



# **GAIL (India) Limited**

**Impact Assessment Report on Support for  
provision of Smart classes, Sanitary pads  
vending machines and infrastructure in  
Rudraprayag, Uttarakhand (FY 19-20)**



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## 1.1 Executive Summary

Being home to one-sixth of the world's population, India has the potential to provide for major impetus required to achieve the 2030 Agenda. India has accelerated its journey to becoming a global leader in thought and action ever since it has attained independence. To further achieve multi-dimensional holistic development in the nation, the government has been focusing on a "whole- of- society" approach<sup>1</sup>, engaging with sub- national and local governments, civil society organizations, underserved population, and the private sector. Further, India's alignment with the national development agenda, as exemplified by the slogan "*Sabka Saath Sabka Vikaas*" (collective efforts for inclusive growth), demonstrates the country's dedication to the Sustainable Development Goals (SDGs).

Through economic growth and empowerment, the nation has successfully lifted more than 271 million people out of multidimensional poverty<sup>2</sup>. Inequalities in housing, nutrition, child health, education, sanitation, drinking water, and electricity have all decreased as a result of improved access and reduction in poverty<sup>3</sup>. Through a cross country drive set off by the Clean India Campaign and the National Nutrition Mission, India accomplished 100 percent rural sanitation and sharp decrease in stunting among children and maternal death rates<sup>4</sup>.

Nonetheless, there is still a significant amount of work to be done on the national front in various areas. India must accelerate and maintain its upward trajectory on key human development indicators in order to unlock its enormous economic potential in the future and strive for inclusive progress. Development, in its true essence, is holistically achieved when all the people are included in the process.

Education for all – ensures equitable, inclusive, and quality education along with the promotion of lifelong learning opportunities for all by 2030.

Not only schools, but in higher educational institutions as well, infrastructure development is an important aspect that needs to be considered. The term infrastructure is comprehensive and there are number of aspects that are included in it. These include, playgrounds, library facilities, laboratories, computer centres, technology, machinery, tools, equipment and so forth. Infrastructure development in schools is regarded to have a considerable influence in enabling the students to achieve the desired educational objectives. Furthermore, it would lead to an increase in the enrolment of students. The availability of infrastructural facilities has a considerable impact upon the school infrastructural conditions. These facilities are also regarded as one of the important indicators for ensuring a conducive and favorable learning environment for students.

India's NEP 2020 lays emphasis on a decent infrastructure being necessary for quality education. It proposes "School Complexes", or "School Clusters", with better private/public participation to ensure quality physical environment in School Education. Additionally, focused attention on SEDGs (Socially and Economically Disadvantaged Groups) and disadvantaged areas of the country, with respect to school infrastructure development. Where physical schools are not feasible, Open and Distance Learning (ODL) facilities will be enabled.

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<sup>1</sup> Voluntary National Review: 2020. [Link](#)

<sup>2</sup> Sashakt Bharat- Sabal Bharat (Empowered and Resilient India)- Voluntary National Disclosure :2020

<sup>3</sup> Sashakt Bharat- Sabal Bharat (Empowered and Resilient India)- Voluntary National Disclosure :2020

<sup>4</sup> Swach Bharat- Swasth Bharat (Clean and Healthy India)- Voluntary National Review: 2020.



### Section 5.9 of NEP 2020 document states:

“A very first requirement in this direction to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces conducive to learning, electricity, computing devices, and internet, library and sports and recreational resources important to provide at all schools in order to ensure that teachers and students including children of all genders and children with disabilities, receive a safe, non-violent, inclusive and effective learning environment and are comfortable and inspired to teach and learn in their schools<sup>5</sup>.”

The Sarva Shiksha Abhiyan (SSA) was launched by the Government of India. It is primarily meant for promoting increase in the infrastructural facilities up to the elementary education for development and causing an increase in the literacy rate. The availability of infrastructural facilities within schools is of major significance. When the schools will make provision of adequate infrastructural facilities, then improvements would take place in the overall learning environmental conditions. Good infrastructure is truly regarded as the base for good-quality education. The members of the schools need to ensure that they make appropriate decisions with regard to promotion of infrastructural facilities. The major decisions need to be taken regarding the use of financial resources. The availability of financial resources is regarded as the major factors in the promotion of infrastructural facilities<sup>6</sup>.

GAIL (India) Limited, being a socially responsible public sector undertaking, recognizes the necessity of addressing the above-mentioned issues pertaining to education. In alignment with the objectives of national and state level policies, GAIL contributed towards minimizing the infrastructural challenges faced by various schools in **Rudraprayag district of Uttarakhand**, especially the ones situated in remote rural areas. It provided support with respect to basic infrastructure and health and hygiene awareness to school students, especially the females, through “**Project Bhavishya**”.

To evaluate the impact of the project and understand the perception of the stakeholders, GAIL (India) Limited empaneled KPMG to conduct an impact assessment study. Along with stakeholder consultations, review of documents and data provided by the team was undertaken to understand the objective and coverage of the project. After the desk review, key performance indicators were identified and finalized, in consultation with GAIL’s programme team. For this study, OECD- DAC (Organization for Economic Co-operation and Development- Development Assistance Committee) framework was used for developing the research tools (questionnaires for qualitative surveys) and evaluating the impact created.

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<sup>5</sup> <https://miracle-learning.com/nep-2020-policies-on-school-infrastructure/>

<sup>2</sup> Bhunia, G.S., Kumar, P., & Duary, S. (2012). Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis. Journal of Geographic Information System, 4, 412-424. Retrieved June 25, 2019 from [Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis \(scirp.org\)](#)



## 1.2 Introduction

### 1.2.1 CSR at GAIL

GAIL (India) Limited, conferred with the status of Maharatna in 2013, is India's leading natural gas company with diversified interests across the natural gas value chain of trading, transmission, LPG production, LNG- regasification, petrochemicals, city gas, etc. It owns and operates a network of around 14617 km of natural gas pipelines spread across the length and breadth of country. GAIL firmly believes that meeting people's needs, enhancing communities, and safeguarding the environment will ultimately determine how long progress can be sustained.

Pursuant to the provisions of the Companies Act, 2013 and rules made thereunder including the statutory modifications/ amendments from time to time as notified by the Government of India, GAIL (India) Limited earmarks at least 2% of its average net profit of the preceding three financial years towards achieving its CSR objectives through implementation of meaningful and sustainable CSR programmes.

### 1.2.2 GAIL CSR Vision

GAIL, through its CSR initiatives, will continue to enhance value creation in the society and in the community in which it operates, through its services, conduct & initiatives, so as to promote sustained growth for the society and community, in fulfillment its role as a Socially Responsible Corporate, with environmental concern.

### 1.2.3 GAIL CSR Objectives

- Ensure an increased commitment at all levels in the organization, to operate its business in an economically, socially & environmentally sustainable manner, while recognizing the interests of all its stakeholders.
- To directly or indirectly take up programmes that benefit the communities in & around its work centres and results, over a period of time, in enhancing the quality of life & economic well-being of the local populace.
- To generate, through its CSR initiatives, goodwill, and pride for GAIL among stakeholders and help reinforce a positive & socially responsible image of GAIL as a corporate entity.

### 1.2.4 About the project/programme

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution<sup>7</sup>. The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. The education system of India was expected to bring out profound modifications and differences after the new policy was proposed replacing the

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<sup>7</sup> [Right To Education](#)

1986 Policy on education by the central Government and approved by the union cabinet in 2020. The New Education Policy envisions the various criteria related to school education. The current 10+2 system has been replaced with a new 5+3+3+4 system concerning the ages 3-8, 8-11, 11-14, and 14-18 years respectively expanding the age bar from 6-14 to 3-18 years. The previous acts did not cover the children below the age of 6 and above the age of 14 which was highly criticized as the age from 3 to 6 is a crucial age for mental development and thus such an amendment was made. Moreover, it also involved 12 years of schooling with three years of Anganwadi/ pre-schooling<sup>8</sup>. Additionally, Indian education statistics reveals the literacy ratio of India 2021 is 74.4 per cent, with male literacy at 82.14 per cent and female literacy at 65.46 per cent<sup>9</sup>.

Researchers have found that improvement in school infrastructure has positive impact on performance of both teachers and students. Teacher's sincerity, accountability and retention improve with the improvement of school infrastructure. School environment or infrastructural facilities and location has direct relation with retention of teacher in the school<sup>10</sup>. The Job satisfaction of teachers also partly depends on the school infrastructure facilities in which they are working<sup>11</sup>. Poor infrastructure facility at school affects the performance of teachers and their health. Students' interest, sincerity, achievement, and accountability depends on school environment, and quality of teachers.

