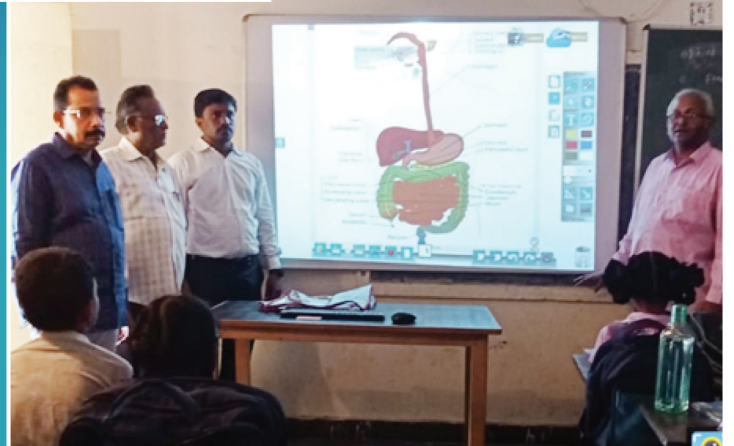


CSR PROJECTS



IMPACT ASSESSMENT STUDY OF BHARAT DYNAMICS LIMITED'S CSR PROJECTS

FOR THE FY 2022-23



Submitted to



Submitted by



Acknowledgement

We are thankful to the executives of Bharat Dynamics Limited for their valuable inputs and coordination in conducting the Impact Assessment Study of 03 CSR projects of Bharat Dynamics Limited for FY 2022-23. On behalf of the IPE CSR Team, we extend our gratefulness to Commode A Madhavarao (Retd.), Chairman and Managing Director, BDL for providing us the opportunity to conduct the study.

A report of this nature requires an active association of professionals from the host organization. We express our heartfelt gratitude to Shri N Satyanarayana, Head-HR/CSR, Shri A. Sathesh Chakravarthi, DGM C-HR (TA&OD), and Smt A Nagalakshmi, DM C-HR (CSR) for providing us with the necessary support in gathering the data and completing the work on time.

Prof. S. Sreenivasa Murthy

Director,

Senior Professor and NLCIL Chair Professor on CSR

Dr. J. Kiranmai

Head – Centre for CG and CSR, IPE

CONTENTS

Executive Summary	4
Chapter I Corporate Social Responsibility: An Overview	8
Chapter II About Bharat Dynamics Limited and Its CSR	10
Chapter III Research Methodology and Approach	13
Chapter IV Project-wise Impact Analysis	16
Project 1: Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation	
Project 2: Smart Classrooms in Government Schools at Vizianagaram	
Project 3: Stipend Paid to the Apprentices (i.e., over and above of 2.5% minimum mandate under Apprentice Act, 1961)	

EXECUTIVE SUMMARY

BDL is concerned and conscious about its responsibilities towards society. The company has its CSR policy aligned with provisions of The Companies Act 2013 and is spending 2% of the average net profits of the immediate three preceding financial years towards CSR activities. The company would adopt an integrated approach to address the community, societal and environmental concerns by taking up a range of various CSR projects which are taken up strategically in project mode. The core areas of focus under CSR are Healthcare, Nutrition, Education & Literacy, Skill Development and Sanitation etc. BDL as per DPE Guidelines, has also ventured into Aspirational Districts / underdeveloped areas in Telangana and Andhra Pradesh to undertake Corporate Social Responsibility (CSR) activities. BDL is firmly committed to its corporate social responsibility efforts and continuously aims to effectuate a positive change within the community. The CSR budget for the fiscal year 2022-23 is set at ₹ 1319.22 lakh.

IPE was assigned the task of conducting impact assessments for three CSR projects initiated by BDL during FY 2022-23, each with a budget of one crore or more. These projects have been operational for a minimum of one year, providing a sufficient timeframe to evaluate their success in addressing the developmental requirements of the communities served by BDL. IPE utilized the OECD DAC framework, a thorough evaluation methodology, to analyze each project's relevance, coherence, efficiency, effectiveness, impact, and sustainability. This approach guaranteed optimal implementation, efficient resource use, and alignment with strategic objectives. IPE placed significant emphasis on measuring outcomes, concentrating on the positive transformations experienced by target communities, including socio-economic improvements and enhanced livelihood opportunities.

Framework: OECD DAC framework has been used for evaluating the impact of BDL CSR projects. The scores all the projects under study are based on its relevance, efficiency, effectiveness, and impact and sustainability parameters.

Weightage marks are assigned to each OECD DAC parameter, and each parameter's scores are computed according to their performances. Based on the sum of all parameters' weightage scores, the IPE team develops a 5-point rating scale and details are given below.

- Excellent (81 to 100)
- Above Average (61 to 80)
- Average (41 to 60)
- Below Average (21 to 40)
- Very Poor (1 to 20)

Overall project scores: The project efficiently utilized the inputs (funds, expertise etc.) and achieved the required out comes and achievements that were desired from the projects. Overall project scores ranged between 85 to 90. The average score of 03 projects is around 88 out of 100 points.

S. No.	Name of the Project	OECD DAC Framework Evaluation Parameters					Total Obtained Score
		Relevance (20 Marks)	Efficiency (20 Marks)	Effectiveness (20 Marks)	Impact (20 Marks)	Sustainability (20 Marks)	
1	Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation Project	18	18	18	18	18	90 (Excellent) Telangana state
		19	18	18	17	18	90 (Excellent) Andhra Pradesh state
2	Smart Classrooms in Government Schools at Vizianagaram	18	18	18	18	17	89 (Excellent)
3	Stipend paid to the Apprentices (i.e., over and above of 2.5% minimum mandate under Apprentice Act, 1961)	17	17	17	17	17	85 (Excellent)

The Project wise impact is given below

Project 1: Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation Project

Bharat Dynamics Limited, a socially conscious defense organization, has been actively involved in supporting the Government of India's midday meals program. This initiative aims to address the issue of classroom hunger in government schools. Most beneficiaries of these schoolchildren belong to disadvantaged sections of communities and come from migrant families originating from Telangana, Andhra Pradesh and various states. The Partnership with the Akshaya Patra Foundation, BDL has been sponsoring free cooked midday meals for government schoolchildren in Patancheru mandal, Sangareddy district, Telangana state, and in Visakhapatnam town, Andhra Pradesh, for the past decade. In FY 2022-23, BDL provided financial assistance with Rs. 172.33 lakhs to the Akshaya Patra Foundation, enabling them to sponsor midday meals for 6,483 schoolchildren from 63 selected schools in Patancheru and 3,831 schoolchildren from 12 selected schools in Visakhapatnam town.

Outcome: BDL effectively combated classroom hunger among schoolchildren in Telangana and Andhra Pradesh by feeding 10,314 students through the Akshayapatra Foundation.

Impact: BDL's sponsored Midday meals programme in Government Schools of Telangana and Andhra Pradesh has led to improvements in students' height, weight, and overall health, resulting in increased concentration levels and enhanced educational standards in the project schools.

Project 2: Smart Classrooms in Government Schools at Vizianagaram

The inadequate modern teaching and learning facilities in government schools have hindered students' academic performance, leading to a decline in education standards. Consequently, schoolchildren's attendance and enrolments in government schools have also suffered. Recognizing this issue, the Government of Andhra Pradesh has implemented various measures to enhance the quality of teaching and learning facilities in government schools. One such initiative is the digitization of classrooms, aligning with the Government of India's "Samagra Shiksha Project" launched in 2018. Responding to requests from local authorities, BDL, as a responsible corporate entity, has provided support for the installation of smart classroom systems at government schools in Vizianagaram district. In the financial year 2021-22, BDL successfully installed 40 smart classrooms at a cost of Rs. 100 lakhs. This was followed by the installation of 72 smart classrooms during 2022-23, with a cost of Rs. 200 lakhs.

Outcome: BDL achieved the project objective by installing 72 KYAN smart classroom systems in selected government schools across the Vizianagaram district. A total of 10,000 students benefited from this program, engaging with diverse subject materials and attending smart classroom sessions daily. Consequently, upper primary and high schools conducted 5-6 smart classroom sessions per day, enriching students' learning experiences and contributing to advancements in their academic performance across various subjects such as Mathematics, Physics, Chemistry, Biological Science, Social Studies, Telugu, English, and Hindi.

Impact: Smart Classroom systems installed in Government Schools of Vizianagaram district, Andhra Pradesh has transformed classroom teaching and learning environments, leading to improved educational standards, increased school enrollment, reduced absenteeism, and enhanced overall education quality.

