



# Impact Assessment of Upgradation of Government Schools in Siddharthnagar District, Uttar Pradesh

Submitted by

Center for Corporate Governance and Corporate Social Responsibility



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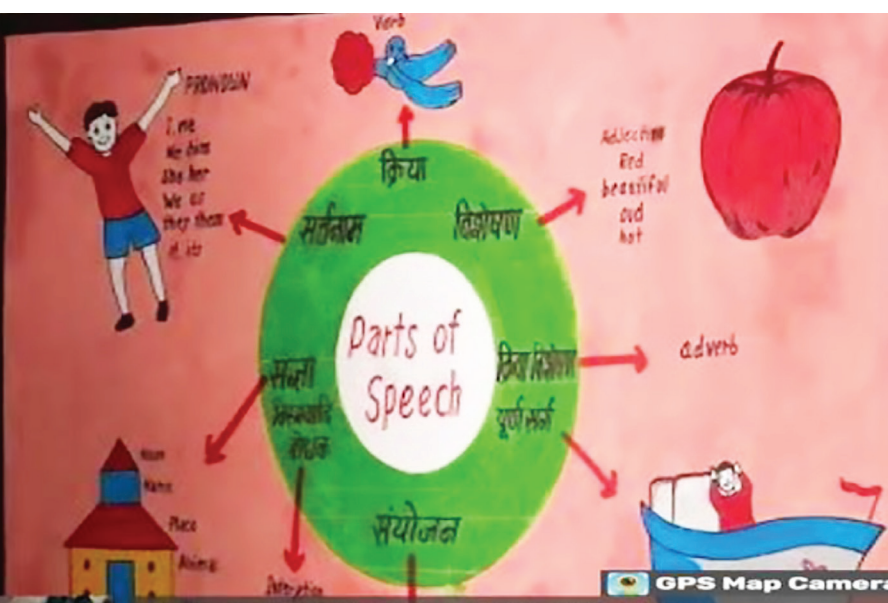
(Under the aegis of ICSSR, MoE, GoI)

Hyderabad

Submitted to



Power Finance Corporation Limited



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# Executive Summary

The lack of understanding of basic numbering system, environmental science concepts, proficiency in reading and writing skills in Hindi and English posed significant challenges among primary and upper primary school children of Siddharthnagar district. These difficulties were further impaired by the absence of smart classroom systems in government schools, which thwarted the students' ability to keep up with their urban counterparts and limited their access to high-quality education. PFC has provided the educational infrastructure in Siddharthnagar District, Uttar Pradesh towards all the three initiatives – BaLA Painting, introduction of Smart classrooms and the renovations of the school buildings. The major objective of the project is as follow:

- To improve educational quality in Govt. Schools by creating proper BaLA (Building as a Learning Aid) in 770 Primary and 297 Upper Primary Schools in Siddharthnagar District. The BaLA concept aims at maximising 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 develop the smart classes for the children of 352 Combined Parishadiya School (1st to 8th Class) which will enhance the education level of these schools and in turn will attract the community.
- To provide major repair work in 43 Schools which will improve classroom environment.

## Outcomes

The project resulted in improved self-learning skills through BaLA and also introduction to smart classroom initiatives in government schools. The teachers were utilizing preloaded content on different subjects and material downloaded from the internet to teach children about various topics helping the children to understand science experiments - physics, chemistry, and biological sciences through online. The project aimed towards repairs and renewal of school infrastructure in Siddharthnagar resulting in improved safety and security of children. The project had resulted in high impact and positive transformation among primary schools' children enhancing the students' LSRW skills in Hindi and English subjects.

## Observations

The following are the major observations

- The BaLA project has not only encouraged school children to embrace a self-learning approach during school hours but has also enhanced their reading, writing, and drawing skills by displaying content on the walls and corridors inside and outside the classroom.
- The BaLA initiative has the potential to create a favourable learning environment for students, enabling them to access a wide range of educational materials beyond regular school hours.
- The BaLA project has made it easier for teachers to convey various subject content to their students by utilizing the project's resources in the classroom. Through this project, primary schoolchildren have seen improvements in their basic numeracy skills, language proficiency, and understanding of environmental science concepts through the graphical paintings displayed on the walls.

- The digital learning program has witnessed a high level of engagement from both teachers and students. Among the schools visited, Science content is predominantly used to impart practical knowledge and is the most discussed theme among teachers.
- All schools have reported successful setup and timely maintenance of the issues during the warranty period of smart classroom systems.
- The benefits of the digital learning program include ease of explaining new concepts, capturing student interest, developing updated teaching techniques, and effectively managing with fewer teachers.
- Some schools have preloaded the digital classroom learning content according to the syllabus of the Uttar Pradesh Board, while others have downloaded relevant and useful content from the internet.
- In certain schools, remedial classes were conducted using Smart classrooms to enhance student performance.
- PFC has created conducive learning environment in selected 43 government schools of Siddharthnagar district after undertaking various school buildings' repairing works.

## CHAPTER 1

# Introduction to Corporate Social Responsibility

### Introduction

According to the UNIDO<sup>1</sup>, 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.

<sup>1</sup> <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.

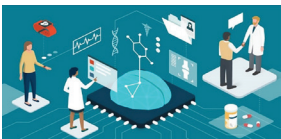
## About Power Finance Corporation and its CSR and Sustainability Policy

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

|                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Ensuring environmental sustainability measures</p>                   |  <p>Sanitation &amp; Provision of Safe drinking water</p>                                                                                                                                                                                                                   |
|  <p>Promoting Education and Employment enhancing vocational skills</p> |  <p>Activities related to supporting differently abled person</p>                                                                                                                                                                                                         |
| <p>Activities related to health sector</p>                             | <p><b>Others</b></p>  <p>Swachh Bharat Kosh</p>  <p>Clean Ganga Fund</p>  <p>PM Cares Fund</p> |

### 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, Methodology and Design

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

The major objective of the project is as follows:

- To improve educational quality in Govt. Schools by creating proper BaLA (Building as a Learning Aid) in 770 Primary and 297 Upper Primary Schools in Siddharthnagar District. The BaLA concept aims at maximising 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 develop the smart classes for the children of 352 Combined Parishadiya School (1st to 8th Class) which will enhance the education level of these schools and in turn will attract the community.
- To provide Major Repair work in 43 Schools which will improve classroom environment.

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.



## 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:

- Impact assessment of the CSR project
- Case studies from the initiatives
- Short videos and geo-tagged photographs for the projects

The following is the impact matrix that has been drawn from the framework:

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

## 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.

| BaLA Project                                 | Smart Classroom Systems             | Repairing Works of Schools          |
|----------------------------------------------|-------------------------------------|-------------------------------------|
| Total schools: 1067                          | Total Schools: 352                  | Total schools: 43                   |
| Sample Size: 2% of total schools: 21 schools | Sample Size: 2% of total schools: 7 | Sample Size: 2% of total schools: 1 |
| Total schools surveyed: 24 schools           | Total schools surveyed: 6           | Total schools surveyed: 09          |

| Name of the Work                | Type of Stake Holder | Total Number of Schools | Questionnaires | Personal Interactions with Teachers and Headmasters | Group Discussions |
|---------------------------------|----------------------|-------------------------|----------------|-----------------------------------------------------|-------------------|
| BALA Project                    | Students             | 24                      | 480            | 48                                                  | 24                |
|                                 | Teachers             | 24                      | 48             | 48                                                  |                   |
|                                 | Parents              | 24                      | 48             | 48                                                  |                   |
| Smart classrooms                | Students             | 06                      | 120            | 12                                                  | 06                |
|                                 | Teachers             | 06                      | 12             | 12                                                  |                   |
|                                 | Parents              | 06                      | 12             | 12                                                  |                   |
| Repairing of Schools' Buildings | Students             | 09                      | 180            | 18                                                  | 09                |
|                                 | Teachers             | 09                      | 18             | 18                                                  |                   |
|                                 | Parents              | 09                      | 18             | 18                                                  |                   |