Unfortunately, our basic education infrastructure is facing a lot of challenges. Majority of the students, especially those studying in rural areas, are technology challenged, and only a few of them have access to the internet and modern tools of learning, thus resulting in low attendance and dropouts. Most schools do not possess modern teaching aids or even modern well-designed buildings. Most of our teacher fraternity is still to be imbued with modern technology tools for training the students in both the school and home environments.

According to the Unified District Information on School Education Plus (UDISE+) report 2019-20, there are more than 1,000 schools in Uttarakhand that don't have a functional toilet on their premises for students<sup>12</sup>. The report compiled and released by the department of school education and literacy, Government of India, revealed that 5.02%, or 1,170 schools out of a total of 23, 295 schools in Uttarakhand didn't have a functional toilet on their campus<sup>13</sup>. The report mentioned that 9.05% of all the schools in the state didn't have a functional drinking water facility. Out of 2,109 schools with no drinking water facility, more than 1,800 schools, or 85%, are run by the government -- both central and state governments<sup>14</sup>. The report also highlighted that more than 16% of all schools in the state didn't have an electricity connection while only 16.67% of all schools in Uttarakhand are equipped with internet facilities<sup>15</sup>.

Given that in most cases the infrastructure and availability of facilities is worst in the government schools, a lot of people from the poor and marginalized communities who

<sup>8</sup> [What is the Right to Education Act? What is the National Education Policy 2020? - Law Insider India](#)

<sup>9</sup> [Literacy Rate Of India 2021 | State Wise Literacy Rate \(censusofindia2021.com\)](#)

<sup>10</sup> Buckley, J., Schneider, M., & Shang, Y. (2004). Fix it and They Might Stay: School Facility Quality and Teacher Retention in Washington, DC. Teachers College Record, 107, 1107-1123. Retrieved on November 4, 2013, from EBSCO host database

<sup>11</sup> Betty, A., Rodney, T. Ogawa, Dena, S., & Casia, F. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for 'Hard-to-Staff' Schools Review of Educational Research, 80 (1), 71-107.

<sup>12</sup> <https://timesofindia.indiatimes.com/city/dehradun/over-1000-schools-in-uttarakhand-without-toilets-finds-central-govt-report/articleshow/84301876.cms>

<sup>13</sup> <https://timesofindia.indiatimes.com/city/dehradun/over-1000-schools-in-uttarakhand-without-toilets-finds-central-govt-report/articleshow/84301876.cms>

<sup>14</sup> <https://timesofindia.indiatimes.com/city/dehradun/over-1000-schools-in-uttarakhand-without-toilets-finds-central-govt-report/articleshow/84301876.cms>

<sup>15</sup> <https://timesofindia.indiatimes.com/city/dehradun/over-1000-schools-in-uttarakhand-without-toilets-finds-central-govt-report/articleshow/84301876.cms>



want their children to have access to a good education are forced to send their children to either government-aided or unaided private schools, increasing their expenditure for something which is a fundamental right of every citizen in the country.

Owing to the above infrastructural challenges in schools, GAIL as part of its CSR initiative has partnered with Manava Bharti to improve the school infrastructure facilities, provide clean and safe drinking water, and ensure female hygiene. Under project Bhavishya, 15 Govt. schools in Rudraprayag district of Uttarakhand have been provided smart class solutions. 10 schools out of the above 15 schools have also been provided with sanitary napkin vending machines and incinerators.

This project covered villages Augustyamuni, Basukedar, Bhiri, Chauriya, Chopta, Ghangasu Bangar, Kot Bangar, Kothgi, Maaltoli, Sidhssaud, Guptkashi, Rudraprayag, Phata, Budhna, Ukhimath in Rudraprayag district of Uttarakhand.

The below table highlights the infrastructure support provided as part of Project Bhavishya in 15 different schools along with the next table explaining about the relevance and impact of each infrastructure:

| School Name   | Infrastructure provided  |
|---|--|
| Government Girls Inter College, Augustyamuni                  | Sanitary napkin vending machine and incinerator, smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Basukedar, Rudraprayag       | Sanitary napkin vending machine and incinerator, smart class, water purifiers, upgradation of library, capacity building, building as a learning aid |
| Government Intermediate College, Bhiri, Rudraprayag           | Sanitary napkin vending machine and incinerator, smart class, water purifiers, upgradation of library, capacity building, building as a learning aid |
| Government Intermediate College, Chauriya, Rudraprayag        | Sanitary napkin vending machine and incinerator, smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Chopta, Rudraprayag          | Sanitary napkin vending machine and incinerator, smart class, water purifiers, upgradation of library, capacity building, building as a learning aid |
| Government Intermediate College, Ghangasu Bangar, Rudraprayag | Sanitary napkin vending machine and incinerator, smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Kot Bangar, Rudraprayag      | Sanitary napkin vending machine and incinerator, smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Kothgi, Rudraprayag          | Sanitary napkin vending machine and incinerator, smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Maaltoli, Rudraprayag        | Sanitary napkin vending machine and incinerator, smart class, water purifiers, upgradation of library, capacity building, building as a learning aid |
| Government Intermediate College, Sidhssaud, Rudraprayag       | Sanitary napkin vending machine and incinerator, smart class, water purifiers, upgradation of library, capacity building, building as a learning aid |
| Government Intermediate College, Guptkashi, Rudraprayag       | Smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid  |
| Government Girls Inter College, Rudraprayag                   | Smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid  |



|   |   |
|---|---|
| Government Intermediate College, Phata                | Smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Government Intermediate College, Budhna, Rudraprayag  | Smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |
| Rajkiya Kanya Uchchatar Madhyamik Vidyalaya, Ukhimath | Smart class, water purifiers, furniture and fixtures, capacity building, building as a learning aid |

Table 1: Infrastructure support provided

| Infrastructure Type   | Relevance and Impact  |
|---|---|
| Smart Class   | Innovative way of learning and students are excited in learning subjects through smart class                      |
| Water purifiers   | Availability to clean drinking water due to which students do not fall ill due to any water borne diseases        |
| Boards/ furniture/ fixtures   | Increase in students to be able to sit in a class, better sitting arrangements, cupboard for storage purpose etc. |
| Library upgradation   | Increased Books, storage space etc,   |
| Sanitary napkin machine   | Maintenance of female hygiene. Now periods cannot stop girls from villages for going to the schools               |
| IEC material on digital learning/ WASH, 1 day capacity building programme | Innovative way of learning. Students are now interested in learning the subjects                                  |

Table 2: Relevance and Impact of infrastructure type

### 1.3 About the Implementing Agency

The Manava Bharati Society is a non-governmental organization (NGO) working in Uttarakhand, India. Established in the year 1945, The Manava Bharati Society works in the area of Advocacy and Research, Aged and elderly, Art & Culture, Biotechnology, Children, Disability, Disaster Management, Education & Literacy, Environment and natural resource management, Health & Nutrition, HIV/AIDS, Human Rights, Micro Finance (SHGs), Micro Small & Medium Enterprises, Minority Issues, New & Renewable Energy, Panchayati Raj, Right to Information & Advocacy, Rural Development & Poverty Alleviation, Science & Technology, Scientific & Industrial Research, Urban Development & Poverty Alleviation, Vocational Training, etc. The NGO works towards the promotion of sustainable development.

### 1.4 Methodology and Approach

GAIL has been implementing successful CSR initiatives based on community needs. A third-party evaluation of the results attained is essential given the dynamic nature of the social development programmes deployed. This impact assessment aims to explain what has been done well and what can be done moving forward. It will not only assist in determining the significance of the project, including the efficiency of project design and interventions, sustainability of results, and impact of the intervention on the target community, but it will also provide guidance for expanding or replicating the successful initiatives while redesigning or ending the projects/initiatives that were unable to have the intended impact.

