

GAIL (India) Limited

**Impact Assessment Report on Support for
Renovation of GHS School, Munderi, Dist.
Kannur, Kerala (FY 19-20 & 20-21)**



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1.1 Executive Summary

Education is a basic human right of all children. As per the Declaration of Human Rights (Article 26)¹, everyone has the right to education and education shall be free, at least at the elementary/foundational levels. Elementary education is further meant to be compulsory while higher education shall be made accessible in an equal manner on the basis of merit. The aim of education is to ensure the full development of the human personality and further strengthen other human rights and fundamental freedoms. This is further bolstered in the Convention of the Rights of the Child (Article 28 and 29)² which further expands the concept of the right to education from the Declaration of Human Rights. It includes obligations on the State to encourage regular school attendance and the reduction of dropouts. It further directs states to ensure the child's dignity within educational institutions. India ratified the Convention of the Rights of the Child (UNCRC) in 1992.

The National Education Policy 2020³ affirms that the provision of universal access to quality education as a key to ensure India's economic growth, scientific advancement, national integration, cultural preservation as well as ensuring social justice and equality within the country. It has been acknowledged that India will have the highest population of young people in the world within the next decade and thus high-quality educational opportunities will play a key role in determining the future of not only the youth of the country but the country itself. The Right of Children to Free and Compulsory Education Act (2009) is what guarantees the right to education to all children in the country. It operationalizes the constitutional guarantee offered under Article 21 of the Indian Constitution.

Over the years, especially after the Right to Education Act 2009 came into place, India has made strides in education through improving the quality of education, increasing elementary school enrolment as well as ensuring efforts towards reducing the number of out of school children. However, the improvement in the overall educational status does not imply that all children in the country are receiving equitable education. In fact, not only there remains a need to improve the status of education within the country, but special focus also further needs to be provided to states that are lagging.

GAIL (India) Limited, being a socially responsible public sector unit, recognizes the necessity of addressing the above- mentioned issue and contribute towards providing educational facilities to students at various locations. Thereby, in alignment with the thematic areas as mentioned in the Schedule VII of the Companies Act, 2013, GAIL financially

1 <https://www.un.org/en/about-us/universal-declaration-of-human-rights#:~:text=Everyoneper cent20hasper cent20theper cent20rightper cent20to per cent20education.,onper cent20theper cent20basisper cent20ofper cent20merit.>

2 <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

3 https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf



supported the renovation of the Government Higher Secondary School in Munderi, Kannur, Kerala.

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. Subsequent to the desk review, key performance indicators were identified and finalised, in consultation with the programme team. For the purpose of this study, OECD- DAC (Organisation 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 for this study.

Data from the current study shows that GAIL's intervention has led to a positive impact amongst students and teachers. However, discussions with parents highlighted that positive change they observed in their ward post GAIL's intervention. 75 percent of the parents were of the view that improved infrastructure at school has led to improvement in academic performance of their ward. On the other hand, 100 percent teachers stated an increase in attendance of students post GAIL's intervention. Also, 100 percent of the students believed that libraries have helped them with readily available study material.

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 two percent 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

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 centers, technology, machinery, tools, equipment and so forth.

Classroom and interior design of educational institutions have a major impact on a student's learning and thus the outcome. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits⁴. Classroom environment is one of the most important predictors of a student's achievement, where environment and design elements of the institution infrastructure have considerable impact on student's academic progress. Classrooms are the backbone of any education institution. Thus, they must also be well equipped with the latest technology like AV systems, projectors, and Wi-Fi hotspots. Classroom arrangements must encourage students to work individually and as a team as well. A flexible learning place is the new trend that enables all of these.

Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in schools and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits.⁵ For example, a recent study from the U.K. found that environmental and design elements of school infrastructure together explained 16 percent of variation in primary students' academic progress.

The study shows that the design of education infrastructure affects learning through three interrelated factors: naturalness (e.g., light, air quality), stimulation (e.g., complexity, color), and individualization (e.g., flexibility of the learning space).⁶

Further, it has been observed that schools with good infrastructure have higher attendance and enrolment rates⁷. It also helps in increasing the interest of students and teachers in learning activities⁸. Schools having separate toilets for girls reduce gender parity in education by facilitating higher enrolment rates for girl students⁹.