Project 3: Stipend paid to the Apprentices (i.e over and above of 2.5% minimum mandate under Apprentice Act, 1961)

In accordance with Apprenticeship Act 1961, BDL has been conducting an Apprenticeship Training Program for Trade Apprenticeship (Ex-ITI) to train 15% of the total workforce as apprentices for many years. However, in the fiscal year 2022-23, BDL committed to utilizing the facilities and resources of its Apprenticeship Skill Development Centre to train 550 graduate/ ITI/optional trade/technical / vocational apprentices on average per month. The recurring expenses for these 550 apprentices on average per month, who were trained in 9 different trades at BDL's apprenticeship centre, were covered by the CSR of BDL, including stipends that exceeded statutory norms.

Outcome: BDL successfully reached its project objective by delivering a variety of apprentice training courses to 550 ITI / intermediate /graduate / MBA aspirant youth on average per month during FY 2022-23. These trainees acquired industry-specific skills along with recognized certifications. Furthermore, they were provided with a stipend for the one-year training period and experienced improved livelihoods through placements or self-employment in various industries.

Impact: The project significantly influenced 550 ITI / intermediate / graduate / MBA aspirant youth on average per month by boosting their confidence to either establish themselves in the relevant industry or venture into new entrepreneurship opportunities in suitable areas. Additionally, each candidate received a stipend ranging from Rs. 7000 to 16000 per month, based on the course type, thereby enhancing the socio-economic status of their families. Moreover, this initiative provided skilled manpower to manufacturing, construction, BPO, and service sector industries.

Corporate Social Responsibility: An Overview

Companies do not only focus on their profitability and growth but also consider welfare and environmental activities for the wellbeing of societies and environment through concept of Corporate Social Responsibility. CSR is envisioned as a comprehensive collection of social policies, practices, and initiatives that are integrated into business operations to meet the expectations of society and their business goals.

Corporate social responsibility (CSR) is a self-regulating framework that enables a company to maintain accountability towards itself, its stakeholders, and the broader community. By engaging in corporate social responsibility, often referred to as corporate citizenship, organizations can be mindful of their influence on various societal dimensions, including economic, social, and environmental factors. CSR entails making meaningful contributions to society and fostering balanced development by providing adequate services to stakeholders such as employees, customers, shareholders, suppliers, and the general public. Essentially, corporate social responsibility encompasses the strategies companies employ to ensure their business operations yield a positive impact on society, addressing sustainability, social influence, and ethical practices in their operations.

Giving back to society is a core component of Indian culture and ethics, and traditional Indian enterprises have adopted this attitude from the beginning. Our sacred texts emphasize the value of contributing to society. The ancient wisdom of India, which is still valid today, motivates individuals to work toward the more important goal of ensuring the welfare of all stakeholders. Indian industry has a history of being socially conscious, and some of the major companies have made commendable efforts in this area.

For many years, the legislature has passed various social, labor, and environmental legislation to help businesses understand their obligations to their employees, neighbors, and environment. The inclusion of CSR measures in the Act is a ground-breaking legislative initiative to include corporations as stakeholders in the nation's social development process and to strengthen corporate social responsibility.

The Companies Act of 2013 is an act of legislation that launched one of the world's highest experiments in making CSR a requirement. CSR is a crucial and forward-thinking idea for socioeconomic growth. The government tries to involve businesses in the agenda for national development by including CSR. With the inclusion of CSR provisions in the Act, corporations now have a legal obligation to take actions to fulfill their social, environmental, and financial commitments. The Act's Section 135 and the CSR Rules created by it serve as the legal foundation for CSR in India.

The Companies Act 2013 mandated CSR in 2014. Since then, many amendments and revisions were introduced to strengthen the implementation of CSR in India. The main agenda for CSR initiatives is to accomplish sustainable development goals and reshape India through public-private partnerships. Though practiced by many corporate and industrial organizations from early historical periods, CSR has become mandatory for companies falling in the criteria and the companies are expected to align to take up activities detailed in the Schedule VII of the Companies Act, 2013.

About Bharat Dynamics Limited and Its Corporate Social Responsibility

About Bharat Dynamics Limited

Headquartered in Hyderabad, **Bharat Dynamics Limited** (BDL), was incorporated on 16 July, 1970 as a Public Sector Undertaking under the Ministry of Defence, Government of India to be the manufacturing base for guided missile systems and allied equipment for the Indian Armed Forces. Since its inception, BDL has been working in collaboration with DRDO & foreign Original Equipment Manufacturers (OEMs) for manufacture and supply of various missiles and allied equipment to Indian Armed Forces. The lead taken by the Nation to develop indigenous, sophisticated and contemporary missiles through the Integrated Guided Missile Development Programme (IGMDP), gave BDL an opportunity to be closely involved in the programme, wherein it was identified as the Prime Production Agency. This opened up a plethora of opportunities to assimilate advanced manufacturing and programme management technologies and skills. Today, BDL has evolved as one among the few industries in the world having state-of-the-art facilities for manufacture and supply of Guided Missiles, Underwater Weapons, Air-borne products and allied defence equipment for the Indian Armed Forces. The Company also offers Product Life Cycle Support and Refurbishment / Life Extension of vintage Missiles.

CSR at Bharat Dynamics Limited

Bharat Dynamics Limited focuses on addressing social, economic, and environmental concerns of society. BDL CSR initiatives are aligned with the national priorities and enhance the engagement of the corporate sector towards achieving Sustainable Development Goals (SDGs). The company gives preference to local areas, while maintaining balance between local areas with national priorities.

Areas of CSR Activities

Activities which may be included by companies in their Corporate Social Responsibility Policies
Activities relating to:

- Eradicating hunger, poverty, and malnutrition, promoting health care including preventive health care and sanitation including contribution to the Swach Bharat Kosh set-up by the Central Government for the promotion of sanitation and making available safe drinking water.
- Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects.

- Promoting gender equality, empowering women, setting up homes and hostels for women and orphans; setting up old age homes, day care centres and such other facilities for senior citizens and measures for reducing inequalities faced by socially and economically backward groups.
- Ensuring environmental sustainability, ecological balance, protection of flora and fauna, animal welfare, agroforestry, conservation of natural resources and maintaining quality of soil, air and water including contribution to the Clean Ganga Fund set-up by the Central Government for rejuvenation of river Ganga.
- Protection of national heritage, art and culture including restoration of buildings and sites of historical importance and works of art; setting up public libraries; promotion and development of traditional art and handicrafts.
- Measures for the benefit of armed forces veterans, war widows and their dependents, Central Armed Police Forces (CAPF) and Central Para Military Forces (CPMF) veterans, and their dependents including widow.
- Training to promote rural sports, nationally recognized sports, paralympic sports and Olympic sports.
- Contribution to the prime minister's national relief fund 8[or Prime Minister's Citizen Assistance and Relief in Emergency Situations Fund (PM CARES Fund)] or any other fund set up by the central govt. for socio-economic development and relief and welfare of the schedule caste, tribes, other backward classes, minorities, and women.
- A. Contribution to incubators or research and development projects in the field of science, technology, engineering, and medicine.
B. Contributions to public funded Universities; Indian Institute of Technology (IITs); National Laboratories and autonomous bodies.
- Rural development projects.
- Slum area development.
- Disaster management, including relief, rehabilitation, and reconstruction activities.

BDL has constituted Below Board Level-CSR & SD Committee, Board Level- CSR & SD Committee for planning, implementation and monitoring of its CSR activities.

Budget spent on various CSR activities from FY 2018-19 to 2021-22

S. No.	Year	Budget Spent - (Rupees in crore)
1	2018-19	18.39
2	2019-20	15.56
3	2020-21	15.41
4	2021-22	18.13
5	2022-23	13.19

The CSR projects listed below, which were executed during the fiscal year 2022-23 with an expenditure of one crore or more and were completed on or before March 31, 2023, are to be

included in the Impact Assessment study in accordance with the Companies (CSR Policy) Rules 2014 and their subsequent amendments.

S. No.	CSR Project Name	Expenditure (Rs. in lakhs)
1	Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation	172.33
2	Smart Classrooms in Government Schools at Vizianagaram	200.00
3	Stipend paid to the Apprentices (i.e over and above of 2.5% minimum mandate under Apprentice Act, 1961)	300.00



Research Methodology and Approach

The objective of the impact assessment study is to determine the outcomes and Impact of the projects. The IPE adopts the OECD DAC Network on Development Evaluation framework for studying the impact of the 03 CSR projects carried out by Bharat Dynamics Limited during the FY 2022-23 and each CSR project budget outlay was above one crore. The criteria for impact are to study the relevance, efficiency, effectiveness, impact, sustainability and coherence of the selected project. These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programmes, etc).



