



# Impact Assessment of CSR Project of Construction of School Building in KB Hedgewar School, Tiswadi, Goa

Submitted by

Center for Corporate Governance and Corporate Social Responsibility



**INSTITUTE OF PUBLIC ENTERPRISE**

(Under the aegis of ICSSR, MoE, GoI)

Hyderabad

Submitted to



**Power Finance Corporation Limited**



# ACKNOWLEDGEMENT

We are thankful to the executives of Power Finance Corporation Ltd. (PFC) for entrusting consultancy assignment to Centre for CG and CSR, Institute of Public Enterprise, Hyderabad for conducting Impact Assessment studies of various CSR activities.

We are grateful to all the executives at PFC who have supported in completing the work on time. We are thankful to all our stakeholders for their valuable time and information enabling us to conduct the fieldwork and interactions.

We are thankful to our research team, field officers and others for extending full support in completing the project.

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# Executive Summary

Dr. K.B. Hedgewar Higher Secondary School was established in the year 2014-2015. It is managed by Dr. K.B. Hedgewar Shikshan Prasarak Saunsta. The basic moto of the school is to impart education to economically backward children in the major faculties such as Arts, Commerce and Science. As the schools proposes to have additional classrooms with a sperate building for higher secondary (with 11 and 12 classes) to offer additional courses, the school management committee have approached PFC for supporting the initiative by constructing school building with ground + two floors to have provision for classrooms, staff room, office room, meeting rooms, labs, library, multipurpose hall, etc. PFC have approved the proposal with an estimated cost of Rs 3.40 crore. The project was implemented by Goa State Industries Development Corporation (GSIDC). The major objective of the project was to:

- Provide basic infrastructure facilities to the Govt schools including all amenities as per Right to Education Act.
- Enhance learning abilities of the students through the infrastructure aids.
- Establish stable structures and sitting arrangements for school children in rural schools

## Outcomes

The project had a positive outcome on learning patterns as students have separate building and the ventilated classrooms. Students were interested to pursue secondary education in the school as the school have wating list for the current batch of admissions. The project not only provided good educational infrastructure but also improved facilities such as separate toilets for boys and girls, staff rooms for teachers and an office space, an open aired multipurpose hall, etc.

## Observations

The construction of new building by PFC, has resulted in increase in overall admissions for senior secondary school. The following are the major observations of the project:

- It is observed that there has been an increase in students' strength while the school dropouts have reduced.
- It is observed that the school had a greater number of girls than boys in the last two year.
- There are sufficient classrooms and multipurpose hall for teaching and conducting extra-curricular activities to the higher secondary school children.
- Improved facilities for sanitation by providing separate toilet block for boys and girls.
- The school guarantees a high standard of education, in addition to focusing on co-curricular and extracurricular activities.
- The project is sustainable as the GSIDC followed all required norms and specifications.

# 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: managing 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>स्वच्छ भारत एक कदम स्वच्छता की ओर</p>  <p>National Mission for Clean Ganga</p>  <p>DONATE IN PM CARES FUND</p> <p>Swachh Bharat Kosh      Clean Ganga Fund      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, 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

The major objective of the project is 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

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 geotagged photographs for the projects

## 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. The sample size for the study to cover 100 direct or indirect beneficiary / stakeholders from school. The 100 direct and indirect beneficiaries / stakeholder selected for the study are depicted in the following table:

Stakeholders of the project

Type of Stakeholders	Numbers
Students	100
Teachers	10
Parents	25

As the primary beneficiaries are students, out of total sample 70% data has been collected from students and 30% from other stakeholders including, principal/ headmaster/ headmistress, teachers, parents, etc.

Interaction held with the key personnel at KB Hedgewar School, Tiswadi, Goa on 12.04.2024.

Sl. No.	Name of the Person	Designation
1	Deepak Amonker	Principal
2	Vinayak Desai	Member, School Management Committee
3	Vilas Satakar	Headmaster
4	Guatam A Pradbu	LDC
5	Prakash K Nark	UDC
6	Pavan Naik	Computer Tr.
7	Sneha Pednekar	Teacher Grade 1

Interactions held with the key personnel at GSIDC on 12.04.2024.