According to the World Bank, physical infrastructure plays a significant role in children's enrolment, attendance, completion rates as well as

⁴ [Having the right infrastructure in Higher Education matters \(iletsonline.com\)](https://www.iletsonline.com)

⁵ [Why education infrastructure matters for learning \(worldbank.org\)](https://www.worldbank.org)

⁶ [The Holistic Impact of Classroom Spaces on Learning in Specific Subjects \(wixstatic.com\)](https://www.wixstatic.com)

⁷ The importance of having a good school infrastructure | CAF

⁸ Ibid

⁹ <https://core.ac.uk/download/pdf/361278973.pdf>

learning outcomes¹⁰. Furthermore, ensuring adequate water, sanitation, and hygiene (WASH) facilities in schools ‘improve access to education and learning outcomes, particularly for girls, by providing a safe, inclusive and equitable learning environment for all’¹¹. It also helps in increasing the interest of students and teachers in learning activities.¹² Schools having separate toilets for girls improves gender parity in education by facilitating higher enrolment and retention rates of girl students. In the backdrop of various government policies and schemes, India has taken a holistic approach in improving the academic performance of students. Overall infrastructure facilities have improved across India in the last few years as well.

However, the institutions should be keen on the fact that the students studying in the institution have sufficient facilities to learn, read and play. Hence, the priority should be to build sufficient infrastructure like well-equipped ICT classrooms, Computer Centre, playground, an auditorium, spacious library and state of the art laboratories, separate hostels for girls and boys, canteen, differently abled friendly campus, proper sanitation and drinking water facility.

Hence, as part of the GAIL’s project on education in Munderi, Kannur, Kerala GAIL financially supported the renovation of the Government Higher Secondary School. GAIL supported the ground development work as part of the renovation. GAIL also supported with work such as renovation of gallery, landscaping, mathematics lab, science lab etc.

1.2.5 About the Implementing Agency

The District Panchayat also known as the District Council or Zilla Parishad is the third tier of the Panchayati Raj system. Like the Gram Panchayat, the District Panchayat is also an elected body. Chairpersons of Block Samitis also represent the District Panchayat. Like the Block Panchayat, the MP and MLA are also members of the district panchayat. The government appoints the Chief Executive Officer to carry out the administration of the district Panchayat along with the Chief Accounts Officer, the Chief Planning Officer and one or more Deputy Secretaries who work directly under the Chief Executive Officer and assist him/her. The Zilla Parishad chairperson is the political head of the district panchayat.

The primary objective of establishing the third tier of the government is to increase democratic participation, better articulate local needs, and priorities, and to ensure a more efficient use of local resources along with greater accountability and transparency. Accordingly, 29 functions have been proposed to be transferred to local governments in the rural area. These institutions have been playing an important role in several

¹⁰ <https://policytoolbox.iiep.unesco.org/policy-option/school-infrastructure/>

¹¹ <file:///C:/Users/sakshijerath/Downloads/JMP-WASH-in-Schools-WEB.pdf>

¹² <https://files.eric.ed.gov/fulltext/ED604388.pdf>

flagship programmes of the central and state governments, perhaps more role in implementation and monitoring.¹³

1.3 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:

