



Impact Assessment of CSR Project of Up-gradation of Various Government Schools in Khammam District, Telangana

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Executive Summary

The classroom holds immense significance in a student's life as it serves as their primary environment for learning. It is crucial for classrooms to foster and enhance the learning process. The school infrastructure plays a pivotal role in influencing the learning behaviour among children. It is imperative for students to have comfortable seating that allows them to sit for extended periods without discomfort. The education policies have also showed visualisation has tremendous impact on the conceptual development of the child in the primary education. To support this the government has implemented Building as Learning Aid (BaLA) concept in government schools as an instrument to nurture the self-learning abilities of school children. PFC implemented the project in Khammam district, which has been identified as one of the aspirational districts by NITI Aayog, Government of India. The main aim of the project is to:

- Provide basic infrastructure facilities to the Govt schools including all amenities as per Right to Education Act.
- Enhance of learning abilities of the students through the infrastructure aids.
- Establish stable structures and sitting arrangements for school children in rural schools
- Improve educational quality in Government Schools by creating proper BaLA (Building as a Learning Aid), providing Bench Desk to Government Schools.

Outcomes

This project had a significant impact on the government school education system in Khammam district. This project provided three forms of educational infrastructure provisions in Khammam district by providing additional classrooms, dual desks, and wall exhibits presenting a range of textbooks content utilizing the BaLA concept.

Observations

The BaLA paintings transformed the school's physical environment into a learning aid, maximizing the educational value of the space and further improving the quality of primary education. Here are some positive changes observed in schools because of the BaLA project.

- Enhanced students' LSRW skills in Telugu and English subjects.
- Improved basic mathematical concepts like number systems, four types of mathematical concepts like addition, subtraction, multiplication and division, fractions, geometry shapes, measurements, and other mathematical concepts.
- Enhanced the basic environmental science concepts like parts of human body, parts of plants, forest, energy, family, various types of animals, food, health and so on.
- The provision of additional classrooms and dual desks to government schools in Khammam district has significantly improved the seating arrangements for school children during classroom instruction. As a result, their concentration levels have increased, leading to improved academic performance. This initiative has effectively addressed the need for better seating facilities in government schools, thereby creating a more conducive learning environment.

CHAPTER 1

Introduction to Corporate Social Responsibility

Introduction

According to the UNIDO¹, Corporate social responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (Triple-Bottom-Line Approach) while at the same time addressing the expectations of shareholders and stakeholders. In this sense, it is important to distinguish CSR, which can be a strategic business management concept, and charity, sponsorships or philanthropy. Corporate social responsibility (CSR) is one of the most central concepts in the literature and, indicates the positive impacts of businesses on their stakeholders. However, despite the growing literature on this concept, the measurement of CSR is still problematic. Although the literature provides several methods for measuring corporate social activities, almost all have some limitations.

CSR in India: The Present Scenario

The CSR provisions of the Companies Act, 2013 seek to create an enabling environment by promoting and facilitating far better connections between businesses and communities. It aims at facilitating deeper thought and long-term strategies for addressing some of our most persistent social, economic, and environmental problems; they will assist in synergizing partnerships between corporate, governments, CSOs (civil society organizations), academic institutions and social entrepreneurs. Business resources can be channelled into various programmes to address social, economic, and environmental problems and bring about a sustainable future for all. The latest Companies Act, 2013, reflects the importance of CSR as part of a companies business strategy. Section 135 contains five sub-sections on CSR. Schedule VII of the Companies Act lists out the CSR activities. Section 135 (5) CSR expenditure states that the board of every company referred to in sub-section (1) shall ensure that the company spends, in every financial year, at least two per cent of the average net profits of the company made during the three immediately preceding financial years, in pursuance of its CSR policy:

Provided further that if the company fails to spend such amount, the board shall, in its report made under clause (o) of sub-section (3) of section 134, specify the reasons for not spending the amount.

The various initiatives studied in each of the thrust areas of CSR are:

- Initiatives under education: maintaining schools, infrastructure support, quality of education, scholarship, adult education, girl child education.

¹ <https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/corporate-social-responsibility-market-integration>

- Initiatives under health: infrastructure and equipment support, water and sanitation, senior care, maternal and child health and health camps.
- Initiatives under livelihood: skill development and income generation.
- Initiatives under environment: green initiatives, water management, water conservation.
- Initiatives under rural development: support for differently able, awareness generation, rehabilitation initiatives, infrastructure, and youth clubs.



Figure 1.1: CSR Areas

New Amendments in CSR

The Ministry of Corporate Affairs vide Notification No. G.S.R. 40(E), dated 22 January 2021, issued the Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021. After 22 January 2021, the governments cleared their intention on CSR policy that do for society or is ready to pay the fine along with CSR amount. The whole concept of CSR provisions shifted from 'Give the explanations for not spending the CSR and now do the CSR activities' to 'Pay the fine for not spending the CSR and transfer the fund into National fund'. Basically, in this CSR Companies (CSR Policy) Amendment Rules, 2021, many changes came into effect such as:

- Change in the definition of CSR.
- Shifting from direction to mandatory CSR obligation
- Mandatorily Registration of CSR Agency / NGO/ Trust
- Change in board responsibilities.
- Analysis of Impact on Society by Impact Assessment
- Introduction of 'Ongoing Project'
- Comment on Spent & Unspent CSR fund by the statutory auditor.

After seeing these amended provisions of CSR, corporates have taken special care that donating to an agency /NGO/ Trust will not fulfil CSR obligation. It is the responsibility of the board to comply with all the provisions under these rules.

About Power Finance Corporation and its CSR and Sustainability Policy

PFC is a Maharatna company incorporated on July 16th, 1986. PFC is a leading Non-Banking Financial Corporation in the Country which plays a crucial role in the rise of India as a global player. PFC is rated as 'AAA' by Domestic Rating Agencies such as CRISIL, ICRA & CARE.

CSR and Sustainability Policy of PFC

- Ensure an increased level of commitment at all levels in the organisation to operate its business in an economically, socially and environmentally sustainable manner while recognizing the interests of its stakeholders.
- Generate a societal goodwill for PFC through CSR activities and help reinforce a positive & socially responsible image of PFC as a corporate.

CSR Thrust Areas

 Ensuring environmental sustainability measures	 Sanitation & Provision of Safe drinking water
 Promoting Education and Employment enhancing vocational skills	 Activities related to supporting differently abled person
Activities related to health sector 	Others  स्वच्छ भारत एक कदम स्वच्छता की ओर  National Mission for Clean Ganga  DONATE IN PM CARES FUND Swachh Bharat Kosh Clean Ganga PM Cares Fund

CSR and Sustainability Development Committee

The following Committee approves and recommends the projects to be undertaken by the company in CSR and SD. The committee comprises of the following members:

- Independent Director - Chairman
- Independent Director - Member
- Director (Finance) - Member
- Director (Projects) - Member
- Director (Commercial) - Member

CHAPTER 2

Scope, Approach and Methodology

The study is of descriptive in nature. A descriptive study essentially reviews whether the project has been operating as planned, scheduled and determines whether the project has achieved desired objectives, and finally analyses the outcome of the project.

Objectives and Method of Study

To major objective sof the study are as follows:

- Providing basic infrastructure facilities to the Govt schools including all amenities as per Right to Education Act.
- Enhancement of learning abilities of the students through the infrastructure aids.
- Establishing stable structures and sitting arrangements for school children in rural schools
- Improving educational quality in Government Schools by creating proper BaLA (Building as a Learning Aid), providing Bench Desk to Government Schools. (The BaLA concept, aims at maximizing the educational utility of school buildings, by innovatively integrating a variety of curriculum-linked materials into the existing built environment of primary schools like covering walls by painting numbers, alphabets etc.)

