

# IMPACT ASSESSMENT STUDY

Instituting a world-class Naval Tata Hockey Academy (NTHA) in Jamshedpur, scaling up the grassroots programme

2017-18 to 2021-22



Implemented by  
Collectives for Integrated  
Livelihood Initiatives (CInI)

An initiative of  
**TATA TRUSTS**

Independent assessment by  
**consultivo**  
ADVISORY • RESEARCH • TRAINING





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**Report No:** CBS/CSRN/22-23/04/CSR-IA-SORI:HGP

**Project ID:** 30622004 Dated 11 June 2022

# IN THIS REPORT

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Setting the scene	4
Executive summary	6
Our approach	8
Inputs and Outputs	10
Outcomes	12
Impact	22
Social Return on Investment	26
Points to ponder	30
Annexure I: Calculation of SROI	32
Independent Impact Assessment Statement	34

## Acknowledgement

*This impact assessment report on hockey training programme in Khunti and Simdega, Jharkhand has been independently undertaken by Consultivo Business Solutions Pvt Ltd (Consultivo) for Collectives for Integrated Livelihood Initiatives (CInI), Jamshedpur - an initiative of Tata Trusts. The study included an evaluation of the intervention that was launched by CInI.*

*The programme aimed at promoting hockey as a sport amongst the tribal communities. One more objective of the programme was to train the trainees in life skills. To achieve these objectives, CInI employed former players who were from the local community as coaches and trainers, and got them trained by the Bovelander Hockey Foundation before the programme started.*

*We would like to extend our sincere thanks to CInI, Tata Trusts and all its functionaries who extended their wholehearted cooperation in accomplishing the study at different levels. Our team is immensely grateful to Ms Neelam Babardesai, Head of Sports and Mr Sirshendu Paul, Regional Manager - Jharkhand of Tata Trusts for their valuable guidance and support. We are also thankful to Mr Umesh Rana and Mr Vineet Lakra of CInI for their continuous support.*

*Consultivo extends its warm thanks to the entire CInI team that facilitated the remote interviews for data collection. We are also immensely grateful to all the trainees, their parents, the teachers and the coaches and master trainers who cooperated with us for the interviews.*



# Setting the scene

## About the project

Jharkhand has a rich history of producing stellar hockey players, both men and women. The first ever Indian hockey team at the Olympics, at the 1928 Amsterdam Games, was captained by Jaipal Singh Munda, born in present-day Jharkhand.

Since then, Jharkhand, which earned statehood in 2000, has produced a number of international players, including Sylvanus Dung Dung, Michael Kindo, Sumrai Tete, and siblings Bimal and Asunta Lakra. Currently, two players from the state — Salima Tete and Nikki Pradhan — are in the Indian women's team.

With a view to helping the state regain its lost glory in hockey, Tata Trusts decided to rejuvenate the hockey culture amongst the tribal communities of the state through the Collectives for Integrated Livelihoods in India (CInI) — the nodal agency for the Central India Initiative of the Tata Trusts. The objective of the programme was to professionalise grassroots level hockey in India and provide a launch pad to local talent by bringing global practices to the training of India's domestic hockey coaches.

In April 2016, Tata Trusts partnered with the Bovelander Hockey Academy to provide international level hockey training, along with life skills coaching, at the grassroots level. The Regional Development Centres were started to provide competitive training to select talent from the grassroots and provide a smoother transition to the elite academies like the Naval Tata Hockey Academies in Jamshedpur and Odisha, SAI and so on.

The programme is being implemented in Khunti and Simdega, two places inhabited by the tribal communities. The hockey initiative has touched more than **8,000 children** from nearly **94 schools**. Inter-school tournaments have been held every year which culminate in district level hockey festivals.

The initiative has brought together former hockey players from the two districts, who have experience in playing at the district and state levels. They have been trained by Dutch coaches from BHA on modern hockey techniques. Designated as Master Trainers, they coached young players at the grassroots level twice a week.

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## SDG interlinkages

The programme will contribute to the following sustainable development goals:

<b>3</b> GOOD HEALTH AND WELL-BEING 	<b>Promoting hockey in the tribal communities in Jharkhand</b>
<b>4</b> QUALITY EDUCATION 	<b>Inculcating life skills among the players</b>
<b>5</b> GENDER EQUALITY 	<b>Promoting life skills and hockey training across genders</b>
<b>10</b> REDUCED INEQUALITIES 	<b>Attracting girls to play hockey from the tribal communities</b>
<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS 	<b>Promoting life skills to reduce violence in the areas of interventions</b>



# Executive summary

The Tata Trusts, through the Collectives for Integrated Livelihoods in India (CInI), implemented a project titled 'Instituting a world-class Naval Tata Hockey Academy (NTHA) in Jamshedpur, scaling up the grassroots programme' at Khunti and Simdega districts in Jharkhand. The main objectives of the project were:

- To spot talents for hockey in the tribal communities and train them to become players of national calibre; and
- To also train them in life skills so that they can make best use of their potential, not just in sports but in life.

Under the programme, the fresh talents spotted through trials conducted at various locations in the two districts are nurtured in the grassroots centres and after a few years' training the better players are sent to the Regional Development Centres (RDCs) which has AstroTurf facilities. Players showing true potential at the RDCs are then sent to the elite academies across the country, such as the Naval Tata Hockey Academies or facilities run by the Sports Authority of India (SAI). The players are also given training on various life skill techniques.

The training of the children, for hockey as well as life skills, are taken by the coaches and the master trainers. The trainers are trained at the Bovelander Hockey Academy (BHA), and are former players at the state or regional levels.

**80% of the children at the grassroots level and 66% at the RDCs confirmed that they felt energetic and physically fit because of the rigorous training.**

CInI has spent a sum of **Rs 4.74 crore** between **2017-18** and **2021-22** and performed the following key activities:

- Capacity building of the master trainers by BHA
- Creation of grassroots centres at Khunti and Simdega. For this, no infrastructure was created. Existing playgrounds were utilized at the locations of the grassroots centres. However, sports equipment were purchased for the players.
- A half-pitch sand turf was laid at the RDC Khunti.
- Nutritional diets were provided to the players at the RDCs.
- Organisation of Hockey Inter-School League and Hockey Festival
- Imparting training to more than 8,000 children since 2017. 67 players have been placed at the elite academies till 2020 from the inception of the programme.
- Regular trial camps to spot fresh talent.
- Taking the RDC students for participation in various tournaments.

Starting from its inception in **2017-18**, about **8,000** children trained under the programme till **2021-22**. According to the available data, **67 children got placed in the elite academies**. All of these children came from tribal communities.