The impact assessment is intended to provide key insights on the following questions:

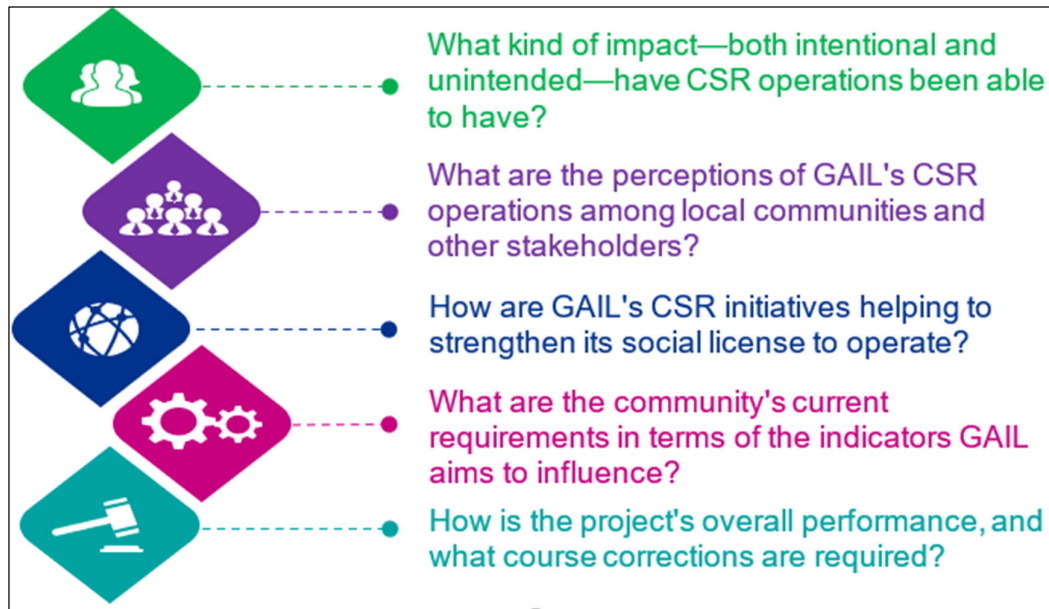


Figure 1: Research questions

The study was conducted through a combination of qualitative and quantitative data collection techniques. These include in-depth interviews and focus group discussions with beneficiaries and key stakeholders, as well as secondary research in the multiple thematic areas for a baseline perspective.

#### 1.4.1 OECD DAC: Evaluation Criteria

Given the fundamental approach for conducting an impact study, the OECD-DAC (Development Assistance Committee) Evaluation Network's framework is well regarded for assessing the efficacy of development programmes. In response to the need for a method through which bilateral development agencies could monitor the financing supplied to multilateral organizations for various development initiatives, the DAC Evaluation Network developed a set of evaluation criteria for measuring the performance of any development project (UNICEF, 2012).

In 1991, the OECD Development Assistance Committee (DAC) devised the criteria for assessing international development cooperation. They are now widely used beyond the DAC and have established themselves as a cornerstone of evaluation methodology. These standards have routinely been used for international donors, including UN agencies (OECD, 2020).

The OECD DAC Network has identified six evaluation criteria and two principles for their application: relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria are meant to help facilitate evaluations. They were revised in 2019 to improve the accuracy and utility of assessment and to strengthen evaluation's contribution to sustainable development (OECD, 2020).

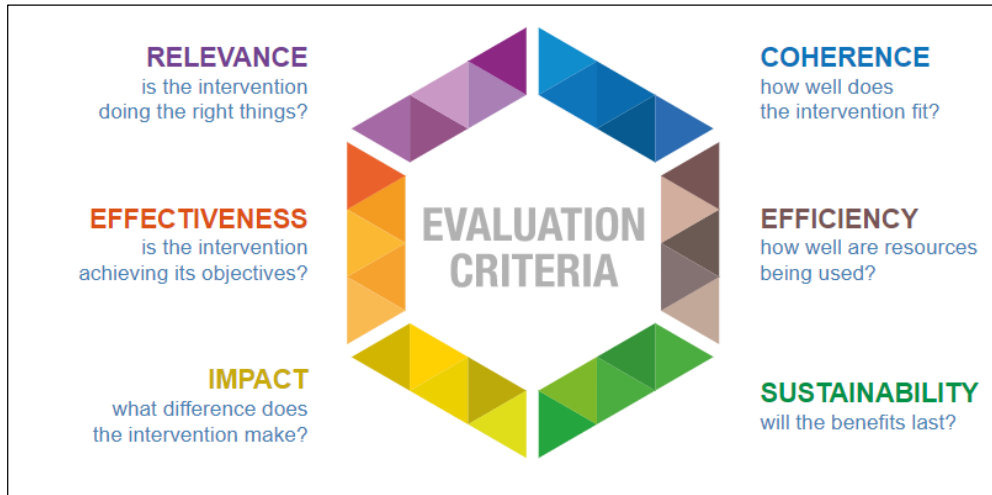


Figure 2: OECD-DAC Evaluation Criteria

#### 1.4.2 Geographical Scope

The impact assessment for this project covered 1 state and 1 district.

|                             | State       | Districts   |
|-----------------------------|-------------|-------------|
| Under GAIL's CSR initiative | Uttarakhand | Rudraprayag |

Table 3: Geographical Scope

#### 1.4.3 Sampling Strategy

The sample size for this study has been calculated using purposive sampling methodology. Out of the total population of beneficiaries, a sample size of 18 (primary beneficiaries) and 14 (secondary beneficiaries) was covered as part of the study. This was done keeping in mind the beneficiary spread as well as collecting data from diverse stakeholders covering all the states and districts. Duplication of responses was also avoided to ensure opinion of all stakeholders is covered adequately.

#### 1.4.4 Sample Coverage

A sample of 32 was achieved across the state of Uttarakhand such that the sample was covered from the schools located in the villages of Augustyamuni, Basukedar, Bhiri, Chauriya, Chopta, Ghangasu Bangar, Kot Bangar, Kothgi, Maaltoli, Sidhssaud, Guptkashi, Rudraprayag, Phata, Budhna, Ukhimath of Rudraprayag district of Uttarakhand. The sample is divided among beneficiaries (students) and teachers/principal interviewed from the community.



#### 1.4.5 Data Collection and Analysis

In Rudraprayag, Uttarakhand KPMG carried out the data collection exercise on ground with assistance from GAIL CSR SPOCs as well as Manava Bharti SPOCs.

In-depth interviews and focused group discussions were conducted with the relevant stakeholders, with the help of pre-designed questionnaires, through face-to-face interviews for data collection. The data was later updated and translated into excel sheets. Following data collection and cleaning, the data was analyzed, and the outcomes were utilized to assess the project's impact.

#### 1.4.6 Stakeholder Map

Stakeholders play an imperative role in project implementation on the ground. Stakeholder involvement can offer insightful information that aids in making critical decisions for the organization. They can aid in designing improved guidelines, processes, and systems, as well as future communications and plans. Institutions and stakeholders taking part in the exercise include:

| Project   | Type of Stakeholder       | Number of stakeholders |
|---|---------------------------|------------------------|
| <b>Support for provision of Smart classes, Sanitary pads vending machines and infrastructure in Rudraprayag, Uttarakhand (FY 19-20)</b> | Students                  | 18                     |
|   | Teachers/students/parents | 14                     |
|   | Manava Bharti SPoC        | 1                      |
|   | GAIL CSR Project SPoC     | 1                      |

Table 4: Stakeholders involved in the sampling



### 1.4.7 Impact Map

| Thematic Area  | Location                  | Project Name  | Implementing Agency            | Overall Objective  | Key Activities  | Key Outputs   | Key Outcomes  | Impact  |
|--|---------------------------|---|--------------------------------|--|---|---|---|---|
| Education/ School Infrastructure; Promoting education, including special education [Item no (ii) schedule of Companies Act 2013] | Rudraprayag , Uttarakhand | <b>Project 12:</b> Support for provision of Smart classes, Sanitary pads vending machines and infrastructure in Rudraprayag, Uttarakhand (FY 19-20) | Manav Bharti Society, Dehradun | To provide education infrastructure support in 15 Government schools in Rudraprayag, Uttarakhand | <ul style="list-style-type: none"> <li>Installation of Digital Smart Class System in 15 Government Schools</li> <li>Installation of Water Purifiers in 15 Government Schools</li> <li>Provision of Boards, Furniture and Fixtures etc. in 10 Government Schools</li> <li>Upgradation of Library in 5 Government schools</li> <li>Installation of Sanitary Napkin Distribution Machines &amp; Incinerators in Girls Toilets of 10 Government Schools</li> <li>Provision of min 500 Sanitary Napkins sets in all 10 schools along with vending machines</li> <li>Development of Building as a Learning Aid in 15 Government Schools</li> <li>IEC printed materials on Digital Learning/WASH program/ Health / Girl child education</li> <li>One Day capacity Development Program in 15 selected government schools on utilization of equipment/ machinery installed</li> <li>Documentary Film on Education of Girl Child</li> </ul> | <ul style="list-style-type: none"> <li>No. of Students Covered</li> <li>No. of Schools Covered</li> <li>No of teachers trained</li> <li>No of water purifiers installed</li> <li>No of furniture and fixtures installed</li> <li>No of sanitary napkins machines installed</li> <li>No of students benefitted through upgradation of libraries</li> <li>No of students benefitted through development of school building</li> </ul> | <ul style="list-style-type: none"> <li>% Increase in learning outcomes</li> <li>% Decrease in dropout rate of girls</li> <li>% Increase in attendance ratio of students in school</li> <li>% Increase in access to sanitation facilities</li> <li>% Increase in access to drinking water in school</li> </ul> | <ul style="list-style-type: none"> <li>Improvement in school infrastructure post support provided by GAIL</li> <li>Health of the adolescent girls has improved</li> <li>Student attendance especially that of females has improved at schools</li> <li>Improvement in student's learning outcomes</li> <li>Improved awareness on good hygiene practices improved understanding of equality</li> </ul> |