To achieve the above objectives the impact assessment criteria adopted is that of the OECD - Development Assistance Committee (DAC) Framework. The projects impact is assessed with the help of the six parameters.



Very Low	Low	Moderate	High	Very High
<50% 	50% - 59% 	60%-69% 	70%-79% 	≥80% 

Scope of Work

As per the provisions of Rule 8 (3) (a) of the amended Companies (CSR Policy) Rules, impact assessment of CSR projects has to be undertaken by companies. The scope of the study covers the following:

Sample

Simple random sampling method is used for the selection of random subset of people from a larger group or population. In this method, each member of the group has an equal chance of getting selected. The method is commonly used in statistics to obtain a sample that is representative of the larger population.

Sample size: The project supported 221 schools in Khammam District. The sample for the study considered was 2% of total schools. Five schools were selected for the study. As the project served three major educational infrastructure requirements, i.e., additional classrooms, dual desks, and BaLA paintings, two schools from each area were considered. As the primary beneficiary are students out of the total sample 80 % data has been collected from students and 20 % from other stakeholders including, principal / headmaster / headmistress, teachers, parents, etc. The details of students from each location are depicted below:

Additional Classrooms

S. No.	Name of the School	Stakeholders - Students (80%)	Stakeholders - Principal, Teachers, and Parents (20%)	Total
1	GHS-Indiranagar Colony	30	08	38
2	ZPHS-Jalagam Nagar	30	08	38

Dual Desks

S. No.	Name of the School	Stakeholders - Students (80%)	Stakeholders - Principal, Teachers, and Parents (20%)	Total
1	ZPHS-Jalagam Nagar	30	08	38
2	ZPHS M V Palem	30	08	38

BaLA Project

S. No.	Name of the School	Stakeholders - Students (80%)	Stakeholders - Principal, Teachers, and Parents (20%)	Total
1	MPPS-Jalagamnagar	30	08	38
2	MPPS M V Palem	30	08	38

Stakeholders from Various Schools

Interaction held with the key personal at various government schools on 15.04.2024

Sl. No.	Name of the Headmaster / Headmistress	School Name	Mobile No.
1	Smt Manjula	GHS-Indiranagar Colony	9948180898
2	Mr Samson	ZPHS-Jalagamnagar	9849602502
3	Mr D V N Prasad	ZPHS- M V Palem	9032666574
4	Mr N Venkateswarlu	MPPS-Jalagamnagar	8142894410
5	Smt Islavath Meerabai	MPPS-MV Palem	9177032537
6	Smt M Sunita	MPPS-Badiya Thanda	9515065149

Outputs and Deliverables

The outcome of the study are as follows:

- To analyse the relevance, efficiency, and effectiveness of the project
- To provide information regarding impact assessment of the project and understand the stakeholder's perception about the project.

As a deliverable of the project, a well-structured, well-documented impact assessment report with all relevant analysis, photographs, and short videos.

CHAPTER 3

Impact Assessment of CSR Project of ‘Up-gradation of Various Government Schools in Khammam District, Telangana

Name of the Project	Impact Assessment of CSR Project of ‘Up-gradation of various Government Schools in Khammam District, Telangana
Project Start and End Date	22.03.2019 and 22.08.2020
Project Cost	Rs 9.44 Crores
CSR Schedule VII Item	Promoting Education - Item (ii)
SDG Goal	

About the Project

The classroom holds immense significance in a student’s life as it serves as their primary environment for learning. It is crucial for classrooms to foster and enhance the learning process. The school infrastructure plays a pivotal role in influencing the learning behaviour among children. It is imperative for students to have comfortable seating that allows them to sit for extended periods without discomfort. The education policies have also showed visualisation has tremendous impact on the conceptual development of the child in the primary education. To support this the government has implemented Building as Learning Aid (BaLA) concept in government schools as an instrument to nurture the self-learning abilities of schoolchildren.

The Khammam district has been identified as one of the aspirational districts by NITI Aayog, Government of India, for the execution of development activities in the Education and Health sectors, as determined by district authorities. Power Finance Corporation (PFC) Limited has undertaken specific development projects in this region. PFC has funded BaLA along with other infrastructure developments in government schools in Khammam district.

Need for the Project

The government schools in Khammam district are currently facing a shortage of classrooms. The existing classrooms were in poor condition due to lack of repairs over a long period. The schools also were suffering shortages in desks resulting in students sitting on the floor, affecting enrolment. The government had concerns about the primary education. The school management committee along with educational department approached PFC for initiating:

- Additional classrooms for schools where there was shortage of classrooms
- Dual desks were supplied to ensure proper seating arrangements for children
- BaLA project was introduced in government schools to encourage the children to adopt self-learning methods for improving their quality of learning levels.

All the initiatives aimed to improve the educational environment and provide better facilities for both students and teachers in government schools of Khammam district.

PFC initiatives

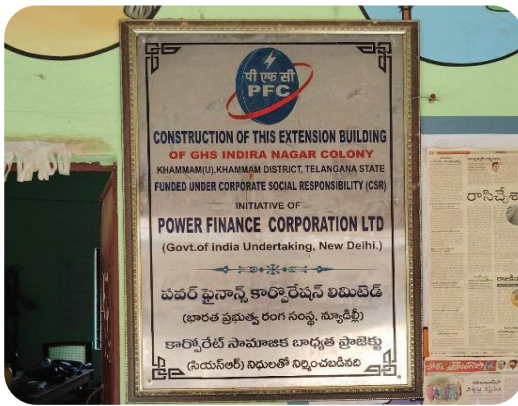
This project provided three forms of educational infrastructure provisions: additional classrooms, dual desks, and wall exhibits presenting a range of textbooks content utilizing the BaLA concept.

S. No.	Intervention	Number of Schools	Work Execution Details	Amount Spent	Objectives
1	Additional Classrooms	32	69 additional classrooms	Project cost: Rs. 9.44 crores Start date: 22.03.2019 End date: 22.08.2020	The primary objective of constructing additional classrooms was to improve the teaching and learning environment by offering permanent and well-equipped spaces. These classrooms were designed to provide ample ventilation, electrical fixtures, proper seating arrangements, blackboards, and other amenities.
2	Dual Desks	61	2670 dual desks		The provision of dual desks aimed to ensure comfortable seating arrangements for students, facilitating their engagement in classroom activities.
3	BaLA activity	128	BaLA paintings were executed in 128 government schools (Mostly in primary schools)		The BaLA project aimed to transform the physical environment of government schools, creating interactive learning spaces. By utilizing various elements such as floors, walls, ceilings, doors, windows, and furniture, students could enhance their educational experience

Construction of additional Classrooms and Utilisation

Name of the School	Government High School, Indiranagar Colony, Khammam Urban Mandal
About the School	The Government High School located in Indiranagar Colony, Khammam Urban Mandal, stands out as one of the premier educational institutions in Khammam district. The school provides free education for students in classes VI to X, focusing on upper primary and high school levels. Established several years ago, the school's curriculum emphasizes the holistic development of learners, equipping them with essential 21st century skills. With a reduced curricular content to enhance critical thinking and a strong emphasis on experiential learning, the school aims to provide a well-rounded education. The school has 17 classrooms, out of which 9 were built by PFC and 8 were provided by the Government.
Classes	VI to X (EM and TM)

Total Teachers	16
Total Strength	416 (Boys: 275 and Girls: 141)
Socio-economic Status	ST SC BC General Total 36 (9%) 125 (30%) 255 (61%) Nil 416 (100%)
PFC Initiatives	Ground Floor: 3 classrooms First Floor: 6 classrooms



PFC constructed additional classrooms' building at GHS-Indiranagar Colony

Project Implementation

Before PFC Project	After the implementation of the Project
- Prior to 2019, the school faced a significant challenge with its limited infrastructure. With only six classrooms available for ten sections, the situation was far from ideal. - Three classrooms were in poor condition, making it difficult to conduct classes due to weak foundation support in the building. - As a result, classroom teaching had to be conducted in open spaces or on the verandas of the school building resulting in a low enrolment rate in the school. The school only accommodated 250 students.	9 additional classrooms at Government High School in Indiranagar colony of Khammam district has brought about a remarkable change in the public education system. - This initiative has not only enhanced the quality of teaching but also fostered a conducive learning environment for students, resulting in improved performance levels in public examinations. - The spacious and well-ventilated classrooms, along with proper electrical fixtures, have further enriched student activities, laboratory experiments, and library resources. - The implementation of this project has had a beneficial impact on the enrolment of students. - Prior to the commencement of this project, the school had 250 children in the 2019-20 academic year. However, because of this initiative, the number of schoolchildren has now increased to 416 for the academic year 2023-24.



