. These efforts laid a strong foundation for academic progression and career readiness. Complementing this, Generation India Foundation drove **youth employability** through structured mobilisation, training, and placement support, equipping participants with industry-relevant technical and soft skills.

¹ PIB Release. Economic Survey (2024-25). <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2097864®=48&lang=2>

² Meena, A. L. (2025). From public to private: understanding the decline in government school enrolment in India (2012–2024). *Journal of Social Review and Development*, 4(1), 24–35. <https://doi.org/10.54660/jsrd.2025.4.1.24-35>

³ ASER: Annual Status of Education Report. (2024). <https://Asercentre.org/>. <https://asercentre.org/>

⁴ Department of School Education & Literacy (2023). *Ensuring Foundational Literacy & Numeracy in the context of Blended Learning*, National Seminar

⁵ Kumar, S. (2022). Skill India mission: Bridging the skill gap for an empowered workforce. Retrieved from <https://www.researchgate.net/publication/394859732>

National Skill Development Corporation (NSDC). (2023). Skill gap analysis report. Retrieved from <https://www.nsdcindia.org>

⁶ Udayan Care. (2021). Skilling underserved youth in India. Retrieved from <https://www.udayancare.org/skilling>

Findings from the impact assessment

The Akanksha Foundation | Supporting operations of two low-income public schools in Mumbai

Grant amount	Project period	Project location								
INR 3,00,00,000	April 2024 - March 2025	Maharashtra								
Project overview	BoFA Securities supported the operations of two low-income Akanksha Foundation-run public schools - Shindewadi Mumbai Public School (SWMPS) and Navi Mumbai Municipal Corporation School (NMMCS) in Mumbai									
Methodology	- Based on OECD DAC principles - KPIs developed using UNDP’s Results-Based Framework for programmatic review - Mapped and covered primary and secondary stakeholders across locations - Used representative sampling across stakeholder groups with varied sampling techniques to inform results <table><tr><th></th><th>Stakeholders</th><th>Tools used</th></tr><tr><td>Primary</td><td>Teachers Students</td><td rowspan="2">Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), Knowledge, Attitude, and Practice (KAP) Survey, Document verification</td></tr><tr><td>Secondary</td><td>Parents Project head Implementing partner</td></tr></table>			Stakeholders	Tools used	Primary	Teachers Students	Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), Knowledge, Attitude, and Practice (KAP) Survey, Document verification	Secondary	Parents Project head Implementing partner
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Primary	Teachers Students	Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), Knowledge, Attitude, and Practice (KAP) Survey, Document verification								
Secondary	Parents Project head Implementing partner									
Achievements ⁷	• 2 government schools (Navi Mumbai Municipal Corporation (NMMC) school and Shindewadi Wadi Mumbai Public School (SWMPS) covered under the project • 118 teachers onboarded under the project • 76 digital training sessions held for teachers • 1,879 students admitted across both schools • 11 school leaders appointed across both schools • 310 extra-curricular activities arranged at both schools • ~3,700 parents engaged under the programme • 29 parent-related meetings and community awareness sessions were organised									
Impact created	Enhanced teacher effectiveness and instructional quality • A rigorous teacher recruitment process ensured teaching quality. Recruitment involved multiple stages, including application screening, demonstration lessons, and student feedback assessments • Continuous coaching, structured performance monitoring, and professional development opportunities strengthened teacher capacity and classroom effectiveness • The schools supported under this project maintained a teacher-student ratio of 1:16⁸. In comparison, UDISE+ data indicates that the teacher-student ratio in other government schools, averages 1:35, versus 1:25 in private and 1:15 in international schools.⁹ This 1:16 ratio reflects a significantly more conducive learning environment, outperforming standard regional benchmarks and enabling more individualized attention for students • Teachers benefited from regular professional development opportunities through monthly workshops. 83% of the teachers surveyed reported that the workshops were relevant to classroom teaching, 81% found these workshops effective for learning, and									