## 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 Upgradation of Government Schools in Siddharthnagar District, Uttar Pradesh

|                            |                                                                                                            |
|----------------------------|------------------------------------------------------------------------------------------------------------|
| Name of the Project        | Impact assessment of Upgradation of School of Government Schools in Siddharthnagar District, Uttar Pradesh |
| Project Start and End Date | 21.11.2019 and 17.10.2021                                                                                  |
| Project Cost               | Rs 9.24 Crores                                                                                             |
| CSR Schedule VII Item      | Promoting Education - Item (ii)                                                                            |
| SDG Goal                   |                           |

### About the Project

An educational infrastructure initiative was carried out in Siddharthnagar, a backward district, to enhance the educational facilities in selected government primary and upper primary schools. The project was identified by the district magistrate of Siddharthnagar and executed under the NITI Aayog - Aspiration District Program. The Power Finance Corporation Limited was entrusted with the responsibility of implementing this project under its Aspirational district program in Education and Healthcare sectors through CSR funding. Focused on the Education sector, the initiative included various components such as the creation of Building as Learning Aid (BaLA) through wall paintings showcasing content from textbooks. The aim of the BaLA initiative was to revamp the physical environment of government schools, creating interactive learning spaces utilizing different elements like floors, walls, ceilings, doors, windows, and furniture. Additionally, the installation of smart classroom systems in upper primary schools not only improved the teaching process but also offered students a more engaging learning experience through interactive white boards, multimedia tools, projectors, and computers. Furthermore, the renovation of classrooms and school buildings in primary & upper primary schools aimed to enhance the teaching and learning environment. The project covered 770 primary schools and 297 upper primary schools for BALA paintings, 352 upper schools for smart classroom systems, and 43 primary and upper schools for renovation and repair, with a total cost of Rs. 9.24 crores. The project commenced on 21.11.2019 and concluded on 17.10.2021.

### Need for the Project

The lack of basic numbering system, environmental science concepts, proficiency in reading and writing skills in Hindi and English posed significant challenges among primary and upper primary schoolchildren. These difficulties were further impaired by the absence of smart classroom systems in government schools, which thwarted the students' ability to keep up with their urban counterparts and limited their access to high-quality education. Moreover, the deteriorating

condition of the existing classrooms in government schools emphasized the urgent need for improvement in the educational infrastructure. To tackle these issues, the District Collector and concerned education departments proposed various educational development initiatives to the Power Finance Corporation Limited for its CSR funding under the NITI Aayog aspirational district program. Based on the proposal, the PFC took on various initiatives to uplift the educational standards in Siddharthnagar's government schools.

The first initiative was the implementation of BALA (Building as Learning Aid) paintings, which involved transforming the school buildings into interactive learning spaces by incorporating educational artwork on the walls. These paintings not only created learning environment but also engaged and helped students grasp complex concepts more easily.

Secondly, PFC installed smart classrooms in government schools, providing students with access to modern technology and interactive learning tools. These smart classrooms equipped students with the necessary skills to navigate the digital age and enhanced their understanding of various subjects through multimedia presentations and interactive exercises.

Thirdly, PFC addressed the pressing issue of deteriorating school buildings by undertaking repairs and renovations. This ensured that students had safe and conducive learning environments, free from hazards and distractions.

The provision and support of these infrastructure has instilled a sense of pride and motivated students, encouraging them to take their education more holistically.

## PFC Initiation

PFC has provided the educational infrastructure in Siddharthnagar District, Uttar Pradesh towards all the three initiatives - BALA Painting, introduction of Smart classrooms and the renovations of the school buildings.

Upgradation of School of Government Schools in:

Project cost: Rs. 9.24 crores

Start date: 21.11.2019.

End date: 17.10.2021.

The main aim of the project was to:

- To establish a conducive learning environment for students by incorporating Building as Learning Aid paintings in 770 primary schools and 297 upper primary schools across the Siddharthnagar district.
- To install smart classroom systems in 352 selected government schools in Siddharthnagar district to enhance the modern teaching and learning environment.
- To undertake various building repairing works at various 43 government schools in Siddharthnagar district.

**I. BaLA Project:** PFC provided a wide range of learning circumstances and materials to school children by employing inventive techniques in the designing educational environment. This

included classrooms, circulation areas, and various structural components such as floors, walls, ceilings, doors, windows, furniture, and open grounds. By seamlessly integrating these spaces and elements, they became valuable learning assets that enhanced the teaching process by supplementing textbook information. This surpassed the traditional use of wall space for posters and decorations, providing a more comprehensive educational experience.

| Total number of Primary Schools | Total Number of Upper Primary Schools | Total Schools | Total Beneficiaries   |
|---------------------------------|---------------------------------------|---------------|-----------------------|
| 770                             | 297                                   | 1067          | 160000 schoolchildren |

**BaLA Project Highlights - Transformational Changes in Teaching and learning environment in primary schools and upper primary schools of Siddharthnagar District:**



| Name of the Subject   | Content                                                                                                                                                                                                                                                                                                                                                                                                                           | Transformational Changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hindi                 | Alphabets, Barakhadi, Basic Hindi words for beginners, Basic Hindi Grammar, sentence structure                                                                                                                                                                                                                                                                                                                                    | Improve basic LSRW skills among schoolchildren in Hindi language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| English               | Alphabets – Capital and Small, Small words with pictures, names of the months and days<br>Prepositions, Action Words, Questioning words                                                                                                                                                                                                                                                                                           | Improve basic LSRW skills among schoolchildren in English language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Mathematics           | Number system: 1 to 100 numbers with names.<br>Ascending and descending orders, expansions of numbers, place values: ones, tens, hundreds, thousands, and so on.<br>Multiplication, addition, subtraction concepts<br>Geometric shapes: circle, rectangle, square, triangle<br>Concept of fractions, measurements etc.                                                                                                            | 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.<br>Recognize basic shapes like triangle, rectangle, square, circle etc.<br>Work with numbers up to 9999, solve simple real-life situations by using four fundamental operations, Enhance the better understanding of fractions and geometric shapes.<br>Improve the concepts of measurements like length, weight, capacity, reading a calendar and metric conversion chart etc. |
| Environmental Science | Animals, Birds, Vegetables, Fruits, Parts of Body, Colors with pictures<br>Names of the Places: Hospital, School with pictures, Names of Food items with pictures<br>Pictures of Kidney, Heart, lungs, digestive system.<br>Means of Transport, India map with states, Uttar Pradesh map with districts, World map with continents and oceans.<br>Child rights with pictures, Kinds of pollution with pictures, solar system etc. | Identify the animals, birds, vegetables, fruits, human body parts like kidney, heart, lungs, digestive systems.<br>Get an idea about our transportation system.<br>Recognize the various states in India map, districts in Uttar Pradesh Map, continents, and oceans in world map etc.<br>Know the children rights, pollution, and solar system etc.                                                                                                                                                                                               |

### Installation of Smart Classroom Systems

| Total number of Upper Primary Schools | Beneficiaries        |
|---------------------------------------|----------------------|
| 352                                   | 70000 schoolchildren |

### Smart Classroom Systems - Transformational Changes in Government Schools

Smart classrooms provide teachers with the opportunity to create personalized learning experiences for their students by utilizing technology. With the help of various digital tools and resources, Teachers can tailor their instruction to meet the specific needs and learning styles of each individual student. This level of customization allows for a more engaging and effective learning environment, where students can thrive and reach their full potential. One of the key benefits of

smart classrooms is the ability to cater to different learning styles. Some students may be visual learners, while others may prefer auditory learning. By incorporating multimedia presentations, interactive videos, and virtual simulations, teachers can accommodate these diverse learning preferences and ensure that every student is able to grasp the concepts being taught.

Furthermore, smart classrooms enable teachers to differentiate their instruction based on students' abilities and prior knowledge. Using adaptive learning software and online assessments, teachers can identify areas where students may need additional support or challenge. This allows teachers to provide targeted interventions and enrichment activities, ensuring that each student is appropriately challenged and supported. Overall, the integration of smart classroom technologies enhances teaching methods and provides a more inclusive and supportive educational experience for all students. By personalizing instruction, accommodating different learning styles, fostering collaboration, and promoting inclusivity, smart classrooms create an environment where students can thrive and reach their full potential.