PFC constructed additional classrooms at GHS-Indiranagar Colony

Construction of additional Classrooms and Utilisation

Name of the school	ZPHS High School, Jalagam Nagar, Khammam Rural Mandal)
About the school	The ZPHS High School - Jalagamnagar is in Khammam Rural Mandal of Khammam district in Telangana state. The school focuses mainly on upper primary and high school education from Class VI to X. Having been established several years ago, the school endeavours to instil moral values, positive thinking, and a sense of social responsibility and ethical values in students, aiming to bring about societal changes. The school serves students from nearby villages within a 5-kilometer radius. The teaching staff comprises seventeen teachers, while the student strength consists of 315 students, with 159 boys and 156 girls. The school has 12 classrooms.
Classes	VI to X
Total Teachers:	17
Total Strength:	315 (Boys: 159 and Girls: 156)
Socio-economic status	ST SC BC General Total 68 (22%) 56 (18%) 184 (58%) 7 (2%) 315 (100%)
PFC initiatives	Six classrooms provided by PFC Ground Floor: VI class: Two sections (2 classrooms) First Floor: VII class: Two sections (2 classrooms) Second Floor: VII class: Two sections (2 classrooms)



PFC constructed additional classrooms at ZPHS High School, Jagalamnagar

Before PFC Project	After the Implementation of the Project
- Prior to the commencement of the PFC project in 2019, the school possessed a set of four classrooms in the form of sheds, which were in a state of disrepair, alongside an additional six classrooms. - The school faced difficulties in conducting classroom instruction within these shed-type rooms during the rainy season due to the infiltration of rainwater, which had a detrimental impact on the teaching environment. - Additionally, there was a scarcity of dual desks for lower grade levels such as VI and VII, resulting in students being compelled to sit on the floor. - These deficiencies in facilities ultimately led to a decline in student enrolment and had an adverse effect on the academic performance of the children.	- The PFC project implemented at ZPHS high school in Jagalamnagar has enhanced the educational environment by adding six new classrooms and supplying 111 dual desks. - These initiatives led to a noticeable improvement in academic achievements among students, particularly in the X class board examinations. - Moreover, there was a rise in student enrolment and an enhancement in school attendance rates. These educational enhancements have significantly raised the quality of education provided at the school.

Dual Desk Initiatives

Name of the school	ZPHS High School, MV Palem, Khammam Rural Mandal
About the school	ZPHS MV PALEM was established in 1971 and it is managed by the Local body. The school is in Khammam Rural mandal of Khammam district in Telangana state. The school consists of Grades from 6 to 10. The school is Co-educational, and it doesn't have an attached pre-primary section.
Classes	VI to X
Total Teachers:	16
Total Strength:	176 (Boys: 110 and Girls: 66)

Socio-economic status	ST SC BC General Total 16 (9%) 45 (26%) 115 (65%) - 176 (100%)
PFC initiatives	VIII, IX and X classes: 6 sections: 220 schoolchildren were accommodated in six classrooms.



Dual desks at ZPHS High School-Jalagamnagar



Dual desks at ZPHS High School-M V Palem

Utilization of Dual Desks

Class	Usage - Total number of Dual Desks	Number of Beneficiaries
VI - EM	18	36
VII-TM	10	20
VII-EM	12	24
VIII-TM	03	06
VIII-EM	13	26
IX-TM	10	20
IX-EM	14	28
Total	80	160

Note: Six dual desks are being repaired.

BaLA Project

Particulars	MPPS-Jalagamnagar	MPPS-MV Palem	MPPS-Badya Thanda
Total strength	135 (71 boys + 64 girls)	106 (47 boys +59 girls)	21 (11 boys and 10 girls)
Number of teachers	06	05	02
Total number of rooms with BaLA paintings	06 classrooms	03 classrooms	02 classrooms

Name of the Subject	BaLA Content	Improved the Various Subjects' Skills in Children after BaLA Project
Telugu	Varnamala, Guninatham Gurthulu, Guninthamulu, Sarala Padaalu, Gunintha Padaalu with pictures, Othhu Padaalu, Samslesha Padaalu. Telugu Nelalu, Vaaramula Paerlu, Pandugala Paerlu etc.	Improved basic Listening, Speaking, Reading and Writing Skills in Telugu language

Name of the Subject	BaLA Content	Improved the Various Subjects' Skills in Children after BaLA Project
English	Alphabets – Capital and Small, Small words with pictures, names of the months and days Prepositions, Action Words, Questioning words	Improved basic Listening, Speaking, Reading and Writing Skills in English language
Mathematics	Number system: 1 to 100 numbers with names. Ascending and descending orders, expansions of numbers, place values: ones, tens, hundreds, thousands, and so on. Multiplication, addition, subtraction concepts Mathematical shapes: circle, rectangle, square, triangle Concept of fractions, measurements etc.	I & II Classes: recognize numbers from 1 to 100, work with numbers 1 to 100, count objects using numbers 1 to 20, apply addition and subtraction of numbers 1 to 20 in daily life. Recognize basic shapes like triangle, rectangle, square, circle etc. III, IV and V classes: works with numbers up to 9999, solve simple real-life situations by using four fundamental operations, works with fractions and shapes, Works with measurements,
Environmental Science	Animals, Birds, Vegetables, Fruits, Parts of Body, Colors with pictures Names of the Places: Hospital, School with pictures, Names of Food items with pictures, Pictures of Kidney, Heart, lungs, digestive system. Means of Transport, India map with states, Telangana map with districts, World map with continents and oceans, child rights with pictures, Kinds of pollution with pictures, solar system etc.	Identifies the animals, birds, vegetables, human body parts like kidney, heart, lungs, digestive systems. Identify the modes of transportation, Recognize the various states in India map, districts in Telangana state map, continents and oceans in world map and get an idea about general topics.

Impact Assessment

All the three projects that were implemented in Khammam district are analysed below:

Relevance: The PFC's project "upgradation of various government schools in Khammam district" is in line with their CSR policy to promote education at government schools in the backward district of Khammam through the construction of 69 additional classrooms in 39 schools, providing 2670 dual desks in 61 schools, developing self-learning environment through building as a learning aid (BaLA) in 128 government schools. All these educational infrastructure initiatives comply with the RTE Act 2009 and the New Education Policy 2020, which emphasize the need for adequate infrastructure and supportive learning environments for students.

Efficiency: The project was successfully completed within the anticipated budget and timeline. The schoolchildren have skilfully utilized the diverse contents of various subjects, which were thoughtfully painted on the walls of classrooms and the entire school building. These educational materials have played a crucial role in enhancing the academic performance of the students, both during classroom teaching and their independent learning. The beneficiary schools have made efficient use of the additional classrooms and dual desks, creating an environment that fosters optimal learning for their students.