⁷ Project achievement numbers reported by Akanksha Foundation as of March 2026

⁸ Project achievement numbers reported by Akanksha Foundation as of FY 2024-25

⁹ Shaikh, B., Ravikiran, R., & Garje. (2025). Comparative Study of School Education in Mumbai City: A Cross- Sectional Analysis of Government, Private, and International Schools. *International Journal of Research Publication and Reviews*, 6(11), 10464–10477.
<https://ijrpr.com/uploads/V6ISSUE11/IJRPR56453.pdf>

79% of them indicated increased confidence in applying new instructional methods. Teachers highlighted that they were able to adopt more interactive teaching approaches, improve classroom facilitation, and better address diverse student learning needs as a result of these trainings

- Structured performance monitoring **strengthened accountability and continuous improvement**. Tools such as the Rubrik framework were used to assess lesson planning, classroom practices, and student progress which enabled targeted feedback and professional support to teachers
- Teachers were also supported through **weekly cluster meetings and periodic personal development sessions** that focused on best practices and impactful teaching methods to **strengthen classroom delivery**

Increased student participation and leadership

- Social workers conducted annual home visits to understand family environments **ensuring continuity in learning**. Immediate follow-ups were reported to be initiated with parents in case of student absenteeism
- **Students were also provided with multiple platforms to develop leadership, communication, and decision-making skills** through Student Councils, Judiciary Committees, and co-curricular clubs. These opportunities increased participation in school governance, strengthened peer collaboration, and developed a sense of ownership among students. Parent and teacher feedback further suggested that these initiatives contributed to increased enthusiasm for school attendance and improved collaboration with peers
- **72% of parents reported their children's participation in extracurricular activities** (student clubs, annual events, sports day, student council, etc.). The feedback from both parents and teachers indicated that these activities contributed to the development of critical thinking, self-confidence, public speaking skills, teamwork, and students' willingness to engage in school-related activities

Strengthened academic outcomes through structured learning systems

- Learning assessments conducted by the IP indicate an improvement in student performance, with the proportion of **average student scores increasing from 56% during mid-term assessments to 62% during end-term assessments**. At endline, **59% of students at NMMC and 46% at SWMPS scored above 60%**. During interactions, stakeholders attributed these improvements to regular assessments, continuous teacher feedback, and targeted remedial support
- **Individual counselling, home visits, safety assessments, and Individualised Education Plans (IEPs) enabled timely support for students facing behavioural, emotional, or learning-related challenges**
- **83% of surveyed teachers reported that implementation of SHARP (Skills focused, High expectations and engagement, Authentic, Rigorous, Personalised Learning) principles proved to be effective for student learning outcomes**
- **55% of students received remedial learning support. Correspondingly, 62% of parents perceived remedial classes to be beneficial for their children and 74% of parents reported noticeable improvements** in academic performance. During focus group discussions, parents observed improvements in enhanced reading and comprehension abilities, confidence in completing schoolwork independently, and willingness to participate in classroom activities
- Our findings indicated that the **school's supportive and inclusive learning environment played an important role** in fostering student participation, retention, and overall academic success. Mumbai public schools reported an average retention rate of 48%

and attendance rate of 70% in FY 2024–25. NMMC school and SWMPS achieved higher rates, with 96% retention and 76% attendance on average

- Furthermore, the average State Board examination **pass rate for Grade 10 students in Mumbai stood at 92% in FY 2024–25⁴, SWMPS achieved a 100% pass rate.**
- **Digital learning tools such as LEAD (Leadership, Education, and Development) App and Raz App strengthened English comprehension and proficiency**

Strong parent-school partnerships and community ownership

- **The schools demonstrated strong parent engagement mechanisms**, fostering greater involvement in student learning and activities. Regular goal-setting discussions, parent–teacher interactions, and school events improved communication and enabled responsive support for students
- Parents reported greater awareness of their children's academic progress and behavioural development
- **School Management Committees (SMCs)** formed by parents played an active role in governance, strengthening accountability through oversight of meal quality, hygiene standards, and infrastructure-related issues