Source: OECD DAC Framework

The study uses the OECD DAC framework for finding the impact of the CSR project

S. No.	Evaluation Criteria	Discussion for Impact Assessment Study
1	Relevance (Is the intervention doing the right things?)	Most important element for analysing relevance is the assessment of the extent to which an intervention addresses beneficiaries' needs and priorities. This analysis provides insight into which issues an intervention address and why.
2	Efficiency (How well are resources are being used?)	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. Evaluating efficiency involves looking at the key areas of economic efficiency, operational efficiency, and timeliness.
3	Effectiveness (Is the intervention achieving its objectives?)	Effectiveness helps in understanding the extent to which an intervention is achieving or has achieved its objectives. It can provide insight into whether an intervention has attained its planned results, the process by which this was done, which factors were decisive in this process and whether there were any unintended effects.

S. No.	Evaluation Criteria	Discussion for Impact Assessment Study
4	Impact (What difference does the intervention make?)	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects.
5	Sustainability (Will the benefits last?)	The extent to which the net benefits of the intervention continue or are likely to continue.
6	Coherence (How well does the intervention fit?)	The compatibility of the intervention with other interventions in a country, sector or institution.

Source: OECD DAC Framework

The study would find answers for the following questions by using the related methodology.

- What are the intended / planned outcomes of the CSR project?
- Which groups have been affected (or unaffected) by the changes?
- What is the method of implementing the project and what are the challenges faced by the implementing agency, if any?
- How significant is the project in meeting the stakeholder's demands / expectations?
- Whether the project has sustainability or not?

Scope of the Study: The scope of the study includes the following:

- Reviewing of existing project documents such as project agreement documents, baseline study reports, if any, project progress reports, completion reports.
- Selecting the sample from the list of projects and conducting the stakeholder satisfaction level surveys.
- Analysing and summarizing project results concerned with impact produced.
- Identifying gaps and preparing recommendations.

Detailed Research Methodology

The impact study adopts a four-phase structured for conducting the impact assessment. To accurately assessing the effects of the programs, the adopted methodology ensures that the OECD DAC evaluation standards are followed.

Phase I: Project initiation and Review of Project Documents

During the project initiation phase, IPE engaged with the BDL CSR department to gather information regarding the projects and to examine the relevant project documentation. The project documents encompassed the Memorandum of Understanding with BDL pertaining to the programs, progress reports, baseline study reports, project progress reports, completion reports, and audited Utilized Certificates, among others, depending on the availability of the documents.

Phase II: Research Design

- Study methodology: Study is descriptive in nature, both primary and secondary data are used for analysis.

- Observational Method
- Case Study Method
- Survey Research
- Study tools: Structured questionnaires, individual & focused group discussions are used to collect the data to find out outcomes, impact created by projects.
- Sampling Technique: Purposive Sampling
- Weightage to Assessment parameters of OECD DAC framework (Impact Analysis Matrix):

DAC framework Parameters	Check list Components	Weightage Score
Relevance	Alignment to CSR Policy of BDL, Alignment to SDGs	20
Efficiency	Project timelines and budget	20
Effectiveness	Achievements (Target Vs. Actual)	20
Impact	Availability of baseline assessment and indicators, availability of midterm and completion reports, clearly defined impact indicators	20
Sustainability	Initiatives of project Sustainability Mechanism	20
Total Score		100

Weightage marks are assigned to each OECD DAC parameter, and each parameter's scores are computed according to their performances. Based on the sum of all parameters' weightage scores, the IPE team develops a 5-point rating scale and details are given below.

- Excellent (Scores: 81 to 100)
- Above Average (61 to 80)
- Average (41 to 60)
- Below Average (21 to 40)
- Very Poor (1 to 20)

Phase III: Data collection

The IPE team would conduct stakeholder interaction and collect primary data using a questionnaire with implementing agencies and various stakeholders to further understand the projects, their objectives and impact.

Phase IV: Data Analysis and Report Writing

The analysis involved a review of data and observations derived from document examination and pertinent stakeholder interactions. Additionally, the study assessed the project's adherence to the Memorandum of Understanding, as well as its completion within the designated budget and timeline. The final step in this process was the preparation of the report.

CHAPTER IV

Project wise Impact Analysis

Project 1: Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation

Name of the Project	Mid-Day Meal Program to Government Schoolchildren of TS & AP through Akshaya Patra Foundation
Project Cost	172.33 lakhs
Execution Period	2022-23
CSR Thematic Area	Eradicating Hunger, Poverty and Malnutrition, Promoting Healthcare including sanitation (Schedule VII, Section 135, item number 1) Promoting Education (Schedule VII, Section 135, item number 2)
SDG Goal	
Project Objective	The project's main objective is to sponsor the feeding of midday meals to government schoolchildren in Telangana and Andhra Pradesh states through the Akshaya Patra Foundation.
Total beneficiaries	10314 schoolchildren

Background of the Project

The National Programme of Nutritional Support to Primary Education (NP-NSPE) was initiated on 15th August 1995 to boost enrolment, retention, and attendance rates while also enhancing the nutritional levels of children. By 2001, the Mid Day Meal Scheme transitioned into a cooked Mid-Day Meal Scheme, ensuring that every child in Government and Government aided primary schools received a nutritious meal with a minimum of 300 calories and 8 to 12 grams of protein daily for at least 200 days. This initiative provides meals rich in cereals, pulses, vegetables, and fruits, effectively addressing hunger and malnutrition among school children. Research indicates that the implementation of midday meals has led to improved nutritional health, reduced stunting and wasting, and increased school attendance. Bharat Dynamics Limited, a socially conscious defense organization, has been actively involved in supporting the Government of India's midday meals program. Through their partnership with the Akshaya Patra Foundation, BDL has been sponsoring free cooked midday meals for government schoolchildren in Patancheru mandal, Sangareddy district of Telangana state, and in Visakhapatnam town, Andhra Pradesh, for the past decade. In the fiscal year 2022-23, BDL provided financial assistance with Rs. Rs. 172.33 lakhs to the Akshaya Patra Foundation, enabling them to sponsor midday meals for 6,483 schoolchildren from 63 selected schools in Patancheru and 3,831 schoolchildren from 12 selected schools in Visakhapatnam town.

Project Initiatives

The Akshaya Patra Foundation, with the support of BDL CSR funding, executed a midday meals program in 63 schools located in Telangana and in 12 schools in Andhra Pradesh during the fiscal year 2022-23, incurring an expenditure of Rs. 172.33 lakhs.

S. No.	Project Location	Total Numbers of schools	The total number of days for midday meals feeding was sponsored by BDL	Total strength	Total Amount
1	Patancheru	63	180 days (July 2022 to March 2023)	6483	172.33 lakhs
2	Vizag	12	180 days (July 2022 to March 2023)	3831	
	Total	75		10314	

About Akshaya Patra Foundation

The Akshaya Patra Foundation (TAPF) is an independent charitable trust, endeavours to implement the Government of India's PM POSHAN Initiative (formerly the Mid-Day Meal Scheme) to solve at scale the overarching societal issues of classroom hunger and malnutrition in the country. TAPF strives to provide children with a hot, nutritious and tasty mid-day meal every school day as an incentive to come to school. Thus, the vision - 'No child in India shall be deprived of education because of hunger.' Since the year 2000, TAPF endeavoured to reach out to children with wholesome mid-day meals every school day by leveraging technology and effectively harnessing the potential of the Public-Private Partnership (PPP) model. By establishing an extensive network of kitchens and partnering with the Government of India, state governments, UT administrations, corporate houses and philanthropists, TAPF created a system to address a social cause on a massive scale. Currently, TAPF serves over 2.2 million children studying in 23,110 government schools and Anganwadi centres across 72 locations in 16 states and 2 union territories of India.

Menu Items for both Project Locations

S. No.	Day	Menu-Patancheru	Menu Visakhapatnam
1	Monday	Vegetable Pulao, Mixed Vegetable Curry Gravy and Snacks	Hot Pongal / Vegetable Pulao, Gravy Curry
2	Tuesday	Rice, Mixed Vegetable Sambar, Mixed Vegetable Curry or Vegetable Curry and Snacks	Pulihora, Dondakaya Chuteny
3	Wednesday	Rice, Leaf Pappu (Dal), Vegetable Curry and Snacks	Vegetable Rice, Aloo Kurma
4	Thursday	Vegetable Biryani, Mixed Vegetable Chana Masala Curry and Snacks	Sambar Bath / Lemon Rice, Tomato Chutney
5	Friday	Rice, Mixed Vegetable Sambar, Sweet Rice and Snacks	Rice, Leaf Dal Curry
6	Saturday	Rice, Leaf Pappu (Dal), Vegetable Curry and Snacks	Green Leaf Rice, Pappu Charu, Sweet Pongal

Impact Analysis Framework: The IPE team employed the OECD DAC Framework of various parameters to analyze the impact of CSR project, and the findings are outlined below.