Effectiveness: The primary objectives of the BaLA, additional classrooms, and dual desks initiatives were to improve the educational standards in government schools of Khammam district by creating an ideal learning environment for young students. The beneficiary schools have successfully achieved these objectives. The BaLA project focused on developing essential skills in children, such as listening, speaking, reading, and writing in both Telugu and English subjects. It also aimed to enhance their understanding of basic numerical systems, simple mathematical solutions, environmental science, and social concepts using wall paintings. The accomplishment of this initiative across 128 government schools has been instrumental in achieving the desired objective. A grand total of 15,000 students have reaped the benefits of the BaLA project. Moreover, this project has resulted in the establishment of 69 extra classrooms in 32 government schools, benefiting 5,000 students, along with the provision of 2,670 dual desks in 61 different government schools, benefiting 6,000 students. These enhancements have empowered the recipient government schools to offer adequate classroom education and comfortable seating arrangements for their students.

Through all these educational infrastructures, the overall quality of education in government schools has been significantly improved, leading to enhanced academic performances, enhanced classroom attendances, increased student enrolments, and reduced dropout rates in most beneficiary schools of Khammam district.

Coherence: The intervention is compatible with other activities in a country's national policies as well as the state's education programs.

Impact: This project had a significant impact on the government school education system in Khammam district, as most schoolchildren enrolled in these schools came from underprivileged communities. Because of this project, the quality of education in primary, upper primary, and secondary schools in Khammam district improved.

- The construction of additional classrooms in government schools within Khammam district has had a positive influence on the quality of education, particularly in terms of classroom instruction and students' academic achievements. Previously, due to insufficient classrooms, school administrations were forced to hold classes in outdoor areas under trees or on the verandas of existing classrooms, resulting in potential disruptions from overlapping sounds that could hinder students' learning progress. As a result of this project, there has been a marked enhancement in the conducive learning environment for students.
- The BaLA paintings encouraged schoolchildren to engage in self-learning during their free time or when there was no teacher present, which enhanced their cognitive skills in various subjects. Additionally, the subject content paintings on the walls of the textbooks facilitated easy explanation by teachers, promoting activity-based learning, child-friendliness, and inclusive education for children with special needs. This approach improved the children's skills in Telugu and English language, basic numeracy, basic environmental science, and general concepts, ultimately enhancing their overall academic performance. The BaLA paintings transformed the school's physical environment into a learning aid, maximizing the educational value of the space and further improving the quality of primary education. Here are some positive changes observed in primary schools because of the BaLA project.

- Enhanced students' LSRW skills in Telugu and English subjects.
- Improved basic mathematical concepts like number systems, four types of mathematical concepts like addition, subtraction, multiplication and division, fractions, geometry shapes, measurements, and other mathematical concepts.
- Enhanced the basic environmental science concepts like parts of human body, parts of plants, forest, energy, family, various types of animals, food, health and so on.
- The provision of dual desks to government schools in Khammam district has significantly improved the seating arrangements for schoolchildren during classroom instruction. As a result, their concentration levels have increased, leading to improved academic performance. This initiative has effectively addressed the need for better seating facilities in government schools, thereby creating a more conducive learning environment.

Sustainability: Beneficiary schools have received support from the education department, school development and management committee, and local government stakeholders who are dedicated to ensuring the long-lasting success of the project.

Project Outcomes

Infrastructure Details	Beneficiary Schools	Total Number of Beneficiaries - Schoolchildren	Overall Outcome of the Project
Additional classrooms - 69 classrooms	32	5000	Lessening classroom scarcity in schools improved classroom teaching and students' learning process.
Dual desks -2670	61	6000	Improved the seating arrangement facilities for schoolchildren in classrooms
BaLA paintings	128	15000	students have cultivated self-learning skills.

Impact Matrix

The project's overall impact is analysed by studying its relevance, efficiency, effectiveness, coherence, impact, and sustainability.

Additional Classrooms

Impact (Rating)	1 (Very low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very high)
Relevance					
Efficiency					
Effectiveness					
Coherence					
Impact					
Sustainability					

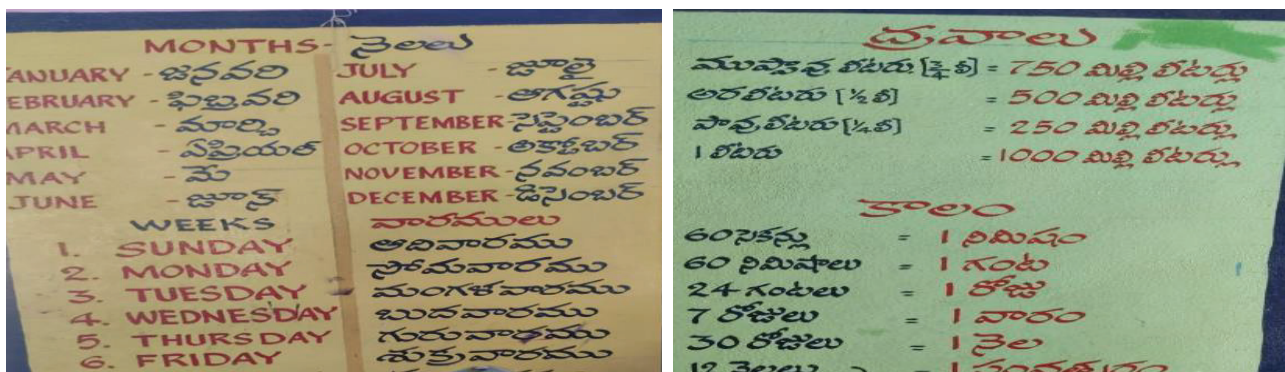
Dual Desks

Impact (Rating)	1 (Very low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very high)
Relevance					
Efficiency					
Effectiveness					

Coherence					
Impact					
Sustainability					

BaLA Project

Impact (Rating)	1 (Very low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very high)
Relevance					
Efficiency					
Effectiveness					
Coherence					
Impact					
Sustainability					