PFC has provided the following units for every school for smart class installation:

1. Inverter
2. Laptop
3. Multimedia projector
4. Projector screen
5. Battery

### Renovation of Government Schools

PFC conducted a range of repairing works at 43 chosen government primary and upper primary schools in Siddharthnagar district between the fiscal years 2019-20 and 2021-22. The specifics of the work execution are outlined below:

- Repairing of floors
- Plastering works on building slabs and walls
- Repairing of doors and windows



## Impact Assessment

The impact assessment is conducted to study the relevance, effectiveness and outcomes of the project.

**Relevance:** The PFC's endeavor to upgrade government schools in Siddharthnagar District, Uttar Pradesh, aligns with their CSR policy to enhance education in disadvantaged regions like Siddharthnagar, as identified by NITI Aayog under the Aspirational District program. This project is significant as it enhances classroom facilities and students' learning capabilities through the installation of smart classroom systems that are in line with the Samagra Shiksha initiative launched by the Government of India in 2018. The collaboration between central and state governments under Samagra Shiksha focuses on providing inclusive and equitable quality education through various initiatives, including smart classroom infrastructure and teacher training. Moreover, the introduction of BaLA paintings in government schools fosters self-learning among students, aiding in the improvement of their language, mathematical, and environmental science skills, in accordance with the New Education Policy 2020 and RTE Act 2009. The repairing works in schools further supports these educational policies. Through this project, PFC initiated all these developmental activities in 1462 schools, benefiting 240000 schoolchildren across the Siddharthnagar district.

**Efficiency:** The completion of the project was a resounding success, as it was accomplished within the allocated budget and timeline. The students at the school have impressively made use of the diverse range of educational materials that have been thoughtfully displayed on the walls of both the classrooms and the entire school building. These materials have played a vital role in enhancing the academic performance of the students, both during regular classroom instruction and their independent study. Moreover, the implementation of Smart classroom systems has greatly facilitated the teaching and learning process for both teachers and students. Teachers can utilize a wide array of digital content, such as e-books, video lectures, and interactive learning materials, ensuring that students have access to high-quality educational resources in their learning environment. As a result, students can grasp subject topics more easily and perform better in public examinations. The integration of digital classroom platforms has also enabled teachers to create engaging and dynamic learning environments. Additionally, the repaired classrooms and facilities are being optimally utilized for classroom instruction, leading to a conducive learning environment in government schools.

**Effectiveness:** The main goals of the BaLA paintings and smart classroom installations, and school building renovations were to enhance students' self-learning capabilities, create a modern teaching and learning environment, and improve classroom conditions in government schools in Siddharthnagar district. These initiatives aimed to establish an optimal learning environment for young students. The beneficiary schools have successfully met these objectives. The BaLA project focused on developing fundamental skills in children, including listening, speaking, reading, and writing in both Hindi and English. It also sought to improve their grasp of basic numerical systems, simple mathematical solutions, environmental science, and social concepts through wall paintings. The successful implementation of this program in 1067 government schools has been crucial in achieving the desired goals. A total of 160,000 students have benefited from the BaLA project. Additionally, the project led to the installation of 352 smart classroom systems in 352

government schools, benefiting 70,000 students. Smart schools offer students access to a wide range of digital resources and online learning platforms. Internet connectivity allows students to explore information beyond textbooks, enhancing their understanding of various subjects. This access to a diverse range of resources encourages independent research and critical thinking skills. Collaboration and communication tools enabled by technology in smart schools' support student teamwork and cooperative learning. Virtual classrooms, discussion forums, and shared digital workspaces enable students to collaborate on projects, exchange ideas, and learn from one another, fostering a sense of community, improving communication skills, and preparing students for real-world collaborations. Moreover, repairing works in 43 schools, benefitting 10000 schoolchildren across the Siddharthanagar district. 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 Siddharthanagar district.

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

**Impact:** The government school education system in Siddharthnagar district has undergone a significant transformation because of the implementation of this initiative. This has resulted in remarkable improvements for students coming from marginalized backgrounds. Many of these students come from families involved in labour-intensive work, caste-related occupations, small businesses, or the private sector. Previously, the lack of educational standards in government schools hindered their ability to acquire basic reading and writing skills in Hindi and English languages, as well as fundamental knowledge of numbering systems, tables, simple mathematics calculations, and basic environmental concepts. Consequently, their primary education suffered greatly. Additionally, higher secondary school students struggled in subjects such as Mathematics, English, Science, social studies, and languages prior to the initiation of this BaLA project. However, the introduction of BaLA paintings as part of this project addressed this issue by fostering self-learning capabilities among the students. As a result, the quality of education in primary and upper primary schools in Siddharthnagar district saw a significant improvement. The BaLA paintings motivated students to engage in self-study during their leisure time or in the absence of a teacher, thereby enhancing their cognitive abilities across various subjects. Furthermore, the visual aids depicting subject content on the walls of classrooms facilitated easier comprehension for teachers, fostering interactive learning, child-centric approaches, and inclusive education for students with special needs. This methodology not only bolstered the students' proficiency in English and Hindi languages, basic mathematics, elementary environmental science, and fundamental concepts but also contributed to an overall enhancement in their academic performance. Additionally, it instilled a sense of enthusiasm among students to arrive early and stay late at school. By converting the school environment into a conducive learning space, the BaLA paintings maximized the educational utility of the premises, thereby further elevating the quality of primary and upper primary education. Numerous positive transformations have been witnessed in primary schools as a direct result of the BaLA project.

- Enhanced students' LSRW skills in Hindi 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 among schoolchildren.

Additionally, the quality of education in government schools in Siddharthnagar district has significantly improved with the integration of smart classroom systems. Previously, the lack of smart classrooms hindered the development of students' skills and limited their exposure to modern teaching methods. However, the introduction of smart classrooms has brought about noticeable enhancements in classroom instruction, the learning environment, and overall education standards. Teachers now utilize interactive whiteboards, multimedia projectors, and computers to enrich the teaching and learning experience. As a result, students' academic performance has improved. Smart classrooms provide students with access to digital libraries, e-books, online research materials, and educational websites, broadening their knowledge and perspectives.

Furthermore, the renovation and repair of school buildings have created a conducive learning environment for students, leading to improved safety and security of schoolchildren. The implementation of this project in selected government schools in Siddharthnagar district has instilled confidence among parents and has positively impacted the quality of education in the region, thereby influencing the socio-economic status of the district.

**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     | Overall outcome of the project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| BaLA paintings             | Students have improved self-learning skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Smart Classrooms           | <p>Introduced smart classroom sessions in government schools.</p> <ul style="list-style-type: none"> <li>• Teachers Utilize preloaded content on different subjects and material downloaded from the internet to teach children about various topics.</li> <li>• Teachers Organize foundation mathematics classes like number system, algebra, geometric, arithmetic etc. for VI, VII &amp; VIII classes.</li> <li>• Teachers provide practical live experience to school children by demonstrating science experiments - physics, chemistry, and biological sciences through online.</li> <li>• Improved LSRW skills among schoolchildren in Hindi language</li> <li>• Improved the basic numeracy skills and basic mathematic topics among schoolchildren.</li> </ul> |
| Repairing works in Schools | Improved the safety and security of schoolchildren                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Impact Matrix

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

## BaLA Paintings

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

## Smart Classroom Systems

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

## Repairing Works in Government Schools

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

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

## 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 BaLA paintings and installation of smart classroom systems. 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.

