

**Impact Assessment of the
General Education on Policy and Government
Initiatives**

by

Institute of Policy Research Studies

Prepared for: Tata Capital Housing Finance Limited

TATA CAPITAL



Submitted by
NuSocia | April 2026



Executive Summary

The "General Education on Policy and Government Initiatives" project, implemented by the Institute of Policy Research Studies (IPRS) and supported by Tata Capital Housing Finance Limited (TCHFL), aims to enhance public understanding of India's legislative system and promote active citizenship through research, dissemination, and direct engagement with diverse beneficiaries. This independent third-party impact assessment, conducted by Nusocia between December 2025 and January 2026, evaluated the project's performance across the OECD-DAC evaluation framework (Relevance, Effectiveness, Efficiency, Impact, and Sustainability). The assessment data was collected using a mixed-methods approach comprising document reviews, key informant interviews with educators, journalists, students, IPRS and TCHFL team members, and surveys with student participants.

Key Findings:

Relevance

- Program addresses curriculum gaps for journalism students by simplifying technical, legislative and budget reporting.
- Provides journalists a trusted foundation for accurate reporting in fast-paced environments.
- Fosters democratic culture among school students by providing first-hand experience of legislative processes and fostering early civic engagement.
- Customised approach to content delivery which is tailored for diverse audiences.

Effectiveness

- IPRS materials make complex legislative and policy information accessible through clear language and visual aids.
- Budget reporting workshops enabled journalism students to produce annual budget editions in their colleges.
- Journalism professors have adopted IPRS' teaching methods and hands-on workshops.
- Educators report significant gains in public speaking, critical thinking, and debate among students due to Student Parliament Series .
- 95% of students found workshop topics relevant, with the majority rating quality as 'good' or 'excellent.'

Impact:

- 201% increase in total beneficiaries (112 in FY23 to 337 in FY25).
- 600% increase in schools participating in School Parliament Series (2 in FY23 to 14 in FY25).

- Journalism colleges have established dedicated journalism labs for hands-on learning
- Journalists are dependent on IPRS data for credible, efficient reporting, particularly in independent and smaller news organisations.
- Students report increased confidence, improved research skills, and enhanced interest in public policy and governance.

Efficiency:

- IPRS prioritises rigorous internal review, quality and depth over purely numerical targets.
- Leverages stakeholder networks, collaborative approaches and technology to reduce outreach costs.
- 57% of the budget is allocated to salaries, justified by the time-intensive nature of high-quality research.

Sustainability:

- IPRS resources are now integrated into journalism workflows and academic curricula.
- The team maintains informal partnerships that encourage long-term resource use beyond formal workshops.
- As India's only non-partisan parliamentary research body, IPRS' influence remains stable in policy discourse.

Key Recommendations

- Transition to two-day workshop formats and introduce formal student certification.
- Increase state-level coverage and provide highly summarized, "visual-first" content for journalists.
- Enhance visibility by sharing workshop details on the IPRS website and strengthening social media outreach.
- Use the "active citizenship" model to drive growth and leverage AI to enhance research efficiency.

The "General Education on Policy and Government Initiatives" project is a benchmark for impactful civic education in India. By providing non-partisan, accessible legislative research, it has successfully addressed critical gaps in informed citizenship. Performing strongly across all OECD-DAC criteria, the project combines high-quality research with a collaborative model, making it an invaluable resource for journalists, educators, and students engaging with India's policy landscape.

Contents

Executive Summary	2
List of Figures	5
List of Tables	5
List of Acronyms	6
1. Introduction	7
2. The Impact assessment Study	8
2.1 Objectives	8
2.2 Evaluation Framework and Research Design	8
2.3 Data Collection Methods	10
2.4 Data collection challenges	13
3. Project Overview and Outputs	13
3.1 Year-wise Outputs with TCHFL's Support	13
3.1.1 Research Material Preparation	14
3.1.2 Student Parliament Series	15
3.1.3 College and University Seminars/workshops	16
3.1.4 Citizen Engagement Events	16
3.2 Online Dissemination Platforms	16
3.3 Media Engagement and Conferences	17
4. Findings	18
4.1 Relevance	18
4.2 Effectiveness	21
4.3 Impact	26
4.4 Efficiency	31
4.5 Sustainability	34
5: Recommendations and the Way Forward	36
5.1 Recommendations for TCHFL	36
5.2 Recommendations for IPRS from Educators/Teachers	36
5.3 Recommendations for IPRS from Journalists	36
5.4 Recommendations for IPRS's Strategic Vision	37
5.5 Assessment Recommendations	37
6: Conclusion	38
ANNEXURE	40

List of Figures

Figure 2.1: OECD-DAC Research Framework Adopted for Project Evaluation

Figure 2.2: Profile of Survey Participants

Figure 4.1: Perceived Relevance of IPRS Workshop Topics

Figure 4.2: Perceived Engagement Level of IPRS Sessions

Figure 4.3: Most Effective Learning Activities

Figure 4.4: Most Useful Topics Covered in IPRS Sessions

Figure 4.5: Impact on Interest in Public Affairs

Figure 4.6: Application of Knowledge Gained from IPRS Programs

Figure 4.7: a) Budget Breakup Details of IPRS Programs

Figure 4.7: b) Resource Utilization (FY 2022-23 to FY 2024-25)

List of Tables

Table 2.1: Areas of Research Enquiry

Table 2.2: Details of Data Collection

Table 2.3: Details of Qualitative Interviews

Table 3.1: Year-wise Research Outputs

Table 3.2: Student and Citizen Engagement Year-wise Output through TCHFL's support

Table 3.3: College and University Workshop Year-wise

Table 3.4: Citizen Engagement Events Year-wise

Table 3.5: Digital Platform Overall Reach Year-wise

Table 3.6: Overall Media Engagement Year-wise

Table Table 4.1: Attributed and Overall Beneficiary Reach (2022-2025)

List of Acronyms

ACJ	Asian College of Journalism
CLAT	Common Law Admission Test
CSR	Corporate Social Responsibility
IPRS	Institute of Policy Research Studies
KII	Key Informant Interview
MP	Member of Parliament
OECD	Organisation for Economic Co-operation and Development
TCHFL	Tata Capital Housing Finance Limited

1. Introduction

Tata Capital Housing Finance Limited (TCHFL), the financial services arm of the Tata Group, is committed to Corporate Social Responsibility (CSR) that fosters shared value for the broader community. Aligned with the Tata Group's core purpose, TCHFL's CSR mission focuses on creating a lasting, measurable impact for marginalized groups across four key pillars: Climate Action, Healthcare, Education, and Skill Development. Under the Education & Skilling vertical, TCHFL empowers individuals through initiatives that promote financial literacy, responsible citizenship, and informed participation in society¹.

The General Education on Policy and Government Initiatives: Fostering Informed Citizenship²

In line with its focus on education and empowerment, TCHFL has supported the "General Education on Policy and Government Initiatives" project, implemented by the Institute of Policy Research Studies (IPRS). Established in 2005, IPRS is a non-profit organization with a mission to strengthen India's legislative process by making it more transparent, participatory, and well-informed.

The project aims to enhance public understanding of India's legislative system and promote active citizenship. The key objectives of the project are:

- To conduct research and analysis of parliamentary bills, budgets, and policies.
- To disseminate this information through accessible and engaging channels, including research publications, media outreach, and social media.
- To directly engage with citizens, particularly youth, through workshops, seminars, and student parliament sessions.

The project started in the financial year 2022-23, has a pan-India reach and has engaged a significant number of beneficiaries through its various activities (see Chapter 3).

Background to this report

TCHFL commissioned NuSocia, an independent impact advisory firm, to evaluate the project's outcomes from FY 2022-23 to FY 2024-25. Using a mixed-methodology approach based on the OECD-DAC evaluation framework, this report synthesizes findings regarding the project's relevance, effectiveness, efficiency, impact, and sustainability, providing key insights and recommendations for future civic engagement initiatives.

¹ Tata Capital Housing Finance Limited - Corporate Social Responsibility (CSR) Policy, 2023
<https://www.tatacapital.com/content/dam/tata-capital/pdf/tcl/TCL-CSR%20Policy.pdf>

² Institute of Policy Research Studies. (2024-25). TCHFL Grant Narrative Reports (FY 2023, 2024, 2025) and IPRS (2022). Proposal for Funding Support to PRS Legislative Research.

2. The Impact assessment Study

2.1 Objectives

The impact assessment was undertaken with the following objectives:

1. To assess the relevance of the project's research topics and dissemination modes in addressing beneficiary needs.
2. To evaluate the effectiveness of the project in reaching and engaging diverse youth and citizen groups through various dissemination channels.
3. To analyze the impact of the project on participants' understanding of India's legislative processes and their capacity for active civic engagement.
4. To examine the efficiency of resource utilization and cost-effectiveness of the project's activities.
5. To assess the sustainability of the project's outcomes and the long-term retention of knowledge and skills among beneficiaries.

2.2 Evaluation Framework and Research Design

For the impact assessment, an implementation evaluation framework based on the OECD-DAC evaluation criteria was adopted. The following criteria were used to evaluate the planned outcomes and impacts of the project's activities:

- **Relevance:** Assessed how well the project's research topics and dissemination modes addressed the priorities, concerns, and needs of the target beneficiaries.
- **Effectiveness:** Evaluated the extent to which the project achieved its objectives in terms of clarity of messaging, beneficiary engagement etc and how well they achieved their intended outcome
- **Efficiency:** Examined how effectively financial, human, and temporal resources were utilized to achieve the program's objectives..
- **Impact:** Assessed both the intended and unintended positive or negative impacts of the project on participants' understanding of legislative processes and their application of knowledge for active civic engagement.
- **Sustainability:** Evaluated the extent to which the positive impacts of the IPRS programs are likely to continue after the project's funding period.

The research framework developed for the evaluation is detailed in Table 2.1.