Sl. No.	Name of the Person	Designation
1	Shri Sandeep	General Manager
2	Shri Suraj	Assistant Manager

## 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 Analysis of Construction of School Building in KB Hedgewar School, Tiswadi, Goa

Name of the Project	Construction of School Building in KB Hedgewar School, Tiswadi, Goa
Project Start and End Date	2019-2021
Project Cost	Rs 3.40 Crores
CSR Schedule VII Item	Education Item 1(i)
SDG Goal	 

### About the School

Dr. K.B. Hedgewar Higher Secondary School was established in the year 2014-2015. It is managed by Dr. K.B. Hedgewar Shikshan Prasarak Saunsta. The basic motto of the school is to impart education to economically backward children in the major faculties such as Arts, Commerce and Science. Students are guided, motivated, and trained under the guidance of highly qualified teaching as well as administrative staff. Presently there are 28 teaching staff, six administrative staff and 372 students. The following table depicts the details of students along with their socio-economic composition for the last three years.

Socio-economic composition for the last three years

Year	ST	SC	OBC	Total Girls	Total Boys
2021-2022	29	03	83	171	124
2022-2023	57	12	95	203	129
2023-2024	62	09	106	201	168

### Need for the Project

As the schools proposes to have additional classrooms with a separate building for higher secondary (with 11 and 12 classes) to offer additional courses, the school management committee have approached PFC for supporting the initiative by constructing school building with ground + two floors to have provision for classrooms, staff room, office room, meeting rooms, labs, library, multipurpose hall, etc. PFC have approved the proposal with an estimated cost of Rs 3.40 crore. The project was implemented by Goa State Industries Development Corporation (GSIDC).

## PFC Initiation

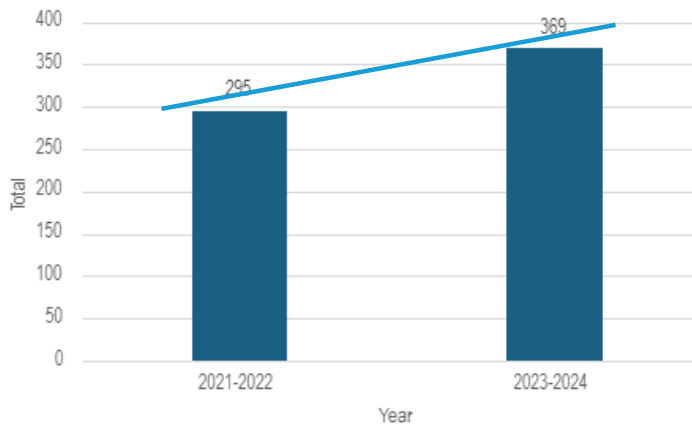
PFC supported the construction of new school building for higher secondary with a tri-party contract between PFC, GSIDC and Dr Hedgewar Shikshan Prasarak Mandal. The proposed construction area was 1500 square meters with a financial cost of Rs 3.40 crore. The project was approved in 2019 and was completed in 2021. The new building has the following floors and rooms:

Floor	Description
<b>Ground Floor</b>	Multipurpose Hall
	Green room
	Boys Toilet block
<b>First Floor</b>	7 classrooms
	2 Small meeting Rooms
	Girls Toilet block
	1 Staff room
	1 Office room
<b>Second Floor</b>	Separate rooms for Labs, Library, classrooms, common rooms, etc



## Impact Assessment

**Relevance:** This project addressed the government's higher primary school's requirements by constructing spacious classrooms, toilets, multipurpose hall, staff room, office rooms, etc. The infrastructure provided by PFC has improved increased the intake as they have fully ventilated new classrooms. It is evident from the graph that the intake from 2021-22 has shown a sharp rise during 2023-24. The school also has been offering various new programs and supporting the children while aligning with the New Education Policy. The construction of a new school building instilled trust and confidence in the community toward providing quality school education to needy underprivileged communities.