**A sample of 396 were surveyed for the purpose of the study. The sample included the players, their parents, master trainers and coaches and school teachers. A representative of the District Hockey Association was also interviewed to get deeper insights.**

## The key outcomes of the programme

84% at the grassroots and 98% at the RDCs confirmed that the training programme had changed their lives for the better.

77% of the children felt that they had greater opportunities in terms of engaging in sports because of this programme. At the RDCs, 100% of the responding children felt that way.

The children pointed out the following things they like the most in the programme:

- Regular training sessions
- New techniques learned
- Life skills learned such as the importance of discipline and respecting others, importance of teamwork and so on
- Playing on the AstroTurf
- Nutritional diet (for children at the RDCs)
- A sense of getting trained in a secure environment
- Exposure to different places

80% of the children at the grassroots level and 66% at the RDCs confirmed that they always felt energetic and physically fit because of the rigorous training.

The children cited the following which they thought were the improvements brought about by the life skill training:

- Better performance in their academics
- Improved communication skills
- Travelling to other places and getting the required exposure
- Learned to make friends
- Understood the need of helping the family
- Getting trained in life skills
- Learning about the importance of discipline and punctuality
- Learned to be patient
- Learning about the importance of teamwork
- Improved level of confidence

The teachers confirmed that the programme has contributed towards improvement in the students' attendance. The students have become more regular with their homework and classwork and more attentive and disciplined in the

classes in the last few years, they said, and attributed this improvement to the hockey training programme.

Between 2017 and 2020, 46% of the children trained were girls. Girls were provided with the equal opportunity as the boys, and the number of girls graduated to the RDCs were almost equal to that of the boys.

All, except one, trainers and coaches interviewed were local, ensuring a better connect with the students.

## The key impacts made by the programme

- Fostering social inclusion of the impoverished and backward communities, as all the beneficiaries hailed from this section of the society.
- Increasing the communities' involvement in sports, which resulted in a more stable society.
- Creating an atmosphere of hope amongst the communities as they realized that pursuing a career in hockey will provide their children with better financial stability in future.

## Social Return on Investment (SRoI)

**Social Return on Investment (SRoI) = ₹ 7.90**

For every rupee invested/spent by CInI, INR 7.90 worth of social value was generated.

A review of several physical activity and sports (PAS) intervention projects suggest that the SRoI for such projects hovers between 1.7 and 12.5. The SRoI value of 7.9, therefore, appears to be on a higher side.

**77% of the children felt that they had greater opportunities in terms of engaging in sports because of this programme. At the RDCs, 100% of the responding children felt that way.**

# Our approach

## The evaluation approach

The overall objective of this evaluation study is to undertake a review of the Hockey Training Program and take stock of its performance vis-à-vis its stated objectives.

The evaluation approach has been designed in line with the objectives and scope of the project. A consultative approach for the impact assessment has been adopted. The findings have been triangulated based on interactions with key stakeholders, supplemented by primary and secondary research, and complemented by domain knowledge and field expertise.

## The evaluation methodology

The evaluation design based on UNDP's Results-Based Management Framework was adopted to obtain information on the research questions. The steps of the study included:

- The children training at the grassroots and the RDCs, their parents, their schoolteachers and the master trainers and coaches were identified as the key stakeholders. The representative of the District Hockey Association was identified as a key informant.
- Desk research was done. Secondary information on the area and the schools were collected.
- The questionnaires were prepared for individual interviews, focused group discussions and PRAs for each group of stakeholders.
- Paper questionnaires were prepared for the players at both grassroots as well as the RDC level. The questionnaires were filled up by them.
- The collected data were collated and cleaned.
- Data analysis was done.
- SROI was calculated.
- Draft report prepared and submitted.

• Purposive sampling was done to arrive at the final sample. The following sample size were taken for survey:

Beneficiaries / Type of interview	FGD	Individual	Paper Questionnaire	Grand Total
Students	11	48	283	342
Parents	37			37
Master Trainers		8		8
School teachers	3	4		7
Coaches		2		2
Grand Total	51	62	283	<b>396</b>

## Calculation of the Social Return on Investment (SROI)

SROI has been used to monetise the impacts created through the programme. SROI measures the social value being created for each rupee invested/ spent on the program. It is a four-step process as described below:

### Step 1: Develop the causal pathway (Impact Map)

This is done to link the inputs of the program to the outcomes and impact. Impact Map provides an understanding of the causal relationship between objectives of the project, actions taken, outcomes, and long-term impacts. The definition of each parameter is provided below:

Input	Output	Outcome	Impact
<b>Definition</b>			
Input is the contributions made by each stakeholder that are necessary for the activity to happen.	Output is the activity or the immediate result in relation to each stakeholder's input.	Outcome are the changes resulting from the activity observed I experienced by the stakeholders. The change can be unintended and positive or negative.	Impact is the difference between the outcomes for participants, considering what would have happened anyway, the contribution of others and the length of time the outcomes last.

### Step 2: Evidencing Outcomes

The outcomes identified using the impact map are then evidenced through the primary survey. The primary survey collected responses from the respondents on whether they had experienced a certain outcome or not.

### Step 3: Establishing Impact

The outcomes evidenced during step 2 are calibrated using the following parameters:

**Deadweight:** It is an estimation of social benefits that would have been created anyway without the School Adoption Program.

**Drop-off:** It is the proportion of outcomes that are not sustained.

**Attribution:** Attribution is an assessment of how much of the outcome was caused by the contribution of other organizations or people.

**Displacement:** In some cases, the positive outcomes for stakeholders generated by an activity are offset by negative outcomes for other stakeholders. This is an estimation of that negative impact.

### Step 4: SROI calculation

SROI is calculated by dividing the cumulative present value for each outcome against the total investment in the project.