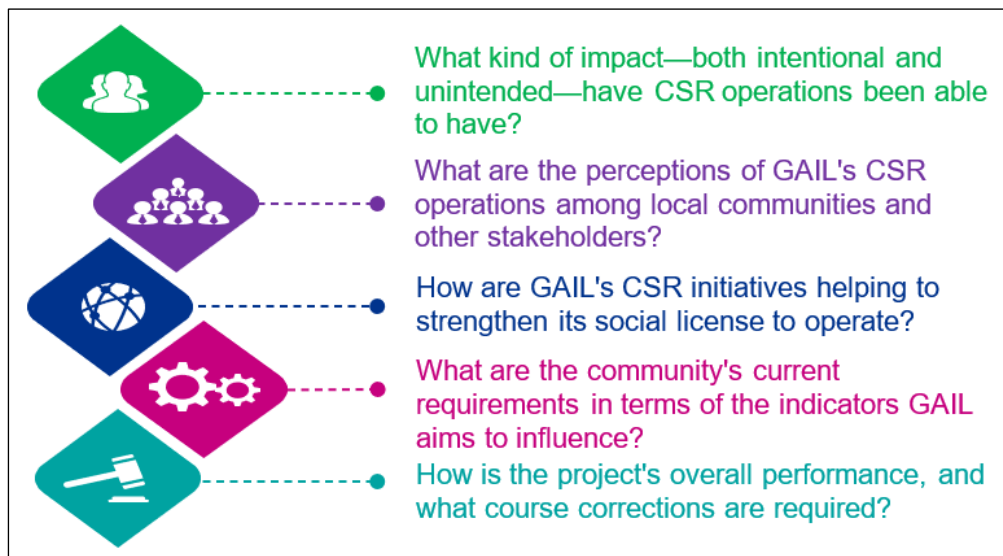


Figure 1: Research questions

The study was conducted through qualitative data collection techniques. This includes in-depth interviews with key stakeholders, as well as secondary research in the multiple thematic areas for a baseline perspective.

1.3.1 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

¹³ [What is a Panchayat \(pria.org\)](http://What is a Panchayat (pria.org))

development programmes. In response to the need for a method through which bilateral development agencies could monitor the financing supplied to multilateral organisations 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 the evaluation's contribution to sustainable development (OECD, 2020).

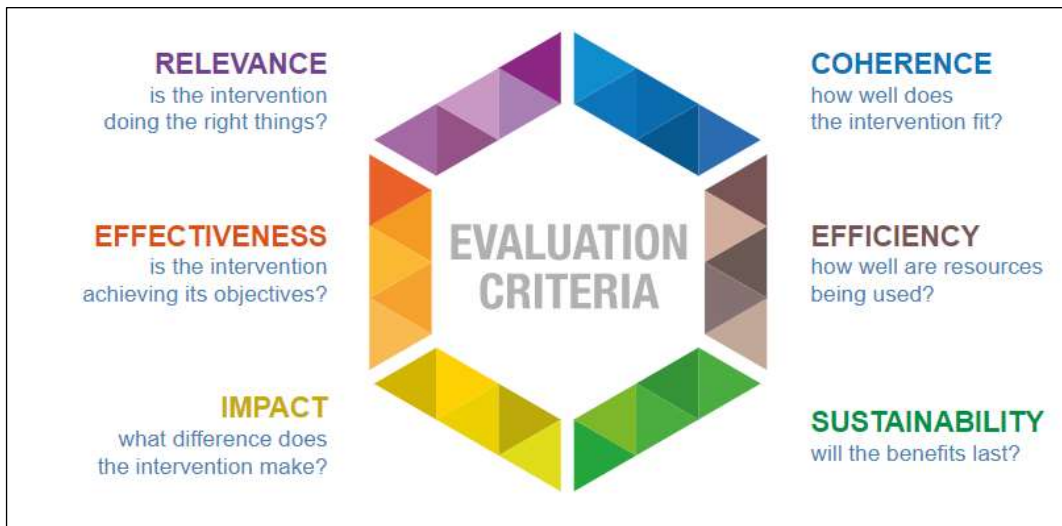


Figure 1: OECD-DAC Framework

1.3.2 Geographical Scope

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

	State	Districts
Under GAIL CSR's initiative	Kerala	Kannur

Table 1: Geographical Coverage

1.3.3 Sampling strategy

The sample size for this study has been calculated using purposive sampling methodology. Out of the total population, a sample size of 20

was chosen for the study. This was done keeping in mind the beneficiary spread as well as collecting data from diverse stakeholders. The actual sample size covered for the study was 36. Duplication of responses were also avoided to ensure opinion of all stakeholders is covered adequately.

1.3.4 Sample Coverage

An actual sample of 36 was covered in Munderi as per the availability of beneficiaries. The sample is divided among beneficiaries (students) and teachers and parents.

1.3.5 Data Collection and Analysis

In Munderi, KPMG carried out the data collection exercise virtually with assistance from GAIL CSR 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 analysed, and the outcomes were utilised to assess the project's impact.