Figure 2.1: OECD - DAC research framework adopted for project evaluation

Dimensions	Areas of Enquiry	Stakeholder	Source of data
Relevance : (Need of the intervention)	Relevance of topics (bills, budgets) to public concerns and beneficiary needs	Beneficiaries, IPRS Team	FGDs, KIIs
	Dissemination modes selected	TCHFL, IPRS Team	Project MIS, KIIs
	Identification of geographies covered	TCHFL, IPRS Team	Project MIS, KIIs
Effectiveness (Project objectives vs achievements)	Clarity in messaging	Beneficiaries, IPRS Team	Surveys
	Reach and inclusivity of youth engagement initiatives	Beneficiaries, IPRS Team	Project MIS, Surveys
	Engagement of beneficiaries	TCHFL Team, IPRS Team	Project MIS, KII
	Replication of government dissemination efforts	TCHFL, IPRS Team	Project MIS, KII
Efficiency (Economical use of resources and inputs)	Efficiency of resource utilization	Beneficiaries	Surveys, KIIs
	Cost-effectiveness compared to similar civic education initiatives	Beneficiaries	Case Studies, KIIs
Impact (Intended and unintended impact of the project)	Change in understanding of legislative processes and actions	TCHFL, IPRS Team	Project financial records, KIIs
	Application of knowledge for active civic engagement	TCHFL	Project MIS, Documents Review
Sustainability (Continuation of)	Retention and long-term application of knowledge and skills by participants	Beneficiaries	Surveys, KIIs

the outcomes post project)	Capacity building within community groups or educational institutions	Beneficiaries, IPRS Team	KIIs
	Mechanisms for long-term availability of research and materials	IPRS Team	KIIs, Project document review

Table 2.1: Areas of research enquiry

2.3 Data Collection Methods

The assessment employed a mixed-methods approach, incorporating both qualitative and quantitative data collection techniques. This included document reviews, key informant interviews (KIIs) with various stakeholders and surveys of student participants. The tools used for surveys and interviews with various stakeholders are detailed in Annexure B. The data collection was conducted between December 2025 and January, 2026, covering the project period from FY 2022-23 to FY 2024-25.

Data Collection Method	# of Respondents	Coverage
Document Reviews	-	TCHFL grant narrative reports (2022-23, 23-24, 24-25); proposals; Utilization certificates etc
KIIs	24	Teachers, Journalists, Students, IPRS, TCHFL team
Student Surveys	20	Students from school parliament and journalism programs

Table 2.2: Details of data collection

2.3.1 Document Reviews: An extensive review of project documents was conducted to identify and synthesize information on the project's components, activities, outputs, and outcomes. This review included the TCHFL grant narrative reports for FY 2022-23, FY 2023-24, and FY 2024-25, project proposals, activity reports, and other relevant documentation. The secondary research provided insights into the scope, coverage, and progress of the project to date, while also helping to contextualize the need and relevance of the project for the target beneficiaries.

2.3.2 Student Surveys: Primary data was collected through surveys with students of the project's various initiatives. The surveys focused on understanding participants' engagement with the project, their learning outcomes, increased understanding of legislative processes, and their application of knowledge. The surveys covered students from two main segments: those participating in the school and college student parliament series (grades 9-12 and college

students), and journalism students engaged in parliamentary reporting training. A total of 20 surveys were administered across multiple locations.

Profiles of Survey Respondents: The student and citizen survey respondents represented diverse demographic backgrounds, reflecting the pan-India reach of the IPRS project. The key demographic characteristics of survey participants presented in Figure 2.2.

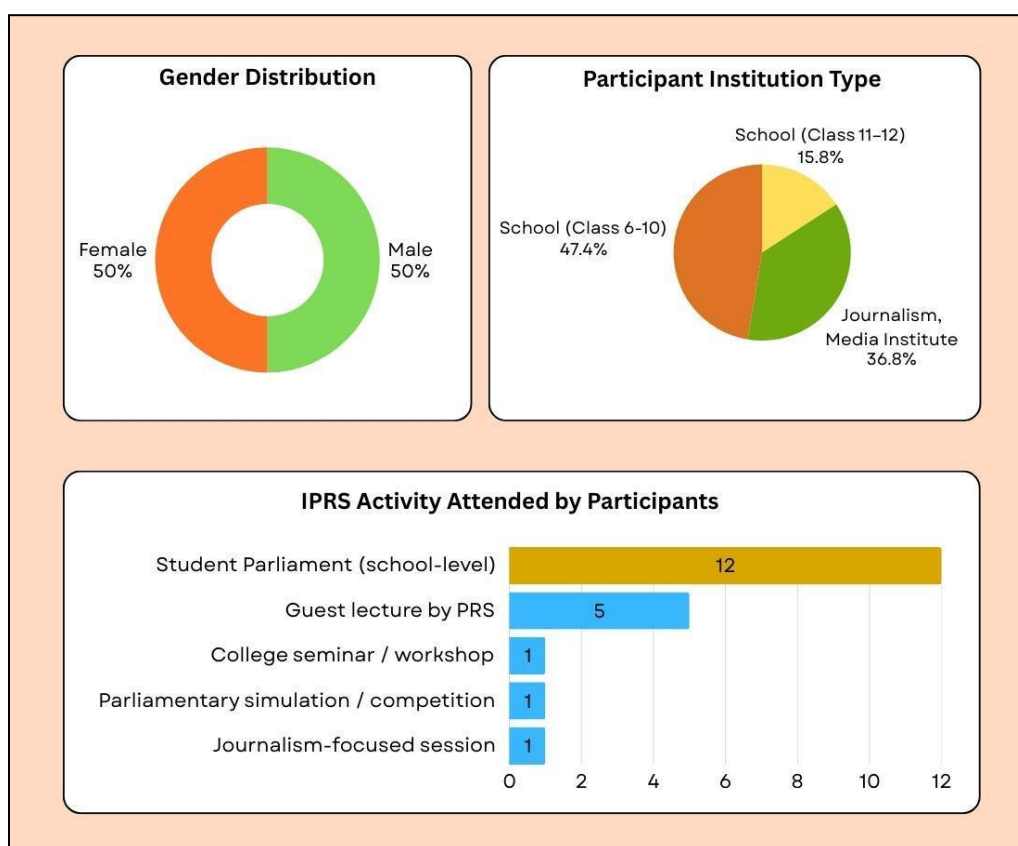


Figure 2.2: Profile of Survey Participants

2.3.3 Key Informant Interviews (KII)

Primary data was collected through Key Informant Interviews (KIIs) with various stakeholders involved in or familiar with the project. The stakeholders interviewed included teachers from schools and colleges where student parliament and seminar activities were conducted, journalists engaged in parliamentary reporting training, members of the IPRS team, and representatives from the TCHFL team. These interviews explored stakeholders' experiences, perspectives on the project's relevance and effectiveness, and insights into the project's impact on participants. A total of 24 interviews were conducted. The interview guides and detailed information on stakeholder types are provided in Annexure B.

The interviewed stakeholders represented diverse roles and perspectives in the project ecosystem. Teachers came from educational institutions in various cities where the project conducted seminars and student parliament activities. Journalists represented media organizations and journalism training institutions engaged in parliamentary reporting initiatives. IPRS team members included program coordinators, managers, and leadership. TCHFL representatives provided insights into the funder's perspective on project implementation and outcomes.

Sl #	Type of Stakeholders	KIs	Designation	Institution Type
1	Educators (Teachers and Professors)	9	Assistant Professor	Mass Communication College
			Course Head Journalism & Media Convergence	Autonomous media institute
			Regional Director	Government Mass Communication Institute
			Dean	Journalism College
			Professor, Journalism and Mass Communication	Central University
			Teacher	ICSE School, Mumbai
			Teacher	CBSE School, New Delhi
			Teacher	CBSE School, Jammu and Kashmir
			Teacher	IGCSE School, Pune
2	Journalists engaged in parliamentary reporting	5	National Political Editor	Leading Indian English-language daily newspaper
			Editor Projects	leading Indian English-language daily newspaper and digital news platform
			Senior Assistant Editor	India's largest business newspaper
			Senior Deputy Editor	Leading Indian English-language daily newspaper
			Editorial Head (Reporting)	Leading independent, digital-only news platform
3	Students	5	Journalism Student	Media and Communication college
			Journalism Student	Media and Communication college
			Journalism Student	Media and Communication college
			12th grade Student	IGCSE School, Pune
			12th grade Student	IGCSE School, Pune
4	Members of the IPRS team	4	President and CEO	IPRS Team
			Head of Outreach	

			Head of Research	
			In-charge of Citizen Workshops	
5	TCHFL team	1	CSR Team	
Total		24		

Table 2.3: Details of qualitative Interviews

2.4 Data collection challenges

- Only 20 students completed surveys out of 200 targeted (10% response rate). Despite reaching out to teachers and educators and circulating the survey link, many students did not complete the survey. To compensate for the limited quantitative data from surveys, the assessment team adopted a robust qualitative research approach conducting 5 in-depth key informant interviews (KIIs) with student beneficiaries. This qualitative approach allowed for deeper exploration of beneficiary experiences, program effectiveness, and impact. The qualitative findings are therefore given greater weight in the analysis, and the survey data serves primarily as a validation tool for key findings rather than as the primary evidence base.

3. Project Overview and Outputs

The "General Education on Policy and Government Initiatives" project implemented by the Institute of Policy Research Studies (IPRS) and supported by Tata Capital Housing Finance Limited (TCHFL) operates through a multi-pronged approach to enhance public understanding of India's legislative and policy processes. The project combines research, dissemination, and direct engagement to reach diverse audiences across India. This chapter provides an overview of the project's key programs and activities, along with year-wise outputs and beneficiary reach from FY 2022-23 to FY 2024-25.

3.1 Year-wise Outputs with TCHFL's Support

The IPRS project operates through six interconnected program activities. The following sections describe each activity and its year-wise outputs. To accurately reflect the impact directly attributable to TCHFL, all reported activity counts have been proportionately adjusted based on TCHFL's share of the total organisation revenue.

Year	TCHFL's Contribution ³	Total Revenue	Contribution Share
2022-23	₹100,00,000	₹837,19,853	11.94%
2023-24	₹100,00,000	₹880,40,113	11.36%
2024-25	₹100,00,000	₹931,60,808	10.73%

Please note: The proportionate numbers are rounded to whole numbers as activities like workshops and reports are tangible outputs. They provide an indicative attribution of TCHFL's contribution and may not reflect mathematical exacts due to rounding for practical reporting.

3.1.1 Research Material Preparation

At the core of the project is the production of original research materials on legislation, policies, and budgets. These materials are designed to make complex governmental processes accessible and understandable to the public. The research team produces one-page summaries of Bills, legislative briefs, standing committee report summaries, and analyses of Union and state budgets. The project also publishes discussion papers, Science and Technology Policy Briefs, and monthly policy reviews.

According to interviews with the IPRS team, this research is the foundation upon which all other project activities are built. The team emphasized that the goal is to "demystify complex legislative processes" and provide "reliable, verified information" that can be used by journalists, educators, and citizens. The research materials are designed to be concise and accessible, helping readers understand not just what laws are being passed, but why they matter.