## Students' Satisfaction Level Survey

The survey was conducted in 17 primary and 7 upper primary school totalling to 24 schools in Siddharthnagar district. The core objective of BaLA for primary school is to provide basic English including alphabet, math numbers, science pictures, etc. The upper primary schools have advance learning including parts of body, solar system, mathematical equations, measurements, etc. In the following session, the results of project-wise and school-wise (primary and upper primary) satisfaction survey would discuss:

## BaLA Project

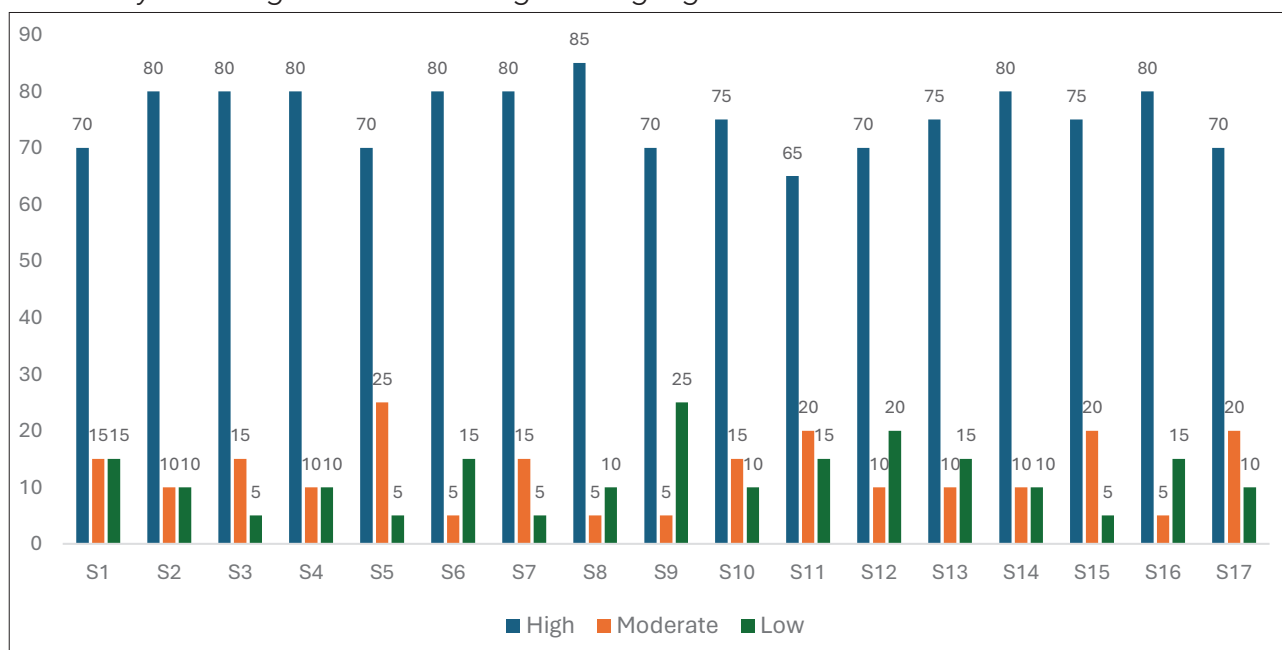
### a) Primary Schools Survey (Classes I to V)

The IPE team interacted with children from 17 different schools who are currently enrolled in primary classes ranging from I to V. These schools were provided with BaLA paintings by PFC. 20 questionnaires were collected from every school irrespective of classes as sample consisting of 10 male students and 10 female students. The team analyzed the students' satisfaction levels concerning the presence of various subjects' content on classroom walls and other locations, the utilization of content, and the learning achievements in various subjects.

#### School wise code and sample details

| S. No. | School Code | School Name               | Sample Size                 |
|--------|-------------|---------------------------|-----------------------------|
| 1      | S1          | PS Babhanital             | 20 (Boys: 10 and Girls: 10) |
| 2      | S2          | PS Rehara                 | 20 (Boys: 10 and Girls: 10) |
| 3      | S3          | PS Bhanvapur              | 20 (Boys: 10 and Girls: 10) |
| 4      | S4          | PS Dulha Khurd            | 20 (Boys: 10 and Girls: 10) |
| 5      | S5          | PS Kakra Pokha            | 20 (Boys: 10 and Girls: 10) |
| 6      | S6          | PS Khoriya Radhuvir Singh | 20 (Boys: 10 and Girls: 10) |
| 7      | S7          | PS Amauna                 | 20 (Boys: 10 and Girls: 10) |
| 8      | S8          | PS Akolahi                | 20 (Boys: 10 and Girls: 10) |
| 9      | S9          | PS Karaja                 | 20 (Boys: 10 and Girls: 10) |
| 10     | S10         | PS Supouli                | 20 (Boys: 10 and Girls: 10) |
| 11     | S11         | PS Tikuiya                | 20 (Boys: 10 and Girls: 10) |
| 12     | S12         | PS Khuniyaon              | 20 (Boys: 10 and Girls: 10) |
| 13     | S13         | PS Mithaval               | 20 (Boys: 10 and Girls: 10) |
| 14     | S14         | PS Siswagrath             | 20 (Boys: 10 and Girls: 10) |
| 15     | S15         | PS Sajani Uska            | 20 (Boys: 10 and Girls: 10) |
| 16     | S16         | PS Naugarh Paschim        | 20 (Boys: 10 and Girls: 10) |
| 17     | S17         | PS Mehnua                 | 20 (Boys: 10 and Girls: 10) |

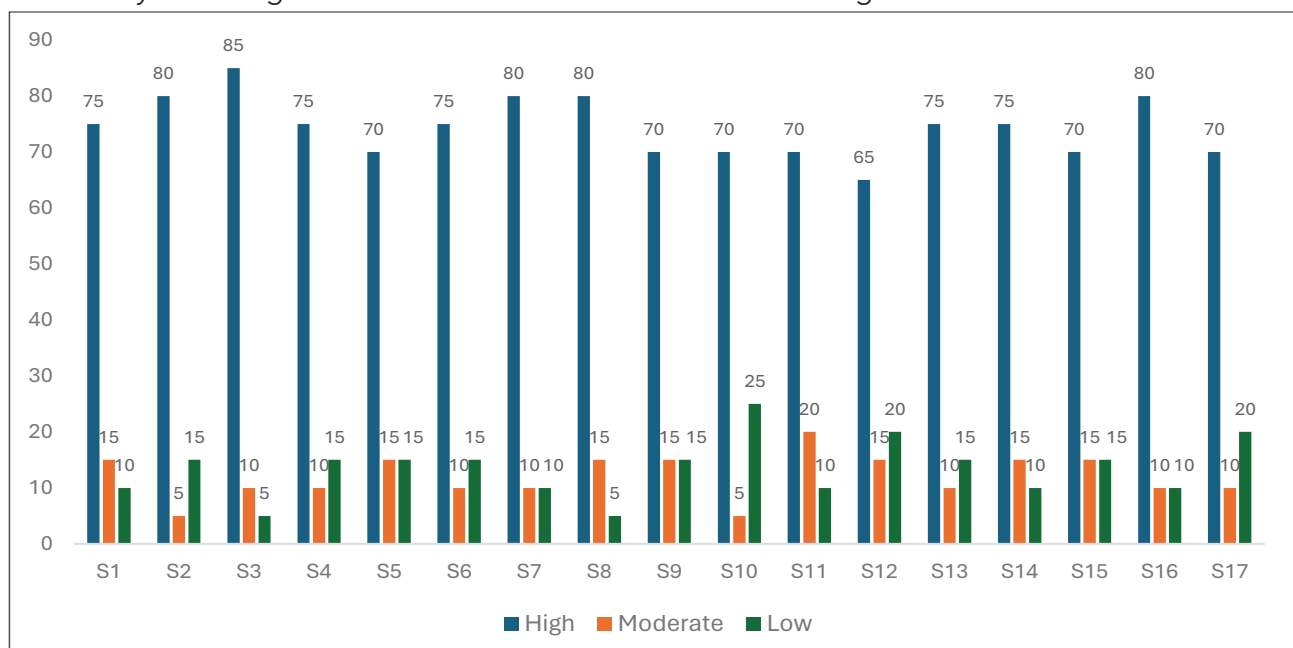
#### Availability and Usage of Hindi and English Languages Content



The availability of English and Hindi content in classrooms and other areas under the BaLA project was highly satisfactory for 85% of respondents from PS Akolahi school. This satisfaction rate was the highest among all 17 primary schools that had access to language-related content, such as English alphabets with pictures, Hindi Varnamala and Barakhadi, and simple words in both languages with pictures. Consequently, the students' basic reading and writing skills in both English and Hindi improved. 65% of respondents from PS Tikuiya expressed high satisfaction with the availability and usage of language content in their school. 15 schools reported satisfaction levels ranging from 70% to 80%, indicating that most students were content with the availability and usage of language content in their respective schools. PS Kakra Pokha had the highest percentage (25%) of students who were moderately satisfied with the availability of language content in their classrooms. These students emphasized the need for more language content in various areas of the school to cater to their language learning needs. They strongly advocated for the addition of more content in both English and Hindi, as it was crucial for enhancing their basic reading and writing skills and developing strong communication abilities in both languages.