BaLA Project: MPPS -MV Palem

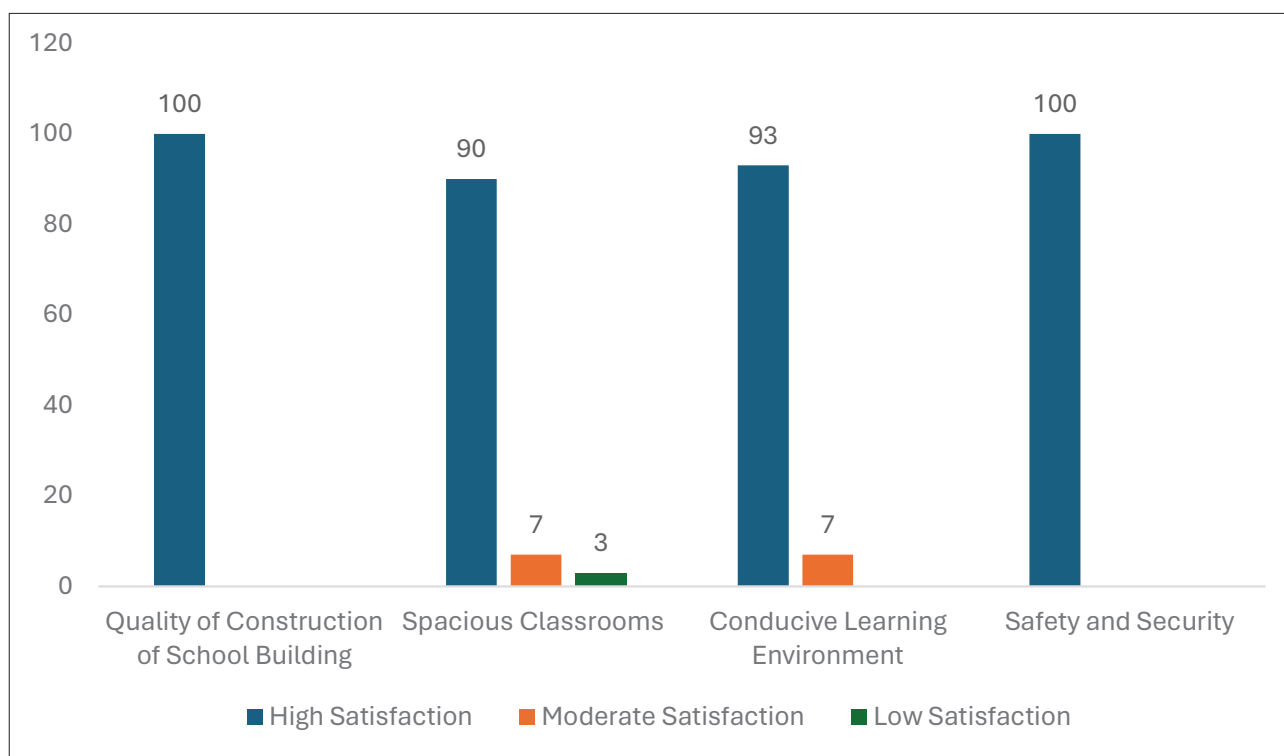
Data Analysis

To assess the impact of the PFC project on educational infrastructure, a structured questionnaire was distributed among stakeholders, comprising students, teachers, and parents. The questionnaire aimed to gather feedback on the provision of additional classrooms, school furniture, and educational materials printed on classroom walls, school building corridors, and other areas through the BaLA project. The feedback received from most stakeholders indicated a high level of satisfaction with PFC's execution of the project and the positive results it yielded.

Additional Classrooms, GHS- Indiranagar Colony

Students' Satisfaction Level Survey

The IPE team interacted with 30 students from Government High School-Indiranagar Colony. They expressed great satisfaction with the quality of construction of school building, spacious classrooms, conducive learning environment and safety and security carried out by PFC, which enabled GHS-Indiranagar colony to enhance the quality of education provided to their students. As a result, the teaching and learning environment of the school has significantly improved.

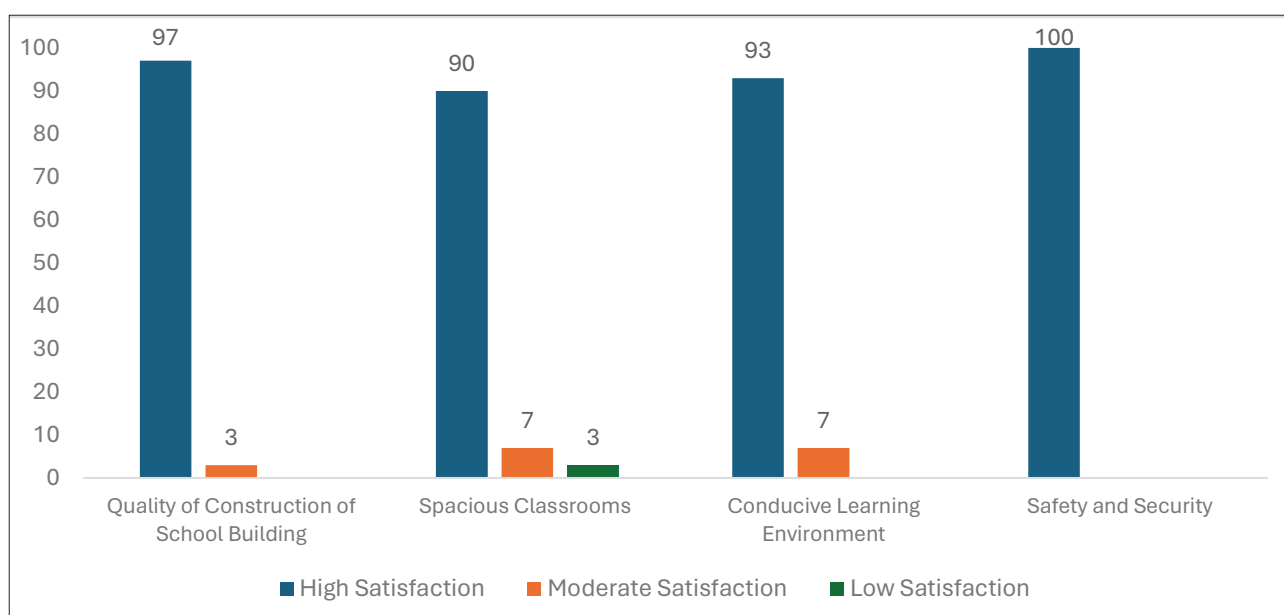


- The construction of the school building, along with the facilities provided by PFC, received high praise from all respondents. Additionally, they expressed their satisfaction with the increased safety and security measures for the schoolchildren after PFC's project at GHS- Indiranagar.
- A significant 90% of respondents from GHS- Indiranagar colony conveyed their high satisfaction with the spacious classrooms, adequate ventilation, and the installation of electrical fixtures through this project.
- Furthermore, 93% of respondents expressed their satisfaction with the improved classroom teaching and learning environment, attributing it to the good ambience and proper facilities provided by the additional classroom, which was designed with appropriate measurements to enhance students' academic performances.

ZPHS High School - Jalagamnagar

The IPE team interacted with 30 students from ZPHS Jalagamnagar. They conveyed their high level of satisfaction with the school building's construction quality, spacious classrooms, the conducive learning environment, and the safety and security of schoolchildren by PFC. These efforts have allowed ZPHS, Jalagamnagar to elevate the standard of education offered to their students. Consequently, the educational environment at the school has experienced a notable enhancement.

- The quality of construction of the school building by PFC has garnered a remarkable 97% satisfaction rate among students at ZPHS. This high level of satisfaction has not only contributed to the longevity of the building but has also maximized the overall value of the project.
- Additionally, an impressive 90% of respondents expressed their high satisfaction with the spacious classrooms, proper ventilation, comfortable seating arrangement, well-designed classroom dais, and appropriate electrical fixtures, all of which have significantly enhanced the overall ambiance of the classrooms.
- Furthermore, a notable 93% of respondents reported a significant improvement in classroom teaching and student learning processes (conducive learning environment) following PFC's project, leading to enhanced performance by students in the X class public exams.
- All respondents revealed their high satisfaction with the improved safety and security of schoolchildren with this project.



Parents' Satisfaction Levels

Additional Classrooms

The IPE team had the opportunity to engage with four parents from each of the Government High School-Indiranagar Colony and ZPHS High School-Jalagamnagar and circulated a questionnaire with them. These parents, who were below the poverty line, expressed their high level of satisfaction with the additional classrooms provided by Power Finance Corporation. They also noted that the lack of classrooms had deterred many parents from enrolling their children in these schools, and even the existing school building was in poor condition. Consequently, student enrollment had declined prior to the 2019-20 academic year. However, due to financial constraints, private

schools were not a feasible option for these parents, compelling them to continue with this school for their children's education. After the new classrooms were constructed by PFC in 2019, the total public education system drastically changed in both schools with respect to total quality of high school education, which was reflected in parents' expressions of their high level of satisfaction. The parents also emphasized that these facilities are crucial for the school management to provide high-quality education and a conducive learning environment.