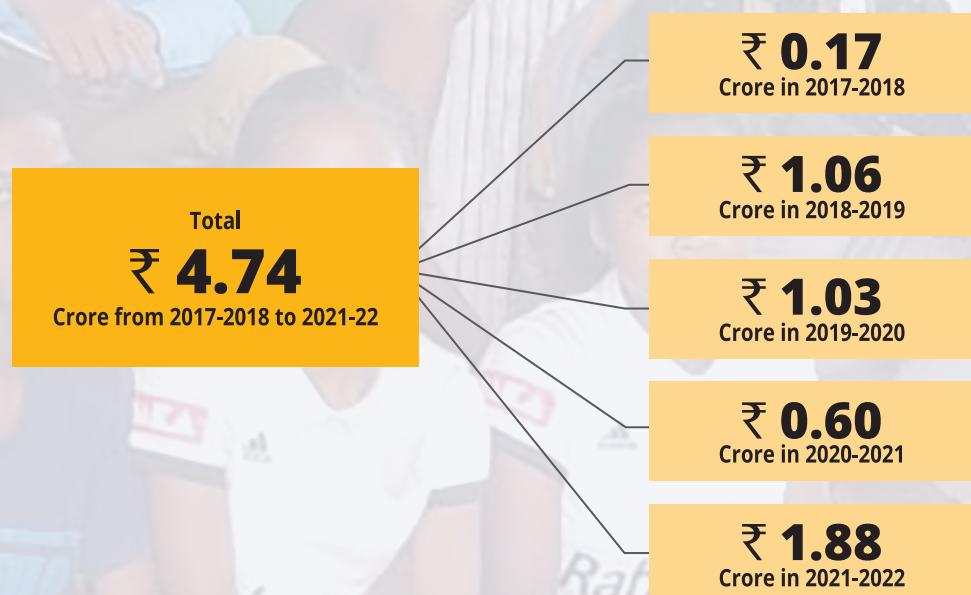
# Inputs and Outputs



## Inputs

The Tata Trusts, through its Collectives for Integrated Livelihood Initiatives (CInI), spent a total sum of Rs 4.74 crore from 2017-18 to 2021-22.

The year-wise break-up of the expenditure is given below:



## Outputs

The key outputs created under the programme were:

- Capacity building of the master trainers by BHA
- Creation of grassroots centres at Khunti and Simdega. For this, no infrastructure was created. Existing playgrounds were utilized at the locations of the grassroots centres. However, sports equipment were purchased for the players.
- A half-pitch sand turf was laid at the RDC Khunti.
- Nutritional diets were provided to the players at the RDCs.
- Organisation of Hockey Inter-School League and Hockey Festival
- Imparting training to more than 8,000 children since 2017.
- Taking the RDC students for participation in various tournaments.

# Outcomes



## Upskilling the local talents

The initiative taken by CInI on behalf of the Tata Trusts to provide the tribal children of Khunti and Simdega to develop into professional hockey players was in keeping with the vision of the Government of Jharkhand to harness the tremendous potential in the state in the field of hockey.

As has been mentioned at the beginning of this report, 10,128 children, aged between 10 and 14, have been trained under the hockey training programme between FY 2017-18 and FY 2021-22. 67 players have been placed at the elite academies till 2020 from the inception of the programme.

All of these children belonged to the scheduled caste, scheduled tribe or other backward classes.

The students were motivated to join the programme for the following reasons:

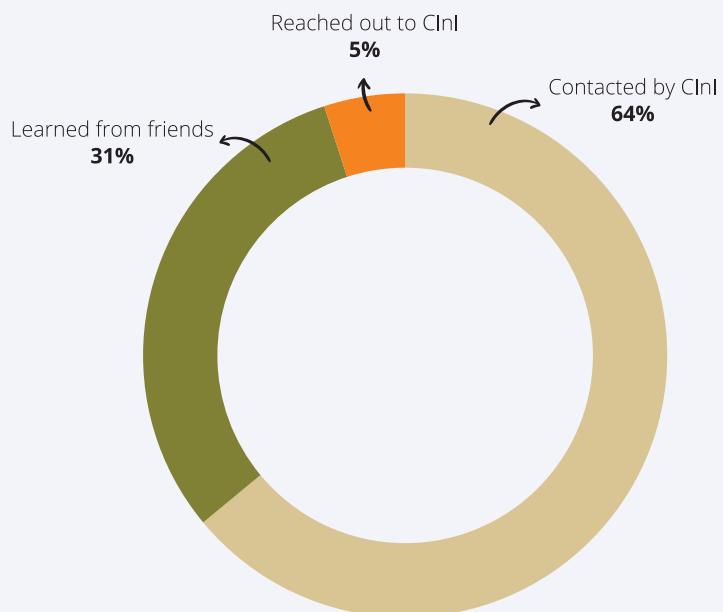
- The friends or family members had joined the programme
- Playing in the Indian National Hockey Team
- History of playing in the family.

61% of the children at the grassroots reported that they were contacted and later inducted by CInI, while 34% said that they got the news about the training from their friends. 5% of the respondents at the grassroots centre said they contacted CInI themselves and got enrolled. This evidences the efficacy of the outreach that was undertaken in the area.

Of the students who trained in the RDCs, a total of 67 have found a berth in 13 national and regional academies of repute between FY 2017-18 and FY 2021-22.

**10,128** children, aged between **10** and **14**, have been trained under the hockey training programme between **FY 2017-18** and **FY 2021-22**.

## Outreach of the programme: how the students came to know



### Some of the major national and regional academies that have taken these students in were:

- Naval Tata Hockey Academy, Jamshedpur
- Naval Tata Hockey Academy, Odisha
- Sports Authority of India, Hazaribagh
- SAIL Academy, Rourkela
- MEG Bengaluru.

84% at the grassroots and 98% at the RDCs confirmed that the training programme had changed their lives for the better.

75% of the children at the grassroots confirmed that they were extremely happy with the improvement in their game. 25% thought that the improvement made was little.

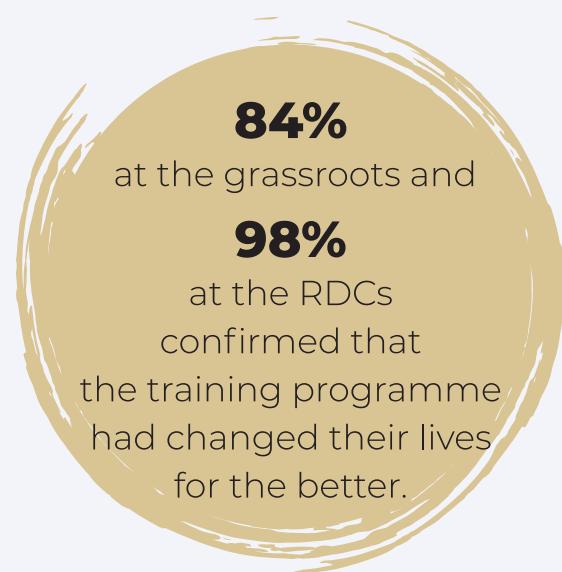
Of this 75%, 54% belonged to the 12 to 14 age group. 86% of the children reported that they appear for their hockey practices regularly, although at times it becomes tedious after attending school, doing studies at home and helping the family in the household chores.

77% of the children felt that they had greater opportunities in terms of engaging in sports because of this programme. At the RDCs, 100% of the responding children felt that way. Almost the entire lot of the RDC players – when asked whether they ever received support of any kind from any other sources – said that they did not.