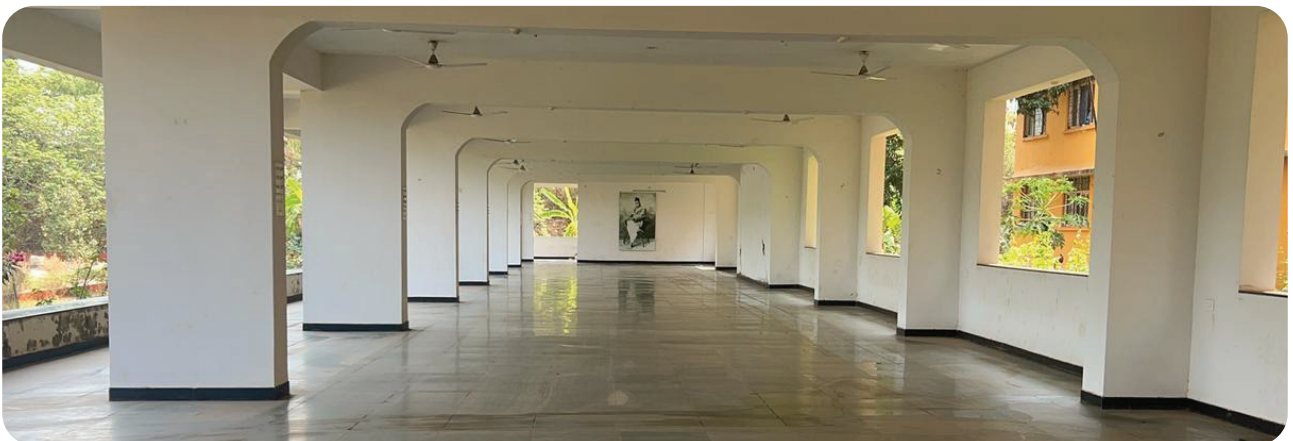


**Efficiency:** The project greatly aided the school administration in delivering a high-quality education and improved facilities to the students. This project played a crucial role in enabling the school management to establish an environment conducive to learning, ensuring the safety and security of the students. Notable features include spacious classrooms with comfortable seating arrangements, which contribute to a better learning environment.

**Effectiveness:** The school registered a significant increase in school enrolments from 295 to 369. The rise in the number of applicants for school admissions serves as evidence of the elevated level of education and enhanced student facilities, and as a result, there was an improvement in the academic performance and well-being of the children after this project.

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

**Impact:** The project achieved its objective of creating a holistic learning atmosphere for students at KB Hedgewar Higher Secondary School, Goa. The initiative significantly influenced not only teachers, students but also the other stakeholders. The availability of various educational infrastructure like spacious classrooms, multipurpose halls, separate toilets, etc enhanced student performance in school assessments and other educational environments. The following are some of the activities that were conducted in the multipurpose hall including Diksha Samarambh, 12<sup>th</sup> June 2022, International Yoga Day, 21<sup>st</sup> June 2021, 2022, 2023, Dayitwagrahan Sohala, Inauguration of NSS Unit, Guru Poornima Celebrations, etc.



**Sustainability:** The project is sustainable as GSIDC has taken care on the construction and the elevation of the building. The project ensured natural light into the multipurpose hall, bigger windows to provide ventilation to classrooms, spacious walkways, staircase, provision of lift for meeting future needs, toilets for boys and girls with required water facilities, taps, lights, etc.

## Outcomes

The project had a positive outcome on learning patterns as students have separate building and the ventilated classrooms. Students are interested to pursue secondary education in the school as the school have waiting list for the current batch of admissions. The project not only provided good educational infrastructure but also improved facilities such as sanitation by providing separate toilets for boys and girls, staff rooms for teachers and an office space, an open aired multipurpose hall.



## Impact Matrix

The project's overall impact is analyzed by studying its relevance, efficiency, effectiveness, coherence, impact, and sustainability. The primary objective of constructing classrooms, toilets, staff rooms, multipurpose hall, etc. enhanced the classroom teaching and learning environment among students. The relevance, coherence and sustainability are high while efficiency and effectiveness is moderate.