Relevance: This BDL's endeavor holds immense significance as it caters to providing cooked free midday meals to a total of 10,314 schoolchildren from 75 schools in both Telangana and Andhra Pradesh states. Most of these schoolchildren belong to disadvantaged sections of

communities and come from migrant families originating from various states. This project is relevance as it aligns with the Government of India's PM Poshan Initiative, previously known as the Mid-Day Meal Scheme. The initiative aims to address the issue of classroom hunger in government schools, which in turn contributes to a decrease in school dropouts and an enhancement in school attendance and retention rates.

Efficiency: The Akshaya Patra Foundation ensures the prompt and effective distribution of free cooked midday meals to government schools with financial help from BDL. The Akshaya Patra Foundation sources quality food grains, uses the right technology to prepare the midday meals, and uses the right vehicles to deliver the meals.

Effectiveness: BDL effectively combated classroom hunger among schoolchildren in Telangana and Andhra Pradesh by feeding 10,314 students through the Akshayapatra Foundation. Primary school students are provided with 450 k.cal of energy and 12 grams of protein, while upper primary school students receive 700 kcal of energy and 20 grams of protein. Moreover, the meals also contain vital micronutrients such as iron, folic acid, and vitamin A, which contribute to the students' well-being and cognitive development.

Impact: Among the 10314 schoolchildren, 80% are from families living below the poverty line, with 40% of these students coming from migrant families. Most parents of these schoolchildren are wage laborers, often leaving early in the morning and returning in the evening without ensuring their children are adequately fed. Previously, many students would attend classes on an empty stomach, resulting in decreased attendance rates and increased dropout rates. However, since BDL began providing quality midday meals through the Akshaya Patra Foundation, the IPE team has noted a significant rise in school enrollment from 1% to 32%. For example, ZPHS-Muthangi, which previously had 187 students, now has 247 students as of 2023-24. There has also been a slight improvement in student numbers in Visakhapatnam schools. This initiative has had a positive impact on X-class public examinations compared to previous years. Overall, this initiative has led to improvements in students' height, weight, and overall health, resulting in increased concentration levels and enhanced educational standards in the project schools.

Impact on School strength after BDL Project

Telangana state

S. No.	Name of the School	Strength in 2022-23	Strength in 2023-24	Growth Percentage
1	MPPS-Isnapur (I to V)	380	408	7%
2	MPPS-Muthangi (I to V)	180	232	29%
3	MPPS-Bhanur	73	79	8%
4	ZPHS Bhanur	145	145	No change
5	ZPHS Isnapur	800	1000	25%
6	ZPHS Muthangi	187	247	32%

Andhra Pradesh State

S. No.	Name of the School	Strength in 2022-23	Strength in 2023-24	Growth Percentage
1	GVMC - Gandhigram	320	324	1%
2	GVMC Kamala Nehru High School - Railway New Colony	386	387	-
3	GVMC High School - Railway New Colony	329	333	1%

Coherence: The project aligns with the PM POSHAN, Government of India's renowned Midday Meals initiative and is in sync with the midday meals programs of the relevant state governments.

Outcomes: By implementing this project, the standard of midday meals in 63 government schools in Telangana state and 12 schools in Andhra Pradesh was greatly improved. As a result, a total of 10,314 schoolchildren were nourished, leading to notable advancements in their health, well-being, and educational outcomes.

Sustainability: The results of this project are enduring because BDL consistently provides financial aid, while the Akshaya Patra Foundation actively seeks funding from different corporate entities, NGOs, and individuals. Moreover, the agency is equipped with the appropriate technologies and resources to sustain this project for an extended period.

Performance of the Project

OECD DAC Framework Weightage score

Midday Meals - Patancheru, Telangana state			Midday Meals - Visakhapatnam		
DAC Framework Parameters	Performance Indicator	Weightage Score	DAC Framework Parameters	Performance Indicator	Weightage Score
Relevance	Excellent	18	Relevance	Excellent	19
Efficiency	Excellent	18	Efficiency	Excellent	18
Effectiveness	Excellent	18	Effectiveness	Excellent	18
Impact	Excellent	18	Impact	Excellent	17
Sustainability	Excellent	18	Sustainability	Excellent	18
Total Score	Excellent	90	Total Score	Excellent	90

Individual score: Excellent: 17-20; Above Average: 13-16; Average 9-12; Below Average: 5 to 8 and Very Poor: 1 to 4

Total Score: Excellent (Scores: 81 to 100); Above Average (61 to 80); Average (41 to 60); Below Average (21 to 40) and Very Poor (1 to 20)

Satisfaction Level Survey

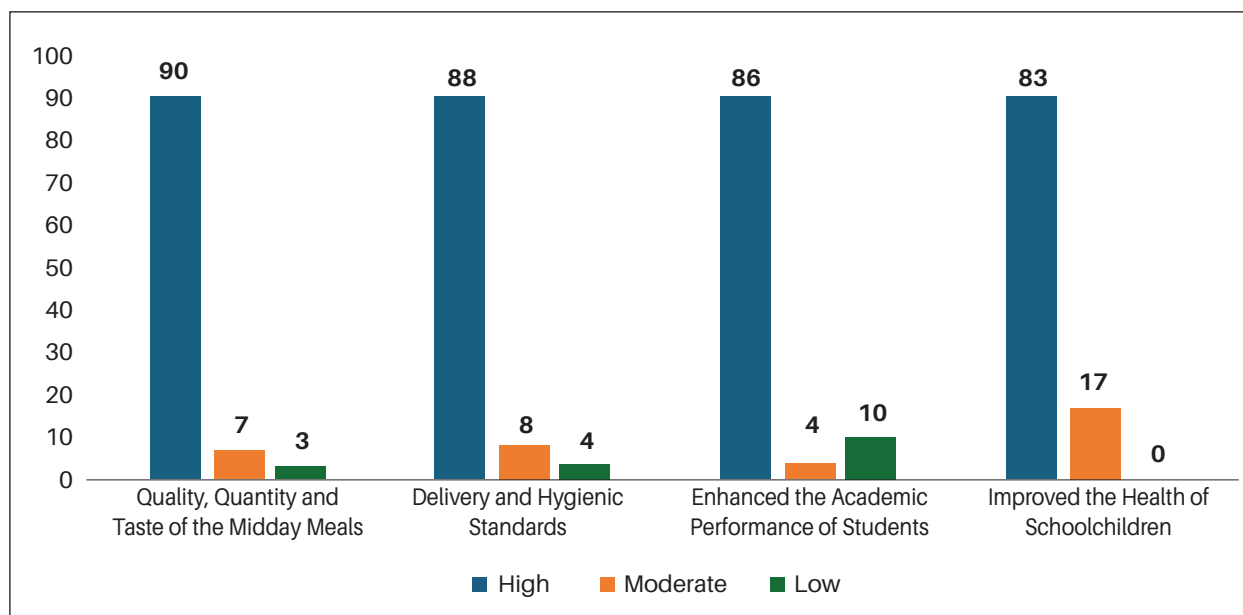
I. Patancheru

a) Students' Satisfaction Level Survey

Primary Schoolchildren Survey

Recently, the IPE team served a questionnaire to 90 primary schoolchildren from MPPS-Isnapur,

MPPS-Muthangi, and MPPS Bhanpur, with each school having a sample size of 30 students and samples were drawn from IV and V class schoolchildren. 90% of students expressed their high satisfaction with the quality, quantity and taste of midday meals provided by this project. Furthermore, 88% of students revealed their high satisfaction with delivery and hygienic standards maintained by the project implementing agency the Akshaya Patra Foundation. Additionally, 86% of respondents were highly satisfied with the enhanced academic performance of students after consuming the midday meals project of BDL and finally 83% of students shared their high satisfaction with improvement of schoolchildren health levels because of this project.



ZP High Schoolchildren Survey

The IPE team interacted with 60 schoolchildren from ZPHS Muthangi, ZPHS Bhanur, and ZPHS Isnapur. They administered a questionnaire to each school, with a sample size of 20 for each. The students largely reported high satisfaction with the quality, quantity, and taste of the midday meals, as well as the punctuality and hygiene standards of their delivery. Moreover, they expressed contentment with the beneficial effects on their health and educational development resulting from consuming these midday meals at their respective schools.