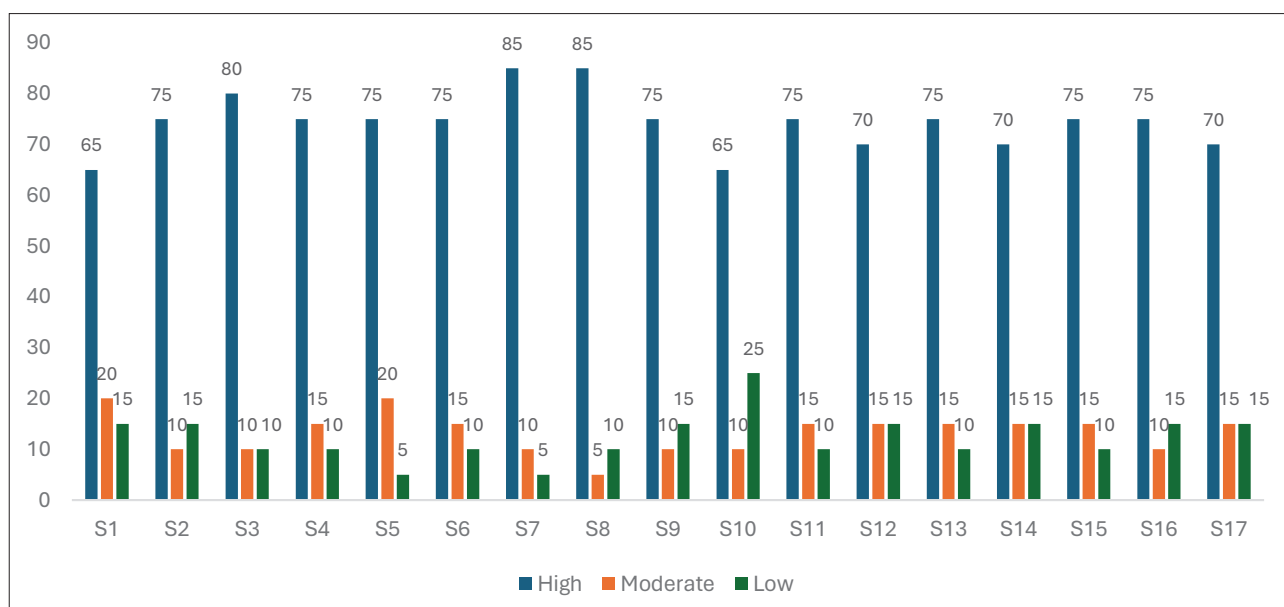


*Availability and Usage of Basic Mathematics Content in Percentage*



Among the 17 schools surveyed, PS Bhanvapur had the highest percentage of respondents expressing their high satisfaction with the availability and usage of basic Mathematics content on the classroom walls under the BaLA project, with 85% of respondents expressing their high satisfaction. 65% of students from PS Khuniyaon shared their high satisfaction, which was the lowest percentage of high satisfaction among all 17 schools. The remaining 15 schools reported satisfaction levels ranging from 70% to 80% among their students. Most students across all schools expressed satisfaction with the mathematical content provided, which included topics such as counting numbers, the numbering system, tables, basic geometric shapes, fractions, time, measurements, and the four fundamental mathematical operations of addition, subtraction, division, and multiplication. Students were able to use the mathematics content effectively and clarify their doubts during class, which helped reduce their fear of the subject. However, 20% of respondents from PS Tikuiya expressed moderate satisfaction with accessing mathematics content, suggesting a need for additional concepts that would further enhance their application skills.

#### *Availability and Usage of Environmental Science Content in Percentage*



85% of respondents from both PS Amauna and PS Akolahi schools reported high satisfaction with the availability and usage of basic environmental science content on the classroom walls under the BaLA project. This percentage represents the highest level of satisfaction among all schools. Similarly, 65% of students from PS Babhanital and PS Supouli expressed high satisfaction with accessing basic environmental science concepts for self-learning under the BaLA project. The remaining 13 schools had student high satisfaction levels ranging between 70% to 80%. Most students from all schools emphasized their enjoyment in accessing environmental science concepts in their daily learning, which helped them understand various aspects of our environment. They gained real-time experience through visual aids and developed a strong understanding of environmental science concepts. On the other hand, 20% of respondents from PS Babhanital and PS Kakra Pokha schools expressed moderate satisfaction with the availability and usage of environmental science concepts. This was the highest percentage of moderate satisfaction among all schools. These respondents suggested the inclusion of more environmental science

concepts, such as earth and solar system-related topics, to enhance understanding. Some students emphasized the need to include environmental science content for classes IV and V on the inside and outside walls of the respective classrooms.

### UPS Schools Survey Classes VI to VIII

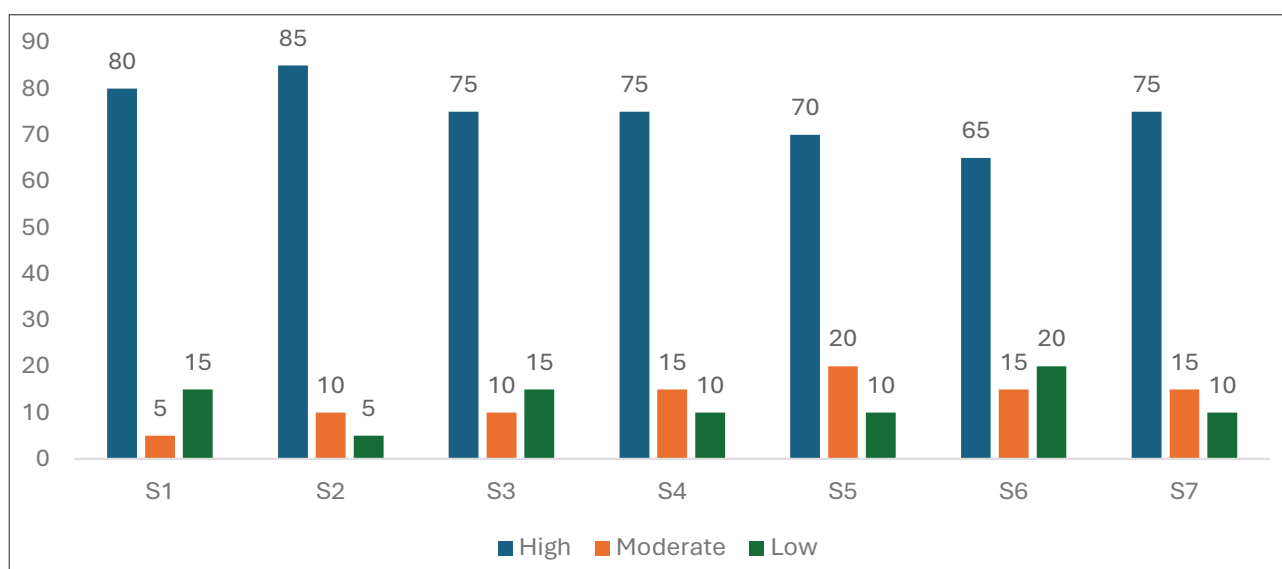
The IPE team engaged with children from 7 different schools who are currently enrolled in upper primary schools ranging from VI to VIII classes. These schools were provided with BaLA paintings by PFC. The IPE team collected 20 samples from each school, consisting of 10 male students and 10 female students. The team evaluated the students' satisfaction levels concerning the presence of various subjects' content on classroom walls and other locations, the utilization of content, and the learning achievements in various subjects.