Table 5: Impact map of the project

## 1.5 Scoring Matrix

A scoring guideline was designed where OECD DAC parameters were scored and bundled basis our understanding of GAIL project and availability of information. Weights were assigned to the bundled OECD DAC parameters. Also, a parameter on Branding was included to understand the community's awareness on the project. Various components within the parameters have been assigned scores. Weights and scores have been used to compute the overall score for each district.

The following scoring matrix was developed to rate the performance of the projects across the district:

| OECD Parameters  | Indicators  | Weightage | Combined Weightage |
|--|---|-----------|--------------------|
| <b>Relevance</b>   | Need assessment report  | 20%       | W1: 40%            |
|  | Relevance to target beneficiaries   | 50%       |                    |
|  | Alignment with SDGs   | 30%       |                    |
| <b>Coherence</b>   | Alignment with national policies  | 50%       |                    |
|  | Alignment with GAIL CSR policy  | 50%       |                    |
| <b>Efficiency</b>  | Timeline Adherence: Project Completion  | 40%       | W2: 40%            |
|  | Adherence: Budget   | 40%       |                    |
|  | Duplication of project  | 20%       |                    |
| <b>Effectiveness</b>   | Target achievement (planned vs actuals)   | 100%      |                    |
| <b>Impact</b>  | Improved access to infrastructure and other services  | 25%       |                    |
|  | Improved access to safe and clean drinking water  | 25%       |                    |
|  | Improved health and hygiene of females  | 25%       |                    |
|  | Overall development of children   | 25%       |                    |
| <b>Sustainability</b>  | Presence of sustainability mechanism / exit strategy  | 50%       | W3: 10%            |
|  | Repair and maintenance of infrastructure (R.O purifier, Smart class, Sanitary vending machine) provided | 50%       |                    |
| <b>Branding</b>  | GAIL Branding/visibility  | 100%      | W4: 10%            |
| <b>Score= W1*Average (Relevance, Coherence) + W2*Average (Efficiency, Effectiveness, Impact) + W3* (Sustainability) + W4* (Branding)</b> |   |           |                    |

Table 6: Scoring Matrix

## 1.6 Impact Assessment

### 1.6.1 Relevance of Intervention

*Relevance is a measure of how much the intervention objectives and design respond to the needs, beliefs, and priorities of the beneficiaries and continue to do so even if circumstances change.*

Relevance measures how effectively a programme is aligned with the goals and policies of the Government in which it is implemented. It also aims to know if the programme is relevant to the needs of the beneficiaries. The program's relevance is understood in this context in terms of community needs as well as linkages to existing Government operations.

School infrastructure facilities play an important role in the teaching learning process. The all-round development of a child cannot be achieved without proper school infrastructure. To disburse quality education, the schools need to improve their infrastructure facilities. It includes all those physical facilities we can see in the school such as school compound, building, classroom, sitting facility, ventilation, and light provision, white or blackboard, electricity, sanitation, drinking water, transportation, hostel, computer lab, science lab, library, playground, and sports facility, first aid, career guidance, use of modern technology and teaching aids in teaching etc. In broader sense, it also includes the human resources of the school like school administrator, principal, teachers, office staffs etc.



*Figure 3: Students interviewed in school*

During the data collection, the teachers mentioned that the passing percentage/academic scores of students in classes 6 to12 is within a range of 75% to 95%. **The range of the passing percentage mentioned above has increased by 5%-10% post implementation of GAIL's Bhavishya project and there are no dropouts from schools at present.**

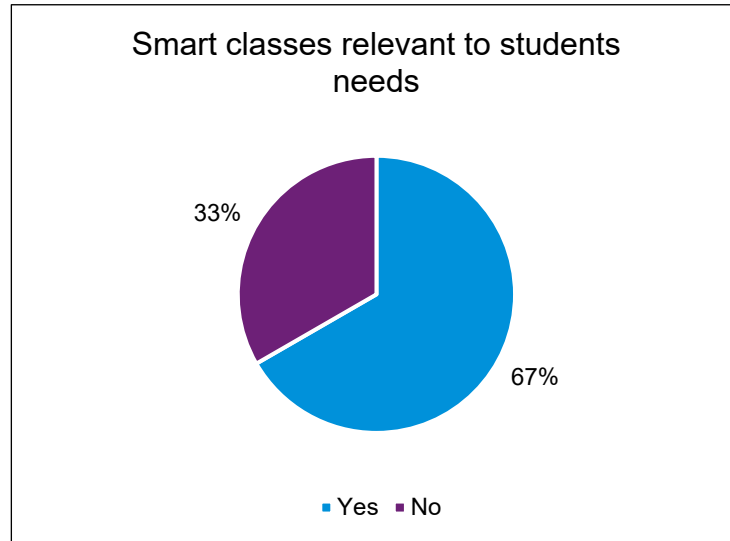


Figure 4: Smart classes relevant to needs to the students

Majority of the students mentioned that installation of smart classes in their schools was relevant to their needs as it helped them in enhancing their digital literacy skills, it was in line with their teaching curriculum, helped them in their overall development and better understanding of the topic.

### 1.6.2 Coherence of Intervention

*Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.*

It measures the extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa.

#### I. Alignment of the programme with National Priorities - Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs), commonly recognized as the global goals, were established in 2015 by all United Nations members with the purpose of eradicating poverty, protecting the environment, and ensuring that everyone lives in peace and prosperity by 2030. India was a significant contributor to the development of the SDGs and is committed to achieving them by 2030.





| SDG Goal | Target                            | Sub-targets <sup>16</sup>   | Relevance   |
|----------|-----------------------------------|---|---|
| GOAL 4   | <b>Quality Education</b>          | <p><b>4.3</b> <i>By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</i></p> <p><b>4.6:</b> <i>By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</i></p> | <p>The project's aim was to inculcate innovative way of learning in students so that they feel excited in learning subjects through smart class. Along with that improvement in infrastructure has led to more students coming regularly to school as they find benches to sit and cupboards for storage of their books and notebooks. Additionally, the library in the school has been upgraded which means more books for students to read and gain knowledge</p> |
| GOAL 6   | <b>Clean Water and Sanitation</b> | <p><b>6.2:</b> <i>By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</i></p>   | <p>The project has made clean drinking water accessible to the entire school due to which students do not fall ill due to any water borne diseases. Along with that, the project also focuses on maintenance of female hygiene by installing sanitary napkin vending machine so that during periods girls from the villages can easily come to school.</p>  |