77% of the children also felt that their access to equipments has increased because of the programme.

84% of the children confirmed that the importance of sports in their lives has increased after joining the programme. However, while 86% of the total number of boys felt that way, only 80% of the girls shared this view.

It goes without a doubt that the children love their centres. 93% of children at the grassroots and 94% at the RDCs say so. However, 12% of the girls at the RDCs do not feel this way. These girls demonstrated under the par achievement in terms of life skill techniques, such as controlling anger, listening patiently to others, taking part in community activities and relationships with their friends.



### The trainees liked the programme



The children pointed out the following things they like the most in the programme:

- Regular training sessions
- New techniques learned
- Life skills learned such as the importance of discipline and respecting others, the importance of teamwork and so on
- Playing on the AstroTurf
- Nutritional diet (at the RDCs)
- A sense of getting trained in a secured environment
- Exposure to different places

However, they felt that the following issues need to be looked into:

- Limited number of kits and limited availability of equipment
- Poor condition of the playground.

## Improvement in physical health and fitness

Hockey is a physically demanding sport. Playing hockey can help students stay physically fit, improve their coordination and cardio-vascular endurance, and develop their hand-eye coordination. In addition, playing hockey can help students relieve stress, tension, and anxiety.

In addition to the physical benefits of playing hockey for students, there are also mental benefits. Hockey is a mentally challenging sport and can help students develop their problem-solving skills. Playing hockey can also help students learn how to handle adversity and how to deal with pressure. In addition, playing hockey can help students develop their self-confidence and self-esteem.

80% of the children at the grassroots level and 66% at the RDCs confirmed that they felt energetic and physically fit because of the rigorous training. More rigorous training at the RDCs may have caused a fall in the percentage.

## Improvement in life skills

Along with imparting hockey skills, the programme stressed on equipping the children with life skills as well. For this to be successful, the trainers and coaches were first trained in methods and techniques in life skills. **40% of the trainers** said that they were **supremely confident** about imparting effective training to the children. **60% were moderately confident**. However, those who were moderately confident did not forget to state that there was a definite improvement in their level of confidence since the beginning of the programme.

**Apart from acquiring hockey skills and knowledge of techniques, the children cited the following which they thought were the improvements brought about by the programme in them:**

- **Better performance in their academics**
- **Improved communication skills**
- **Travelling to other places and getting the required exposure**
- **Learned to make friends**
- **Understood the need to help the family**
- **Getting trained in life skills**
- **Learning about the importance of discipline and punctuality**
- **Learned to be patient**
- **Learning about the importance of teamwork**
- **Improved level of confidence**

The assessment of life skills in the children brought some encouraging evidence to the surface, mostly in the areas of admitting one's mistake, controlling anger, fostering friendship and empathy towards the family members. The life skills were also taught in order to instill in the children the confidence and aspiration to achieve something worthwhile in life.

Research suggests that when mistakes make us feel bad about ourselves, we are less likely to learn from them. Creating tolerance for mistakes makes room for learning from them. Similarly, Friendship helps children develop important life skills like getting along with other people and sorting out conflicts and problems. Children with these skills are less likely to have social and emotional difficulties later in life. It gives a school-age child a sense of belonging, helps build self-esteem and develops social skills.

### The grassroots centres

At the grassroots, 99% of the children could name two or three close friends at their schools and the grassroots training centre. 86% of the boys and 71% of the girls said that they could accept their mistakes, learn from their faults and try not to repeat them.

When it comes to feeling important or worthwhile, the boys respond more positively. 60% of the boys and 40% of the girls feel they are important parts of the team. Similarly, while 73% of the boys want to captain their team, only 57% of the girls aspire to do so.

64% of the boys and 70% of the girls reported that they help their families with household chores. The parents confirmed that their children were taking on greater responsibilities of household work than before.

**Anger management still seems to be an issue among these children, particularly girls. 60% of the girls at the grassroots reported that they get angry if someone tells something unpalatable to them, while 52% of the boys felt that way. However, 13% of the boys and 28% of the girls said that they become angry when someone points out their mistake, though they try to understand the mistake when the same is patiently explained to them.** It shows they are good at heart when 71% of the children say they feel happy when others succeed.

It was apparent from the interactions with various stakeholders that the girls in general had some additional responsibilities over the boys of the same age. These additional responsibilities are somewhat preventing them to keep their anger in control and also from aspiring for larger roles in the teams they play for. Helping the family with the household chores and taking care of the younger siblings appeared to be two such responsibilities. Moreover, there is a social taboo on girls playing hockey like men although it appeared to have come down over time. The anger issues in girls may have been caused by the differential treatment that posed greater obstacles for them to obtain hockey training or even education. A life skill training designed especially for girls to address these issues coupled with sensitization of the community to treat them on a par with the boys may augur well.

### RDCs

100% of the children said that they accept their mistakes when pointed out, and also learn from the faults and try not to repeat them. 36% of the children confirmed that they always listen patiently to others. 61% of them can control their anger when provoked.

66% said they always love to make friends while 27% said they sometimes do that. 82% of them said they keep good relationships with friends and families. 57% always take part in community activities.

72% of the children confirmed that they listen to their teammates. 100% said that they follow instructions. 61% are always actively pursuing their dreams while 34% do that occasionally.

100% of the children said they feel confident, but 75% said they always do. However, all confirmed that they always feel important at the RDCs.

All children help their families with household chores. 75% said they always help.

The coaches and the trainers largely corroborated the improvements reported by the children. They noticed the following changes in the children:

- **Improved discipline and punctuality**
- **Improved communication skills**
- **Improved teamwork**
- **Improved adaptability**
- **Improved sense of responsibility**
- **Improved level of confidence**

## Improvement in school attendance and reduction in school dropouts

56% of the children confirmed that their attendance in school has increased after attending the programme. It was revealed during the community interactions that a drop in attendance is common during the sowing season. A massive improvement in attendance, therefore, cannot be expected.

All teachers interviewed confirmed that the attendance of students has improved significantly since 2017, the year the hockey programme was launched. They linked the improvement with hockey training. They thought that the regime followed under the programme had helped in developing a routine among the children. It had also inculcated a sense of discipline among the children, the teachers said.

## Good to know =



**Abha Lakra,  
Headmistress,  
Rajakiya Utkramit Madhya Vidyadalaya, Dumardaga**

had an interesting story to tell. According to her, the opportunity to learn hockey was something to cling to for the children of her school, whose parents are mostly labourers working in the stone quarries, agricultural fields and construction sites. The families are so poor, Abha adds, that the womenfolk have to take resort deshi liquor making due to lack of employment opportunities.