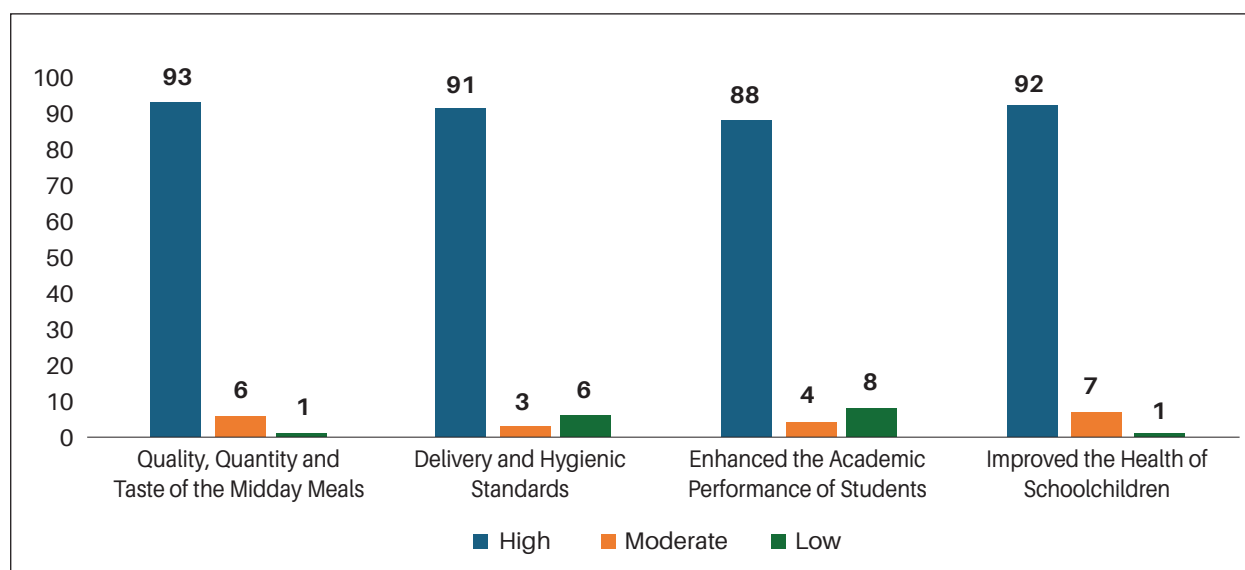
b) Parent Satisfaction Level Survey: The IPE team conducted interactions with a total of 60 parents from three primary schools and the corresponding three ZP High schools in Patancheru mandal of Telangana state. All parents conveyed their high satisfaction with the quality of midday meals provided in the government schools. Moreover, they commended the efficient schedule implemented for food delivery to the schools. Additionally, they expressed great contentment with the enhancements observed in their children's academic and health statuses.

c) Teacher Satisfaction Levey Survey: The IPE team actively engaged with three headmistresses from different primary schools, as well as the same number three headmistresses from three ZP High schools. Additionally, the team conducted interviews with 15 SGT teachers from the primary schools and an equal number of 15 school assistants from the ZP High Schools. Most

headmistresses and teachers from both primary and ZP high schools expressed their high level of satisfaction with the procurement of food grains and the utilization of advanced technologies in kitchen sheds for the preparation of midday meals by implementing agency Akshaya Patra Foundation. They also lauded the timely delivery of food to schools, which resulted in a decrease in school absenteeism, an increase in school enrollment, and an improvement in the academic performance and health levels of the students involved in this project.

II. Visakhapatnam

a) **Students Satisfaction Level Survey:** The IPE team interacted with 30 students from each of the following schools: GVMC High School - Gandhigram, GVMC Kamala Nehru Girls High School - Railway New Colony, and GVMC High Schools to gather feedback on the midday meals provided by BDL through the Akshaya Patra Foundation in the academic year 2022-23. The team ensured an equal representation of boys and girls from grades VIII, IX, and X in their sample selection. A significant 93% of students expressed their utmost satisfaction with the quality, quantity, and taste of the midday meals offered by the Akshaya Patra Foundation with the backing of BDL funds. Moreover, 91% of the participants conveyed their high contentment with the delivery and hygienic standards maintained by the Akshaya Patra Foundation. In addition, 88% of respondents reported a notable improvement in their academic performance after consuming the BDL-sponsored midday meals. Lastly, 92% of students shared their satisfaction with the positive impact on the health of schoolchildren in terms of height and weight after consuming the nutritious meals provided by this initiative.



b) **Parent Satisfaction Level Survey:** The IPE team had discussions with 30 parents from three schools, all of whom conveyed their high satisfaction with the menu items, as well as the quality and quantity of food served to their children during midday meals. Additionally, these parents are wholeheartedly sending their children to these schools due to the exceptional quality of both the midday meal and education provided by these institutions. Furthermore, they express their satisfaction with their children's academic performance and the noticeable improvement in their health levels after consuming midday meals at these schools.

c) Teacher Satisfaction Level Survey: The IPE team engaged with 15 teachers from three schools, all of whom expressed their appreciation for the efforts of Akshaya Patra and BDL in supplying nutritious and high-quality midday meals to government schools through this initiative. Further they highlighted that these midday meals consist of a well-balanced combination of cereals and millets, pulses, oils and fats, as well as leafy and non-leafy vegetables, which enhance the students' ability to concentrate on their studies and contribute to the overall development of the children. All the teachers conveyed their gratitude to BDL and the Akshaya Patra Foundation for providing these nourishing meals to their students.

Overall Observations

- The study clearly indicates a positive impact of the project on stakeholder satisfaction, enhancement of children's nutritional levels, increase in attendance, and enrollment growth.
- Many schools have observed a significant rise in afternoon attendance due to the mid-day meal scheme, which also includes snacks.
- The Akshayapatra Foundation is well-prepared, professional, and adheres to all nutritional and safety standards when it comes to preparing, transporting, and delivering food to children on time.
- The Akshaya Patra Mid-Day Meal Program has brought about significant changes in the daily operations of schools. Previously, Headmasters/Headmistresses, Teachers, and other staff were primarily focused on procuring food items and ensuring the preparation and serving of cooked meals. Moreover, teachers were burdened with the responsibility of preparing bills for the mid-day meal program on a daily, weekly, and monthly basis. This situation had a detrimental effect on the smooth functioning of the school and compromised the quality of education. However, because of this project, teachers now have sufficient time to dedicate to classroom teaching and other developmental activities.
- Schools have confirmed that the Midday meal van consistently arrives at the school within the designated time frame of 10.30 am to 11.30 am. The meal is then served to the children between 12.30 pm to 1.30 pm. Akshayapatra field officials regularly visit the schools to gather feedback from different stakeholders, including school teachers, children, and parents, regarding the quality of midday meals. They carefully consider the suggestions provided by these stakeholders and take appropriate measures to ensure the successful implementation of the project.

Case Studies

Case Study 1

"My name is Amrish, and I am currently studying in the fifth class at MPPS - Isnapur. Our family relocated from a remote village in the Deoria district of Bihar to Isnapur five years ago. My younger brother, Ayush, is also a student in the fourth class at the same school. My father is employed in a private company, while my mother works as a daily wage laborer. Both my parents leave home early in the morning and return in the evening. Unfortunately, due to our family's circumstances, they struggle to provide us with adequate meals. However, with the assistance of BDL, the Akshayapatra Foundation provided nutritious food in the afternoon, which has significantly improved my ability to concentrate on my studies and has also enhanced my overall health."

- **Amrish**, student of V class, MPPS - Isnapur

“BDL’s generous sponsorship ensured that the midday meals provided by Akshaya Patra were not only nutritious but also aligned with recommended dietary standards. The comprehensive menu, spanning an entire week, offered a diverse range of dishes such as Rice, Vegetable Biryani, Vegetable Pulao, Mixed Vegetable Curry, Mixed Vegetable Sambar, Leaf Pappu (Dal), Vegetable Curry, Sweet Rice, and Snacks. These meals were packed with essential proteins and nutrients, leading to improved concentration levels, enhanced health, and academic achievements among the children. This positive impact was evident in the school’s enrollment, which rose from 180 to 232, benefiting the families of migrant workers.”.

- **Smt B Lalitha**, Headmistress, MPPS – Muthangi



Midday Meals Schools’ in Telangana state



Midday Meals’ Schools in Andhra Pradesh

Project 2: Smart Classrooms in Government Schools at Vizianagaram

Name of the Project	Smart Classrooms in Government Schools at Vizianagaram
Project Cost	200 lakhs
Execution Period	2022-23
CSR Thematic Area	Promoting Education (Schedule VII, Section 135, item number 2)
SDG Goal	
Project Objective	The objective of the project is to empower government schools digitally by providing smart classroom systems in selected government schools of the Vizianagaram district.
Total beneficiaries	10000 Schoolchildren

Background of the Project

The inadequate modern teaching and learning facilities in government schools have hindered students' academic performance, leading to a decline in education standards. Consequently, schoolchildren's attendance and enrolments in government schools have also suffered. Recognizing this issue, the Government of Andhra Pradesh has implemented various measures to enhance the quality of teaching and learning facilities in government schools. One such initiative is the digitization of classrooms, aligning with the Government of India's "Samagra Shiksha Project" launched in 2018. Responding to requests from local authorities, BDL, as a responsible corporate entity, has provided support for the installation of smart classroom systems at government schools in Vizianagaram district. In the financial year 2021-22, BDL successfully installed 40 smart classrooms at a cost of Rs. 100 lakhs. This was followed by the installation of 72 smart classrooms during 2022-23, with a cost of Rs. 200 lakhs.