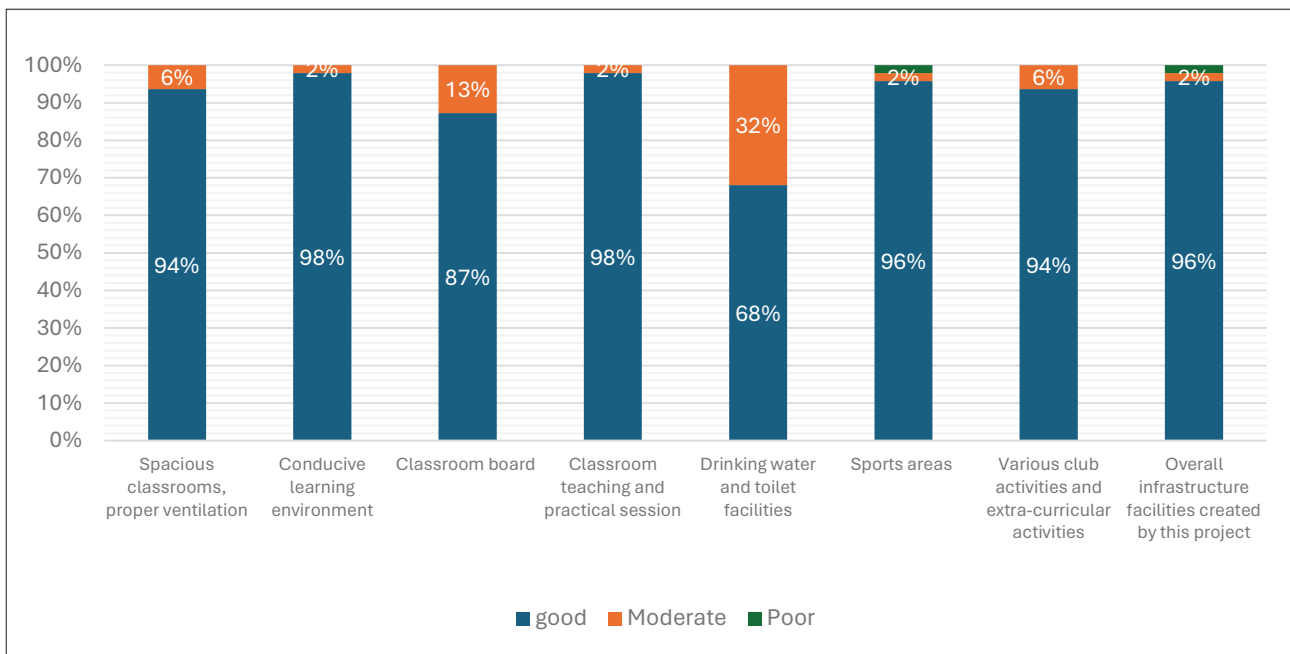
Impact (Rating)	1 (Very Low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very High)
Relevance					
Efficiency					
Effectiveness					
Coherence					
Impact					
Sustainability					

## Data Analysis

A structured questionnaire was circulated among the stakeholders including students, teachers and parents.