Abha is of the firm opinion that the local grassroots centre (that is where her students go to learn hockey) at Dumardaga perfectly complemented the good measures taken by the State Government in improving attendance and curbing school dropouts. 'Before the programme started, we used to have around 50 students in a class of 80, but now we have around 75 on an average in the non-sowing season', she said.

*I am thankful that an opportunity like this was given to my students. I wish it continues.*

She was even of the opinion that hockey training has had a positive impact in stopping adolescent girls to go to other cities. At her school, the girls were more enthusiastic about learning hockey than the boys, she observed.

## Participation of girls

As per the cumulative data from 2017 to 2020 shared by the Tata Trusts, 46% of the beneficiaries of this training programme were girls. The majority of these girls were 10 to 14 years of age.

The girls face special (or perceived as special) problems like taking care of their siblings, days of menstruation and helping their families with household chores. These hinder their participation in various activities. It may be a possibility that this extra workload on girls makes them suffer from anger issues, although proving it with the existing set of data will not be possible. However, it is more or less certain that this plays a role in the underachievement of the girls when it comes to their academic or sports performances, vis-à-vis their male counterparts. It is possible that this also contributes to their self-esteem which is evident from the fact that they feel less important to a team, or not good enough to be a captain.

However, the future may not be all that bleak for them, as there have been a number of instances, as per the teachers, where the girls are trying to break the social rules to perform on a par with the boys.

## Good to know



### Sushma Aind

**Uyur Village,  
Khunti**

laments about not going to school. Her husband is a daily wage labourer, and Sushma manages her family of seven with the paltry sum her husband earns. "It is a difficult job", the ever-smiling Sushma says.

Her daughter Roshni plays for Jharkhand and goes places. "No one wanted the girls to play hockey when I enrolled her on the CInI programme, and she was the first girl to play from this village. Leave hockey, people were not even ready to send their daughters to school those days", she says with a tinge of pride.

"Everyone is sending their daughters to school and even to the field to play hockey", Sushma says with a deep sense of satisfaction.

***I did not want my daughter to be illiterate like me and wanted to give her every opportunity I could***

## Improvement in academic performance

Studies have shown that exercise increases blood flow to the brain and helps the body build more connections between nerves, leading to increased concentration, enhanced memory, stimulated creativity, and better-developed problem-solving skills. In short, playing sports helps your brain grow and makes it work better. There are a number of studies to support this claim. For example, a study of 402 Irish high school boys found that participation in any type of school sport was associated with a 4.2% increase in end-of-school examination scores compared to nonparticipation. Still, that participation in an individual sport (e.g., rowing) was associated with a 12.2% increase (Bradley, Keane, & Crawford, 2013).

The results obtained from the survey indicate towards this direction. It is found that 69% of the respondent children confirmed that playing hockey helped them in improving their academic performances. They reported the following improvements in this regard:

- Improvement in concentration and understanding of the subjects
- Improvement in communication skills, particularly spoken English
- Improvement in overall academic performance

The teachers also observed a positive correlation between the hockey training and the regularity with which the children did their homework and classwork. This was a major improvement as, the teachers said, the children did not have sound academic support in their homes.

The teachers were also of the opinion that the children were showing more respect to their teachers compared to their pre-training days. They attributed it to the training the children received in life skills. The teachers also said that the children were trying to improve their performances all by themselves, under supervision but without any prompting from the teachers. The students also became more regular in participating in the extra-curricular activities, they said, and they participated in dance, music and other cultural programmes with greater vigour after joining the hockey training programme.

Moreover, 76% of the boys and 65% of the girls at the grassroots, and 100% (all boys and girls) at the RDCs confirmed that they were regular with their homework and classwork. At the RDCs, 61% said they did well in their favourite subjects. This was corroborated by all the respondent parents.

## Creating a breed of local trainers

60% of the trainers and coaches interviewed were from Jharkhand. To ensure a better connect with the local children, trainers teach in their own localities or nearby localities, as far as possible.

Apart from the skills related directly to the game, the trainers reported to have learned the following:

- Communication skills including speaking and eye contact
- Importance of punctuality
- How to plan training programmes
- Child-friendly training techniques
- Motivational skills
- Life skills like
  - Teamwork
  - knowing one's own capabilities
  - empathy
  - Leadership
  - problem-solving
  - adapting to change
- Menstrual health management (to the female trainers only)
- Presentation skills
- Evaluation without biases

Training at the CInI grassroots and the RDCs has come as a lucrative career opportunity for the local trainers. There seems to be a lot of goodwill about them, which is evident from the fact that a significant number of children want to take up coaching as a career opportunity in the future.

## Good to know



**Jasmani Tiru**  
**Pelol village ,**  
**Khunti**

She visited all over India with her game and joined the programme in 2016, at its inception. Although she played hockey at an advanced level, she could not land a job after she stopped playing. The CInI programme provided that much-needed support to her. She joined as a trainer but has now graduated to the level of a master trainer, supervising several trainers recruited under the programme.

Jasmani received training from the Bovelander Hockey Foundation which she finds extremely useful in connecting with impressionable minds. Her dream is to see at least one of her students play for India.



# Impact



## Social inclusion of the impoverished and backward communities

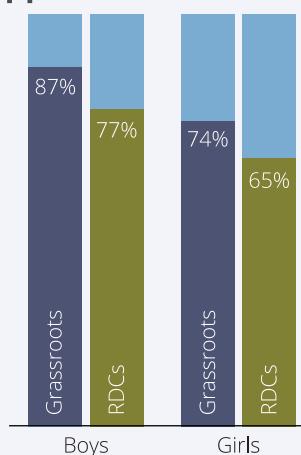
The scheduled caste and scheduled tribe people constitute 71% of the total population in Khunti and 78% of the total population in Simdega (Source: Census 2011). The population lives mostly below the poverty line, and is engaged as contract labourers in various economic activities.

The CInI programme provides these impoverished lot with the unique opportunity of pursuing hockey which, as a sport, is very close to the local culture. The programme provided them with at least basic infrastructure and equipment at the grassroots level and some advanced set-up at the RDC level which, otherwise, they could never ever dream of. The data show (explained in the Outcome section in detail) that the initiatives have yielded results.

Apart from the players, the programme has also contributed to the local area by creating trainers and coaches there itself. This has ensured a longer shelf life of the programme, even without any further financial support from CInI or the Tata Trusts.