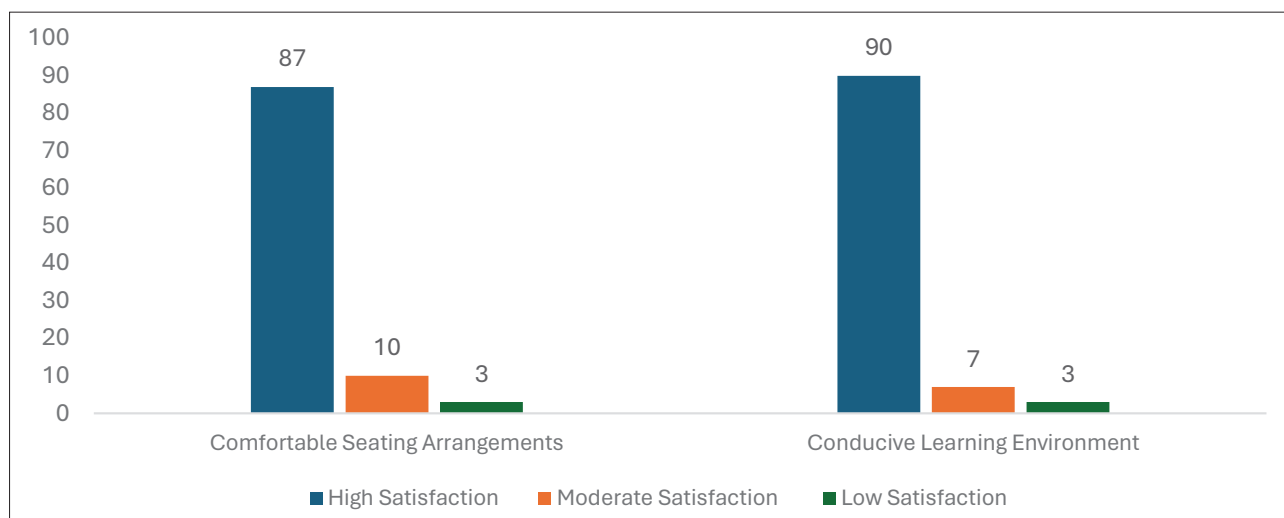
Teachers' Satisfaction Levels

Additional Classrooms

Eight teachers who participated in the satisfaction level survey from GHS-Indirangar Colony and ZPHS-Jalagamnagar schools have expressed their high satisfaction with the enhanced conducive learning environment. This positive change was made possible by the provision of additional classrooms by PFC, resulting in an increase in student enrolment and a reduction in student absenteeism. The teachers unanimously agreed that this initiative has led to a significant rise in school admissions starting from the academic year 2021-22. Furthermore, the teachers also expressed their high contentment with the academic progress of the students, highlighting that both schools achieved a remarkable 90% pass rate in the X class public examination for the academic year 2022-23.

Dual Desks

Student Satisfaction Survey (ZPHS-Jalagamnagar)

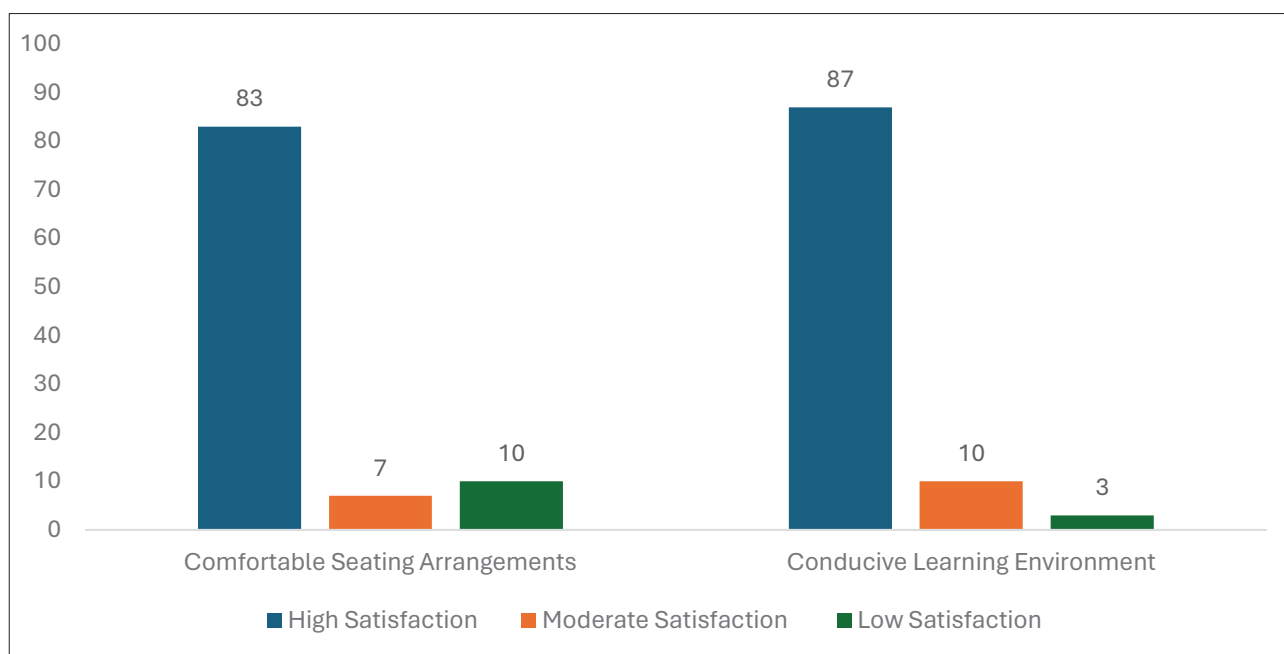


The seating arrangements at ZPHS, Jalagamnagar, provided by PFC with dual desks, have garnered positive feedback from 87% of students, indicating a higher level of satisfaction. Previously, it was emphasized that due to a shortage of dual desks, lower grade students had to sit on the floor while higher grade students had government-provided school benches that lacked proper backrests, writing pads, bookkeeping shelves underneath, and footrest facilities. The dual desks

provided to this school have significantly improved the seating arrangements for all students in every section of the classrooms. A notable 90% of students expressed their satisfaction with the enhanced conducive learning environment, due to the provision of proper classroom furniture in the form of dual desks by PFC. This has enabled students to engage in classroom teaching in a more appropriate manner, resulting in improved learning outcomes. Additionally, teachers have been able to extend their classroom teaching due to the creation of a suitable student learning environment through this project.

Student Satisfaction Survey (ZPHS-MV Palem)

The comfortable seating arrangements implemented after the PFC project received high satisfaction from 83% of the respondents. Moreover, the strengthening of classroom furniture by PFC resulted in an improved conducive learning environment, leading to high satisfaction from 87% of the responded students. This enhancement in the learning environment also contributed to improved academic performances among schoolchildren.



Parents' Satisfaction Survey

The IPE team had interactions with four parents from each of the schools, i.e. ZPHS-Jalagamnagar, and ZPHS-M V Palem, who expressed their high satisfaction with the dual desks provided by PFC. They also explained that these dual desks have played a crucial role in strengthening student accommodation in classrooms, thereby ensuring proper seating arrangements in classrooms to enhance student understanding levels. Consequently, this has led to an improvement in the conducive learning environment in both schools. The parents also mentioned that prior to this project, there was a shortage of school benches for children in classes VI and VII, resulting in them having to sit on the floor. This was especially inconvenient for girl children during their menstruation. However, PFC addressed this issue by supplying an ample number of dual desks to the schools. The parents conveyed their gratitude for the provision of these desks by PFC.