#### School wise Code and Sample Details

| S. No | School Code | School Name         | Sample Size                 |
|-------|-------------|---------------------|-----------------------------|
| 1     | S1          | JHS Gonhatal        | 20 (Boys: 10 and Girls: 10) |
| 2     | S2          | UPS Hasudi Ausanpur | 20 (Boys: 10 and Girls: 10) |
| 3     | S3          | JHS Birdpur         | 20 (Boys: 10 and Girls: 10) |
| 4     | S4          | UPS Itwa            | 20 (Boys: 10 and Girls: 10) |
| 5     | S5          | JHV Jogia           | 20 (Boys: 10 and Girls: 10) |
| 6     | S6          | PMV Akolahi         | 20 (Boys: 10 and Girls: 10) |
| 7     | S7          | PMV Bankata 2       | 20 (Boys: 10 and Girls: 10) |

#### BaLA Content

85% of students from UPS Hasudi Ausanpur reported high satisfaction with accessing the BaLA content across various subjects in their learning environment, marking the highest level of high satisfaction among the 7 upper primary schools. Conversely, 70% of respondents from JHV Jogia expressed high satisfaction with the BaLA content. The remaining 5 schools had student satisfaction levels ranging from 75% to 80%.



Students mentioned accessing a variety of language subjects such as Hindi and English, as well as practicing algebraic formulas, geometric concepts, and exploring general science topics like food,

weather, vitamins, the Earth, solar systems, human anatomy, plants, and identifying continents and countries on world maps, Indian states on the Indian map, and various districts on the Uttar Pradesh map. 20% of respondents from JHV Jogia reported moderate satisfaction. They have requested the school authorities to incorporate more science and social content in BaLA project.

#### *Teachers' Satisfaction Levels*

The IPE team had interacted with 48 educators from 24 Primary and Upper Primary schools. Most teachers expressed their utmost satisfaction with the successful execution of the BaLA project within their schools. They highlighted the project's positive influence on enhancing students' reading and writing skills in multiple languages, improving their comprehension of fundamental environmental science concepts, and boosting their mathematical abilities in number systems and shapes. Additionally, they observed that the BaLA paintings displayed on classroom walls and other areas assisted teachers in effectively conveying concepts to students, reducing reliance on textbooks alone. These visual aids also fostered self-directed learning among the children by encouraging repeated reading and writing activities both during and after school hours.

#### *Parents Survey*

The IPE team interacted with 48 parents representing 24 schools. Most parents conveyed their utmost contentment with the implementation of the BaLA project by PFC. They highlighted that the wall paintings associated with the BaLA project not only piqued the students' curiosity but also motivated them to actively engage in school activities and adopt self-learning approaches. Additionally, they underscored the pivotal role played by the BaLA project in augmenting the foundational knowledge in languages and diverse subjects among primary schoolchildren, consequently resulting in an overall enhancement in the quality of education imparted in government schools.

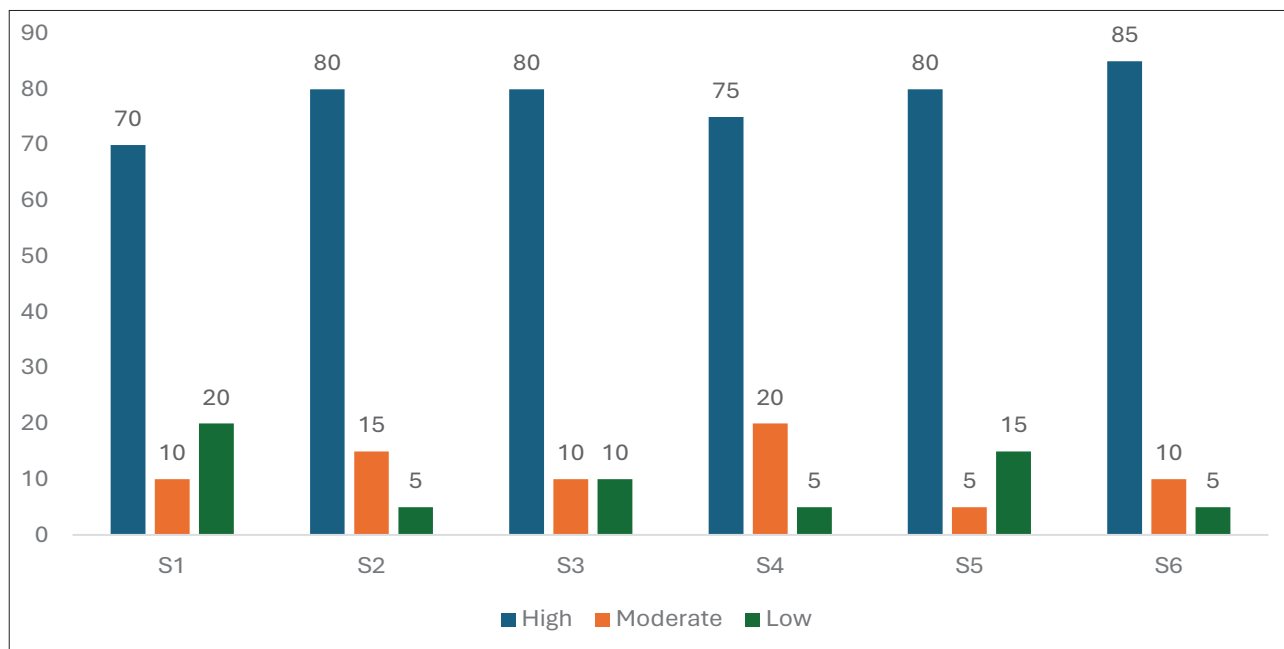
### **Smart Classroom System**

| S. No | School code | School Name         | Sample Size                 |
|-------|-------------|---------------------|-----------------------------|
| 1     | S1          | UPS Hasudi Ausanpur | 20 (Boys: 10 and Girls: 10) |
| 2     | S2          | PS Amauna           | 20 (Boys: 10 and Girls: 10) |
| 3     | S3          | UPS Itwa            | 20 (Boys: 10 and Girls: 10) |
| 4     | S4          | PMV Bankata 2       | 20 (Boys: 10 and Girls: 10) |
| 5     | S5          | PMV Choria Tal      | 20 (Boys: 10 and Girls: 10) |
| 6     | S6          | PS Khuniyaon        | 20 (Boys: 10 and Girls: 10) |

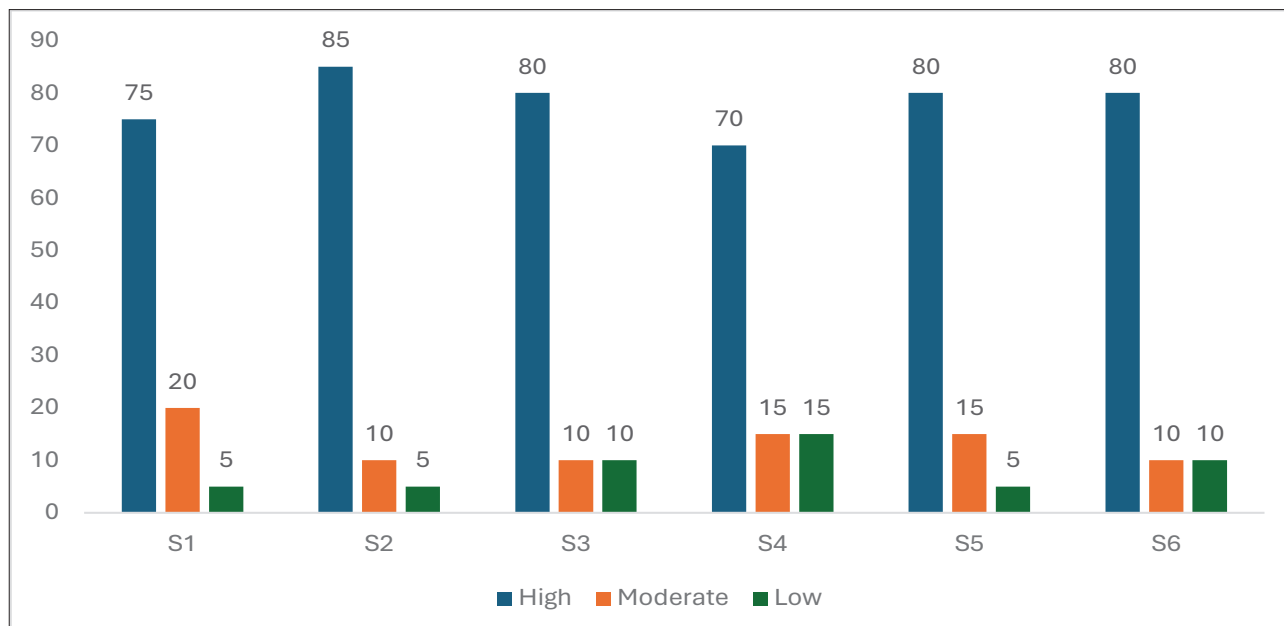
### **Student Satisfaction Levels on Transformational Changes in Teaching and Learning**