Research category	2022-23 (11.94%) ⁴	2023-24 (11.36%)	2024-25 (10.73%)	Total
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³ More details in Annexure B

⁴ The percentage in the brackets show the TCHFL's Revenue Contribution Share for that particular FY

Legislative Briefs (Parliament & State)	2	2	1	5
Submissions to Committees & Ministries	2	0	1	3
Policy Reports	2	1	1	4
Discussion Papers	1	1	1	3
Union Budget Analysis	2	0	2	4
State Budget Analysis	3	3	1	7
Bill Summaries (Parliament & State)	3	12	2	17
Committee Report Summaries	4	6	0	10
Data on the Functioning of Parliament	1	2	1	4
Working of State Assemblies	1	1	1	3

Table 3.1: Year-wise Research Outputs

3.1.2 Student Parliament Series

The flagship "Student Parliament Series" engages school and college students in mock parliamentary sessions. For senior school students (Grades 11-12), the project organizes intra-school boot camps and mock parliaments, followed by regional inter-school competitions and a national final. For college students, the project conducts parliamentary simulation competitions and parliamentary reporting competitions.

According to the IPRS team, this initiative addresses a critical gap in India's democratic culture. Young people rarely engage with legislative processes, and the Student Parliament Series provides a first-hand experience of how parliament works. The program is designed to help students understand "Indian politics and policy issues in their own states and regions," making civic education more relevant and grounded in their lived experience.

Activity	FY 2022–23	FY 2023–24	FY 2024–25	Total
Schools Participating	2	4	14	20

School Students Engaged	20	161	202	383
College Students Engaged	110	76	80	266

Table 3.2: Student Parliament Series Year-wise Output through TCHFL's support

3.1.3 College and University Seminars/workshops

Seminars and workshops are conducted at colleges and universities across India to engage young people, particularly journalism students, in understanding legislative processes. These sessions include guest lectures by IPRS staff, interactive workshops, and parliamentary reporting training for journalism students (See section 4.2).

Metric	FY 2022-23	FY 2023-24	FY 2024-25	Total
Journalism School Workshops	-	1	1	2

Table 3.3: College and University Workshop Year-wise

3.1.4 Citizen Engagement Events

Beyond students, the project conducts events for various citizen groups to promote broader understanding of legislative and policy processes among the general public. These events provide a platform for citizens to engage with experts and discuss policy issues that affect their lives.

Activity	FY 2022-23	FY 2023-24	FY 2024-25	Total
Citizen Engagement Events	3	2	2	7

Table 3.4: Citizen Engagement Events Year-wise

3.2 Online Dissemination Platforms

IPRA also leverages digital channels to maximize reach and accessibility. The primary website (www.prsindia.org), a mobile application, a Twitter channel, a YouTube channel, and a dedicated Hindi language website (hi.prsindia.org) form the core of its digital strategy. These platforms make all research materials freely available to the public, ensuring that information about India's legislative processes is not confined to academic or policy circles but is accessible to anyone with internet access.

Interviews with journalists revealed that the website and digital platforms are critical resources. One journalist noted that the website provides a "trusted foundation" of information that can be quickly accessed during tight news deadlines. The availability of materials in Hindi is particularly important for expanding reach beyond English-speaking audiences.

(Please note that these are IPRS' overall reach numbers and have not been proportioned to TCHFL's revenue contribution. However, since the content featured here comes from the research supported by TCHFL, it is essential to mention these numbers.)

Platform	IPRS' Overall Reach		
	FY 2022-23	FY 2023-24	FY 2024-25
Website Page Views/Month	~1 million	~1 million	~1 million
Twitter Followers	350k	350k	350k
Videos	21	8	34
Blogs	9	2	N/A
YouTube Subscribers	70k+	75k+	80k+

Table 3.5: Digital Platform Overall Reach Year-wise

3.3 Media Engagement and Conferences

The project actively engages with the media to amplify its message and reach broader audiences. IPRS staff regularly write articles in newspapers, and the project's research is frequently cited by media organizations. The project also hosts an annual "Conference on Building Effective Legislatures," which brings together policymakers, legislators, and experts to discuss important parliamentary and governance issues.

(Please note that these are IPRS' overall reach numbers and have not been proportioned to TCHFL's revenue contribution. However, since the content featured here comes from the research supported by TCHFL, it is essential to mention these numbers.)

Metric	IPRS' Overall Reach			
	FY 2022-23	FY 2023-24	FY 2024-25	Total
Articles in Newspapers	42	47	14	103
Media Citations	252	554	700+	1506+
Conference Participants	~120	120	130	250

Table 3.6: Overall Media Engagement Year-wise

4. Findings

This chapter presents the findings of the impact assessment, organized according to the OECD-DAC evaluation framework. The analysis draws on quantitative data from student surveys and qualitative data from in-depth interviews with key stakeholders, including the IPRS leadership team, partner educators from journalism colleges, and working journalists who use IPRS resources.

4.1 Relevance

This section examines how well IPRS activities align with the needs of its target beneficiaries. The assessment shows how the project's programs fill critical gaps in India's democratic and information ecosystem. It also looks at how IPRS meets the research needs of legislators while making complex information accessible to citizens, students, and journalists. The findings are organized around key dimensions of relevance.

4.1.1 Fulfilling Beneficiary Needs

The IPRS project serves several distinct groups with programs designed for their specific needs. The relevance of these programs comes from their ability to address well-defined gaps in knowledge and resources for each group.

- a) Bridging the Curriculum Gap for Journalism Students and Educators: IPRS workshops are highly relevant for journalism students and educators. They cover complex topics that are central to the journalism curriculum but often not taught adequately in traditional academic settings. During interviews, educators noted that legislative and budget reportings are *"inherently dry and highly technical."* They found that IPRS workshops are *"extremely beneficial for students, as they help demystify complex subjects and make them more accessible."* The need for this is especially strong in specialized fields like financial journalism. A dean from a leading journalism college stated: *"IPRS provides critical teaching support in areas essential for financial journalists, particularly parliamentary reporting and budget reporting at both the central and state levels".*
- b) Enabling In-Depth and Accurate Reporting: For practicing journalists, IPRS resources are relevant because they support deeper and more accurate reporting. This is particularly true in the digital space, which allows for more detailed analysis. An editor at a digital news publication explained, "My use of IPRS research has increased significantly since moving into digital journalism... which allows more space for depth and detailed analysis." IPRS is especially relevant for journalists who cover the intersection of politics and policy. The same editor, who hosts an explainer show (Let Me Explain), noted: *"Because -Let Me*

Explain- is an explainer-format show, I need to first understand complex policy and political issues thoroughly before communicating them to audiences. For this purpose, I frequently refer to PRS materials, reach out to PRS researchers directly, and also use PRS's explainer content available on YouTube." A political editor at a national newspaper added that IPRS is an "invaluable resource" for grounding stories in solid research. This is essential for adding "depth, perspective, and credibility to parliamentary reporting."

- c) Promoting Democratic Engagement among students (class 6-12): At a broader level, IPRS programs are relevant because they address a key gap in India's democratic culture. IPRS leadership noted that in India, "public engagement with MPs is often limited to personal or administrative requests rather than policy discussions." IPRS aims to close this gap by engaging future voters early. The Student Parliament initiative, for example, helps 16 to 17-year-olds think critically about policy and politics. An IPRS team member shared this is crucial because *"if young people do not engage with democratic processes early, the quality of democracy will decline over time."* This initiative is seen as more relevant than other common school programs (e.g. MUN Program). IPRS leadership mentioned that Model United Nations (MUN) often "focused on international issues that feel distant and abstract to Indian students." Instead, IPRS helps students understand "Indian politics and policy issues in their own states and regions, making civic education more relevant and grounded."

4.1.2 Customized Program Delivery

The relevance of IPRS activities is greatly increased by the IPRS' adaptive approach. This includes customizing content for different audiences. IPRS workshops are not one-size-fits-all. At one journalism college, business and financial Journalism students received an *"advanced and in-depth version,"* while general journalism students received a version "tailored to their level and needs." This customization comes from careful discussions with faculty to ensure the sessions match the institution's teaching philosophy. A professor confirmed that the workshops *"integrate seamlessly into their program's overall academic structure."*

4.1.3 Enhancing Journalistic Efficiency and Credibility

For working journalists, IPRS is highly relevant because it helps improve both the efficiency and credibility of their reporting, especially in fast-paced news environments.

- a) Reliability Under Deadline Pressure: In newsrooms where time is limited, the reliability of IPRS data is critical. An editor at a digital news outlet explained that PRS materials provide a *"trusted foundation that does not require extensive double-checking."* This allows smaller, independent news organizations to "work more efficiently without compromising on

accuracy.” A senior political journalist at a national newspaper agreed, noting that in the *“fast-paced environment of television journalism, where reporters often have to go live quickly, the reliability of PRS data is crucial.”* Before parliamentary websites improved, PRS was one of the “most dependable sources” for data on legislative activity.

- b) Expert Verification and Preventing Misinformation: Beyond providing data, direct access to IPRS experts is highly relevant for journalists. It allows them to verify information and avoid inaccuracies. A senior journalist shared a powerful example. She shared an example from a recent video she was preparing on new legislation, where she initially believed something was happening for the first time. After consulting [an IPRS expert], she learned that similar instances had occurred in the past, prompting her to revise and ultimately drop the angle she had planned. Such interventions significantly influence journalistic judgment, ensuring accuracy and preventing misleading narratives. Another editor had a similar experience when writing about parliamentary committees. A conversation with an IPRS expert helped her understand key technical distinctions, which “played a critical role in strengthening her analysis and ensuring factual accuracy.”

4.1.4 Democratizing Access to Information

A core part of IPRS’s relevance is its work in making legislative and fiscal information accessible to all citizens through its digital platforms. IPRS addresses a major information gap, especially at the state level. IPRS leadership pointed out that while central laws are easy to find, “state laws are often difficult to obtain unless one has access to expensive legal resources.” By digitizing and publishing all state laws and bills, IPRS provides a vital public service. This is very relevant because state-level governance on issues like education, health, and policing has a more “immediate and frequent” impact on citizens’ daily lives. Similarly, the annual ‘State of State Finances’ report is highly relevant. It presents a “readable, comparative analysis of state finances, something even official reports often fail to do.”

4.1.5 High Relevance to Students

Students who participated in the workshops consistently reported that the sessions were highly relevant and valuable. One student noted that *“the topic is very relevant and even the course it was conducted under, ‘Media, Law and Ethics’ course is very relevant. The concept is very important for anyone studying journalism.”* Another student commented that the workshop “opened my eyes to the importance of tracking the work of our elected representatives.” Similar feedback was provided by survey respondents, where 95% of student respondents found the topics covered in the workshops to be relevant to their academic or professional interests (see Figure 4.1).