Table 7: Associated SDG Goals

<sup>16</sup> <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>



Figure 5: Students and Teachers interviewed in school

## II. Coherence with national priorities:

The project is further aligned with the national and state government goals, policies, and initiatives, as listed below:

| Project  | Description  | Coherence  |
|--|--|--|
| <p><b>National Education Policy (2020)</b></p> | <p>The National Education Policy 2020 was approved by the Union Cabinet in July 2020. It proposes various measures to improve gross enrollment ratio at all levels of education such as providing universal access and opportunity to all children, effective and sufficient infrastructure, safe conveyances and hostels, especially for the girl children, children who are dropping out of school are brought back into mainstream education, enhancing access by establishing more high-quality educational institutions in aspirational districts, integration of vocational Education with School and Higher Education, Scholarship / Fellowships for SEDGs/Girls/Divyangs, etc.</p> | <p>In line with the vision and objectives of the policy the project activities aimed at inculcating innovative way of learning in students so that they feel excited in learning subjects through smart class. Along with that improvement in infrastructure by providing of benches, cupboards and upgradation of library in order to reduce dropout rates from school and also for students to read and gain knowledge</p> |

|                                       |   |   |
|---------------------------------------|---|---|
| <p><b>Sarva Shiksha Abhiyan</b></p>   | <p>This program was introduced in 2001 and is one of the biggest projects in India. The Sarva Shiksha Abhiyan (SSA) is a flagship program for the children to get Universal Elementary Education (UEE). This program covers the entire country and works in partnership with local and state governments. SSA is mainly useful for children between the ages of 6 to 14. The program aims to universalize education and improves its quality by time-bound implementation strategy and context-specific planning. It includes children from all social classes.</p> | <p>In line with the vision and objectives of the policy, new ways are being adopted like installation of smart classes, sanitary vending machines, water filters so that both female as well as male students can come to school regularly. The main aim of the project is to reduce student school dropout and also to prevent waterborne diseases in them along with ensuring of proper hygiene in female students.</p> |
| <p><b>Jal Jeevan Mission</b></p>      | <p>The Jal Shakti Abhiyan mainly focuses upon the conservation of water in 1592 water-stressed blocks in 256 districts. It also ensures five important water conservation interventions: Rainwater harvesting. Renovation of traditional and other water bodies/tanks. Reuse bore well recharge structures.</p>   | <p>In line with this scheme through this project clean drinking water is made accessible to the entire school due to which students do not fall ill due to any water borne diseases.</p>  |
| <p><b>Beti Bachao Beti Padhao</b></p> | <p>The scheme Beti Bachao Beti Padhao addresses concerns on gender discrimination and women empowerment in India. The name Beti Bachao, Beti Padhao translates to 'Save the girl child, educate the girl child'. The scheme aims to educate citizens against gender bias and improve efficacy of welfare services for girls.</p>  | <p>In line with the scheme, the project focuses on improvement in attendance of students in schools (especially females) by providing them with sanitary napkins access during their menstrual cycles at schools and also by providing other infrastructure support through installation of water purifiers, furniture, digital labs etc.</p>   |

Table 8: Coherence with National priorities

### 1.6.3 Effectiveness of Intervention

*Effectiveness is defined as an assessment of the factors influencing progress toward outcomes for each stakeholder as well as validation of the robustness of systems and processes.*

It aids in ensuring that the implementation and monitoring processes are sturdy in order to achieve the greatest possible social impact. The efficacy of the programme is established by examining how well the program's activities were carried out as well as the efficiency with which the program's systems and processes were implemented.

To effectively achieve these outcomes, the programme adopted the following measures:

- I. **Identification of the problem:** GAIL and the implementing agency conducted regular field visits to identify the needs of the children in schools. This was done to encourage the students especially adolescent girls to regularly visit school thus trying to improve attendance and reduce student dropout ratio. Under this programme, GAIL has provided infrastructure support in schools which can resolve the various challenges faced at the school and increase the ratio of students (both girls as well as boys) coming to the school regularly.
- II. **Qualified implementation team:** The implementing partner, i.e., Manava Bharti's team was instrumental in providing a qualified team with previous expertise to overlook the execution of the project. This contributed to the preservation of implementation quality and provided prompt assistance to the intended beneficiaries.
- III. **Collaboration:** GAIL collaborated with Manava Bharti, Rudraprayag, an organization with the competitive advantage and necessary infrastructure, capacity, expertise, and experience required for carrying out and conducting the requisite activities for the project.

#### 1.6.4 Efficiency of Intervention

*The efficiency criterion seeks to determine whether the project was completed in a cost-effective and timely way.*

The purpose is to establish whether the inputs—funds, knowledge, time, etc.—were effectively employed to create the intervention outcomes. This evaluation criterion attempts to determine whether the programme was completed on schedule and within budget.

The project has been efficiently implemented in 15 schools in target district with the support of key stakeholders.

- I. **Timeliness of delivery or implementation of project interventions:** The programme was implemented within the given time period by GAIL through support from the implanting agency - Manava Bharti.
- II. **Cost efficiency of project activities:** Interaction with the GAIL CSR also revealed that there was no budget overflow and that all the activities were successfully carried out within the allotted budget. Payment milestones were clearly defined as such, and interventions were implemented in the districts in consultation with the key stakeholders.
- III. **Duplication/ overlap of project activities:** Duplication of effort arises when similar interventions are needlessly undertaken within the same community/ location due to poor knowledge management and inadequate coordination of projects, thereby resulting in fund and resource inefficiency. In this case, it was discovered that no similar activity was being carried out in the district. As a result, females were specifically sensitized about the importance of regularly attending school even during periods by showing them documentary film which helped them normalize the stigma of menstruation. This project contributed to expanding the reach of the intervention and avoiding duplication or overlap of project activities in the target districts.

## 1.6.5 Branding of Intervention

GAIL's logo is visible on the equipment installed in the school as part of the infrastructure support provided by GAIL.

The same is clearly visible on the pictures of the infrastructure installed in the schools:



*Figure 6: Female students standing near sanitary napkin vending machine and incinerator*

## 1.6.6 Sustainability of Intervention

*Sustainability assesses how well the programme secures the long-term viability of its outcomes and influence.*

The continuation of a positive effect after development or aid has stopped is referred to as sustainability. This evaluation criterion contains key elements concerning the likelihood of continuous long-term benefits and risk tolerance. To achieve sustainability, a governing framework, financial model, and operating system must be established.

The project was successfully completed by GAIL with support from its implementing agency in a timely and cost-effective manner. Other than supporting the school with infrastructure like smart class; water purifiers; boards and fixtures etc., the project also looks after creating awareness among the girls about importance of health and hygiene. GAIL has supported with installation of sanitary napkin vending machine at schools so that girls don't miss going to school during periods. The girls have been provided with capacity building sessions to teach them how to use the sanitary napkin vending machine. The organization overall focuses on increasing the attendance of children especially girl children at the schools thus, reducing student dropout ratio with the support provided from GAIL. It also aims to ensure the continued positive impact of the intervention in the target communities.

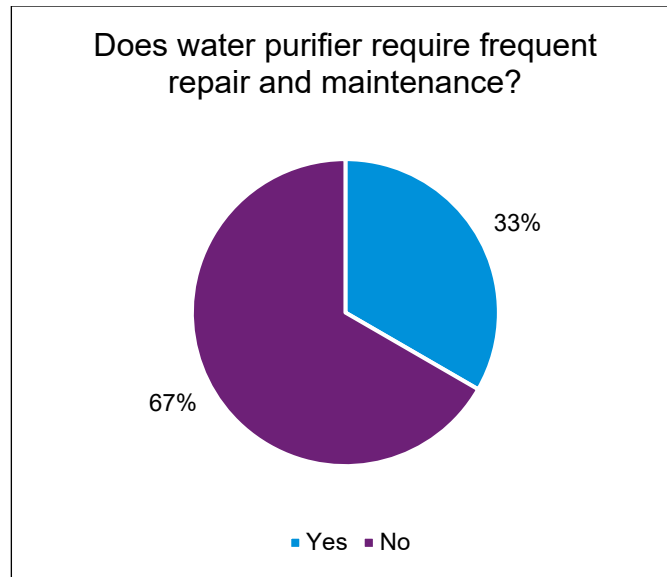


Figure 7: Repair of water purifier and its frequency

A few students reported that water purifier requires frequent maintenance every month. Post GAIL’s exit from this project, the school has been handed over the responsibility to take care of the maintenance or any repairs (if needed) with respect to the infrastructure.

During the data collection, few of the teachers have reported that the students faced challenges in using the projector. They mentioned if students were provided with proper training on the use of the projector, they could overcome such challenges.

### 1.6.7 Impact of Intervention

*Impact has been measured in terms of the futuristic vision to address the issue and significant changes observed.*

The goal of measuring the impact is to determine the project's primary or secondary long-term impacts. This could be direct or indirect, intentional, or unintentional. The unintended consequences of an intervention can be favorable or harmful.