Improved health and safety systems

- **Student well-being was reinforced through comprehensive health and safety measures, including access to safe drinking water, classroom first-aid facilities, medical rooms staffed by nurses, and regular health monitoring**
- **Social workers, along with nurses, played a key role** in tracking student health and nutrition, while SMCs monitored the quality of midday meals
- Teachers and parents further indicated **improved hygiene practices among students** and greater attention to personal cleanliness. Regular health monitoring facilitated **early identification of health concerns**
- Students were also engaged in **digital literacy sessions**. These sessions helped students develop awareness of online risks, adopt safer digital practices, and use technology more responsibly in an increasingly digital learning environment

Improved student well-being and socio-emotional development

- A supportive ecosystem comprised counsellors, social workers, teacher coordinators, and special educators has strengthened students' academic, emotional, and social development
 - **School-based initiatives such as peace corners and circle time created safe spaces for students** to express emotions, resolve conflicts constructively, and build positive relationships with peers
 - **Social and Emotional Education (SEE) was integrated into the learning experience** which focused on empathy, emotional awareness, kindness, and responsible decision-making
 - **Parents consistently reported improvements in students' confidence, communication skills, emotional expression, and overall well-being**
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Pictures from the field



Learnings on initiative and leadership taught at supported school (left) and students attending computer classes (right)

Centre for Equity and Quality in Universal Education (CEQUE) | Support for Teacher Innovator Programme (TIP)

Grant amount	Project period	Project location															
INR 1,75,00,000	April 2024 - March 2025	Maharashtra and Madhya Pradesh															
Project overview	Training of 749 primary school teachers from government and low-income schools, in 2 districts of Maharashtra and 1 district of Madhya Pradesh																
Methodology	- Based on OECD DAC principles - KPIs developed using UNDP's Results-Based Framework for programmatic review - Mapped and covered primary and secondary stakeholders across locations - Used representative sampling across stakeholder groups with varied sampling techniques to inform results																
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Secondary	Students																
	Parents																
	Coaches																
	Implementing partner																
Achievement¹⁰	• 749 teachers covered across 515 schools in 3 districts across Maharashtra and Madhya Pradesh • 17,732 primary students impacted • 135 hours of coaching delivered to the teachers • 4,361 in-person coaching sessions provided to teachers under training • 2,171 classroom observations conducted as part of teacher training • 15,823 workbooks distributed • 92% improvement in teaching competencies was observed in the teacher endline assessment conducted by CEQUE • 61% of teachers showed improved understanding of the pedagogy of Math and 52% for pedagogy for Language																