## Involvement of the community in the sports

### Support from the family



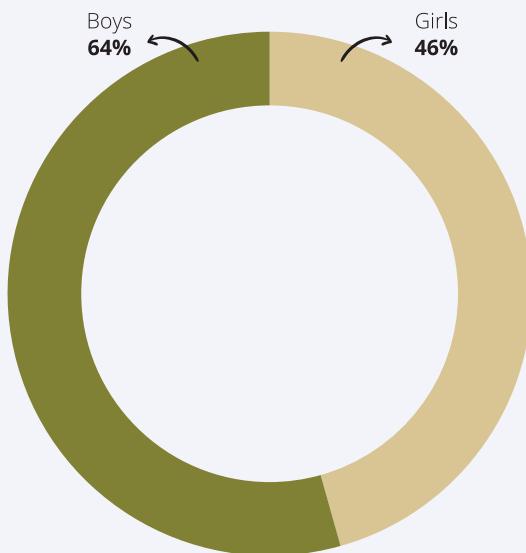
Before the insurgency problem began in the area, hockey used to be the most favourite sport. 72% of the children at the grassroots centre and 64% at the RDCs confirmed that they had at least someone playing hockey in the family before them. While the programme was launched, it was readily embraced by the local community.

The love for hockey of the local community provided the very basic foundation for the programme on which the rest was built. When the programme was rolled out, it was embraced by the total people despite all the maladies they have to withstand day in and day out with open arms.

This support is evident from the fact that 92% of the boys and 82% of the girls confirmed that they were receiving due encouragement from their families to continue their training. The children confirmed that their parents never hesitated to provide them sticks, balls, shoes and other necessary products and equipment. However, the support, it seems from the survey data, had a slight bias towards the boys. At the grassroots, 87% of the boys and 74% of the girls reported having the 87% full support of their parents, which in the case of RDCs it was 77% and 65%.

However, 75% of the children at the RDCs – the senior level ready to fly to the elite academies – confirm that their families will support them if they want to continue playing hockey.

### Total enrolment 2017 to 2020: Girls and Boys



## Generating hope for a better future and opening up new vistas of opportunity

**The parents expected that their children would lift their families from poverty with the skills they were learning under the hockey programme.**

As has been mentioned above, the parents were found to be reasonably happy about the opportunity their wards were getting and also satisfied with the way they were developing into skilful hockey players.

The parents thought that their children were speaking in English more fluently than before. They were more punctual, more confident and more hardworking. They also thought that the children were spending their energy in useful ways.

The children were also ecstatic about this opportunity. 82% of them wanted to continue playing hockey, even after the programme ends. If they cannot continue playing, the next best option they would opt for is becoming coaches.

The parents surveyed usually earned Rs 3,000 to Rs 5,000 per month. There is a possibility that the incomes have been understated, as almost all the parents had some income from agricultural activities which were not clearly mentioned during the interviews. However, the error factor would be nominal, as the majority of the respondent parents worked as daily wage labourers.

When asked about how much they expected their children to earn once the training was over and they started playing at different levels, the parents stated Rs 50,000 to Rs 60,000 per month, which was about 10 times their present earnings. They also expected that their children would lift their families from poverty with the skills they were learning under the hockey programme. The CInI programme has created this hope in them.

## Good to know



**Salima Tete** and **Nikki Pradhan** are two stars of this area. While Salima hails from Simdega, Nikki is from Khunti. They both represent the Indian national team.

Nikki and Salima had to fight abject poverty to claim for themselves the place that they enjoy today. They used to play in their childhood barefoot, with bamboo sticks since they could not afford a proper hockey stick.

The young pupils of Khunti and Simdega idolize them, and everyone wants to be like these two stars when they grow up. **Nikki and Salima are two names that symbolize freedom to them - freedom from poverty and inability.**



# Social Return on Investment



## About SROI methodology

Social Return on Investment (SROI) is a framework for measuring and accounting for a broad concept of social value. SROI measures change in ways that are relevant to the people or organizations that experience or contribute to it. It tells the story of how change is being created by measuring social and economic outcomes (also environmental, in some cases) and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated.

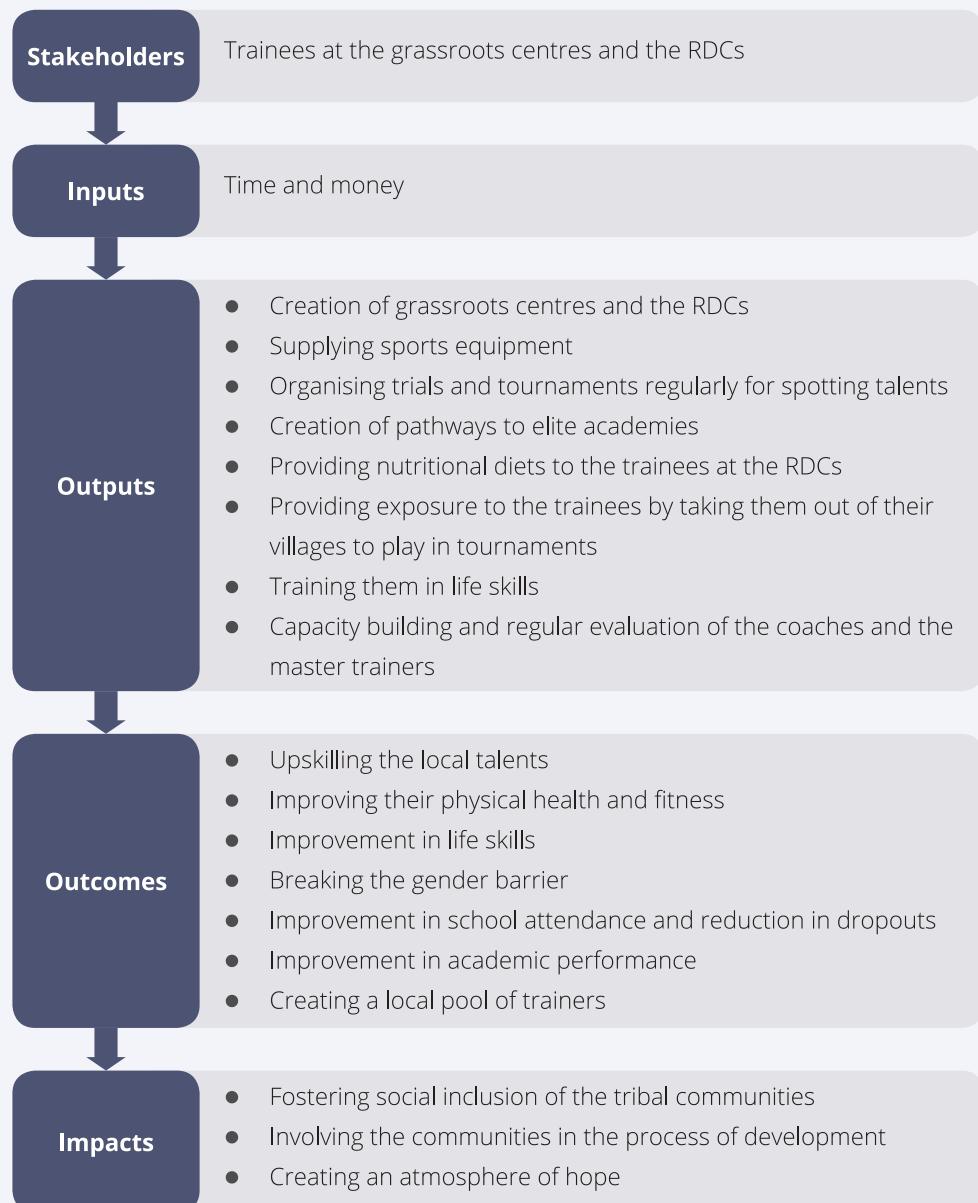
Consultivo has used the evaluative type of SROI. The exercise has been conducted