85% of respondents from PS Khuniyaon expressed their high satisfaction with the transformational changes in the teaching and learning environment following the installation of the smart classroom system in their school. This percentage was the highest among all six schools. Students from the remaining five schools reported satisfaction levels ranging from 70% to 80%. Most students across all schools noted that the integration of multimedia tools in smart classrooms, such as audio-video visuals, pdf documents, graphic animations, jpeg pictures, word documents, and other sources of information in their classroom teaching ensured students to enhance their active participation, resulting in improved understanding of various subjects. They also mentioned that the smart classroom system allowed them to independently review subject topics multiple times and seek clarification on doubts. Furthermore, the preloaded subject content related to

science experiments, advanced mathematical solutions, science, social studies, Hindi, and English languages contributed to strengthening students' learning outcomes. 20% of respondents from PMV Bankata 2 reported moderate satisfaction with the changes brought about by the smart classroom system. They highlighted the need for additional subject content for students' reference material and emphasized the importance of maintaining internet connectivity in the school.



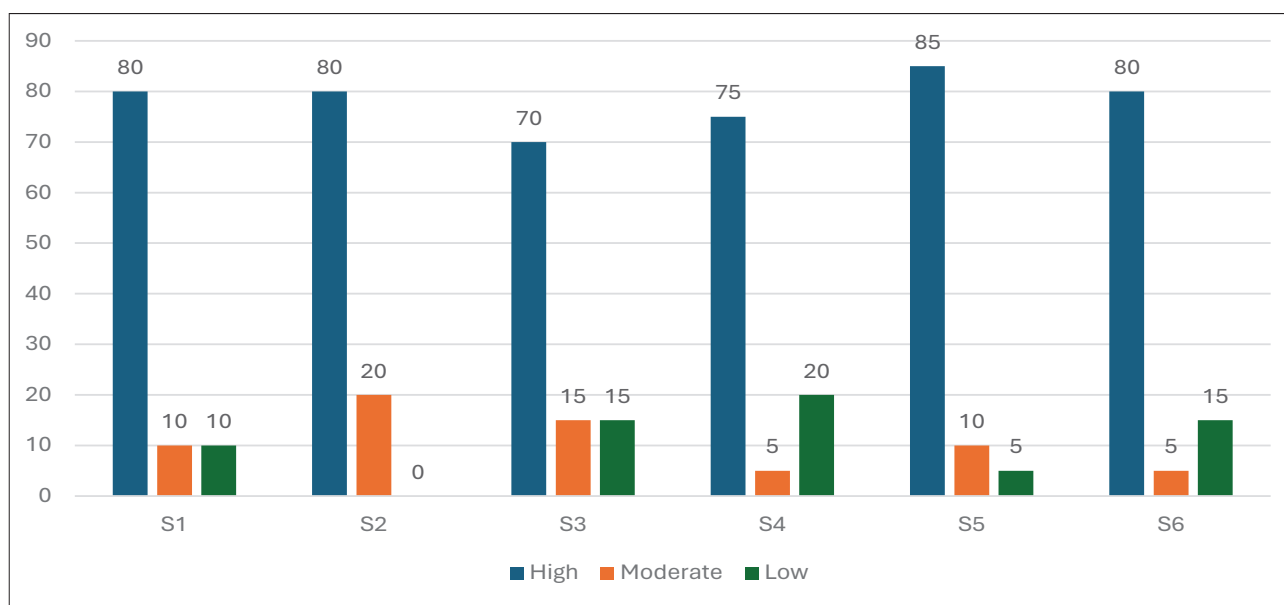
#### Availability of Digital Content and Usage



Among the students of PS Amauna, 85% expressed their high satisfaction with the availability of digital content and the ease of accessing it through the PFC installed smart classroom system. This satisfaction level was the highest among all six schools. The remaining five schools reported student satisfaction ranging between 70% to 80% with the availability and usage of digital content. Students from all six schools emphasized that the smart classrooms had uploaded

subjects' content from Class I to X, along with science experiment videos, mathematics quiz, additional mathematics problems' solutions, Social Studies teaching video lessons, Hindi moral stories, rhymes, Hindi Grammar, English speaking videos, grammar, and English comprehension passages. All this content was integrated into the classroom teaching and learning environment. However, 20% of respondents from UPS Hasudi Ausanpur expressed moderate satisfaction, which was the highest percentage among the five schools. They suggested adding more science videos to enhance practical knowledge on topics like the solar system, earth, space, trees, animals, and others. Some students strongly urged the need for uploading supplementary content on various subjects to align with changes in school textbooks.

### Students' Academic Performance



85% of respondents from PMV Choria Tal expressed their high satisfaction with the enhancement of their academic performance following their participation in smart classroom sessions and utilization of digital content in their learning processes. This level of satisfaction stood out as the highest among the five schools. The remaining five schools reported satisfaction levels ranging from 70% to 80% among their students. Most students from these six schools recognized significant improvements in their academic performance, particularly in Mathematics, Science, and English, due to the availability of supplementary information. They also highlighted the development of their LSRW (Listening, Speaking, Reading, and Writing) skills in both English and Hindi languages. Primary schoolchildren acquired fundamental knowledge in mathematics, including the numbering system, four mathematical operations (addition, subtraction, multiplication, and division), fractions, and geometric shapes. They also gained knowledge in basic environmental science concepts, such as the human body, plants, trees, animals, food items, forests, vitamins, transportation systems, and family structures, through graphic and animated representations. Upper primary schoolchildren had access to advanced science lessons, including live practical experiments and the identification of geographical locations using social studies maps of continents, India, and the state of Uttar Pradesh. These upper primary students were also instructed in algebra, geometry, arithmetic, statistics, and applied mathematics concepts. All this content contributed to the enhancement of students' academic performance. 20% of students from PS Amauna indicated

their moderate satisfaction with the enhancement of their academic performance using the smart classroom system at their school. They stressed the necessity of giving more attention to students to address their doubts in mathematics and science subjects for better academic performance.



### Teachers Survey

The IPE team had the opportunity to engage with 12 teachers from six different schools. Most of these teachers expressed their high satisfaction with the implementation of modern classroom teaching and the improved learning environment for students following the installation of smart classrooms in their respective schools. The teachers were grateful for the opportunity to gain expertise in utilizing digital content using smart projectors, which greatly aided them in guiding their students and preparing lesson plans. This not only facilitated their ability to assess student progress, but also served as a source of motivation to make topics more engaging for their students. It is encouraging to note that the teachers felt professionally trained and were now equipped with the necessary skills to conduct smart classes using digital content. They also expressed an interest in exploring the possibility of incorporating a hybrid mode of teaching.

### Smart Classroom Systems

The IPE team interacted with twelve parents from six schools, most of whom expressed high satisfaction with the introduction of modern teaching facilities in government schools following the installation of smart classrooms by PFC. They praised Power Finance Corporation for providing these smart classrooms to their schools and acknowledged the improvements in classroom instruction and learning environment, resulting in higher education standards in government schools.