1.3.6 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 organisation. 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
Support for Renovation of GHS School, Munderi, Dist. Kannur, Kerala (FY 19-20 & 20-21)	Students	16
	Parents	16
	Teachers	04
	GAIL CSR Project SPoC	1

Table 2: Stakeholders involved in the sampling

1.3.7 Impact Map

Thematic Area	Location	Project Name	Implementing Agency	Overall Objective	Key Activities	Key Outputs	Key Outcomes	Impact
GAIL Ujjwal-Education (Item No (ii) of Schedule VII of Companies Act 2013)	Munderi, Kannur	Support for Renovation of GHS School, Munderi, Dist. Kannur, Kerala (FY 19-20 & 20-21)	District Panchayat	To provide financial support for renovation for GHS School, Munderi, Kannur District, Kerala for ground development work.	<ul style="list-style-type: none"> • Gallery work • Drain Work • MEP Work • Land scaping work • Gateway and Compound wall work • Road work • Electrical work 	<ul style="list-style-type: none"> • Number of children engaged 	<ul style="list-style-type: none"> • Improved enrollment • Increased participation 	<ul style="list-style-type: none"> • Improved and increased access to holistic education

Table 3: Impact map of the project

1.4 Scoring Matrix

A scoring guideline was designed where OECD DAC parameters were scored and bundled basis our understanding of GAIL Ujjwal 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 the location.

The following scoring matrix was developed to rate the performance of the project:

OECD Parameters	Indicators	Weightage	Combined Weightage
Relevance	Need assessment report	20%	W1:40%
	Relevance to target beneficiaries	50%	
	Alignment with SDGs	30%	
Coherence	Alignment with national policies	50%	
	Alignment with GAIL CSR policy	50%	
Efficiency	Timeline Adherence: Project Completion	40%	
	Adherence: Budget	40%	
	Duplication of project	20%	
Effectiveness	Identification of problem	25%	
	Process driven implementation strategy	25%	
	Qualified implementation team	25%	
	Targeted beneficiaries	25%	
Impact	Attendance and completion of academic cycles	33%	
	Helps in Physical Growth	33%	
	Increased interest in studies	33%	
Sustainability	Sustainability Mechanism, Convergence	100%	W3:10%
Branding	GAIL Branding/visibility	100%	W4:10%
Score= W1*Average (Relevance, Coherence) + W2*Average (Efficiency, Effectiveness, Impact) + W3* (Sustainability) + W4*(Branding)			

Table 4: Scoring Matrix

1.5 Impact Assessment

1.5.1 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.

About 69 per cent of all schools in the country are run by the government¹⁴. Furthermore, only 13 per cent of all schools in the country have achieved compliance against the RTE norms of teacher-student ratio of 1:30, provision of ramps, provision of drinking water, sanitation etc.¹⁵.

According to the World Bank physical infrastructure plays a significant role in children's enrolment, attendance, completion rates as well as learning outcomes¹⁶. Furthermore, ensuring adequate water, sanitation, and hygiene (WASH) facilities in schools 'improve access to education and learning outcomes, particularly for girls, by providing a safe, inclusive and equitable learning environment for all'¹⁷.

Whereas from poor infrastructure, poverty to lack of quality education and lack of teachers in schools, there are myriad reason amongst the student to drop-out from schools and not complete their education. The country has around 120,000 single-teacher schools, of which nearly nine in 10 are in rural areas, according to a 2021 UNESCO report¹⁸. Further, according to the UDISE data, only 61 percent of government schools across the country have a functional electricity connection. For government-aided schools and private unaided schools, this percentage is at 51 percent and 42 percent, respectively¹⁹. Across the country, 13 percent of schools do not have library facilities. Though 13 percent sounds like a small proportion, in absolute numbers it means that 1,89,186 schools do not have a library facility for the students.