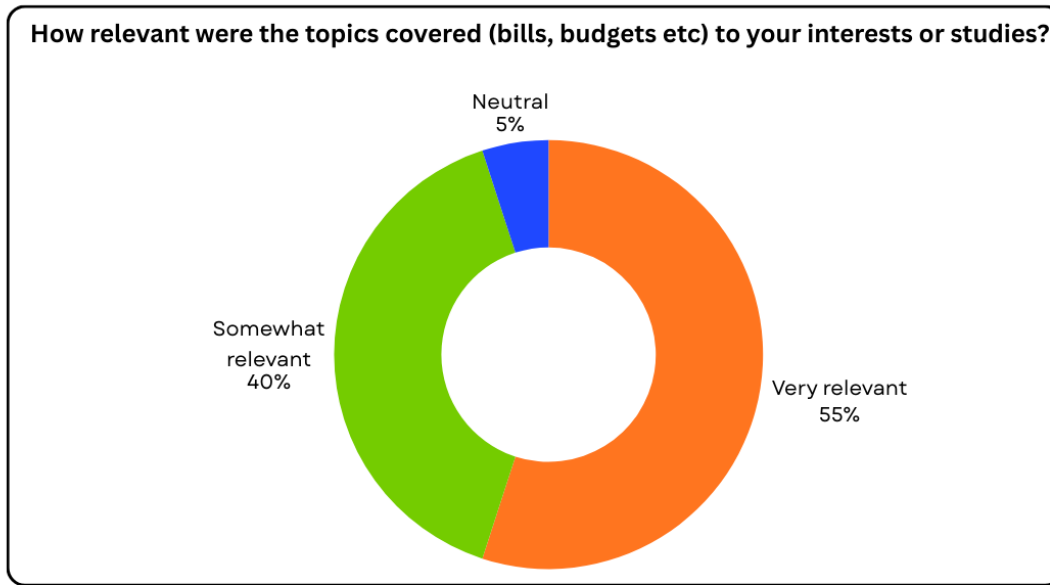


Figure 4.1: Perceived Relevance of IPRS Workshop Topics

4.2 Effectiveness

This section examines how well the IPRS programs deliver on their design and purpose. Effectiveness is assessed by understanding why beneficiaries found IPRS resources and programs useful, how the programs were designed to meet specific needs, and how well they achieved their intended outcomes. The findings are organized around key themes that emerged from stakeholder interviews.

4.2.1 Accessible and Clear Content

A core strength of IPRS programs is the quality and accessibility of the content. Educators and journalists consistently noted that IPRS materials are designed to make complex legislative and policy information understandable to diverse audiences. Educators (journalism college professors) emphasized that legislative and budget reporting are "inherently dry and highly technical" subjects. However, IPRS materials successfully "demystify complex subjects and make them more accessible." This is particularly important because these topics are core to journalism curricula but are often poorly taught in traditional academic settings.

The effectiveness of this approach is evident in how IPRS presents information through clear, simple language and visual aids. One journalist noted that she *"frequently refers to PRS materials, reaches out to PRS researchers directly, and also uses PRS's explainer content"*

available on YouTube" because the materials help her "first understand complex policy and political issues thoroughly before communicating them to audiences."

4.2.2 Effective Budget Reporting Support

Budget reporting is a specialized skill that requires both technical knowledge and storytelling ability. IPRS workshops on budget reporting have proven particularly effective for journalism students pursuing financial journalism. At a leading journalism college, after attending IPRS workshop, students produced an "annual budget edition on the day of the Union Budget." This is a significant undertaking that requires students to apply their learnings independently. IPRS support has made this possible. The workshops provide "sessions tailored specifically for financial journalism students," with "hands-on engagement with budget documents and guidance on how to analyze and report on specific aspects." Students are given "in-class exercises to apply what they learn," which builds practical skills they can immediately use. Educators noted that *"students gain significant clarity after being trained by a specialized research organization like PRS."*

For working journalists, budget reporting support is equally valuable. Journalists use "budget-related press notes, both at the Union and state levels, as inputs for articles." One journalist noted that *"PRS press releases are particularly useful because of their reliability. In a fast-paced newsroom environment, journalists do not always have the time to independently analyze every policy in depth. PRS materials provide a trusted foundation that does not require extensive double-checking."*

4.2.3 Engaging Student Parliament Programs

The Student Parliament Series is a flagship initiative designed to engage high school and college students in understanding legislative processes. The program's effectiveness lies in its ability to make parliamentary processes relevant to young people. According to IPRS leadership, the program is designed to help students "understand Indian politics and policy issues in their own states and regions, making civic education more relevant and grounded." This is in contrast to other simulation programs that focus on international issues that "feel distant and abstract to Indian students."

The program operates at two levels: inter-school competitions and support for intra-school parliaments, allowing schools to choose the level of engagement that fits their needs. School teachers who participated in the program provided positive feedback on its effectiveness. Teachers noted that *"the program successfully engages students and provides them with*

first-hand experience of how parliament works, making civic education meaningful and memorable."

4.2.4 Interactive and Hands-On Workshops

The effectiveness of IPRS workshops for journalism students is rooted in their pedagogical approach. Rather than traditional lectures, the workshops are designed as "highly interactive" sessions that are "more like hands-on training than traditional lectures."

The structure of these sessions reflects careful pedagogical design. Educators noted that *the PRS team "demonstrated how journalists develop legislative stories, the impact of those stories, and why legislative reporting is crucial not just for journalists but for the country as a whole."* This contextual framing helps students understand not just the "how" but the "why" of legislative reporting.

The interactive format keeps students engaged (Figure 4.2). Sessions include "real case studies," "quizzes to reinforce learning," and "in-depth discussions where students actively ask questions." For budget reporting, the hands-on approach involves "engagement with budget documents and guidance on how to analyze and report on specific aspects," followed by "in-class exercises to apply what they learn."

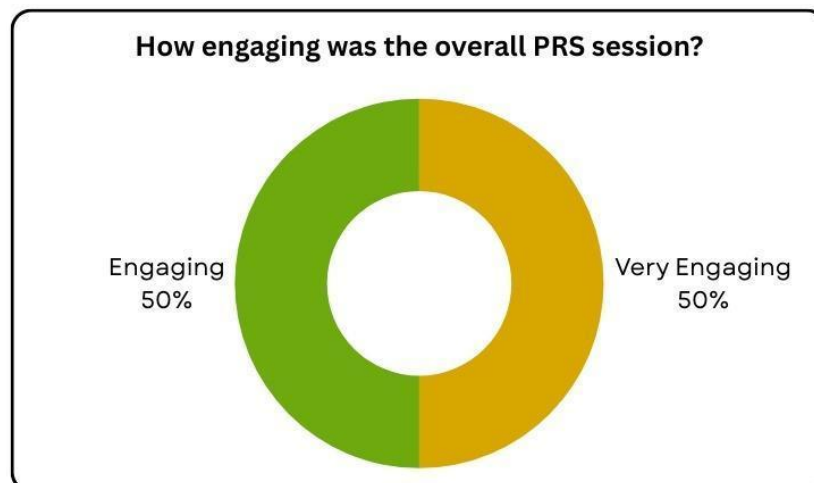


Figure 4.2: Perceived Engagement Level of IPRS Sessions

The effectiveness extends beyond the workshop itself. *Educators (journalism colleges) noted that they "adopted some of the teaching methods used by PRS" in their own classes.* One professor mentioned that "inspired by PRS inputs, students suggested producing a lab journal within the department, which has since been initiated." This demonstrates that the pedagogical approach is so effective that it influences how educators teach even when IPRS is not present.

All educators interviewed reported receiving overwhelmingly positive feedback from students who attended the workshops. Students thoroughly enjoyed the sessions and found them valuable for their professional development (Figure 4.3).

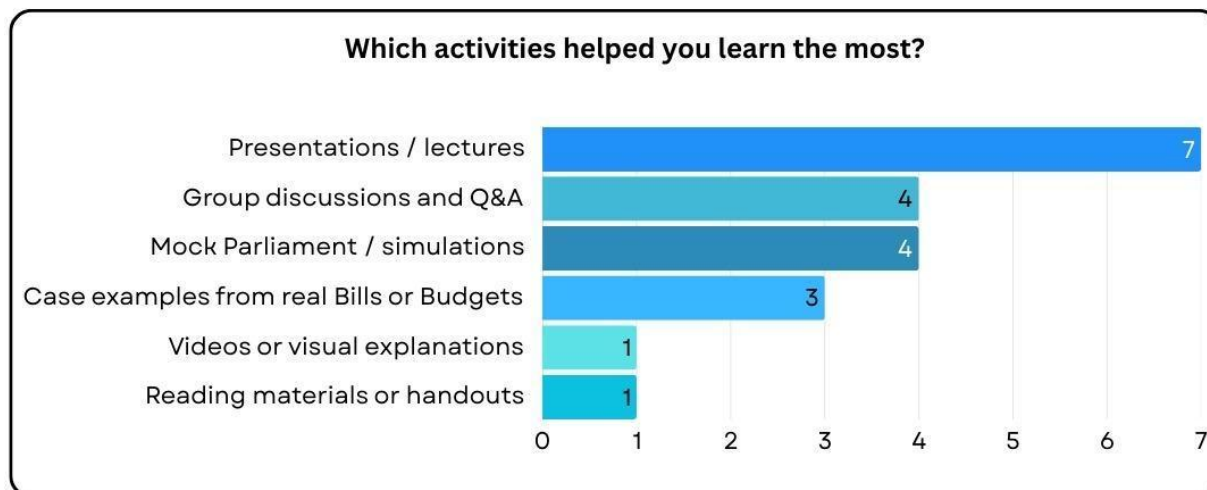


Figure 4.3: Most Effective Learning Activities

4.2.5 Credible and Reliable Research

For working journalists, the credibility and reliability of IPRS research is fundamental to its effectiveness. In a profession where accuracy is paramount, journalists need sources they can trust. One journalist explained that *"IPRS materials provide a trusted foundation that does not require extensive double-checking."* This is particularly important in fast-paced news environments where journalists are under time pressure. Another journalist noted that *"in the fast-paced environment of television journalism, where reporters often have to go live quickly, the reliability of PRS data is crucial."* The credibility of IPRS is built on its non-partisan approach and rigorous research methodology. A senior journalist emphasized that *"no other organization offers comparable, non-partisan parliamentary research in India."* This non-partisan stance is essential because it allows journalists to use IPRS data without worrying about political bias.

4.2.6 In-Depth Analysis and Contextual Data

Beyond basic reliability, journalists value the depth and sophistication of IPRS research. This depth allows journalists to produce more nuanced and informed reporting. Journalists use IPRS depth in multiple ways. For explainer content, journalists need to "first understand complex policy and political issues thoroughly before communicating them to audiences." IPRS research provides this deep understanding. For data-driven reporting, journalists use "PRS data for basic but important reporting metrics, such as how many hours Parliament functioned, how often sessions were adjourned, and how many bills were passed."

The depth also extends to historical context. A senior journalist noted that when she was preparing a video on new legislation, she *"initially believed something was happening for the first time. After consulting [an IPRS expert], she learned that similar instances had occurred in the past, prompting her to revise and ultimately drop the angle she had planned."* This kind of contextual depth prevents journalists from making false claims and ensures accuracy.