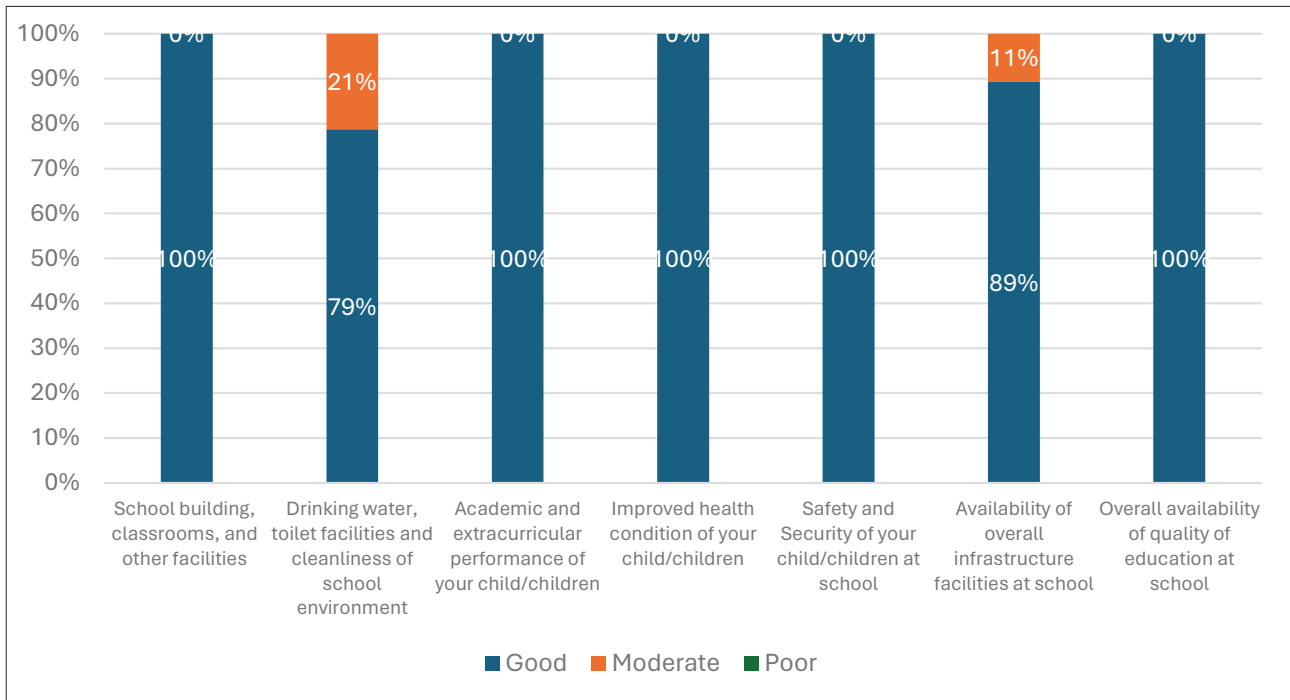
### Student Satisfaction Survey

Around 100 students participated in the survey, and they had a positive opinion about the construction of the new building with the Ground and First floor. Students were 98% satisfied with the quality of the building's construction, spacious classrooms, toilet blocks, multipurpose hall, staircase, and walkways. They felt that the learning environment and improved academic concentration increased due to the new building. Students revealed their strong satisfaction with the well-maintained restrooms and washing areas contributing to hygiene standards. Every class had six fans and two tube lights. Students expressed 98% satisfaction with the overall facilities created by PFC. The students were conducting various club activities in the multipurpose hall. The hall could accommodate around 200 students with a dias enabling them to host various cultural and social events.



### Parents' Satisfaction Survey

25 parents of schoolchildren were interviewed, and they revealed that before this initiation of the project by PFC, they were hesitant to enroll their children in the school. After the project initiation, the parents expressed sturdy satisfaction with various aspects of the school's infrastructure, including spacious classrooms, well-maintained toilet facilities, common sports area (shared with main school), multipurpose hall, etc. Parents have express 100% satisfaction on construction of a building and classrooms, academic and extracurricular activities performance, safety and secure environment and improved and concentrated overall education for the children. The new building has provision for toilet facilities for boys and girls and the provision of safe drinking water has resulted in improved health conditions among the students.



### Teachers' Satisfaction Survey

Eight teachers (five female and three male) who took part in the satisfaction survey expressed their strong satisfaction with the conducive learning environment after the implementation of the project, which led to a rise in student enrollment and a decrease in student absenteeism. The teachers also expressed 100 % strong satisfaction with the students' academic progress.

### Observations

The following are some of the important observations from the project:

- It is observed that there has been an increase in students' strength while the school dropouts have reduced.
- It is observed that the school had a greater number of girls than boys in the last two year.
- There are sufficient classrooms and multipurpose hall for teaching and conducting extra-curricular activities to the higher secondary school children.
- Improved facilities for sanitation by providing separate toilet block for boys and girls.
- The school guarantees a high standard of education, in addition to focusing on co-curricular and extracurricular activities.
- The project is sustainable as the GSIDC followed all required norms and specifications.

### Case Study

The new facility provided by Power Finance Corporation to Dr. K B Hedgewar Higher Secondary school has been an added advantage to our institution. The classroom teaching has improved with new and well-ventilated and bright classrooms. We have noticed that the enrolment ratio has

increased with the addition of new building. The building also offers space for garden, parking facilities for staff members. Students actively participated in the various activities conducted in the new facilities. These are:

- NSS activities – various festivals are also celebrated.
- Leadership camps are conducted.
- Ashok Vatika is also created where students sit under a tree and study – Sanskrit, Konkani, Marathi (language classes are conducted)

I feel the need to add lab facilities, toilet facilities, canteen facilities to the present building. We appreciate the efforts taken by PFC and request them to support us in the future.

**Ms. Sneha Pednekar**

*Teacher Grade 1 (English Language 1)*







# 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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**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.



Estd : 1964

## INSTITUTE OF PUBLIC ENTERPRISE

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