Project Initiatives

During FY 2022-23, BDL successfully set up 72 KYAN smart classrooms in selected government schools of Vizianagaram District, with RES technologies serving as the implementing agency. The total cost of the project amounted to Rupees 200 lakhs, benefiting a total of 10000 students. Schoolnet India Limited played a crucial role as the technical partner in this initiative.

Mandal-wise total number of primary and upper primary schools for smart classroom systems:

Execution period: September 2022 to March 2023

S. No.	Name of the Mandal	Primary Schools	Upper Primary Schools	Mandal wise Primary and Upper Primary schools' numbers for smart classroom system installation		
				ZP High Schools / Govt. High Schools	APSWRS / KGBV Schools	Total
1	Bobbili	02	02	-	-	04
2	Ramabhadrapuram	05	-	-	-	05

S. No.	Name of the Mandal	Primary Schools	Upper Primary Schools	Mandal wise Primary and Upper Primary schools' numbers for smart classroom system installation		
				ZP High Schools / Govt. High Schools	APSWRS / KGBV Schools	Total
3	Bhogapuram	01	-	-	-	01
4	Badangi	02	01	-	-	03
5	Therlam	02	01	-	-	03
6	Dathirajeru	02	02	-	-	04
7	Gajapathinagaram	01	-	-	-	01
8	Bondapalli	02	01	-	-	03
9	Gurla	03	-	-	-	03
10	Nellimarla	02	-	-	-	02
11	Gantiyada	05	-	-	-	05
12	Jami	01	-	-	-	01
13	Rajam	04	04	05	-	13
14	R. Amadalavalasa	01	02	05	01	09
15	Vangara	-	-	05	02	07
16	Santhakaviti	-	04	03	01	08
	Total	33	17	18	04	72

About KYAN Smart Classroom System

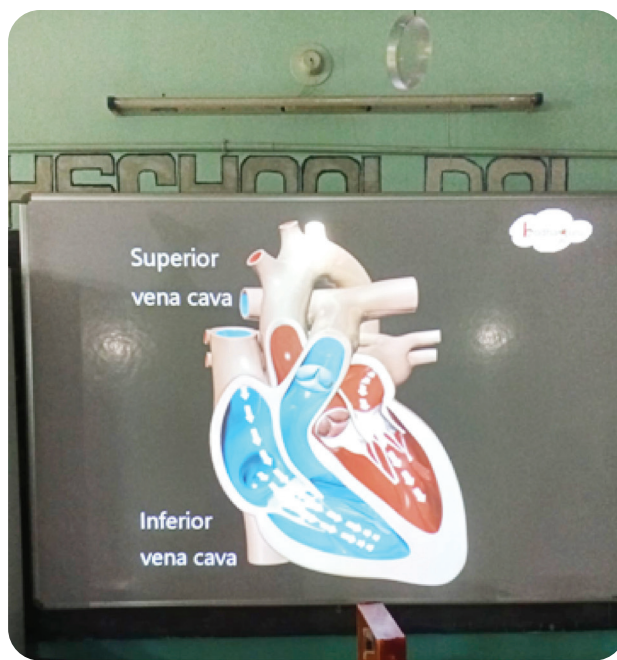


KYAN Smart Classroom - Various Components

K-YAN (Knowledge Yantra) – Integrated technology enabled learning solution: K-Yan serves as a comprehensive solution for fostering an interactive learning environment within schools. It meets the needs of students and teachers in a cost-effective manner, offering opportunities for enhanced learning, comprehension, and performance through the integration of technology and multimedia content aligned with the curriculum. The solution has been developed with a focus on empowering teachers, enabling them to create a captivating learning experience in the classroom. Additionally, the Integrated Community Computer comes with built-in interactivity, transforming any surface into an interactive classroom, providing an advantage in areas with limited infrastructure.

Specification

- Computer (CPU: Intel Core i5 Processor, Chipset: Intel, Memory: 8 GB RAM, Graphics: Integrated Graphics, Storage: Minimum 1 TB, Operating System: Windows 10 SE)
- Projector (Brightness: 3500 XGA ANSI Lumens (Short Throw), 800X600 Resolution, Contrast Ratio: 18000:1 or higher, Lamp Life: 15000 Hrs (Standard Mode), 10000 Hrs (Bright Mode))
- In-built Interactivity (Image Processing Technology that support the use of any wall (white color) as an interactive classroom (touch based))
- Digital Pen (IR-based Digital Pen for Writing)
- Keyboard and Mouse (Wireless)
- In Built Audio System (Audio: 30W Audio Speakers with Volume Control)
- USB Ports (6 number USB Ports)
- External device connectivity Port (VGA/HDMI Port)
- Connectivity (Ethernet: LAN Connectivity for internet and Wifi: 802.11 b/g/n)
- Inbuilt Camera (Back and Front camera- (Optional))



Smart Classroom systems in MPUPS-Anthakapalli and GHS - Rajam

Impact Analysis Framework: The IPE team employed the OECD DAC Framework of various parameters to analyze the impact of CSR project, and the findings are outlined below.

Relevance: This project holds significance as it brings about transformative changes in the chosen government schools of Vizianagaram district. It also provides strong backing to the Government of Andhra Pradesh's initiatives for digital transformation in classroom instruction and learning, as well as the Government of India's esteemed Samagra Shiksha project, which

emphasizes the necessity for modern teaching and learning resources in government schools to enhance the quality of the education system.

Efficiency: The initiative has been executed in a systematic manner, following a phased approach, sticking to the specified timeline, and with proper allocation of funds. Moreover, teachers and students make optimal use of the KYAN smart classroom systems. Teachers utilize a variety of digital content like preloaded subject material, e-books, video lectures, interactive learning tools, and downloaded lessons from YouTube during classroom sessions to enhance students' comprehension of different subjects. Furthermore, students have access to a wide range of digital resources and online learning platforms. With internet connectivity, students can explore information beyond traditional textbooks, enhancing their understanding of various subjects. As a result, students can grasp the subject matter more easily and perform well in their academic evaluations.

Effectiveness: BDL achieved the project objective by installing 72 KYAN smart classroom systems in selected government schools across the Vizianagaram district. A total of 10,000 students benefited from this program, engaging with diverse subject materials and attending smart classroom sessions daily. Consequently, upper primary and high schools conducted 5-6 smart classroom sessions per day, enriching students' learning experiences and contributing to advancements in their academic performance across various subjects such as Mathematics, Physics, Chemistry, Biological Science, Social Studies, Telugu, English, and Hindi.

Outcomes

- Improved the modern teaching facilities in government schools
- Enhanced students' reasoning, analytical and logical skills in solving various mathematical problems.
- Improved the students' LSRW skills in Telugu, English and Hindi languages.
- Enhanced the students' drawing and practical skills in the science subject.
- The students' ability to recognize continents, oceans, countries, and Indian states on different types of geographical maps was enhanced.

Impact: Most students are from families engaged in agriculture, labor-intensive work, caste-related occupations, small businesses, or the private sector. In the past, Higher secondary school students faced challenges in subjects like physical science, biological science, mathematics, English, social studies and various languages. Traditional classroom teaching with one-way communication often led to student boredom and lack of interest in classroom participation without various live experience audio-video visuals. However, this project has transformed classroom teaching and learning environments, leading to improved educational standards, increased school enrollment, reduced absenteeism, and enhanced overall education quality in government schools.

Coherence: This project is in accordance with the various policies on school education implemented by the Government of Telangana and the Government of India.

Sustainability: The project outcomes have a lasting impact, as recipient schools are provided

with technical assistance from the project implementing agency, as well as financial support from the education department, school development & management committee, and relevant local body, all of whom are committed to ensuring the sustained success of the project.