4.2.7 Versatile and Indispensable Resources

The effectiveness of IPRS extends beyond its core focus on parliamentary tracking. Journalists use IPRS resources for a broader range of policy and economic reporting. One journalist noted that she uses "PRS inputs in multiple formats, including explainers, podcasts, and news articles." This versatility reflects the breadth of IPRS resources. IPRS provides "regular press notes and data releases during parliamentary sessions," but also produces materials on broader policy issues. For independent and smaller news organizations, IPRS resources are particularly valuable. One journalist noted that *"many independent news organizations rely on its data because their teams are small but expected to produce high-quality, impactful journalism. PRS research allows these organizations to work faster and more efficiently while maintaining depth and credibility."*

4.2.8 Programs Highly Effective for Students

Students who participated in the workshops consistently praised the quality of the content and the engaging delivery style. One student commented that the workshop was *"one of the most effective learning experiences"* they had ever had. Another student noted that the "hands-on exercises and case studies" were particularly helpful for understanding the material.

This feedback is supported by survey results, where many student respondents rated the quality of the workshop content as "good" or "excellent," and found the workshops to be engaging and interactive, and improved their understanding of the topics covered (see Figure 4.4).

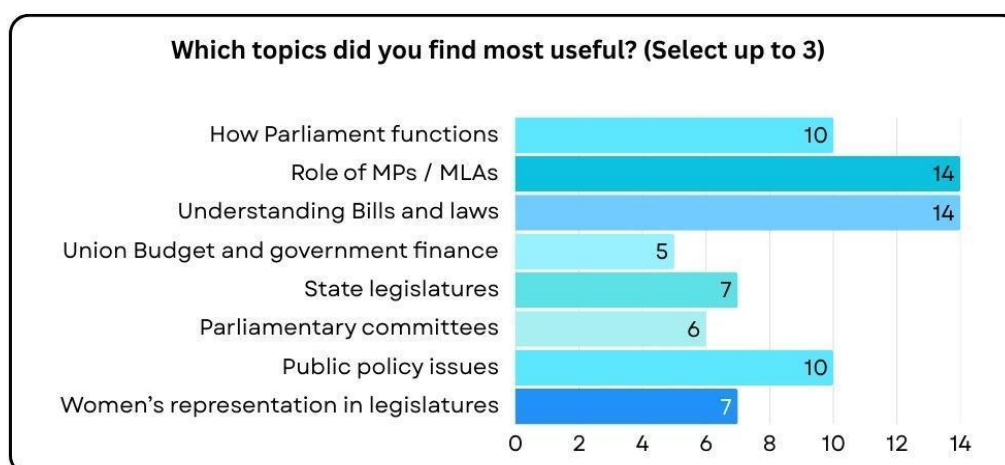


Figure 4.4: Most Useful Topics Covered in IPRS Sessions

4.3 Impact

This section assesses the impact of IPRS programs by examining the outputs and outcomes that resulted from the project. It begins with a summary of project outputs and then delves into the specific outcomes and impacts observed among beneficiaries.

4.3.1 Project Outputs and Reach

As detailed in Chapter 3, the IPRS project has achieved significant outputs and reach over the past three years. The project has consistently delivered high-quality research materials, engaged a growing number of beneficiaries, and expanded its digital and media presence. The project has demonstrated a remarkable ability to scale its reach, with a 201% increase in direct beneficiaries over the past three years. The number of schools participating in the Student Parliament Series has grown by 579% over the past two years. This is a testament to the efficiency and effectiveness of the project team (See table).

Year	Attributed Beneficiaries	Growth	Total Direct Beneficiaries
2022–23	112	–	937
2023–24	266	138%	2,344
2024–25	337	27%	3,143
Total	715	201%	6,424

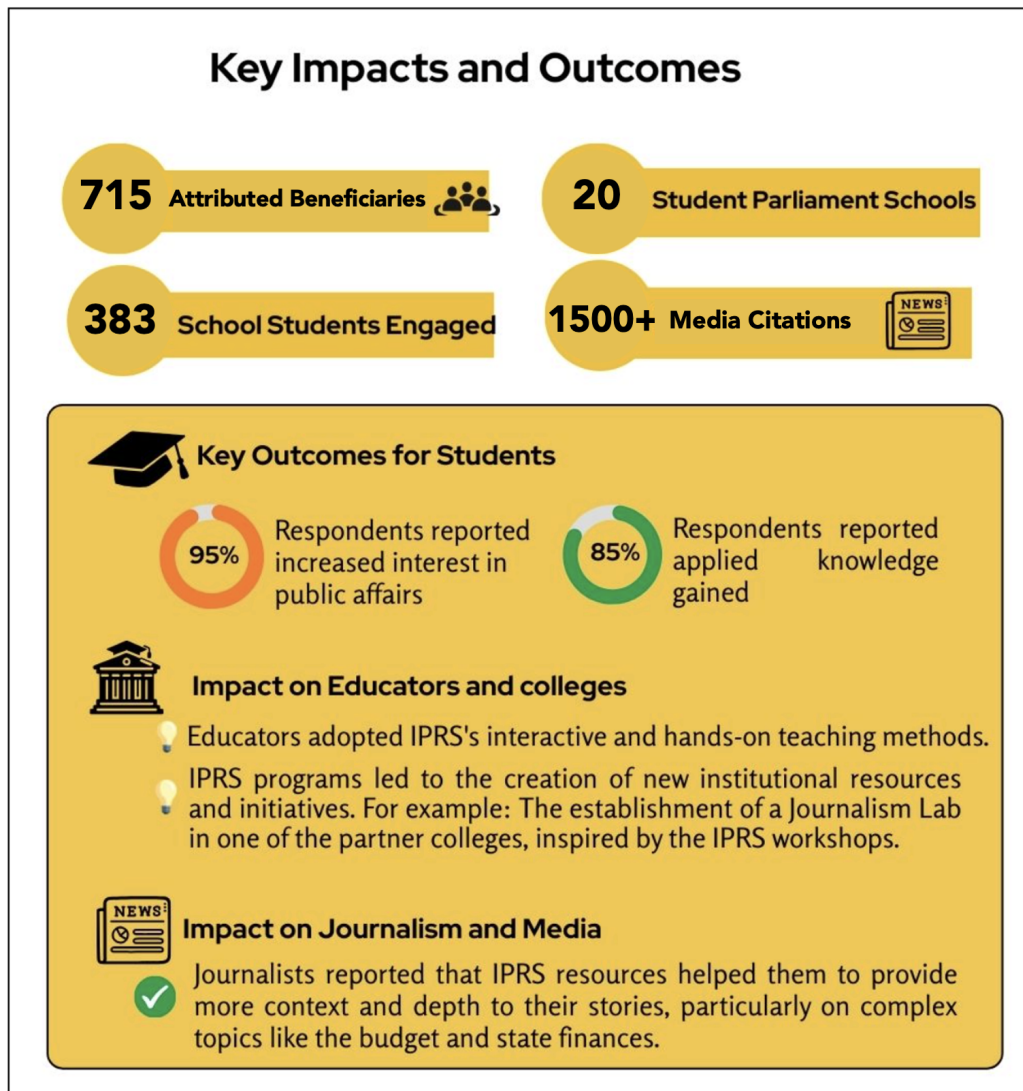
Table 4.1 : Attributed and Overall Beneficiary Reach (2022-2025)

Table 4.1 illustrates the growth of project reach over the three-year period. It distinguishes between the specific impact assigned to your funding and the overall scale of the project.

- **Attributed Beneficiaries:** This represents the share of impact attributed to TCHFL calculated in proportion to your revenue contribution.
- **Growth:** The growth % highlights the increase of the beneficiary count attributed to TCHFL from 2022 - 2025.
- **Total Direct Beneficiaries:** This shows the full scale of the program, representing the total number of individuals reached by IPRS across all funding sources.

Key Outputs:

- The project has directly engaged over 700 beneficiaries through seminars, workshops, conferences, and the Student Parliament Series.
- The number of direct beneficiaries has grown by 201% over the past three years, from 112 in FY 2022-23 to 337 in FY 2024-25.
- The number of schools participating in the Student Parliament Series has grown by 600% over the past three years.
- PRS has produced a substantial body of research, including one-page summaries of bills, legislative briefs, policy discussion papers, and state budget analyses. This research forms the foundation of all other project activities.
- The IPRS website receives approximately 1 million page views per month, and the organization has a strong social media presence with over 350,000 followers on Twitter. The YouTube channel has over 75,000 subscribers.
- IPRS has been cited in the media over 1500 times in the past three years, and staff have authored over 100 articles in mainstream newspapers.
- The IPRS website has maintained a consistent reach of 1 million page views per month, indicating a sustained demand for its content.



4.3.2 Outcomes and Impact

The project has had a significant impact on beneficiaries, leading to changes in knowledge, skills, and behavior. The following sections detail the key outcomes and impacts observed.

- **Adoption of IPRS Teaching Methods by Educators:** One of the most significant impacts of the IPRS workshops is the adoption of IPRS teaching methods by educators in their own classrooms. Educators (of journalism colleges) noted that the interactive and hands-on approach used in IPRS workshops is more effective than traditional lecture-based teaching. A senior educator from a leading journalism college explained that he and his colleagues "have adopted some of the teaching methods used by PRS" in their own classes. He emphasized that the interactive, hands-on approach demonstrated by PRS is particularly

effective compared to traditional lecture-heavy teaching. This demonstrates that the pedagogical approach is so effective that it influences how educators teach even when PRS is not present.

- **Establishment of a Journalism Lab:** Inspired by the IPRS workshops, one journalism college established a dedicated journalism lab. The lab provides students with a space to practice their skills and produce their own journalistic content. This is a direct outcome of the IPRS workshops, which demonstrated the value of hands-on, practical learning.
- **Student-Led Annual Budget Edition:** At a leading journalism college, students in the Business and Financial Journalism program produce an annual budget edition on the day of the Union Budget. This initiative was inspired by the IPRS workshops on budget reporting, which provided students with the skills and confidence to undertake such a complex project. Educators noted that "students gain significant clarity after being trained by a specialized research organization like PRS. This clarity directly reflects in the quality of the annual budget editions produced by students."
- **Sustained Engagement in Schools:** The impact of the Student Parliament Series extends beyond the IPRS-led events. Many schools have continued to conduct their own parliamentary sessions after participating in the IPRS program. This indicates that the program has successfully embedded the practice of parliamentary debate and discussion within the school culture.
- **Development of Student Skills:** Teachers from schools who participated in the Student Parliament Series noted that the program has a significant impact on student skill development. Teachers observed that students who participate in the program develop skills in public speaking, debate, critical thinking, and research. One teacher noted that *"students who were initially shy and hesitant to speak in public became more confident and articulate after participating in the program."* Another teacher noted that the program helps students *"develop a deeper understanding of the political process and their role as citizens."*
- **Training for Future Leadership:** IPRS programs significantly influence students' career trajectories by equipping them with competitive professional skills. For instance, participants in the **Student Parliament Series** have successfully leveraged these skills to clear rigorous exams like the CLAT, even when transitioning from unrelated academic backgrounds. This demonstrates that IPRS provides more than civic education; it offers a versatile toolkit for long-term career success.
- **Dependence of News Organizations on PRS Data:** For working journalists, IPRS has become an indispensable source of data and analysis. News organizations, particularly smaller and

independent ones, rely on IPRS research to produce high-quality, impactful journalism. One journalist noted that "many independent news organizations rely on its data because their teams are small but expected to produce high-quality, impactful journalism. PRS research allows these organizations to work faster and more efficiently while maintaining depth and credibility." This dependence on IPRS data indicates that IPRS is not just a provider of information but is an integral part of the news ecosystem.