retrospectively and it is based on actual outcomes that have already taken place.

It takes standard financial measures of economic return a step further by capturing social as well as financial value. Through SROI, organizations can evidence the social impact, gain deeper insight into what impact they have created for their stakeholders, and can thus use this as an input for their program strategy.

## Impact mapping

The Impact Map provides a link between resources that have contributed to the program (inputs), the results of the activity (outputs), and the outcomes of the program that are a vital part of SROI analysis. The impact map for the hockey programme is given below. The evidence outcomes and the SROI calculations follow this impact map.



## Evidencing outcomes and giving them a value

The Impact Map provides a link between resources that have contributed to the program (inputs), the results of the activity (outputs), and the outcomes of the program that are a vital part of SROI analysis. The impact map for the hockey programme is given below. The evidence outcomes and the SROI calculations follow this impact map.

The impact map has been validated during the primary data collection phase and the outcomes have been evidenced based on the indicators observed. The outcomes are quantified based on the data collected from the survey.

The quantification of outcomes by assigning suitable financial proxies and the assumptions are given below:

Evidenced outcome	Indicators	Total population	Impacted population	Financial proxy	Value (INR)	Source
Upskilling the local talents	Cost of training in an academy	8,000	6,160	30,000	184,800,000	Estimate
Improving their physical health and fitness						
Breaking the gender barrier						
Improvement in life skills	Cost of training in a private institution	8,000	6,000	5,000	30,000,000	Market sources
Improvement in school attendance and reduction in dropouts						
Improvement in academic performance						
Creating a local pool of trainers	Cost of training in a private institution	40	40	15,000	600,000	Sports Authority of India

## Establishing impact

The following discounting factors are used to cover the risk of overclaiming the program impact:

**Attribution:** Attribution is an assessment of how much of the outcome was caused by the contribution of other organizations or people. It has been seen in the case of this program that the enrollment has increased in the target schools. Therefore, the program has contributed to the overall enrollment instead of receiving contributions from other sources. Still, an attribution of 30% has been taken to eliminate the positive impacts created by government programmes.

**Displacement (or substitution effect):** It occurs when the benefits claimed by a project participant are at the expense of others outside the project. It has been assumed nil since no such trade-off exists between the stakeholders in this program.

**Deadweight:** It is an estimation of the social benefits that would have accrued anyway, even without the intervention. The SROI estimations have been made over a band of deadweight figures, starting from 10% to 50%.

**Drop-off:** It is the proportion of outcomes that are not sustained. A value of 15% has been assumed taking the average depreciation rate of furniture, computers, and computer software and intangible assets.

**Considering the above parameters, the impact for each outcome is calculated with the following formula: Impact = (Quantity of outcome X Financial Proxy Value) – Attribution – Deadweight – Displacement – Drop-off for each year.**

The discount rate has been taken as the average Consumer Price Index in India from 2016 to 2021 (source: World Bank). It was calculated to be 4.86%.

The program started in 2017-18 and lasted till 2021-22. The main findings are presented below (figures in Indian Rs):

Years	NPV @ Deadweight = 10%	NPV @ Deadweight = 25%	NPV @ Deadweight = 50%
2017-18	135,702,000	113,085,000	75,390,000
2018-19	122,131,800	84,813,750	37,695,000
2019-20	109,918,620	63,610,313	18,847,500
2020-21	98,926,758	47,707,734	9,423,750
<b>SROI</b>	<b>7.90</b>	<b>5.36</b>	<b>2.56</b>

## Sensitivity analysis

## Benchmarking of SROI

It can be seen from the table given above that under the normal circumstances, Rs 7.90 worth of value is being generated with every rupee spent on the program. Similarly, in the worst-case scenario of the deadweight of 50%, Rs 2.56 is being generated with every rupee spent in the program, *ceteris paribus*.

A database on physical activity and sports (PAS) intervention projects could not be located for India. However, a similar database could be found for the UK, and it was compiled as a part of the report titled “Social return on investment (SROI) method to evaluate physical activity and sport interventions: a systematic review”, authored by Véronique Gosselin, Dorothée Boccanfuso and Suzanne Laberge<sup>1</sup>. This systematic review identified a total of 17 SROI studies within the PAS field. Studies were published between 2010 and 2018, suggesting that the use of SROI in this field is relatively recent. Nearly all of the studies (94%) come from the grey literature and were largely conducted in the UK (76%) by private consulting firms.

The systematic review suggests that the SROI for PAS projects hovered between 1.7 and 12.5. However, most of the SROI values reported in this review had a value of less than 5. The SROI value of 7.9, therefore, appears to be on the higher side, indicating that the intervention made by CInI was able to generate a significant amount of social value.

<sup>1</sup> <https://ijbnpa.biomedcentral.com/track/pdf/10.1186/s12966-020-00931-w.pdf>

# Points to ponder



## The following challenges were pointed out by the stakeholders in the course of survey

Sudden stoppage of training by the children, owing to family pressure or poverty.

Managing the anger issues of the children. Keeping them in good behaviour and discipline.

Difficulty in procuring sports equipment.

High opportunity cost of playing hockey as the children who are playing cannot earn for the family, at least in the initial years.

The players, particularly the girls, are expected to look after their younger siblings.

Most of the players discontinue training during the sowing time, as agriculture is the mainstay of the communities.

The children are also expected to look after the domestic animals.

Keeping the interest of the children intact in the training programme.

Training children with different levels of abilities at a single platform.

Geeting children to travel longer distances.