Performance of the Project

OECD DAC Framework Weightage score

DAC framework Parameters	Performance Indicator	Weightage Score
Relevance	Excellent	18
Efficiency	Excellent	18
Effectiveness	Excellent	18
Impact	Excellent	18
Sustainability	Excellent	17
Total Score	Excellent	89

Individual score: Excellent: 17-20; Above Average: 13-16; Average 9-12; Below Average: 5 to 8 and Very Poor: 1 to 4

Total Score: Excellent (Scores: 81 to 100); Above Average (61 to 80); Average (41 to 60); Below Average (21 to 40) and Very Poor (1 to 20)

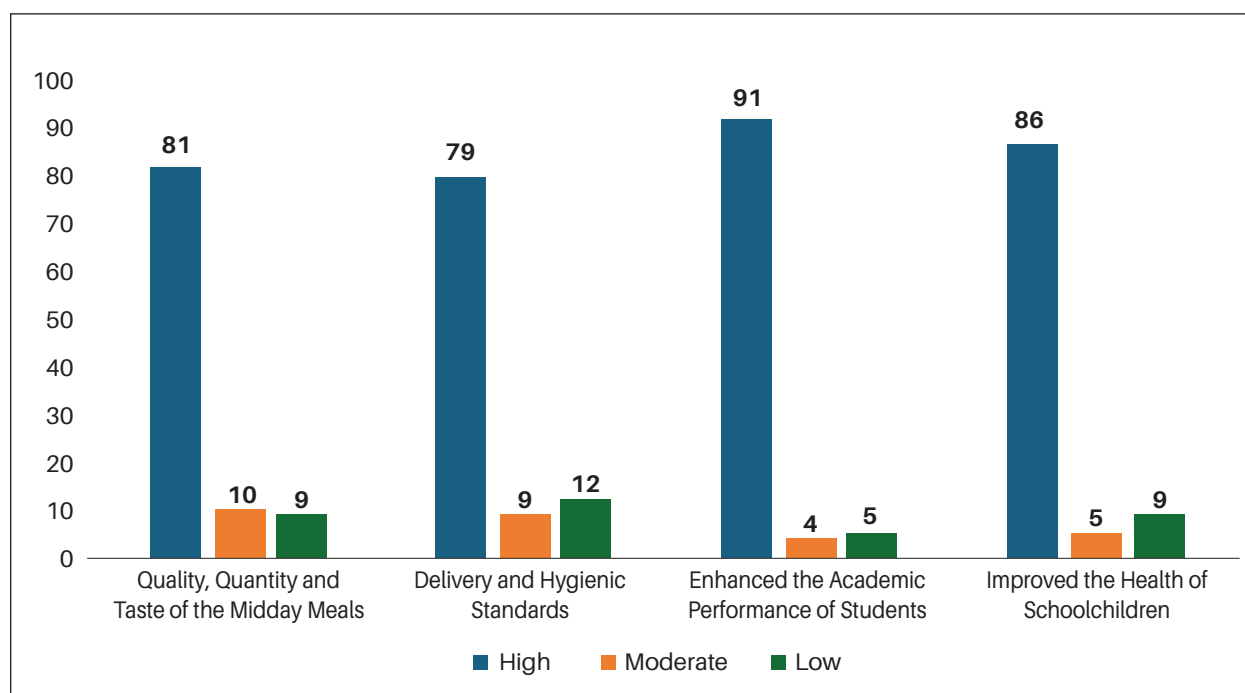
Satisfaction Level Survey

Stakeholder Survey Details

S. No.	IPE team visited school name	Total Strength	Selection classes for filling in the Questionnaire	Total number of Questionnaires
1	MPUPS - Anthakapalli (I to VIII)	125 (Boys: 55 and Girls: 70)	VII & VIII	30 (Boys: 15 and Girls: 15)
2	Government High School - Rajam	826 (Boys: 466 and Girls: 360)	VIII, IX and X	30 (Boys: 15 and Girls: 15)
3	ZPHS - Pogiri	508 (Boys: 236 and Girls: 272)	VIII, IX and X	30 (Boys: 15 and Girls: 15)
4	ZPHS - Kancharam	444 (Boys: 225 and Girls: 219)	VIII, IX and X	30 (Boys: 15 and Girls: 15)
5	Government High School - Dolapet	664 (Boys: 337 and Girls: 327)	VIII, IX and X	30 (Boys: 15 and Girls: 15)
6	MPP School, Police Station Road, Rajam	292 (Boys: 143 and Girls: 149)	-	-

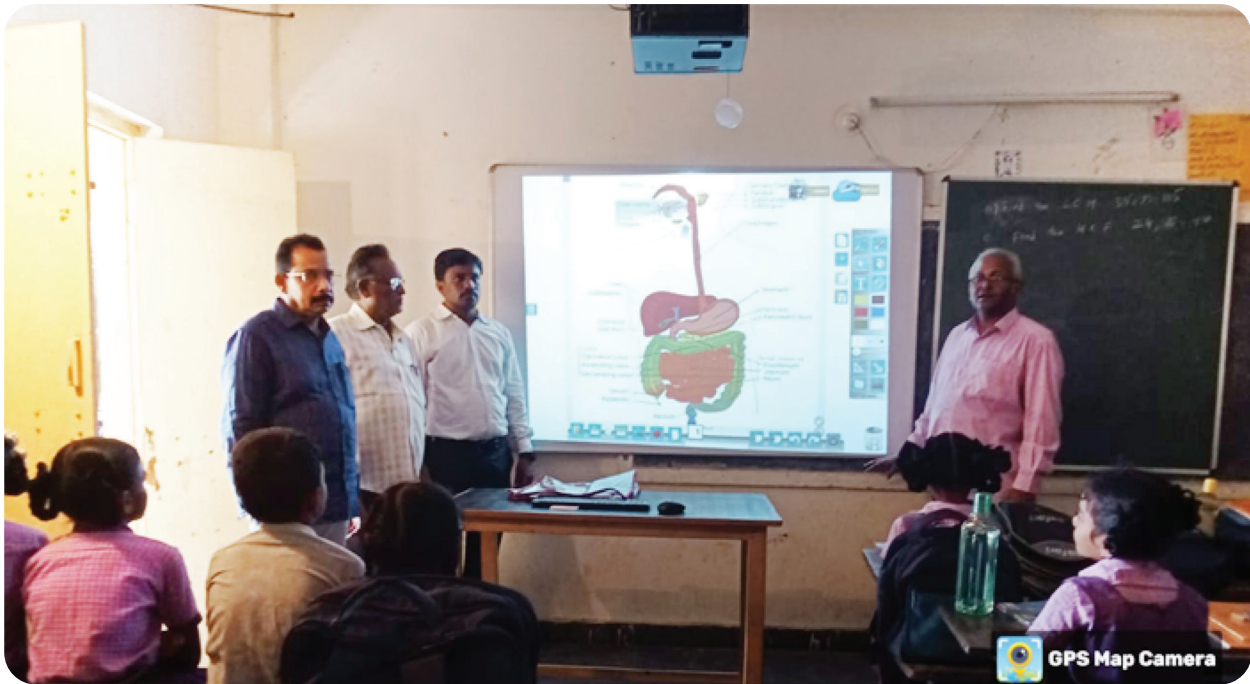
a) Students: The IPE team conducted a satisfaction level survey among 150 students in VII to X classes from five ZP High Schools in Vizianagaram district. Each school had a sample size of 30 questionnaires. Out of the 150 students, 75 were boys and 75 were girls. The results showed that 81% of students expressed high satisfaction with the regular smart classroom teaching in their schools. Most students mentioned that on average 5-6 smart classroom sessions are held in their school for various classes, including Mathematics, Physics, Chemistry, Biological Science, Social Studies, and languages. Furthermore, 79% of respondents revealed high satisfaction with the availability of preloaded subject contents, e-library materials, downloaded lessons,

and videos. X class students mainly access these materials for their board exam preparation. Additionally, students requested concerned education department officials to update the subjects' contents as per changes made in their regular syllabus. Notably, 91% of students reported being highly satisfied with improved classroom teaching and learning with the KYAN Smart classroom system. They highlighted the difference between traditional teaching methods and the KYAN smart classroom system, emphasizing the importance of live demonstrations in enhancing students' interest and understanding. Finally, 86% of respondents expressed high satisfaction with the improvement in their overall academic performance after attending the smart classroom sessions in their schools.



b) Teachers: The IPE team had interactions with 24 teachers from six government schools, all of whom voiced their satisfaction with the upgraded classroom teaching and learning facilities provided by KYAN smart classroom systems. They stressed the importance of these systems in delivering chemistry practical lessons to students, particularly those that cannot be conducted in traditional chemistry labs due to safety risks. Moreover, the teachers highlighted the significance of smart classroom systems in conducting remedial classes for underperforming students, offering a more interactive and repetitive approach to learning. Additionally, the teachers expressed appreciation for the opportunity to enhance their modern teaching skills using smart projectors, enabling them to provide better guidance to students and develop more effective lesson plans. This project has not only improved their ability to assess student progress but has also motivated them to create more engaging lessons.

c) Parents: The IPE team interacted with twenty-four parents from six schools, all of whom expressed their high satisfaction with the modern teaching facilities in government schools following the installation of smart classrooms by BDL. They praised BDL for providing these smart classrooms to their schools and acknowledged the improvements in classroom instruction and learning environment, resulting in higher education standards in government schools.