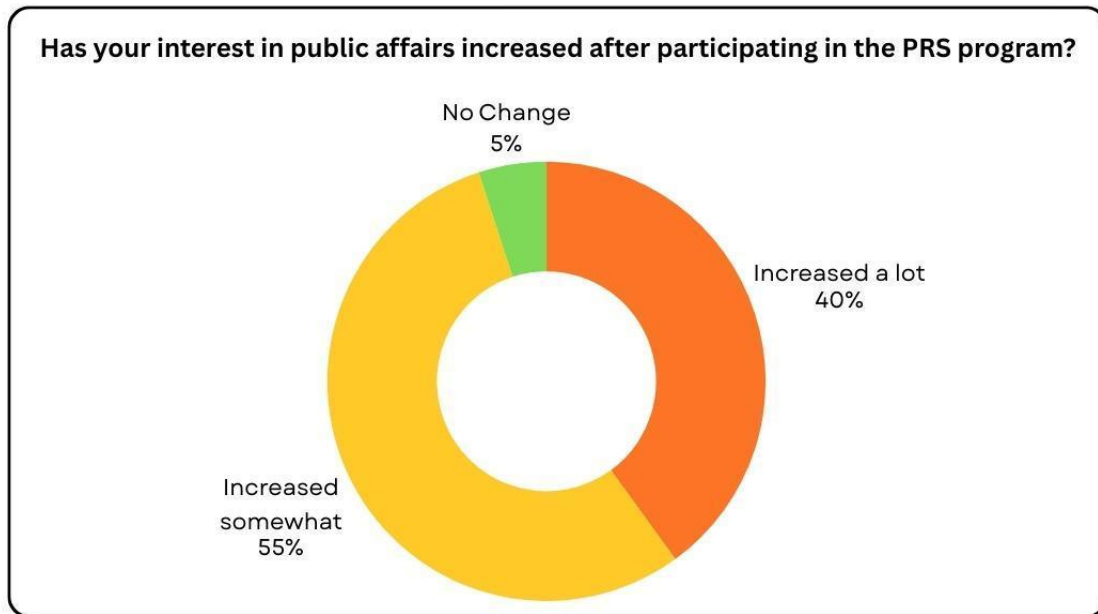


Figure 4.5: Impact on Interest in Public Affairs

- Impact on School Students:** Students who participated in the workshops consistently reported that the sessions had a profound impact on them. One student commented that the workshop *"gave me the confidence to pursue a career in journalism."* Another student noted that the workshop *"inspired me to become a more engaged and informed citizen."* These qualitative findings are supported by survey data, which shows that 95% of student respondents reported that the workshops had increased their interest in public policy and governance, with 40% reporting a significant increase and 55% reporting a moderate increase (see Figure 4.5). Beyond gaining knowledge, students actively applied their acquired skills in practical settings (as shown figure 4.6).

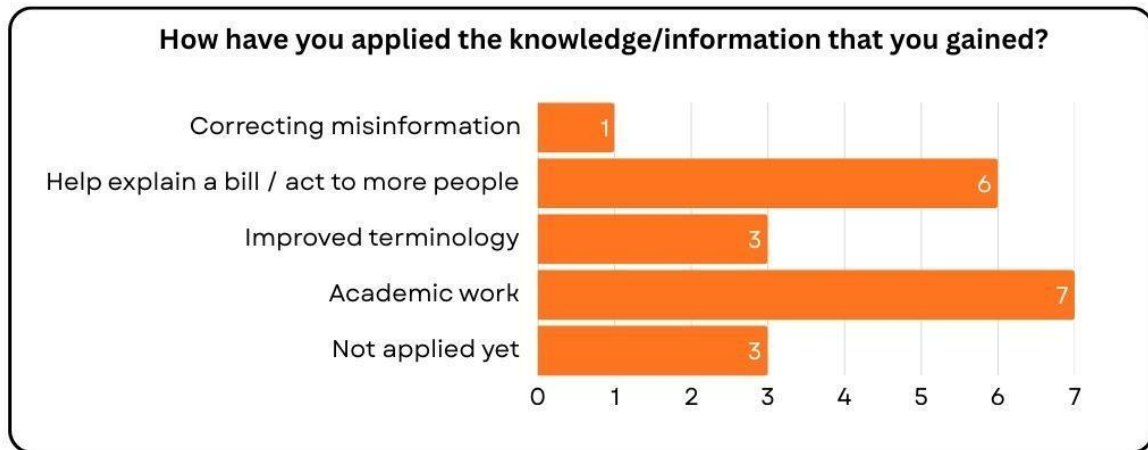


Figure 4.6: Application of Knowledge Gained from IPRS Programs

4.4 Efficiency

Efficiency evaluates how effectively financial, human, and temporal resources were utilized to achieve the program's objectives. This section examines IPRS's unique approach to efficiency, which prioritizes quality and depth over quantitative metrics, and analyzes the allocation of its resources.

4.4.1 Focus on Quality Over Quantity

IPRS avoids pre-set numerical targets, prioritising research quality and depth over quantitative output. Because producing credible legislative analysis is time-intensive, the organization defines efficiency by its impact on public discourse rather than the volume of reports or workshops. To maintain accountability without the constraints of arbitrary goals, IPRS utilises a rigorous system of internal reviews to monitor progress and ensure strategic resource allocation.

4.4.2 Human Resource Efficiency

IPRS maximises its human resource efficiency through a collaborative model, intergating AI, and deep-rooted stakeholder networks:

- Customised Collaboration:** Educators praise the team's flexibility in tailoring sessions to specific student needs. One professor noted that the team is "always open to feedback and willing to customize sessions" to meet the specific needs of their students. This "feedback-first" approach ensures that staff time is spent delivering high-value, relevant content rather than rigid, one-size-fits-all programming.

- **Scalable Technology:** By developing a self-sustaining online model for the Student Parliament Series, IPRS enables schools to conduct sessions independently with remote guidance. As one educator noted, this approach makes the program "accessible to more schools without requiring IPRS staff to be physically present at every session." This significantly expands the program's reach while minimizing the need for direct staff involvement at every event.
- **Stakeholder Synergy:** Years of building credibility have resulted in a proactive network capital of journalists, educators, and policymakers. These established relationships reduce the time required for outreach and coordination, allowing the team to focus primarily on high-quality research. As an IPRS team member explained, "Our relationships with stakeholders mean that they reach out to us proactively, which reduces the time we need to spend on outreach and allows us to focus on producing quality research."

This integrated approach allows a relatively small team to achieve outsized impact across a broad national landscape.

4.4.3 Financial Resource Efficiency

Financial analysis reveals a consistent allocation pattern, with salaries averaging over **57%** of the budget (Figure 4.7). This investment is essential to IPRS's high-quality outputs and is justified by three primary factors:

- **Research Intensity:** Producing non-partisan, in-depth analysis requires significant time from subject-matter experts. This meticulous process cannot be automated or rushed without compromising the hallmark quality of the work.
- **State-Level Complexity:** Unlike centralized parliamentary data, state legislative materials are often difficult to access. Analysts must dedicate extensive time to simply procuring documents before the actual research can begin.
- **Electoral Cycles:** Regular turnover in government requires ongoing staff investment to build and maintain relationships with newly elected legislators, ensuring continued access and impact.

Consequently, prioritising personnel funding is a strategic necessity for maintaining the rigorous research standards central to IPRS's mission.

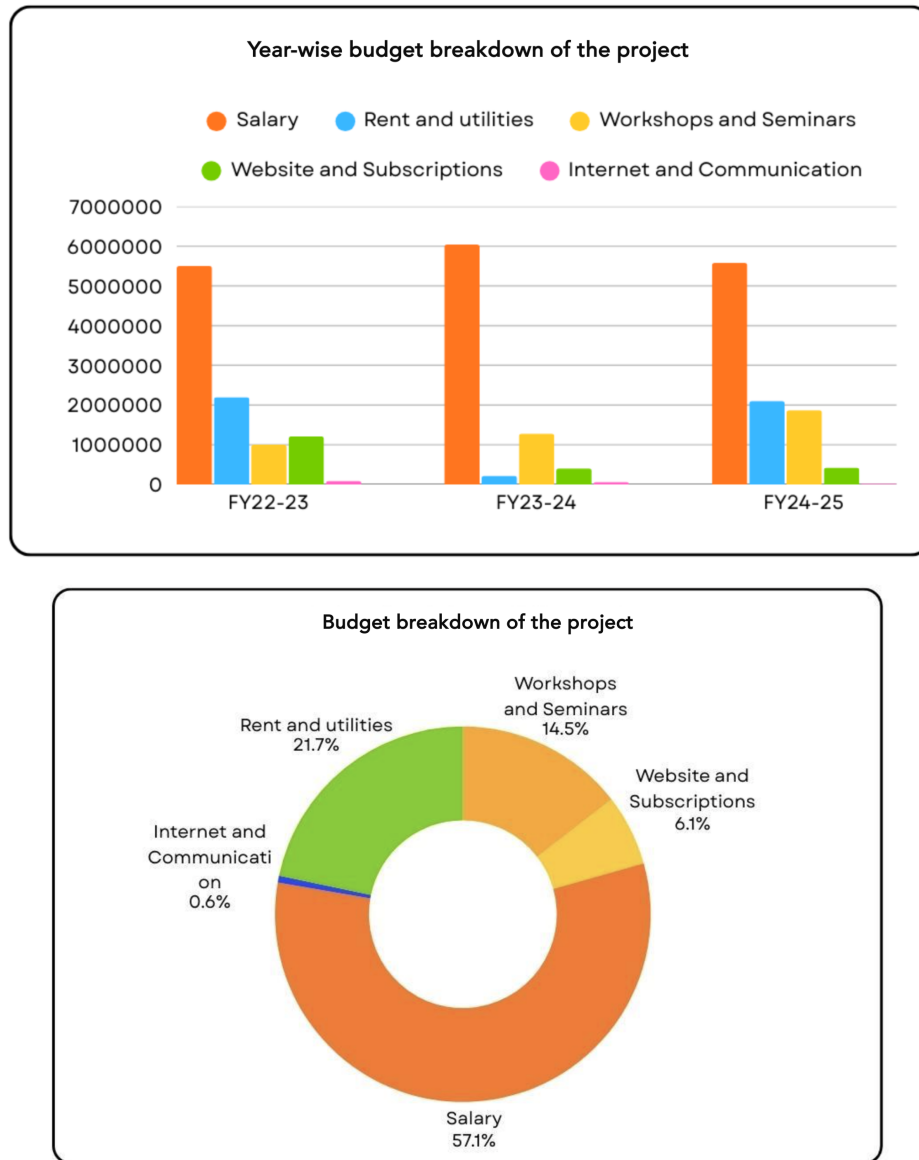


Figure 4.7: a) Resource Utilization (FY 2022-23 to FY 2024-25) and b) Budget Breakup Details of IPRS Programs