At the RDC Simdega, trainings can be imparted on the Saturdays and Sundays.

# Annexure I: Calculation of SROI

## Scenario I

Deadweight assumption		Year 1	Year 2	Year 3	Year 4
10%	Value after charging deadweight	193,860,000	174,474,000	157,026,600	141,323,940
	Value after charging attribution @30%	135,702,000	122,131,800	109,918,620	98,926,758
	Value of Benefits	135,702,000	122,131,800	109,918,620	98,926,758
	After charging Drop-off @15%		103,812,030	93,430,827	84,087,744
	Discounting factor $(1+r)^t$	1.05	1.10	1.15	1.21
	Discounted value	129,412,550	94,412,169	81,032,760	69,549,384
	Net Present Value =	374,406,864			
	Value of investment =	47,390,422			
	<b>SROI 1 = (Net Present Value)/(Value of Investment)</b>	<b>7.90</b>			

## Scenario II

Deadweight assumption		Year 1	Year 2	Year 3	Year 4
25%	Value after charging deadweight	161,550,000	121,162,500	90,871,875	68,153,906
	Value after charging attribution @30%	113,085,000	84,813,750	63,610,313	47,707,734
	Value of Benefits	113,085,000	84,813,750	63,610,313	47,707,734
	After charging Drop-off @15%		72,091,688	54,068,766	40,551,574
	Discounting factor	1.05	1.10	1.15	1.21
	Discounted value	107,843,792	65,564,007	46,893,958	33,540,405
	Net Present Value =	253,842,162			
	Value of investment =	47,390,422			
	<b>SROI 2 = (Net Present Value)/(Value of Investment)</b>	<b>5.36</b>			

## Scenario III

Deadweight assumption		Year 1	Year 2	Year 3	Year 4
50%	Value after charging deadweight	107,700,000	53,850,000	26,925,000	13,462,500
	Value after charging attribution @30%	75,390,000	37,695,000	18,847,500	9,423,750
	Value of Benefits	75,390,000	37,695,000	18,847,500	9,423,750
	After charging Drop-off @15%		32,040,750	16,020,375	8,010,188
	Discounting factor	1.05	1.10	1.15	1.21
	Discounted value	71,895,861	29,139,558	13,894,506	6,625,265
	Net Present Value =	121,555,191			
	Value of investment =	47,390,422			
	<b>SROI 3 = (Net Present Value)/(Value of Investment)</b>	<b>2.56</b>			

# INDEPENDENT IMPACT ASSESSMENT STATEMENT



To  
**The Management of Collectives for Integrated Livelihoods in India (CInI)**

## Introduction and objectives of work

Consultivo Business Solutions Pvt Ltd (Consultivo) has been engaged by Collectives for Integrated Livelihoods in India (CInI) to conduct an independent Impact Assessment of one its development projects. This Impact Assessment Statement applies to the related information included within the scope of work described in this report.

The assessment process was conducted in line with the Consultivo internal protocol for Impact Assessment, which is developed based on requirements of The Companies (CSR Policy) Amendment Rules 2021, ISO 26000, IFC/World Bank, national, international guidelines and relevant industry best practices.

The relevant data and information have been verified by Consultivo through a hybrid mode (both onsite and remote engagement) of data collection - onsite survey, online survey, focus group discussion, key informant interviews and observation.

## Our findings

On the basis of our methodology and the activities described above, it is our opinion that the projects described in this report demonstrate impact benefitting stakeholders through the project's output, outcome and long term effects with a strategic intent for social change.

## Limitations and Exclusions

Excluded from the scope of our work is any assurance of information relating to:

- Activities outside the defined assurance period stated in the report
- Positional statements (expressions of opinion, belief, aim or future intention) by CInI and statements of future commitment
- Our assurance does not extend to the activities and operations of CInI outside of the scope and geographical/project boundaries mentioned in the report

## Statement of independence, impartiality and competence

Consultivo is an independent professional services company that specialises in ESG (Environmental, Social and Governance) and Sustainability in providing independent assurance services. Consultivo has implemented a Code of Ethics across the business to maintain high ethical standards among staff in their day-to-day business activities. We are particularly vigilant in the prevention of conflicts of interest.

The impact assessment team has extensive experience in conducting baseline study, monitoring & evaluation (M&E) and impact programs over different thematic areas, geographic regions with an excellent understanding of Consultivo's standard methodology for the Independent Impact Assessment of development projects.

Saikat Basu  
CEO

18 August 2022

**Consultivo Business Solutions Private Limited**  
2, Rabindranath Tagore Road, Kolkata 700 076, India

## **Disclaimer**

*This report is prepared and submitted to the management in accordance with the agreed scope and criteria. Consultivo does not accept responsibility to any other person or organization. Any reliance that any third party may place on this report is entirely at their own risk.*

*All conclusions are based on data collected during the Assessment. Accordingly the findings of this report reflect the conditions prevailing on the day of the assessment and may therefore vary from the ground reality on a subsequent date.*

*Assessment team has been drawn from qualified personnel with wide industry experience. It is ensured that no member of the assessment team has a business relationship with the Assesse organizations beyond that required of this assignment.*

*The assessment has been carried out independently, and there has been no conflict of interest.*

*Consultivo complies with a Code of Ethics across the business to maintain high ethical standards among staff in their day-to-day business activity.*

# About Consultivo

**Consultivo helps organisations globally to solve business challenges in Sustainability, ESG, Business Excellence & Risk Management.**

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Delivering through **Advisory, Research, Assurance & Training** – both in strategic and operational level.



ESG and Sustainability solutions include development of sustainability/ESG strategy, voluntary sustainability standard (VSS), sustainability reporting as per GRI standard, materiality assessment & study, stakeholder engagement, water sustainability management, carbon footprint, energy audit & conservation, ethical supply chain management, due diligence and related services.

Major industry sectors where Consultivo has worked with:



Consultivo works with 200+ National and International codes, standards and guidelines.

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- Approved Social Impact Assessment (SIA) Agency of **Govt. of Jharkhand, India**
- Global Approved Auditor of **Pharmaceutical Supply Chain Initiative (PSCI), UK**
- Approved Audit Body for **CORE (Code of Responsible Extraction)**
- Knowledge & Technical Partner of **Confederation of Indian Industry (CII)**, Training & Knowledge Partner of **Indian Chamber of Commerce (ICC)**
- Approved Audit and Monitoring Partner of **Ethical Tea Partnership (ETP), UK**

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Phone 9831145556

Email [contact@consultivo.in](mailto:contact@consultivo.in)

[www.consultivo.in](http://www.consultivo.in)



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