In Kerala, on the other hand, 80 percent of the Government schools have library and electricity, whereas across the state playground is available in 88 percent of the schools including private, government, and aided. However, in Kerala, where

¹⁴ U-DISE

¹⁵ https://www.orfonline.org/research/ten-years-of-rte-act-revisiting-achievements-and-examining-gaps-54066/#_edn1

¹⁶ <https://policytoolbox.iiep.unesco.org/policy-option/school-infrastructure/>

¹⁷ <file:///C:/Users/sakshijerath/Downloads/JMP-WASH-in-Schools-WEB.pdf>

¹⁸ <https://qz.com/india/2182363/india-has-a-shortage-of-school-teachers-both-offline-and-online>

¹⁹ [UDISE+ Dashboard \(udiseplus.gov.in\)](https://udiseplus.gov.in)

education is one of the primary concerns of an individual for a bright future, the idea has remained confined to the private schools and colleges.

Education has consistently been recognised as the cornerstone of development for any country or region, and one of the highest return rewarding development activities. Education outcome is influenced by several factors, infrastructure being one of them.

School infrastructure, its design, quality, and day to day management is significant in enabling school system to deliver improved education outcomes. It broadly encompasses land and building, quality of facilities and the overall design. It's proven that overcrowded and stressful environment can affect the learning capabilities of children. The site for educational institutions like schools is a crucial concern as noise and temperature levels are said to affect the understanding levels in students. Physical conditions can leave both positive and negative effects on the students' all-inclusive development.²⁰ 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.

Thus, GAIL's initiative towards renovating the Government Higher Secondary school in Munderi, Kannur, Kerala is extremely relevant considering the need of the hour. 100 percent of the teachers felt that the intervention was relevant as it created a better learning atmosphere for students. By providing modern learning facilities, the intervention according to the teachers was relevant in increasing the student participation as well.

1.5.2 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 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.

²⁰ [This is why school infrastructure is important for a child's growth - India Today](#)



SDG Goal	Target	Sub-targets ²¹	Coherence
GOAL 4	Target 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. ²²	The project benefits the students in higher secondary education through supporting the improvement of their learning outcomes.

Table 5: Associated SDG Goals

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
Right to Education 2009	RTE 2009 gave a new dimension to the vision of the education policies in India. It made education a fundamental right. And made the government directly responsible for the education of students in the defined age bracket. It streamlined the process of school transfers, infrastructure, amenities. And addressed the issues of quality education for students from weaker sections of society through 25% reservation.	The project activities are conducted with the aim to make facilities available to all children across various social groups. Through GAIL's intervention quality education facilities have been provided to the students.
National Education Policy	The National Education Policy of India 2020 (NEP 2020), approved by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. It replaces the previous National Policy on Education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high-quality education	

²¹ <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

²² <https://www.sdg4education2030.org/the-goal>

	to all, thereby making India a global knowledge superpower.	
Scheme for Infrastructure Development in Minority Institutes	<p>To improve the quality of education, the scheme has been started to improve infrastructure in unaided/aided minority schools. The salient features of this scheme include expanding facilities that will help the education of children from minority communities. The entire country comes under this scheme, but preference is given to places that have a minority population above 20 per cent.</p> <p>The scheme also encourages educational facilities for children with special needs, girls, and others who are mostly held back in society.</p>	

Table 6: Government schemes and their effectiveness with the project

1.5.3 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.

- I. **Identification of the problem:** The GAIL CSR team realized the need to renovate the government school in Munderi in order to make it a school worth studying in. Further, the project employed a process-driven implementation strategy that included coordinating with the government to ensure a context-specific initiative, standardised activities with a set timeframe to assure quality, and pre-determined KPIs to ensure consistency.
- II. **Qualified implementation team:** Under GAIL's initiative, the District Panchayat has effectively completed the task of executing the required renovation.
- III. **Targeted beneficiary mobilization:** The core of the project is to make modern facilities available for students studying in the government school.

1.5.4 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.

I. Timeliness of delivery or implementation of project interventions

The programme was implemented within the given time period by District Panchaya with support from GAIL CSR team in the target district.

II. Cost efficiency of project activities

Interaction with the GAIL CSR and District administration revealed that there was no budget overflow and that all the activities were successfully carried out within the allotted budget.

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 no duplication of project activities was conducted.