#### I. Improved access to infrastructure and other services –

Improvement in school infrastructure has positive impact on performance of both teachers and students. Teacher’s sincerity, accountability and retention improve with the improvement of school infrastructure. School environment or infrastructural facilities and location has direct relation with retention of teacher in the school<sup>17</sup>. The Job satisfaction of teachers also partly depends on the school infrastructure facilities in which they are working<sup>18</sup>. Poor infrastructure facility at school affects

<sup>17</sup> Buckley, J., Schneider, M., & Shang, Y. (2004). Fix it and They Might Stay: School Facility Quality and Teacher Retention in Washington, DC. Teachers College Record, 107, 1107-1123. Retrieved on November 4, 2013, from EBSCO host database

<sup>18</sup> Betty, A., Rodney, T. Ogawa, Dena, S., & Casia, F. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for 'Hard-to-Staff. Schools Review of Educational Research, 80 (1), 71–107.

the performance of teachers and their health. Students’ interest, sincerity, achievement, and accountability depends on school environment, and quality of teachers.

School buildings, classrooms, playgrounds, and libraries are the most important aspect of school infrastructure. Spacious and refurbished buildings and well- ventilated classrooms are a must in schools<sup>19</sup>. To contribute towards creating a positive impact in lives of students studying in schools at Uttarakhand, GAIL as part of its CSR project Bhavishya has provided support in terms of improving the school infrastructure by providing the following equipment like water purifiers, sanitary napkin vending machines, smart class and helped in upgrading the library by providing more books etc.

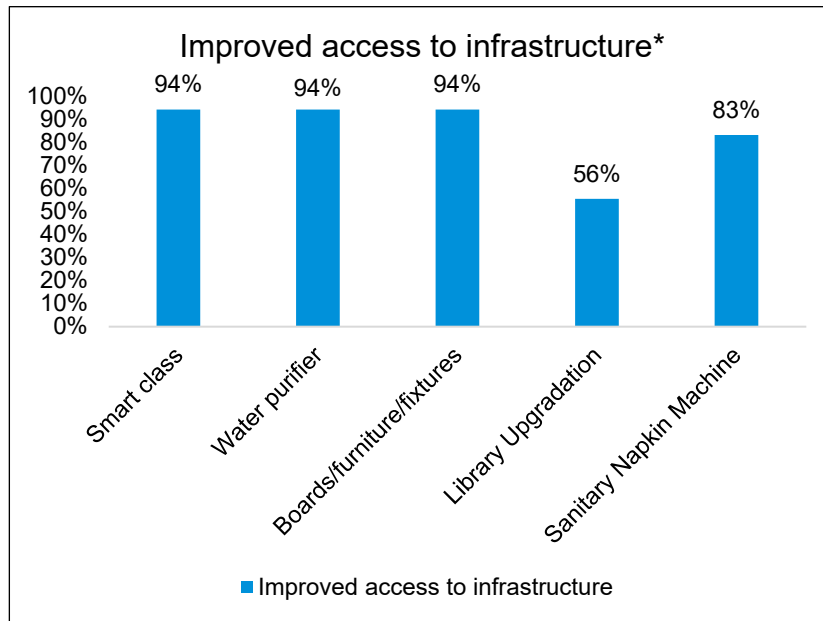


Figure 8: Improved access to infrastructure

*\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%*

During the data collection 94% of the students reported that smart class, water purifier and boards/furniture/fixtures were provided to them as part of infrastructure upgradation in their schools. 83% of the respondents reported that sanitary napkin vending machine was provided for the use of girls in the schools while few students reported that they were aware that the library in their schools had also been upgraded.

<sup>19</sup> <https://www.indiatoday.in/education-today/featurephilia/story/school-infrastructure-importance-981989-2017-06-10>

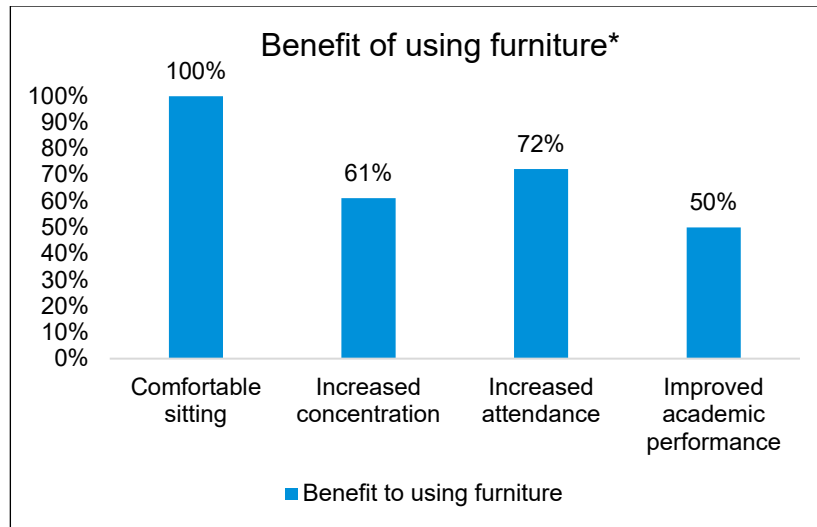


Figure 9: Benefit of using furniture

*\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%*

During the data collection, 100% students mentioned that comfortability in seating is of the benefit of using furniture. Increased concentration and improved academic performance were other benefits of using the furniture as stated by the students.

## II. Improved access to safe and clean drinking water –

In remote areas like Uttarakhand, the only major water source is small streams. However, during summers those streams become dry thus causing water supply issues in households as well as schools<sup>20</sup>. According to the Unified District Information on School Education Plus (UDISE+) report 2019-20, 9.05% of all the schools in the state didn't have a functional drinking water facility. Out of 2,109 schools with no drinking water facility, more than 1,800 schools, or 85%, are run by the government -- both central and state governments<sup>21</sup>.

To resolve the above problems, GAIL as part of its CSR initiative, has installed water purifiers at schools in Rudraprayag district of Uttarakhand. During the data collection 100% students reported that they had access to safe and clean drinking water post GAIL's intervention.

<sup>20</sup> <https://timesofindia.indiatimes.com/city/dehradun/scientists-install-atmospheric-water-generator-units-in-15-schools-in-uttarakhand-to-tackle-water-supply-issues/articleshow/91841997.cms>

<sup>21</sup> <https://timesofindia.indiatimes.com/city/dehradun/over-1000-schools-in-uttarakhand-without-toilets-finds-central-govt-report/articleshow/84301876.cms>



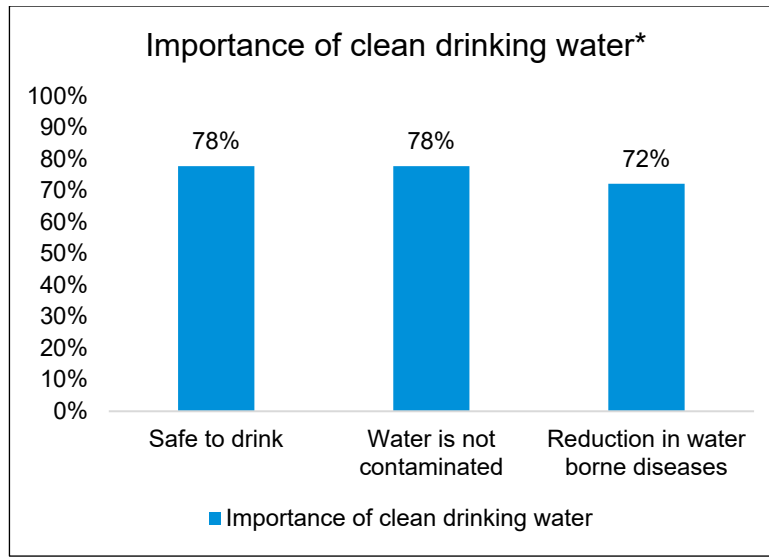


Figure 10: Importance of clean drinking water

\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%

During the data collection, majority of the students reported that installation of water purifiers in their school had been beneficial for them as the water was no longer contaminated and it was safe for drinking purpose. Majority of them also reported that access to clean drinking water helped in reduction of water borne diseases which earlier prevented them from attending school.

Inadequate access to safe drinking water and lack of hygiene at schools could result in serious health consequences for children. According to a report by the World Health Organization (WHO) and UNICEF Joint Monitoring Programme (JMP), in 2019 over 92 million children in India did not have access to hygiene services at schools<sup>22</sup>. Majority of government schools lacked basic WASH services as only one in three schools had the basic WASH infrastructure. Despite the progress under the Jal Jeevan Mission, there are still many schools which lack potable water supply and basic hygiene services at schools. Hence, GAIL has been able to create significant impact in lives of children by installation of water purifiers at schools.