### Repairing of School Buildings

School wise code and sample details

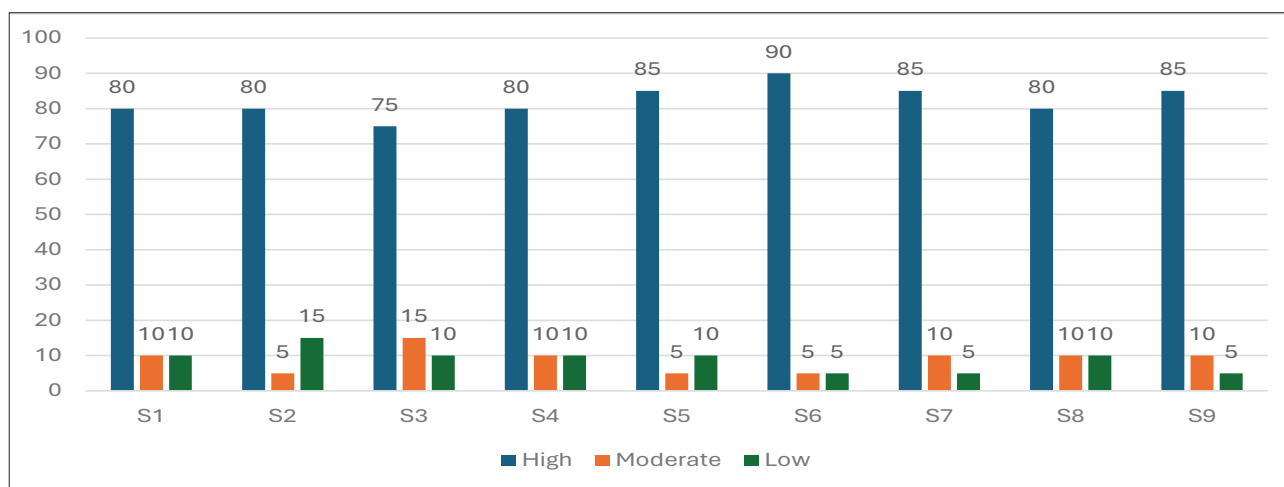
| S. No. | School Code | School Name    | Sample Size                 |
|--------|-------------|----------------|-----------------------------|
| 1      | S1          | PS Amauna      | 20 (Boys: 10 and Girls: 10) |
| 2      | S2          | UPS Itwa       | 20 (Boys: 10 and Girls: 10) |
| 3      | S3          | PS Akolahi     | 20 (Boys: 10 and Girls: 10) |
| 4      | S4          | PMV Bankata 2  | 20 (Boys: 10 and Girls: 10) |
| 5      | S5          | PMV Choria Tal | 20 (Boys: 10 and Girls: 10) |

| S. No. | School Code | School Name        | Sample Size                 |
|--------|-------------|--------------------|-----------------------------|
| 6      | S6          | PS Karaja          | 20 (Boys: 10 and Girls: 10) |
| 7      | S7          | PS Tikuiya         | 20 (Boys: 10 and Girls: 10) |
| 8      | S8          | PS Siswagrath      | 20 (Boys: 10 and Girls: 10) |
| 9      | S9          | PS Naugarh Paschim | 20 (Boys: 10 and Girls: 10) |



### Improvement in Classroom Teaching and Learning Facilities

Among the schools where repair works were undertaken, PS Karaja had the highest percentage of high satisfaction, with 90% of the respondents expressing their high satisfaction with the improvements in classroom teaching and learning facilities brought about by the PFC. The remaining schools reported student satisfaction levels ranging from 75% to 85%. Students emphasized the presence of cracks in building slabs and walls, leading to water seepage during the rainy season. These buildings, which were constructed many years ago, also had issues with classroom doors, windows, and flooring areas. The lack of repairs over the years posed a safety concern for the attending schoolchildren. However, the PFC's initiative in repairing building slabs, classroom walls, flooring areas, windows, and doors has successfully enhanced the classroom learning environment. Furthermore, 15% of participants from PS Akolahi indicated their moderate satisfaction.



## Teachers Survey

The IPE team interacted with teachers who conveyed their utmost contentment with the level of workmanship displayed in the restoration of school structures, which enhanced the conducive learning atmosphere in their schools. Each teacher acknowledged and valued PFC's dedication in renovating their respective school buildings.

## Parents Survey

The IPE team had conversations with 18 parents from 9 schools who conveyed their contentment with the advancements made in the restoration of school buildings. They highlighted that this initiative significantly upgraded the classroom amenities by repairing the slabs, walls, windows, and doors of the buildings, as well as replacing old tiles with new ones. Consequently, this endeavor led to a notable enhancement in the physical infrastructure of government schools.

## Observations

- The BaLA project has not only encouraged school children to embrace a self-learning approach during school hours but has also enhanced their reading, writing, and drawing skills by displaying content on the walls and corridors inside and outside the classroom.
- The BALA initiative has the potential to create a favourable learning environment for students, enabling them to access a wide range of educational materials beyond regular school hours.
- The BaLA project has made it easier for teachers to convey various subject content to their students by utilizing the project's resources in the classroom. Through this project, primary schoolchildren have seen improvements in their basic numeracy skills, language proficiency, and understanding of environmental science concepts through the graphical paintings displayed on the walls.
- All schools have reported successful setup and timely maintenance of the issues during the warranty period.
- The digital learning program has witnessed a high level of engagement from both teachers and students. Among the schools visited, Science content is predominantly used to impart practical knowledge and is the most discussed theme among teachers.
- The benefits of the digital learning program include ease of explaining new concepts, capturing student interest, developing updated teaching techniques, and effectively managing with fewer teachers.
- Some schools have preloaded the digital classroom learning content according to the syllabus of the Uttar Pradesh Board, while others have downloaded relevant and useful content from the internet.
- In certain schools, remedial classes were conducted using Smart classrooms to enhance student performance.
- PFC has created conducive learning environment in selected 43 government schools of Siddharthnagar district after undertaking various school buildings' repairing works.

## Case studies

### Case Study 1

The classroom walls and corridors have been adorned with a variety of subjects' content as part

of the BALA project. This initiative has had a positive impact on our ability to concentrate and focus on our studies. It has also enhanced our self-learning methods. Personally, I have benefited greatly from the BALA paintings, particularly in the subjects of mathematics and environmental science. Prior to the project, I struggled in these subjects and scored below 50% in my 3<sup>rd</sup> class final exams in 2019. However, because of the BALA project, my skills have improved significantly, and now I am consistently scoring above 80% in mathematics and environmental science. The content displayed through BALA has allowed me to practice more effectively in mathematics and grasp the concepts of environmental science, leading to remarkable improvements in my academic performance. I would like to express my sincere gratitude to Power Finance Corporation for providing us with BALA paintings in our school.

**- Kumari Manisha**

*Student, V Class, Primary School, Sisavagrath, Naugarh, Siddharthnagar District UP*

## **Case Study 2**

Smart classroom system creates new opportunities in teaching and learning by integrating computer, multimedia, and technology. Audio visual lessons in the form of animated pictures, graphics, or videos draw school children attention in the learning process. Children participate more interestingly & enthusiastically in smart class sessions to learn various subjects' topics. Children could easily grasp the various mathematical topics of number system, basic arithmetic calculations, time, volume, weight, length, and geometrical shapes etc. smart class environmental and social science lessons create awareness among children about environment & surroundings, good health & habits, society, human relationships. Children also enjoy with Hindi language rhymes, stories, and lessons. Smart system is a perfect tool to enhance the children LSRW by using multimedia tools. There has been a reduction in absenteeism and school dropouts as digital teaching is successful in grabbing the interest of students. Regular access to smart class learning has improved student familiarity and comfort with technology. The digitally interactive environment encourages even shy or hesitant students to participate better in classroom discussions. This program is one of the PFC's note-worthy initiatives. This smart classroom system project aims to bridge the digital gap in education between rural and urban India and provides equal opportunities for quality education to children from all backgrounds.

**- Shri Rajeshwar**

*Headmaster, PMV Bankata-2, Kherasaha, Siddharthnagar District, UP*

## **Case Study 3**

Smart classes provide an engaging platform for comprehending Mathematics and Science concepts effortlessly. The utilization of audio and video aids in swiftly grasping and internalizing the subject matter. The digital resources prove to be invaluable for conducting science experiments and solving mathematical problems. In addition, educators are dedicated to resolving queries, offering illustrative examples, and ensuring that the acquired knowledge is retained in our memory.

**- Sandhya**

*VI Class, UPS Itwa, Siddharthnagar District, UP*

# 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

**Prof. S. Sreenivasa Murthy**, Director, IPE

## PROJECT COORDINATOR

**Ms. J. Kiranmai**, Head – Centre for CG and CSR, IPE

## 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.



# INSTITUTE OF PUBLIC ENTERPRISE

(Under the aegis of ICSSR, MoE, GoI)

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