¹⁰ Project achievement numbers reported by CEQUE as of March 2025

Impact created	Strengthening teacher capacity and pedagogical competence • The coaching model enabled a shift to student-centred, experiential learning, with teachers adopting participatory and inclusive practices that reduced student hesitation and improved classroom engagement • All participants in the CEQUE training workshops rated the sessions as highly effective, with an overall effectiveness score of 90%. Teachers reported that the training helped them deliver more structured lessons, focus more on student engagement, and explain concepts more clearly. As a result, they observed improved teaching confidence and better student learning outcomes • Teachers trained under the programme shared acquired knowledge and practices with peers within their schools thereby extending the programme’s reach beyond its immediate scope and fostering broader uptake • The average teacher score improved from 58% at baseline to 72% at endline, calculated through standardised assessments using predefined rubrics across key teaching competencies with averages derived by comparing scores of all teachers at both stages • The number of teachers performing at an expert level increased from 65 at baseline to 171 at endline, demonstrating a substantial shift towards higher teaching competency levels following programme participation • 95% of surveyed teachers rated their likelihood of recommending the programme to other teachers, with 61% highlighting the programme’s perceived value and relevance in strengthening teaching practices • As reported, regular classroom observations and structured feedback from CEQUE coaches enabled teachers to continuously improve instructional practices, such as enhancing questioning techniques, incorporating activity-based learning, improving lesson structuring, using teaching aids effectively, and use of interactive activity-based methods Translation of teacher capabilities into improved classroom practices • Teacher workbooks, Foundational Literacy and Numeracy (FLN)-aligned lesson planning, and activity-based learning resources strengthened classroom delivery and improved learning outcomes • 93% of the teachers surveyed reported that they are implementing Teacher Innovator Programme (TIP) teaching methods in their classrooms • The programme also fostered a culture of collaborative learning among educators, enabling peer exchange of effective practices • During teacher interactions, it was noted that activity-based approaches, such as grid paper exercises and concept-based instruction, significantly improved students’ attitudes toward mathematics. These methods helped reduce math-related anxiety while strengthening students’ ability to visualize concepts and develop deeper conceptual understanding Enhanced student engagement and learning outcomes • The interactions with primary-grade students highlighted improvements in foundational learning outcomes, better reading proficiency and confidence in sentence formation • As reported by IP during an endline assessment, 46% of students improved their language skills and 24% showed improvement in Math skills during the assessment period compared to baseline. Teachers reported instances such as enhanced reading fluency and comprehension, improved vocabulary usage, greater confidence in verbal expression, as well as better number sense, accuracy in basic operations, and improved problem-solving abilities in Math
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- **99% surveyed teachers reported improvements in student participation and classroom behaviour following programme implementation.** Teachers observed that students demonstrated greater initiative in classroom activities, responded more actively during lessons, and increasingly volunteered for leadership and responsibility-based roles within the classroom
- **Improved student learning outcomes were supported by consistent attendance,** ensuring regular participation in academic activities
- **Parents reported stronger independent learning habits among students,** noting that children increasingly completed workbook tasks on their own reflecting higher motivation and ownership of learning

Strengthened education system capacity and adoption of effective teaching practices

- Government stakeholders noted improvements in **teacher confidence, classroom effectiveness, and greater ownership of pedagogical practices**
- Programme approaches were informally adopted in non-TIP schools, demonstrating their scalability and potential for wider implementation
- Consistent engagement with government stakeholders ensured alignment with education priorities and facilitated strong acceptance of the programme within the school system

Pictures from the field



Interactive learning classrooms built for increased student engagement in Burhanpur (left) Training Workshops conducted for teachers to embed interactive classroom teaching with teachers (right)

Generation India Foundation (GIF) | Support for market relevant skills training for youth with placement linkages

Grant amount	Project period	Project location									
INR 2,25,00,000	April 2024 - March 2025	PAN India									
Project overview	In FY 2024-25, BofA Securities supported Generation India Foundation (GIF) providing funding for market relevant skills training for youth with placement linkages										
Methodology	- Based on OECD DAC principles - KPIs developed using UNDP's Results-Based Framework for programmatic review - Mapped and covered primary and secondary stakeholders across locations - Used representative sampling across stakeholder groups with varied sampling techniques to inform results										
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Primary	Candidates Placement partners	Focus Group Discussions (FGDs), Key Informant Interviews (KIIs),									
Secondary	Implementing partner Training partners	Survey, Document verification									
Achievement¹¹	• 916 candidates were trained across five technical job trades • 759 of the trained candidates were placed, resulting in a placement rate of 83% • 135 employer engagement sessions were conducted • The average annual salary reported by surveyed alumni was INR 1,56,000 across the BPO, hospitality, and retail sectors										
Impact created	Enhanced skills and job readiness • Surveyed alumni reported improvements across a range of skills, including technical skills (e.g., computer proficiency), soft skills (e.g., communication and teamwork), interpersonal skills, and job-specific competencies relevant to their chosen field of work • Alumni also indicated that the training courses were well customized to their needs and significantly enhanced their technical, soft, and job-specific skills, leading to improved practical capabilities, strengthening life skills, and improving overall job readiness and self-confidence. • Additionally, 94% of beneficiaries reported an improvement in their technical competencies—including computer proficiency and job-specific skills—following the training. 75% beneficiaries reported feeling very confident in applying the skills they have learned in their work Access to livelihood opportunities and social security benefits • Surveyed candidates reported that the training was instrumental in helping them secure jobs and transition into formal employment, with many becoming first-generation formal-sector employees, enabling them access to social security benefits such as provident fund contributions, health insurance, paid leave, and other statutory entitlements • Out of the 150 surveyed alumni, 86% secured employment after completing the training, while 1% reported being self-employed • All surveyed employers expressed interest in hiring more candidates from the programme in future										