### III. Improved health and hygiene of female students –

In rural Uttarakhand, conversations about female reproductive health are considered a taboo just like in other parts of the country. Many women are mortified by the mere idea of seeking medical help for their ailments. The lack of open conversation around menstruation, a perfectly normal physical function in healthy girls and women, has led to dangerously archaic practices being followed in the region. For instance, many menstruating girls and women use the dirtiest piece of cloth available, because to many of them, menstruation is synonymous with dirt. The cloth pieces are reused for a year or more, even if they have turned as hard as stone. This problem is exacerbated by the fact that some young girls or working women have kept aside only one pair of undergarments, which they use throughout their periods. Many of these medieval practices are rooted in the incorrect belief that women become ‘impure’ during their periods<sup>23</sup>.

<sup>22</sup> <https://www.news18.com/news/mission-paani/lack-of-wash-services-put-children-at-risk-as-schools-reopen-4823609.html>

<sup>23</sup> <https://www.tatatrusters.org/our-stories/article/a-new-period-of-menstrual-health-for-rural-uttarakhand>

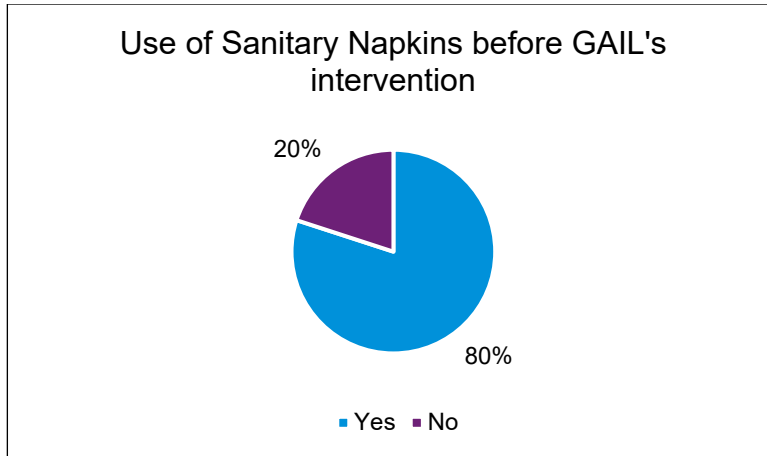


Figure 11: Use of sanitary napkins before GAIL's intervention

The same was reiterated by 20% of the female students who reported that they did not use sanitary napkins during menstruation before GAIL's intervention due to financial constraints and lack of accessibility to sanitary napkins in the shops of their village. Lack of access and inability to use sanitary napkins during menstrual cycles can be detrimental to the overall health of the female, for example, due to the inability to use sanitary napkins, some female students reported experiencing health issues like Urinary Tract Infection (UTI).

GAIL provided further support by increasing the knowledge and awareness of the adolescent girls in the school on the importance of maintaining personal health and hygiene during menstruation. As part of awareness generation, female students were shown a documentary on how to use sanitary napkins from the vending machine installed. This helped in their capacity building and ensured effective use of the vending machine for sanitary napkins in the future. 73% of the female students reported attending the capacity building session on the usage of sanitary napkin vending machine.

Due to the increased awareness and accessibility to sanitary napkins, 100% of the female students reported that post installation of sanitary napkin vending machine in school they were regularly using it to get the sanitary napkins.

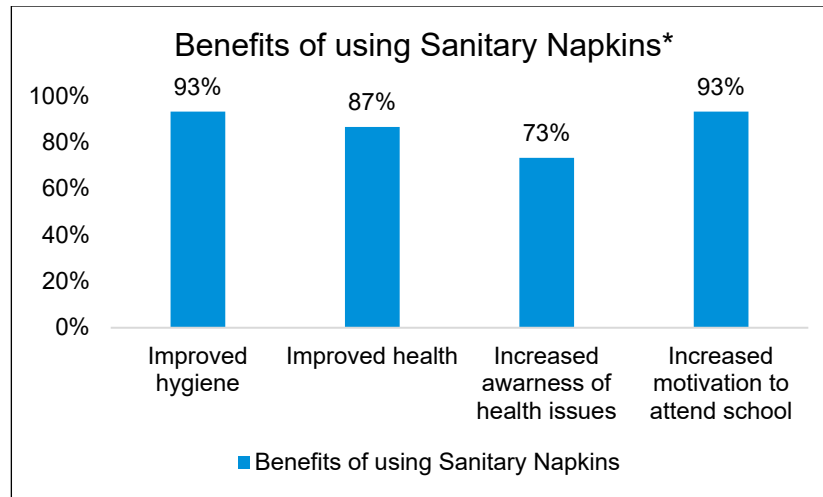


Figure 12: Benefits of using sanitary napkins

*\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%*

The female students benefited immensely post the intervention, for example, 93% of the female students reported an improvement in their overall hygiene and they felt motivated to attend school on a regular basis. This had not only led to an improvement in their attendance but also improved their overall participation and academic performance in class. 87% of the female students reported that their health has improved while remaining female students reported that their awareness about health issues had improved post the support provided by GAIL.

It has been empirically established that menstrual hygiene is interlinked to broader issues like women empowerment and gender equality. Evidence across the world shows sound menstrual hygiene practices amongst girls most likely reduce school dropouts amongst girls' students.<sup>24</sup>

<sup>24</sup> <https://blogs.worldbank.org/water/menstrual-health-and-hygiene-empowers-women-and-girls-how-ensure-we-get-it-right>

## IV. Overall development of children

### 1) Blackboards

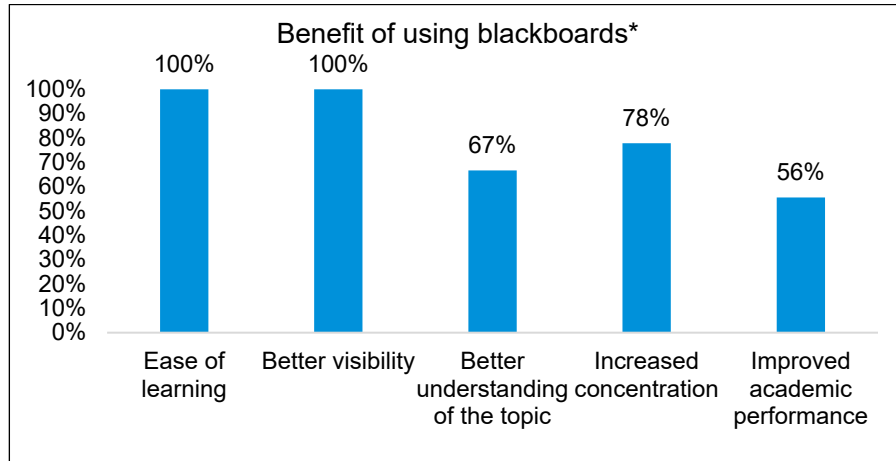


Figure 13: Benefit of using blackboards

\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%

During the data collection, 100% students mentioned that ease of learning and better visibility are some of the benefits of using blackboards. While others mentioned increased concentration, better understanding of the topic and improved academic performance as other benefits of using blackboards.

As an old method of teaching aid, the blackboard has advantages of being inexpensive reusable, allow students to keep pace with the teacher and not dependent on electricity. The chalk used for writing requires no special care, is cheaper, without any smell, good impact on presenting written and visual ideas<sup>25</sup>.

### 2) Library

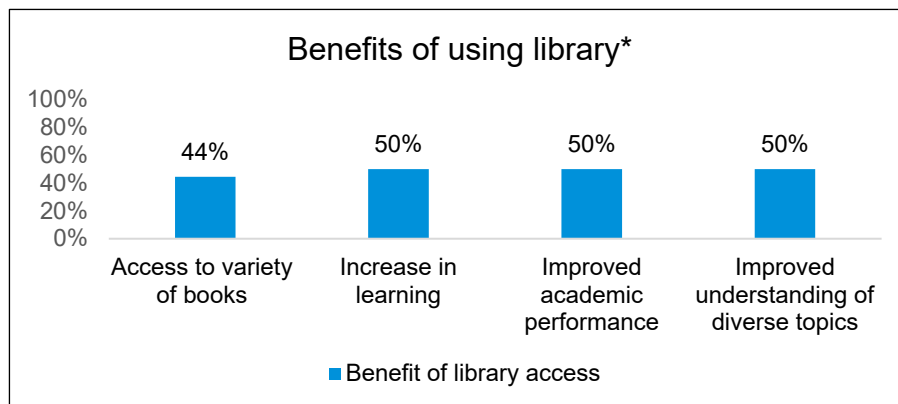


Figure 14: Benefit of using library

\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%

<sup>25</sup><https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5082488/#:~:text=As%20an%20old%20method%20of,presenting%20written%20and%20visual%20ideas>

During the data collection, majority of the students mentioned increase in learning, improved academic performance and improved understanding of diverse topics were some of the benefits of using library. While others mentioned access to variety of books as other benefits of using the library.