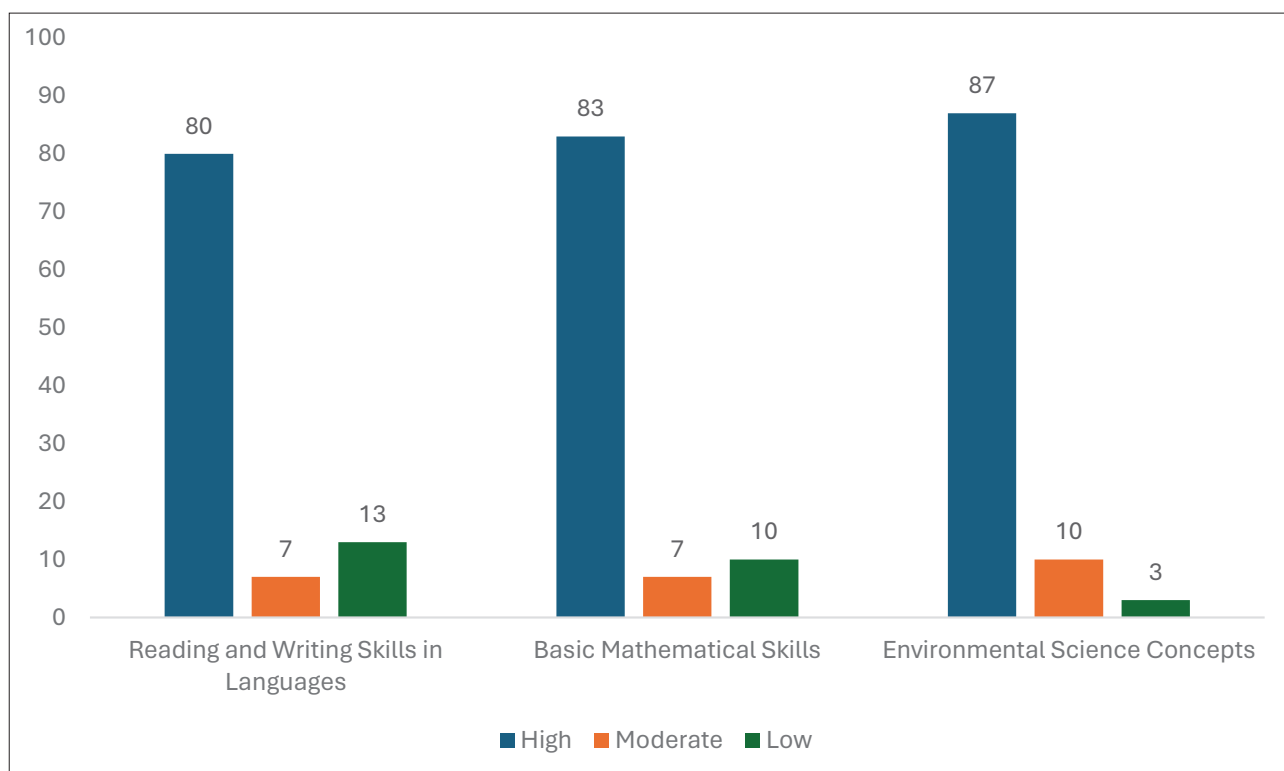
Teachers' Satisfaction Levels

The IPE team engaged with eight teachers, four from ZPHSJalagamnagar and four from ZPHS-M V Palem, who conveyed their high contentment with the dual desks supplied by PFC. They further highlighted that these dual desks effectively resolved the issue of classroom seating for the students. Additionally, they praised the desks for their durability and appropriate dimensions, which facilitated comfortable back support, proper foot positioning, and ample space for writing and keeping books. All these features greatly enhanced the learning environment in the classroom, resulting in improved academic performance among the students.

BaLA Project

Student Satisfaction Survey (ZPHS- Jalagamnagar)

30 students in grades IV and V to assess the availability & usage of various subject materials on the classroom walls inside & outside, corridors of school building walls, and other places at MPPS-Jalagamnagar through BaLA project. This evaluation took place during classroom instruction and learning activities.

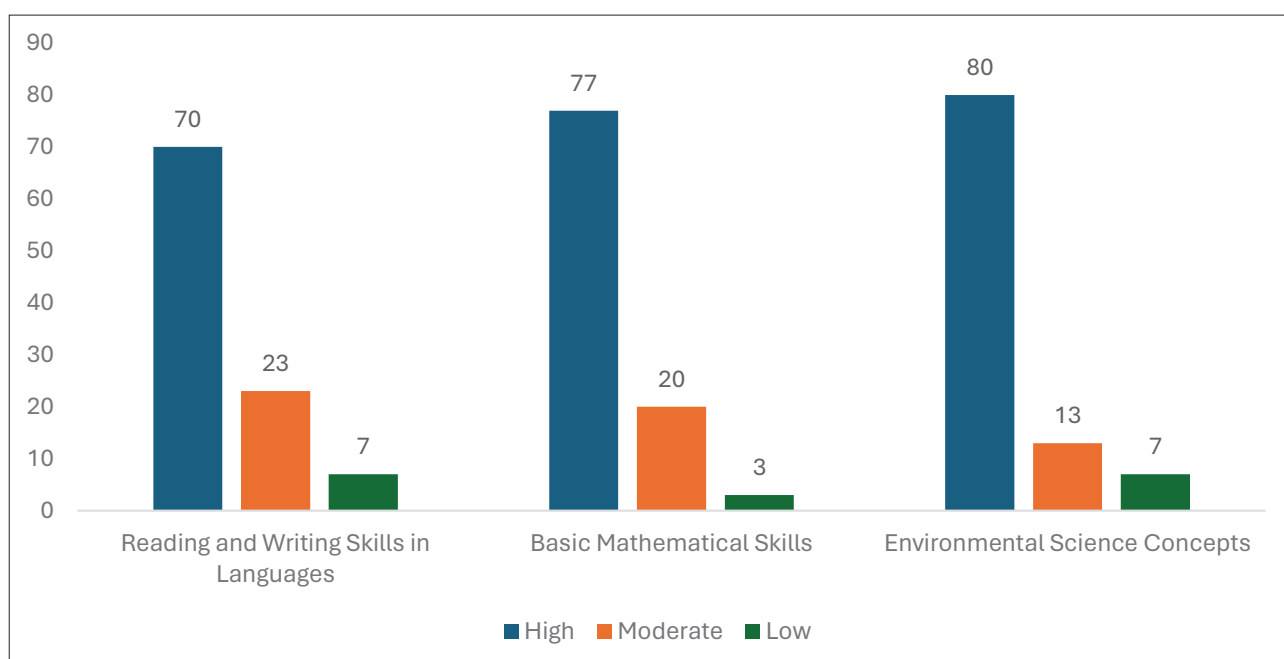


- 80% of students expressed their high satisfaction with availability and usage of content related to language subjects, including alphabets, words, basic vocabulary, grammar, resulting in improved their basic reading and writing skills in both English and Telugu language subjects.
- 87%, expressed their high satisfaction with the availability and access of fundamental concepts in environmental science. These concepts included the human body, plants, flowers, modes of transportation, traffic rules, forests, energy, family, various animals, food, health, and other relevant topics. As a result, their understanding of environmental science concepts in our daily lives improved.

- 83% of students reported high satisfaction with availability and usage of various mathematical concepts such as the numbering system, fractions, time and measurement, basic shapes, as well as the four fundamental mathematical operations of addition, subtraction, division, and multiplication.
- Students also shared that they were previously struggling in mathematics but have now seen improvement in their foundational mathematical skills during their leisure time, enabling them to meet the required skill sets. In conclusion, students unanimously agreed that the BaLA project was a valuable concept that significantly enhanced their self-learning abilities.