¹¹ Project achievement numbers reported by GIF as of March 2025

Improved family income and financial stability

- The average household income of **placed candidates increased by over 80%** post-employment, with **surveyed alumni reporting an average annual salary of INR 1,56,000** across the BPO, hospitality, and retail sectors
- **86% of surveyed employed candidates** reported **retaining their jobs for at least one year**, ensuring a **stable source of income for their families**
- Surveyed alumni reported that income earned through post-training employment improved their **household financial stability** by **increasing purchasing power** and **contributing to a higher standard of living**

Increased community recognition

- All surveyed candidates reported that the training has **generated a positive ripple effect** within their communities. Their transition to formal employment **enhanced their credibility and recognition**, resulting in **greater participation in community and institutional initiatives**, including social events, alumni engagements, and interactions with government-aided schools
- It was further observed that the trained and placed alumni are **increasingly regarded as resource persons within their communities**, with **parents and community members seeking their guidance and advice**

Pictures from the field



Mock activities conducted for trainees for workforce readiness

Basic Needs

Relevance of intervention

Children with Intellectual and Developmental Disabilities (IDDs) face systemic challenges including delayed diagnosis, limited access to specialized and affordable care, fragmented services, and barriers to inclusion. These are further compounded by high caregiving burdens, stigma, social exclusion, and financial strain, often resulting in unmet health and developmental needs.¹²

Ummeed’s intervention is highly relevant in addressing these gaps through an integrated approach, providing affordable multidisciplinary clinical services, strengthening caregiver capacity, and enabling access to support systems. This facilitates early identification and intervention, improves developmental outcomes, and promotes functional independence and inclusion of children with IDDs across home, school, and community settings.

Aligned with the focus on basic needs, the support to Ummeed strengthens access to holistic care while contributing to a more responsive and inclusive disability ecosystem.

Findings from the impact assessment

Ummeed Child Development Centre | Support for clinical services for children with intellectual and developmental disabilities (IDD); ancillary resource support for caregiver community and training for professionals

Grant amount	Project period	Project location													
INR 3,08,00,000	April 2024 - March 2025	Maharashtra													
Project overview	In FY 2024-25, BofA Securities supported Ummeed with the objective of funding clinical services for children with Intellectual and Developmental Disabilities (IDD). The grant also included ancillary resource support for caregiver community and training for professionals														
Methodology	- Based on OECD DAC principles - KPIs developed using UNDP’s Results-Based Framework for programmatic review - Mapped and covered primary and secondary stakeholders across locations - Used representative sampling across stakeholder groups with varied sampling techniques to inform results														
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Secondary	Subject matter experts														
	Short term trainees														
	Social workers														
	Implementing partner														
Achievement¹³	• 1,612 unique children and families availed services from Ummeed • 6,857 counselling sessions conducted														

¹² Magidigidi-Mathiso, L., Frantz, J., & Filies, G. C. (2025). Caregiver capabilities: Healthcare interventions for children with developmental disabilities. *African Journal of Disability*, 14, 1563. <https://doi.org/10.4102/ajod.v14i0.1563>