4.4.4 Temporal Efficiency and Inherent Challenges

Despite high operational efficiency, IPRS faces inherent external challenges within the legislative environment that impact timeliness:

- **Legislative Unpredictability:** Bills are often introduced with minimal notice, and shifting parliamentary schedules force the team to produce rigorous analysis under extremely tight deadlines.
- **Data Accessibility:** Significant delays occur when accessing official documents, particularly at the state level, hindering the speed of localized research.

Because of these volatile factors, IPRS's efficiency cannot be measured by standard temporal metrics. The team's ability to maintain high-quality outputs despite these constraints underscores their dedication, though these external hurdles remain a permanent baseline for the organisation's pace.

4.5 Sustainability

Sustainability assesses the extent to which the positive impacts of the IPRS programs are likely to continue after the project's funding period. The evidence suggests that the project has several built-in mechanisms that contribute to the long-term sustainability of its impact.

4.5.1 Long-Term, Informal Support and Ongoing Engagement

A key factor contributing to the sustainability of the project's impact is the long-term, informal support that IPRS provides to its beneficiaries. The engagement does not end when a workshop or seminar is over; IPRS staff remain accessible and responsive to the needs of educators, students, and journalists long after the formal engagement has concluded. For example, *one educator noted that "I feel comfortable reaching out to IPRS staff with questions or requests for resources at any time"*. She shared an instance where a student needed help with a parliamentary assignment, and the IPRS team promptly provided the necessary support. This ongoing relationship ensures that the knowledge and skills gained through IPRS programs are continuously reinforced and applied.

This long-term engagement model fosters a sense of partnership and trust, which encourages beneficiaries to continue using IPRS resources and seeking guidance from the IPRS team. This, in turn, contributes to the long-term sustainability of the project's impact.

4.5.2 Continued Use of IPRS Resources

The impact of IPRS workshops extends far beyond the sessions themselves, as educators and students integrate IPRS materials into their ongoing academic work. One educator noted that she "continues to use PRS materials in her classes" and that students "frequently refer to PRS materials for their assignments and research projects." This transition from isolated events to a long-term learning process is driven by the high quality and accessibility of the content, ensuring that skills are continuously reinforced and expanded over time.

4.5.3 Proactive and Non-Partisan Dissemination

The project's sustainability is anchored in its proactive, non-partisan approach to information sharing. By actively disseminating research through its website and media channels, IPRS ensures its findings remain timely and reach a national audience. As one journalist noted, IPRS is the "only non-partisan parliamentary research organization in India," which gives it a unique and credible voice in the policy discourse. This combination of wide reach and trusted neutrality ensures its continued influence in policy discourse well beyond the current funding cycle.

5: Recommendations and the Way Forward

This chapter outlines the key recommendations and suggestions that emerged from interviews with stakeholders. While the overall feedback on IPRS programs was overwhelmingly positive, stakeholders also provided constructive suggestions for improvement when probed. This section presents these recommendations, organized by stakeholder groups, to provide a clear path forward for enhancing the project's impact and sustainability.

5.1 Recommendations for TCHFL

5.1.1 Strategic Learning Reviews: Planned review with IPRS team which go beyond data collection or data validation conversations and understand the progress of the activities supported. Also discusses any success stories and potential learnings.

5.2 Recommendations for IPRS from Educators/Teachers

Educators from journalism colleges were highly appreciative of the IPRS workshops and offered few suggestions to enhance their effectiveness and impact on students.

5.2.1 Increase Duration of the Sessions : Teachers at schools and colleges expressed the desire for longer sessions. While the current one-day format is effective, they felt that a two-day workshop would be more beneficial. In their perspective, longer duration session/workshops will allow for a more comprehensive exploration of the topics

5.2.2 Provision of Formal Certification: Educators also suggested that IPRS should provide formal certification to students who complete the workshops. They believe that a certificate from a reputable organization like IPRS would add significant value to students' resumes and enhance their career prospects.

5.3 Recommendations for IPRS from Journalists

5.3.1 Need for better visibility through strengthened social media presence: Journalists expressed a strong need for more visibility of IPRS commendable work. They believe that visualizing data and sharing charts and key findings on platforms like X (Twitter) and Instagram could significantly expand PRS's reach, especially among younger audiences.

5.3.2: Need for geographical expansion: A few journalists interviewed also suggested that PRS should consider expanding geographically into regional places to increase the reach or regional stakeholders.

5.4 Recommendations for IPRS's Strategic Vision

The IPRS team is aware of many of these challenges and has already begun to think about how to address them. Their strategic vision for the future is aligned with many of the suggestions offered by stakeholders.

5.4.1 Deepening State-Level Engagement: IPRS long term vision includes the need to expand their work at the state level on state-level policy and legislation.

5.4.2 Leveraging Technology and AI: The IPRS team is also exploring how to leverage technology and AI to enhance the efficiency and reach of their work and also to create more engaging and interactive content for their website and social media channels.

5.4.3 Enhancing Social Media Presence: IPRS leadership acknowledges that they need to do more to enhance their social media presence. They recognize that social media is a powerful tool for reaching a wider audience, particularly young people, and they are developing a strategy to create more engaging and shareable content for platforms like Twitter, YouTube, and Instagram.

5.5 Assessment Recommendations

Beyond the recommendations suggested by stakeholders, the following recommendations emerge from the assessment team's analysis as third-party observers

5.5.1. Enhance Institutional Visibility and Digital Presence of Engagement Programs: The IPRS website (prsindia.org) currently lacks dedicated space for the **Student Parliament** and **Journalism Workshop** programs, despite their success. IPRS should develop comprehensive web pages for these programs featuring descriptions, impact metrics, testimonials, and application details to improve awareness, facilitate sector-wide knowledge sharing, and solidify its leadership in civic engagement.

5.5.2. Scale the Unique Civic Engagement Model to Reach Broader Beneficiary Base: IPRS's model of combining rigorous policy research with experiential learning is a unique differentiator in the sector. To broaden its impact, IPRS should strategically scale these initiatives by:

- **Expanding Student Parliaments** to underserved schools and colleges.
- **Tailoring Journalism Workshops** for regional-language media practitioners.
- **Designing civic programs** for grassroots community leaders and NGOs.
- **Standardizing the model** into a replicable framework for other organizations.

This expansion will amplify democratic participation and strengthen IPRS's reputation as an innovator in civic education.

6: Conclusion

The "General Education on Policy and Government Initiatives" project, implemented by the Institute of Policy Research Studies (IPRS) with support from Tata Capital Housing Finance Limited (TCHFL), has successfully enhanced public understanding of India's legislative processes and fostered active citizenship. The project demonstrates strong performance across all OECD-DAC criteria, revealing that the project is highly relevant, filling critical gaps in traditional education by providing specialized, non-partisan training for journalism students, educators, and citizens. By demystifying complex budgetary and legislative processes through evidence-based analysis, IPRS has made democratic participation accessible to a diverse range of beneficiaries.

The project's effectiveness is rooted in its interactive, hands-on approach. Workshops are consistently rated as highly engaging, with the Student Parliament Series serving as a standout tool for providing youth with first-hand legislative experience. This engagement is further amplified by IPRS's digital platforms and media strategies, which have successfully reached a broad national audience. These efforts have translated into significant, measurable impact: the program saw a 201% increase in attributed beneficiaries over three years (112 in FY23 to 337 in FY25) and a 600% growth in participating schools within the Student Parliament Series. Beyond these numbers, the project has catalysed systemic change; educators have adopted IPRS methodologies, journalism colleges have established dedicated policy labs, and students are now producing sophisticated annual budget analyses.

In terms of efficiency, IPRS prioritises quality and depth over mere numerical targets. While 57% of the budget is allocated to salaries, this is a justified investment in the time-intensive research required for high-quality outputs. The organization maximises its resources by leveraging strong stakeholder networks and strategic technology to reduce outreach costs, while maintaining rigorous internal reviews to ensure accountability. This commitment to excellence ensures that the project remains a high-value intervention in the civic education space.

Sustainability is built into the project through ongoing informal support and long-term partnerships. Even after formal engagement ends, educators and students continue to utilize IPRS materials, ensuring that the project's influence persists. As India's only non-partisan parliamentary research organization, IPRS's unique position ensures its research remains a trusted, permanent fixture in policy discourse.

In conclusion, the "General Education on Policy and Government Initiatives" project is a model of effective and impactful civic education. It has successfully addressed a critical need in India's democratic landscape, and has empowered a new generation of informed citizens.

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ANNEXURE

Annexure A: About NuSocia

NuSocia is an impact advisory firm, headquartered at Pune and having its consultants working across Delhi, Mumbai, Bangalore, Kolkata and Pune and at locations outside India at Dubai, Toronto and Muscat.

Established in 2017 and incubated at IIM Bangalore NSRCEL, NuSocia is working with the mission to enable the Social ecosystem with impact that is evident. The team comprise of consultants, researchers, social sector professionals and data scientists with a common passion to generate ideas that matter for the people and the planet. It work with Corporates, Governments, Foundations, and Non-profits to help them maximize, manage, measure, and communicate their social impact.

Clients select us for our expertise to bring the best of the global framework and marry it with the ability to connect at the grassroots level and thus creating and delivering practical solutions to the unique client requirements. As a knowledge driven organization, NuSocia focus on research and collaboration to design innovative solutions and work across the entire social impact lifecycle offering services in CSR strategy, needs assessment, program design, implementation, monitoring & evaluation, impact assessments, communication, and more.

With a global consulting team, localized partnerships and 60% female workforce, NuSocia is known as a social impact advisory built on the core pillars of design thinking, collaboration, and knowledge-sharing.