Student Satisfaction Survey(MPPS-M V Palem)

The IPE team engaged with 30 students from grades IV and V to assess the presence and utilization of various subject materials on the walls of classrooms, corridors, and the overall school building area as part of the BaLA project at MPPS-MV Palem. A significant 70% of participants revealed high satisfaction with the presence and use of language materials in English and Telugu on classroom walls and throughout the school premises to improve their reading & writing skills, 23% of responded students were moderately satisfied. Additionally, 77% of student respondents were highly satisfied with the accessibility of fundamental mathematical concepts displayed on classroom walls and other physical spaces within the school building, 20% of responded students expressed their moderate level of satisfaction with the availability & accessibility of mathematics content. 80% of participants expressed their satisfaction with the availability of environmental science concepts of textbooks on classroom walls and other physical spaces of the school building. 13% of responded students were moderately satisfied with availability and accessibility of environmental science concepts through BaLA project. All students commended the PFC's BaLA project, noting improvements in their learning outcomes.



BaLA Paintings

Teachers' Satisfaction Levels

BaLA Project



BaLA Project: MPPS Primary School-Badiyathanda

The IPE team had interactions with four teachers from MPPS-Jalagamnagar and MPPS-MV Palem, who expressed their high satisfaction with the successful implementation of the BaLA project in both schools. They emphasized the project's positive impact on enhancing the students' reading and writing skills in various languages, improving their understanding of basic environmental science concepts, and enhancing their mathematical abilities in number systems and shapes. Furthermore, they noted that the BaLA paintings on the classroom walls and other locations helped the teachers in effectively conveying concepts to the students without relying solely on textbooks. These visual aids also encouraged self-learning among the children by promoting repeated reading and writing activities during and after school hours.

Observations

- The BaLA project has the potential to establish a conducive learning environment for schoolchildren, allowing them to access a variety of learning materials beyond the classroom, even after school hours.
- PFC has successfully constructed additional classrooms at selected government schools located in Khammam district. These classrooms are not only spacious and well-ventilated but also equipped with appropriate electrical fixtures, a blackboard, and a dais. The dimensions of these classrooms have been carefully planned to ensure a comfortable learning environment for up to 40 schoolchildren, promoting a conducive educational experience.
- The quantity of dual desk benches in every classroom varies between 3 and 20, depending on the students' number and the classroom's dimensions. Each bench accommodates two or three students.
- The benches are designed with a backrest, providing a comfortable support for students to lean back. They are specifically aligned with the height of students from class 7 to 10, enabling them to write and read with ease. Moreover, there is a spacious lower desk beneath the top desk, offering a safe storage space for books.
- The seating arrangement of the students is determined by their height and the current dual desks are convenient for schoolchildren.
- The two projects - additional classrooms and dual desk are sustainable while BaLA painting in some schools have found damaged / over written / vanished due to construction works and paintings undertaken by the school from time to time.

Case Studies

Case Study 1

The Power Finance Corporation has created wall writings in our school through BaLA project, categorized by subject and class. These wall writings are extremely beneficial for the students, as they help in improving their reading & writing skills. By reading & writing these words daily, children can enhance their spelling abilities. The words become imprinted in their minds as they see them regularly, and they also connect the words with corresponding pictures. In the event of

a teacher's absence, we combine classes and encourage students to read and write the words displayed on the walls. This practice contributes to the development of both reading and writing skills among the children. We extend our appreciation to the P.F.C. for providing these valuable wall paintings in our school.

- Kaleemullah

Secondary Grade Teacher, MPPS primary school, Jalagamnagar

Case Study 2

The dual desks provided by Power Finance Corporation have proven to be a remarkable addition for us. These desks are not only comfortable but also consider the importance of proper back support and appropriate measurements based on students' height. In contrast to the previous benches, which lacked backrests and had insufficient desk space for books, the new benches provided by PFC offer a practical solution. We can now conveniently store our textbooks in the lower desks of our respective seats, ensuring the safety of our books. This provision has significantly alleviated the burden of carrying heavy books home every day, sparing us from unnecessary strain on our backs.

- IX Class students

ZPHS High School, MV Palem

Case Study 3

The construction of 9 additional classrooms by PFC at our school has brought about significant transformative changes in our classroom teaching and students' learning environment. This has resulted in a notable improvement in our academic performance. These classrooms are not only spacious but also well-ventilated, equipped with electrical fixtures, blackboards, and proper teaching dais. Previously, our school had only six classrooms for ten sections, and out of these six, only three were in good condition. The remaining three rooms were in a state of disrepair due to weak building foundations. This shortage of classrooms forced the school management to conduct our classroom teaching on the verandas of the school building, which had a detrimental impact on our learning environment. However, the provision of extra classrooms by PFC in 2020, we are now able to enjoy a conducive classroom teaching and learning environment. We are immensely grateful to PFC for providing us with beautiful classrooms that have significantly improved the quality of our school education.

- VIII Class EM students

Government High School, Indiranagar Colony

About the Centre for Corporate Social Responsibility (CCSR)

The Centre for Corporate Social Responsibility (CCSR) was set up during 2011 to promote training, research, consultancy assignments and document case studies in thrust areas of CSR. The Centre works on the existing body of knowledge, systems, structures, models, and mechanisms associated with different CSR initiatives; it also provides a platform for discussing CSR guidelines and the latest developments in the field. The Institute of Public Enterprise (IPE) has been part of the Department of Public Enterprises (DPE), Government of India initiative on introducing Corporate Social Responsibility (CSR) as an element of the performance matrix in Central Public Sector Enterprises (CPSEs). IPE was invited to attend the meetings of the Working Group on CSR in 2007-08 and 2009-10, and was nominated by DPE as a Member of the Executive Committee on CSR in 2011 to develop, design, and implement courses for CPSEs. Recognizing the importance of the subject and also the realization that there is a dearth of experts in this emerging field, it was decided that IPE could play a major role in research, development, and advocacy of CSR. This idea led to the establishment of the Center for Corporate Social Responsibility in 2011 at IPE.

The main objectives of the center:

- To conduct interdisciplinary and collaborative research and document case studies in thrust areas of CSR dealing with contemporary issues and challenges.
- To integrate the existing body of knowledge, systems, structures, models, and mechanisms associated with different CSR initiatives by interfacing with industry and academia.
- To disseminate information about the latest happenings in the CSR field to the people engaged in policy making, policy analysis, policy research, practitioners, and other stakeholders.

PROJECT LEADER

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PROJECT COORDINATOR

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TEAM MEMBERS

Mr. M. Vaman Reddy, Project Associate, IPE

Ms. B. Deepa, Research Associate, IPE

About Institute of Public Enterprise (IPE)



The Institute of Public Enterprise (IPE) was established in 1964 as an autonomous non-profit society. IPE is a premier AICTE approved management Institute focusing on transforming students into leaders of tomorrow in organizations and society. IPE's key objectives include management education, research, consultancy, and training. In 1995, the Institute launched its first two

year full-time Post Graduate Diploma in Management (PGDM) programme to provide skilled human resources to meet the requirements of industry.

Keeping in view the market demand, the Institute also launched sector specific PGDM programs in the areas of Marketing, Banking Insurance and Financial Services, International Business and Human Resource Management. IPE's engagement with long-term management education has received wide appreciation from the industry, government, and social sector enterprises. The Institute continuously endeavours to update the content and teaching methodology of its courses based on feedback from the end-users, ensuring the quality, relevance, and utility of all its programs and courses.

IPE is consistently ranked among the leading B-Schools in India in most well-known ranking surveys. IPE has also been awarded a premium accreditation label of the SAARC region, 'The South Asian Quality Assurance System' (SAQS). Over the years IPE has won several awards and honours for its academic & research excellence.

IPE has a very successful track record of running MDPs over a long period of time. IPE also has a strong Research and Consultancy division, which provide consulting services and undertakes research projects for various national organizations. The Institute has been recognized as a 'Center of Excellence' by the Indian Council of Social Science Research (ICSSR), Ministry of Education, and Government of India.

The Governance of the Institute is overseen through a Board of Governors composed of eminent policy makers, academicians, and CEOs of public and private sector enterprises.



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