The major functions served by the school library include providing information, developing knowledge, inculcating ideas, developing creative thinking and imagination, and equipping students with life-long learning skills, all of which are essential for them to function successfully as responsible citizens.

### 3) Smart Class

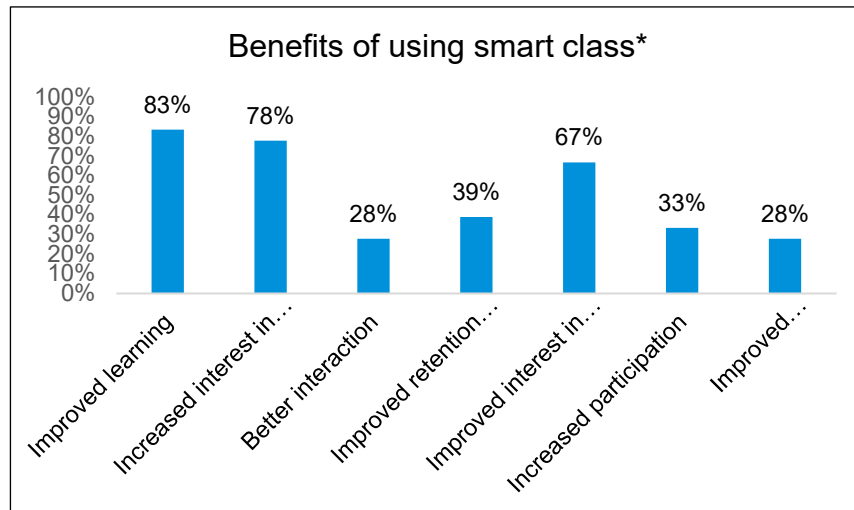


Figure 15: Benefit of using library

*\*This is a multiple-choice question where 1 respondent provided multiple responses, hence the total will not be 100%*

During the data collection, 83% of the students reported that using smart class has led to improved learning levels, 78% of the students reported increased interest in studies while a few remaining have reported improved interest in subject.

Smart classrooms are very much beneficial in teaching-learning process in a school. By using smart boards in a classroom, we are appealing to both the audio sense and visual senses of students. These smart boards are like a computer screen which can be handled by a teacher and by students to provide active participation<sup>26</sup>.

### 1.6.8 Overall Rating of the Project

The scoring matrix was used to evaluate and score performance of the project being implemented in Rudraprayag, Uttarakhand. The following table provides the rating across the defined parameters:

<sup>26</sup> <http://www.pioneershiksha.com/news/3037-benefits-of-smart-classes-in-schools.html>

| Location    | Relevance | Coherence | Efficiency | Effectiveness | Impact | Sustainability | Branding | Total Score |
|-------------|-----------|-----------|------------|---------------|--------|----------------|----------|-------------|
| Uttarakhand | 90%       | 100%      | 100%       | 100%          | 100%   | 100%           | 100%     | 98%         |

Table 9: Showing the overall rating of the project

The GAIL project implemented in Uttarakhand scored an average of 98%. The project was aligned to GAIL’s CSR policy and SDGs and were relevant to the needs of the community. The project was efficiently executed across the selected location within the allocated budget and timelines. The completion rate was 100% for the project and 100% of the beneficiaries surveyed were satisfied with the support being provided however they still suggested improvement in the services.

Sustainability of the project is at 100% as the organization has completed the project in a timely and cost-effective manner. GAIL in partnership with the implementation agency has supported the school with basic infrastructure facilities like Smart class; water purifiers; boards and fixtures etc. GAIL has also looked after creating awareness in the female students by capacity building sessions about importance of health and hygiene. Additionally, sanitary napkin vending machine has been installed at schools so that all female students can use Sanitary napkins during menstruation and also don’t skip going to school. GAIL has also handed over the project to school post its exit after project complete to look after the repair and maintenance (if required) in the equipment provided as part of the infrastructure support.

As confirmed by the school’s SPoC GAIL’s logo is present on the equipment being installed in school. The total score of the GAIL Project in Uttarakhand came to 98% due to which this project can be rated as **“Highly Impactful”** in nature.

## 1.7 Case Study

### Schools in Rudraprayag get infrastructure support under GAIL’s Project Bhavishya

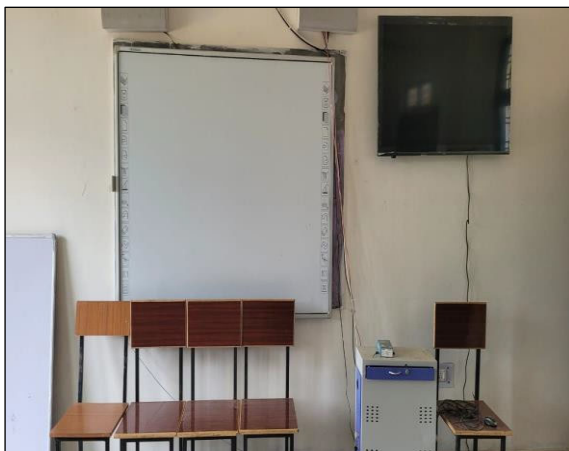


Figure 16: Showing smart class installed in the class



Figure 17: Showing projector installed in the class



Kartik is a 12-year-old boy from village Darmari, in the district of Rudraprayag in Uttarakhand. He has studied in the school at Rudraprayag for many years and has always been very well behaved, but his academic performance was not impressive enough. Kartik wishes nothing much but only to perform well in class 9th examinations. He says that smart classes have provided him more clarity and knowledge than theoretical instruction, which has helped him achieve better grades at examination. The visual details provided by smart classes has enabled him including other students in his class to understand things better than before. This has made it easier for him to concentrate on learning as compared to the theoretical lessons which requires to involve one's brain for longer hours but doesn't help in retaining anything with one time read. He also mentioned that GAIL has helped them by providing safe and clean water through installation of water purifiers. Prior to the installation of the water purifier, the students and teachers were suffering from various diseases due to drinking contaminated water. Once Kartik recalls having stomach infection and fever because of unsafe water during his exams which affected his studies as well as his results but thanks to GAIL that now they have safe and clean water to drink.

Project Bhavishya has been helpful in providing facilities like upgradation of library. The library has given better access to books, which can help students boost their skills and knowledge on a wide range of topics. Now, they are not confined to reading just the curriculum books, they also have access to books for their entertainment purpose as well as knowledge. Now students can prepare for various competition exams conducted by the Government of India. GAIL has helped all the students in improving the academic performance, health, and hygiene. The company is very supportive to all students. We thank them for their support.

## 1.8 Conclusion and Way Forward

Educational facilities and infrastructure are facilities to support the learning process to run optimally, especially in achieving learning objectives. The principle of management of infrastructure in essential is to maximize the potential that exists in schools and outside schools, in terms of the vision and goals of the school combined with the conditions that exist outside the school which in this case are the community. Student learning as well as activeness in involvement of students in the learning process both physically and spiritually (mentally) is necessary to achieve learning goals. Student learning activity has indicators that enable them to pay attention to the explanation from the teacher, answer each question contextually, solve each problem, interact with the teacher and other students, actively participate in class discussion forums, be able to present the results of group discussions, and make conclusions or summaries.

School infrastructure facilities have a significant influence on the effectiveness of the learning process in the classroom. Behind that influence, infrastructure also has challenges that in this case are adjusting learning methods and strategies that are increasingly developing in the 21<sup>st</sup> century. The involvement of teachers and students has a significant impact on the effectiveness of the ongoing learning process. In the learning process, it would be better if school infrastructure could function optimally in order to improve the quality of learning.

### **Recommendations:**

To make the project more robust and long lasting, GAIL (India) Limited and the implementing agency may consider looking at the following suggestions and way forward:

#### **1. Provision of new learning materials**

As per the suggestion from the parents provide, more smart classes, books and paintings could also be provided to students for enhanced their learning levels.

#### **2. Introduction to teacher training methods**

Improving quality of teaching at schools by providing training to teachers and supporting them with modern teaching aids, tools, and methodologies -- like smart classrooms and digital course content should be introduced at schools.

#### **3. Extra-curricular activities**

Extra-curricular activities are also a key component in sustaining a youngster's interest at school. Schools should have requisite sporting facilities and avenues for cultural events, which together contribute to building a student's life skills and personality.



# Thank you



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