1.5.5 Sustainability of Intervention

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

The project was successfully completed by the GAIL and district Panchayat. After the successful renovation of computer lab, maths lab, library, playground, boundary wall, the school is responsible for the maintenance of the same thus ensuring the projects sustainability

1.5.6 Branding of intervention

Adequate branding and visibility of GAIL (India) Ltd was ensured at in the school.

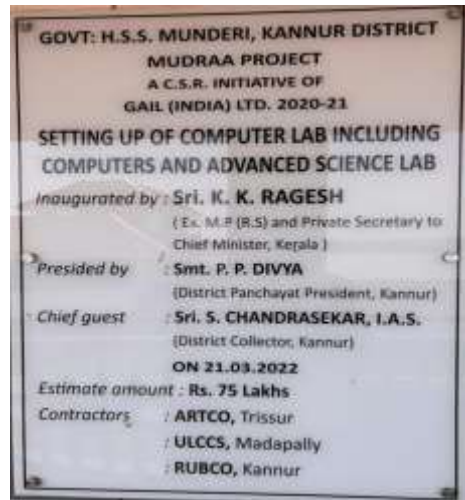


Figure 3: GAIL's branding at the school

1.5.7 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.

Schools, being the second home for children, serve several purposes in a child's life. From boosting their confidence to making them learn the importance of teamwork and socialization, schools do it all. Away from home, schools become the place for children to spend their maximum time. Parents send their ward to school considering that there is an experienced hand to guide them and, also a safe environment promoting growth. Further, infrastructure plays a budding hand in creating a favorable environment for a child's growth.

The site for educational institutions like schools is a crucial concern as noise and temperature levels are said to affect the understanding levels in students. Physical conditions can leave both positive and negative effects on the students' all-inclusive development. Well-equipped labs enable them to perform lab activities more effectively. Facilities like extracurricular workshops, libraries, halls, games equipment, assembly area and proper sanitation facilities are some of the infrastructure essentials that every school should provide to its students.

The impact of infrastructure on educational quality

Effective teaching and learning in schools require adequate infrastructure. The goal of school infrastructure in secondary school education is to boost school attendance of students, enhance staff motivation and improve academic accomplishments of the students. The infrastructure includes classrooms, laboratories, halls, open fields, games equipment, dormitories, and sanitation

facilities. School infrastructure is, therefore, an essential component in ensuring successful education.²³



Figure 4: Playground in the school renovated by GAIL

1. Attendance and completion of academic cycles

According to UNICEF²⁴, in 2014 there were 6.1 million children out of school in India, a figure that had reduced from 13.46 million in 2006. However, 29 per cent of children drop out of school before completing their elementary education and 50 per cent of adolescents do not complete secondary education in the country²⁵.

Several studies have found that the physical conditions of school buildings positively affect school completion and cycle completion rates and increases registration. For example, in Peru the World Bank found that investments in school facilities had a very significant positive effect on students' attendance rates.²⁶

The current impact data indicates that 75 percent of the parents were of the view that improved infrastructure at school has led to improvement in academic performance of their ward. On the other hand, 100 percent teachers stated an increase in attendance of students post GAIL's intervention

2. Helps in Physical Growth

The importance of play in school is something that has been explored by researchers, teachers, and child psychologists for hundreds of years. Studies have shown that play in school is crucial not only for the development of a child's

²³ [636613109483179335.editedfacilities.pdf](https://www.kpmg.com/india/issuesandinsights/articlesadvice/636613109483179335.editedfacilities.pdf)

²⁴ <https://www.unicef.org/india/what-we-do/education>

²⁵ <https://www.unicef.org/india/what-we-do/education>

²⁶ [The importance of having a good school infrastructure | CAF](#)

physical skills but also of social skills, creativity, imagination, coordination among many other things.²⁷

Further, engaging in outdoor play provides kids with proper exercise that is good for their physical, emotional, and intellectual development. Studies conducted at the Harvard Medical School show a clear connection between brain development and physical fitness.²⁸

Having a proper playground in school provides better physical health to children; the more they are exposed to outdoor play activities the better is their health.

Data from the current survey indicates that 100 percent of the parents stated that development of playground in the school has led to increase interest in extra-curricular activities amongst their children.