Annexure B: Annual Contributions

1. Contribution against Total Revenue

Year	TCHFL's Contribution	Total Revenue	Contribution Share
2022-23	₹100,00,000	₹837,19,853	11.94%
2023-24	₹100,00,000	₹880,40,113	11.36%
2024-25	₹100,00,000	₹931,60,808	10.73%

2. Contribution against Total Grants

Year	TCHFL's Contribution	Total Revenue	Contribution Share
2022-23	₹100,00,000	₹534,91,041	18.69%
2023-24	₹100,00,000	₹562,95,038	17.76%
2024-25	₹100,00,000	₹573,15,763	17.45%

Annexure C: IPRS' Overall Annual Output Numbers

1. Research Material Preparation

Sr. No.	Activity Category	2022-23	2023-24	2024-25	Total
1	Legislative Briefs (Parliament & State)	19	22	7	48
2	Science and Tech Briefs	3	3	1	7
3	Submissions to Committees & Ministries	14	3	6	23
4	Policy Reports	13	13	13	39
5	Discussion Papers	9	8	8	25
6	Union Budget Analysis	16	1	17	34
7	State Budget Analysis	27	25	13	65
8	Bill Summaries (Parliament & State)	25	102	22	149
9	Committee Report Summaries	33	57	4	94
10	Data on the Functioning of Parliament	10	17	11	38

11	Working of State Assemblies	7	8	13	28
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2. Student Parliament

Activity	FY 2022–23	FY 2023–24	FY 2024–25	Total
Schools Participating	19	34	129	181
School Students Engaged	~170*	1,416	1,883	3469
College Students Engaged	920	668	745	2333

3. Journalism School Workshops

Activity	FY 2022–23	FY 2023–24	FY 2024–25	Total
Journalism School Workshops	N/A	8	10	18

4. Citizen Engagement Events

Activity	FY 2022–23	FY 2023–24	FY 2024–25	Total
Citizen Engagement Activities	25	18	19	62

Annexure D: Sample of Primary Research Tools

1. Teacher KII Tool

Sr. No.	Questions	Probe
1	Name, Institution How long have you been working as an educator?	
2	How did the engagement with PRS get initiated?	
3	In what capacity were you involved with PRS initiatives (e.g. student parliament, seminars, workshops, lectures)?	<i>Was there a student selection process?</i>
4	When did the PRS session take place for the students?	
5	Could you describe how PRS connected with your college and how the session was planned and organised?	<i>What is the frequency of the sessions?</i>
6	In your opinion, why do you believe this was an important initiative?	
7	Which themes or topics did students find most meaningful, and why?	
8	How clearly were complex legislative and budgetary concepts communicated to students?	
9	Did you observe any improvement in students' understanding of how Parliament and state legislatures function?	
10	What elements of PRS engagement (materials, delivery style, discussions, simulations) contributed most to student learning?	
11	From an educator's perspective, how appropriate was the duration and structure of PRS sessions?	
12	Compared to other civic education or constitutional awareness programmes, how efficiently were resources utilised?	
13	Did you notice changes in students' interest in public affairs, governance, or policy discussions?	
14	Have students applied this knowledge beyond the classroom (e.g. debates, discussions, mock parliaments, civic participation)? Can you share an example that demonstrates a meaningful change influenced by this programme?	
15	Have any PRS resources been integrated into regular teaching, clubs, or institutional activities?	

16	What additional support would strengthen long-term retention and application of learning?	
17	What improvements would you recommend for PRS's future engagement with students and educators?	

2. Journalist KII Tool

Sr. No.	Questions	Probe
1	Name, Organization, Role and Location How long have you been in this profession?	
2	What type of reporting or journalism do you primarily focus on?	
3	How did your collaboration or engagement with PRS begin? Who initiated the connection, and for what purpose?	
4	What PRS activities have you been involved in or used? (e.g. citing PRS research, using legislative or budget briefs, attending workshops or trainings, participating in panels or conferences, classroom teaching)	
5	What has been your role in these engagements (for example, user of research, workshop participant, panelist, trainer, institutional partner)?	
6	How frequently do you use or refer to PRS outputs in your professional work?	
7	How relevant are PRS analyses of Bills, Budgets, and legislative processes to your reporting or learning needs	
8	How accessible and journalist-friendly is PRS content in explaining legislative and policy issues? Has PRS output improved the accuracy, depth, or confidence of your reporting or analysis?	
9	How does PRS compare with other sources of legislative or policy information you rely on, such as government releases, think tanks, or academic research?	
10	What distinct value does PRS add to your work as a journalist or educator?	

11	Do you believe PRS-based reporting contributes to better public understanding of governance and Parliament? Can you recall a specific story, assignment, or classroom discussion shaped by PRS inputs?	
12	Are PRS tools recommended to junior reporters or students?	
13	Based on your use of PRS materials, are there any areas where information, analysis, or formats are currently missing or could be improved? Are there specific legislative stages, policy sectors, or state-level processes that you feel receive relatively less coverage?	<i>From a broader perspective, what key gaps do you see in legislative or policy reporting in India today?</i>

3. IPRS Team KII

Sr. No.	Questions	Probes
1	Name and designation	
2	How long have you been working with PRS?	
3	Can you provide an overview of your role and responsibilities?	
4	Can you outline the key components of the project design, especially in terms of student-engagement activities? (journalism students and student parliament sessions)	<i>Rationale behind the overall design of the program - 70% of the project is research and 30 % is dissemination activities</i>
5	Were there any changes made to the project design? If yes, what changes and why were they needed?	
6	What is the human resource organisation for this programme? Who are the key personnel involved?	
7	What strategies were employed for mobilizing participants and community involvement in the project?	<i>What was the criterion used for selecting the schools/colleges for this project?</i> <i>Any focus on involving different types of schools - rural/urban, government/private,</i>

		<i>State Board/CBSE/ICSE</i>
8	What mechanisms are in place to measure the success of the activities?	<i>For workshops with journalism students and student parliament sessions, any feedback mechanism</i>
9	What mechanisms are in place for monitoring and reporting of the project at different levels?	
10	How do define the outcomes of these initiatives?	<i>Mid-term and long-term outcomes</i>
11	How do you assess the achievement of project objectives in terms of outputs?	
12	What outcomes have been observed at the community level as a result of the project?	
13	How has the project contributed to a change in knowledge and awareness within the community?	<i>Can you provide specific examples of increased awareness or knowledge?</i>
14	What are some identified good practices in the project implementation? From your perspective, are there any aspects that should have improved in the project?	<i>Any challenges encountered?</i>
15	How do you envision the sustainability of the outcomes achieved through the project?	
16	How has the partnership with TCHFL been?	<i>Best practices and suggestions</i>
17	How do you plan to ensure the continuity of activities after the initial project period? Are there plans for scaling up or replicating successful aspects of the program?	

4. TCHFL Team KII

Sr. No.	Question	Probe
1	Brief introduction - Name, Designation, roles and responsibilities	

2	What are the principles and objectives of CSR - <i>vision, mission, goals</i>	
3	How did IPRS get selected as an implementation partner?	<i>What was the due diligence process?</i>
4	How does the project align with TCHFL's CSR goals and vision?	<i>What is the relevance of this project?</i>
5	What was the procedure for monitoring the project?	
6	How has the project evolved over the period of time?	
7	What was the scope of TCHFL's involvement in the project? What was their role & responsibility?	
8	What was the end result you were expecting at that time from the project?	
9	What was the budget planned for the project? On what parameters was it planned?	
10	How did you keep track of budget utilisation? What was the procedure for that?	
11	What were some of the notable outputs/achievements of this project?	<i>What factors contributed to it?</i>
12	What are the key learnings from the project so far?	
13	What are the different factors of this project considered for future scalability & replicability opportunities?	
14	What were some of the challenges that you faced in this intervention?	
15	According to you, what are some of the best practices of this project?	
16	What are some of the areas of improvement?	

5. Student Survey

Sr No.	Question Type	Questions	Response Options
1	Text	Name (optional)	
2	Text	Age	

3	Select One	Gender	Male
			Female
			Prefer to not mention
4	Select One	Type of Institution	School (Class 11–12)
			College / University
			Journalism / Media Institute
			Law / Public Policy Institute
			Other, specify
4a	Text	Institution Name	
5	Text	Location (City/State)	
6	Select One	Which PRS activity did you participate in?	Student Parliament (school-level)
			College seminar / workshop
			Guest lecture by PRS
			Parliamentary simulation / competition
			Journalism-focused session
			Other
6a	Text	If Other, Please specify	
7	Text	When did you participate in the PRS programme? (Year and Month)	
8	Select One	Was this your first exposure to Parliament or legislative processes?	Yes
			No
9	Select One	How relevant were the topics covered (Bills, Budgets, Parliament)	Very relevant

		to your interests or studies?	Somewhat relevant
			Neutral
			Not very relevant
10	Multi-select	Which topics did you find most useful? (Select up to 3)	How Parliament functions
			Role of MPs / MLAs
			Understanding Bills and laws
			Union Budget and government finance
			State legislatures
			Parliamentary committees
			Public policy issues
			Women's representation in legislatures
			Other
10a	Text	If Other, Please specify	
11	Select One	How easy was it to understand the PRS content?	Very easy
			Somewhat easy
			Somewhat difficult
			Very difficult
12	Select One	Which activities helped you learn the most?	Presentations / lectures
			Group discussions and Q&A
			Mock Parliament / simulations
			Case examples from real Bills or Budgets
			Videos or visual explanations
			Reading materials or handouts
			Other
12a	Text	If Other, please specify	

13	Select One	How engaging was the overall PRS session?	Very Engaging
			Engaging
			Average
			Not Engaging
14	Select One	Has your interest in public affairs increased after participating in the PRS programme?	Increased a lot
			Increased somewhat
			No Change
			Decreased
15	Select One	Do you think there is an increase in access to information and knowledge about parliamentary/public affairs?	Yes
			No
			Not sure
16	Select One	Do you use PRS resources (website, videos, briefs, social media)?	Regularly
			Occasionally
			Rarely
			Never
17	Multi-select	How have you applied the knowledge/information that you gained?	Correcting misinformation
			Help explain a bill / act to more people
			Improved terminology
			Academic work
			Not applied yet
18	Select One	Would you recommend PRS programmes to other students?	Definitely Yes
			Probably Yes
			Not sure / Undecided
			Probably No

			Definitely No
19	Text	What could PRS improve to make its programmes more useful for students?	

Annexure E: Assessment team

Manju Menon	Overall guidance
Rama Panchanadikar	Manager
Faizan Tehsin, Nisha Poojari	Primary research design, tools design and primary data collection heads
Poornima sheelanere	Data analysis and compilation of assessment report