¹³ Project achievement numbers reported by Ummeed as of March 2025

	• 3,767 individual sessions between families and social workers • 741 families provided with concessional counselling/consulting sessions • 2,499 professionals reached (1,437 unique participants) through 76 short-term training sessions • 112 staff members sensitised on gender and sexuality, ableism, linguistic diversity, power and justice as part of Diversity, Equity, and Inclusion (DEI) • More than 2,00,000 people reached through annual awareness activities (workshops, campaigns, etc.)
Impact created	Improved access to affordable and specialized developmental support services • Field and survey findings highlighted that Ummeed's intervention improved access to multidisciplinary developmental support services for families from diverse socioeconomic backgrounds including therapeutic, educational, counselling, and social support services • Autism Intervention, Occupational Therapy, and Social Work Support emerged as the most frequently utilized services among surveyed caregivers • These services were offered by experienced professionals in the developmental disability sector i.e., psychologists, occupational therapists, speech therapists, and other relevant medical practitioners • Caregivers reported that access to the services enhanced their understanding of available interventions, support mechanisms, and benefits for children with IDD. 11% of beneficiaries received support through government scheme linkages • As reported by caregivers, the centre addressed a critical affordability gap in developmental disability services • While private therapy sessions typically cost between INR 800 – INR 1,000 per session, caregivers at Ummeed pay INR 50 to INR 100 per session under a sliding fee structure capped at no more than 10% of monthly household income • Reduced financial barriers to developmental disability services through a subsidised fee structure, with 93% of caregivers reporting clinical services as affordable • 70% of surveyed caregivers reported that their children received therapy for the first time through Ummeed indicating improved access for families previously unable to afford private care Improved overall well-being and enhanced caregiver capacity • Caregivers reported increased awareness of developmental disabilities, available support systems, and home-based intervention techniques through participation in therapy sessions, caregiver trainings, FRC services, and family engagement initiatives • 89% of caregivers reported that observing therapy sessions improved their understanding of their child's needs and strengthened their ability to apply therapeutic techniques at home • Prior to engaging with Ummeed's services, many caregivers reported limited awareness of developmental disabilities, home-based intervention techniques, and available support systems. Caregivers reported greater confidence in supporting their child's development, increased patience, reduced stress levels, and improved awareness of available government linkages and support services • Social workers strengthened caregiver access to entitlements and services through support with Unique Disability ID (UDID) applications, school admissions, documentation, referrals, and travel concessions • Online and in-person caregiver trainings contributed to informed caregiving practices related to child development, inclusion, rights, and home-based support strategies

Improved developmental outcomes and functional independence among children

- Individualised therapy plans and interventions involving various stakeholders (children with IDD, caregivers, trainers) contributed to improvements in children's posture, behavioural regulation, communication, and daily functioning
- **Therapy services, structured around interim targets, allowed for continuous monitoring and timely adaptation of interventions to better address children's evolving developmental needs**
- Caregivers reported **improvements** such as better communication, enhanced behavioural regulation, increased independence in daily activities, and greater engagement in learning and social interactions

Enhanced data-driven decision-making and programme learning

- The Data Insights (DI) pilot improved the systematic collection, management, and analysis of programme data
- A total of **9,553** sessions across therapies, mental health, and social work interventions were systematically recorded and monitored through the platform, improving visibility of service reach, including concessional access for low-income families
- **Enhanced access to programme information enabled teams to monitor beneficiary progress, identify service utilisation trends, and inform resource allocation decisions.** This strengthened evidence generation and organisational learning through integrated data systems while maintaining clinical confidentiality
- Diversity Equity Inclusion (DEI) audits and awareness initiatives informed improvements in accessibility, infrastructure, and service delivery practices. **Inclusive practices were integrated into training curriculum and organisational processes, strengthening sensitivity towards disability inclusion** among stakeholders

Reinforced disability support ecosystem through capacity building of professionals

- Short-term training programmes enhanced the knowledge and confidence of healthcare professionals, therapists, educators, and students in supporting children with developmental disabilities
- **Exposure to contemporary therapeutic approaches and inclusive engagement methodologies strengthened service delivery capacities across the broader ecosystem**
- Awareness and capacity-building initiatives contributed to increased visibility of developmental disability services within the community

Pictures from the field



Fun club group session activities conducted at Ummeed centre for children's socio-emotional and behavioural growth



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