3. Increased interest in studies

The library is at the center of the school's academic programs. The curriculum at a particular school can be largely dependent on the quality of the library. The teaching and learning process is poor without a well-equipped library. The presence of facilities like library and well-equipped classrooms helps students develop interest studies. The school library supports students by providing various study materials and encouraging them to read. Reading regularly in libraries improves vocabulary and develops reading and writing skills of the students.

Further, libraries encourage students for independent learning and help them explore their interests. It impacts positively on the academic performance and achievements of the students. Libraries encourage fiction reading that helps students develop the habit of reading for pleasure and enhances students' intellectual, cultural, artistic, and emotional growth.

During the current impact assessment, 100 percent of the students believed that libraries have helped them with readily available study material.

Further along with libraries, GAIL also has provided the school with science laboratory as well as a computer lab, both of which are extremely essential for students growth. 100 percent of the parents stated that post the intervention by GAIL their children are more interested in going to school. They further stated that the intervention has led to holistic development of their children.

²⁷ [Why Is Playground Important In School? - OwnPlayground](#)

²⁸ [ibid](#)



Figure 6: Computer lab by GAIL

1.6 Overall rating of the project

The scoring matrix was used to evaluate and score performance of the project across district of Kannur. The following table provides the district-wise rating across the defined parameters:

Location	Relevance	Coherence	Efficiency	Effectiveness	Impact	Sustainability	Branding	Total Score
Munderi, Kannur	80%	100%	100%	100%	100%	100%	100%	97%

Table 7: Overall scoring of project

The GAIL project implemented in Munderi scored an average of 96 percent. 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 in GHS School, Munderi, Kannur within the allocated budget and timelines. The completion rate was 100 percent for the project and 100 percent of the beneficiaries surveyed were satisfied with the support being provided. Sustainability of the project is at 100 percent as the maintenance and repair of the facilities is efficiently taken care

of by the school authorities as mentioned by all the respondents. However, percent is 80 given for relevance as no need assessment was conducted.

The total score of the project is 97 percent due to which this project can be rated as “**Highly Impactful**” in nature.

1.7 Conclusion and Way Forward

Having rooms and learning spaces in good conditions is decisive for students to achieve the expected academic results. In other words, the conditions of the schools directly impact the performance of the students.

Good school infrastructure, with renewed spaces, makes it possible for children and youths that live in remote areas to study and, in addition, tends to improve the attendance and interest of students and teachers in learning. For this same reason, investments in school infrastructure have an essential role in solving access problems of students to the school system and to improve their performance.

However, to further maximize the impact and enhance the project outcomes, the following recommendations are suggested:

I. **Promotion of WASH in schools:**

Combining components of WASH programme in schools like building toilet, drinking facilities, inclusion of WASH curriculum in school, which covers basics of handwashing, personal hygiene and more is an imperative step towards holistic development of children. These are necessary to produce a healthy school environment and to develop or support appropriate health and hygiene behaviours²⁹.

Highlighting the health outcomes of inclusion of proper WASH arrangements in schools, a study carried out in Kerala in collaboration with UNICEF revealed that after WASH programme intervention in schools, regularity in attendance increased with children no longer feeling the need to go home in case they needed to defecate³⁰. Studies also show that WASH in schools helps in curbing incidences of diarrhoea, soil-transmitted helminths, acute respiratory infections, and other WASH-related diseases in children³¹.

II. **Effective awareness campaigns in school and community**

Reaching out every nook and corner of the state and educating parents about the importance of education for a stable future paved way for an increase in

²⁹ [#SwasthBharat: How WASH \(Water, Sanitation & Hygiene\) Programmes In Schools Are Improving Lives Of Children, One Lesson At A Time | Hygiene and Sanitation \(ndtv.com\)](#)

³⁰ Ibid

³¹ Ibid

attendance in schools. Creative campaigns can be conducted in this regard, including advertising and digital marketing campaigns, so that enough people are educated about it. Conduct massive awareness drives across rural parts of the state on WASH and education to make people realize the importance of education. Parents not sending their children to school has been one of the main reasons for abysmally low attendance in government schools.

Thank you



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