Smart Classroom session at ZP High School in Pogiri

Overall Observations

- All educational institutions have reported successful installation of smart classrooms and timely resolution of the smart classroom systems issues encountered during the warranty period. However, a small percentage of schools faced hardware or system problems after the warranty period had ended.
- The digital learning initiative has garnered significant participation from both Teachers and students. Mathematics and Science have shown usage rates exceeding 70%, indicating their popularity.
- Teachers provide practical live experience to school children by demonstrating science experiments - physics, chemistry, and biological sciences through downloaded you tube videos.
- Teachers prepare English worksheets for practising of students with English grammar.
- Teachers utilize downloaded geographical maps, locations, scenes, videos for explaining the social studies concepts.
- Teachers use downloaded videos for improving the students' listening and story telling skills for Telugu, English and Hindi languages
- Schools typically conduct 25-30 smart classroom sessions weekly.
- The benefits of the digital learning program include simplified explanation of new concepts, increased student engagement, modernized teaching methods, and efficient management with fewer instructors.
- The preloaded content for various subjects aligns with the syllabus set by the Andhra Pradesh state government.
- Most schools utilize Smart classrooms for remedial classes to improve student performance.

Case Studies

Case Study 1

Our school has been enriched by Bharat Dynamics Limited's commitment to corporate responsibility through the provision of the KYAN Smart Classroom system. This system, complete with preloaded subject content in the form of Videos and 3D animations, offers a multitude of benefits. The stylus pen feature allows for real-time annotations during teaching sessions, resulting in time savings. Video lectures aid in the swift comprehension of concepts, while 3D animations of activities and experiments enhance understanding beyond traditional textbook methods. The digital platform encourages students to explore lessons in depth, ensuring clear visibility of the board for all students. In the absence of a teacher, other educators can seamlessly step in to cover the subject. Lastly, students experience improved language skills as they find it easier to listen, speak, read, and write complex terms, thereby enhancing their communication skills for the future.

- **Smt N Sharmila Rani**, Senior Assistant, Biological Science Teacher, GHS - Rajam

Case Study 2

I would like to extend my gratitude to Bharat Dynamics Limited for providing us with the KYAN smart classroom system. Working in rural areas where students are unfamiliar with computer technology, this system has allowed students to engage with various concepts and benefit from subjects such as Mathematics, Science, Social Studies, and languages. The smart classroom system has encouraged active participation among students, particularly in main subjects like science, social studies and mathematics for 7th and 8th classes. Additionally, teachers have found it beneficial for presenting concepts and discussing them with slow learners at their own pace. The equipment has also facilitated student presentations of various projects, especially in biology, such as the collection of plants, feathers, and food grains.

- **Mr P Srinivasa Rao**, Headmaster, MPUPS - Anthakapalli

Case Study 3

The diverse range of subjects' content preloaded in the KYAN Smart Classroom system proves to be highly advantageous for schoolchildren, igniting their interest and capturing their attention. Using sketchometry software, students can grasp the construction of geometry shapes and angles effortlessly, while the stylus pen provided by KYAN facilitates the drawing of diagrams for physical science and biological science. Moreover, students can easily access relevant study materials, such as documents and videos, by utilizing this innovative smart classroom system.

- **K Himala**, IX Class - EM, ZPHS - Kancharam, Rajam Mandal, Vizianagaram district

Project 3: Stipend paid to the Apprentices (i.e., over and above of 2.5% minimum mandate under Apprentice Act, 1961)

Name of the Project	Stipend paid to the Apprentices (i.e., over and above of 2.5% minimum mandate under Apprentice Act, 1961)
Project Cost	300 lakhs
Execution Period	2022-23
CSR Thematic Area	Promoting Education including Skill Development Training Programs (Schedule VII, Section 135, item number 2)
SDG Goal	
Project Objective	To provide the stipend payment skill training for apprentices through BDL's apprenticeship training program for trade apprenticeship (EX-ITI) in various trades under BDL CSR funding.
Total beneficiaries	550 apprentices (on average per month)

Background of the Project

The progress of human resources is essential for the industrial advancement of any country. Skill enhancement is a crucial aspect of Human Resource Development. Training provided in educational institutions alone is insufficient for skill acquisition and must be complemented by workplace training. The Apprentices Act, 1961 was established with the primary goal of fully utilizing industry facilities to provide practical training to meet the industry's skilled manpower needs. Initially, the Act covered apprenticeship training for trade apprentices and was subsequently amended in 1973, 1986, and 2014 to include Graduates, Technicians, Technicians (Vocational), and Optional Trade Apprentices respectively. The National Council of Vocational Training (NCVT) conducts All India Trade Tests (AITT) for trade apprentices twice a year (October/November and April/May). National Apprenticeship Certificates (NAC) are awarded to those who pass the AITT. NAC is recognized for employment in Government/Semi-Government departments/organizations.

In accordance with Apprenticeship Act 1961, BDL has been conducting an Apprenticeship Training Program for Trade Apprenticeship (Ex-ITI) to train 15% of the total workforce as apprentices for many years. However, in the fiscal year 2022-23, BDL committed to utilizing the facilities and resources of its Apprenticeship Skill Development Centre to train 550 graduate/ITI/optional trade/technical/vocational apprentices on average per month. The recurring expenses for these 550 apprentices on average per month, who were trained in 9 different trades at BDL's apprenticeship centre, were covered by the CSR of BDL, including stipends that exceeded statutory norms.

Project Initiatives

According to the regulations stipulated in the Apprentices Act -1961 and its related rules and regulations, industries with a workforce of 30 or more must engage a minimum of 2.5% and a maximum of 15% apprentices. Any costs associated with apprenticeships over and above the 2.5% minimum mandate can be financed through CSR funding. BDL is currently providing skill

training for apprentices through its Apprenticeship Training Program for Trade Apprenticeship in various 9 trades in compliance with government directives. BDL has earmarked Rs. 300 lakhs in funding for the financial year 2022-23 under its CSR to cover the stipends of 550 apprentices on average per month, surpassing the 2.5% minimum requirement mandated by the Apprentice Act, 1961.

(i) BDL Apprentice Training

- Trade apprentices in selected 9 trades like Fitter, Electrician, Electronics Mechanic, Machinist, Machinist Grinder, Mechanic Diesel, Mechanic R& AC, Turner, Welder) – ITI courses
- Graduate & Diploma apprentices (CSE, ECE, EEE, Mechanical, Civil & Others)
- Intermediate Vocational Apprentices (Office Assistant, Accounts & Taxation & Computer Science),
- Optional Trade / MIT apprentices: (MBA (HR) & MBA (Business Development)

(ii) Total candidates and budget for 2022-23: Total number of apprentices engaged during the FY 2022-23 on average 500 apprentices per month and budget allocated is three crores per year.

Type of Apprentice	Stipend paid by BDL per month	Expenditure for one year per one candidate	Total number of apprentices were trained per month during the FY 2022-23	Total incurred expenditure for 500 apprentices' stipend and their training expenses during the FY 2022-23
Graduate	9000	108000	550 apprentices on average per month	300 lakhs
ITI	8050	96600		
Optional Trade	16000	192000		
Technical	8000	96000		
Vocational	7000	84000		

Impact Analysis Framework: The IPE team employed the OECD DAC Framework of various parameters to analyze the impact of CSR project, and the findings are outlined below.

Relevance: Under the BDL CSR funding, a project was undertaken to exceed the 2.5% mandate for various ITI/technical and other courses apprentices. The project entailed delivering skill development training in various trades & courses and monthly stipends to 550 apprentices on average per month, including ITI, intermediate, graduate, and MBA apprentices, throughout FY 2022-23. Consequently, the apprentices acquired industry-relevant skills, leading to the attainment of appropriate job roles or the establishment of new business ventures.

Efficiency: The CSR funds amounted to Rs. 300 lakhs and were utilized by BDL at different intervals during FY 2022-23 to cover the stipends of 550 apprentices on average per month and to conduct skill development training courses.

Effectiveness: BDL successfully reached its project objective by delivering a variety of apprentice training courses to 550 ITI / intermediate / graduate / MBA aspirant youth on

average per month during FY 2022-23. These trainees acquired industry-specific skills along with recognized certifications. Furthermore, they were provided with a stipend for the one-year training period and experienced improved livelihoods through placements or self-employment in various industries.

Outcome

- The successful trainees got an industry-renowned certification for the trade.
- Successful trainees were absorbed in private/public enterprises.
- Successful trainees started self-employment venture

Impact: The project significantly influenced 550 ITI/ intermediate/graduate/MBA aspirant youth on average per month by boosting their confidence to either establish themselves in the relevant industry or venture into new entrepreneurship opportunities in suitable areas. Additionally, each candidate received a stipend ranging from Rs. 7000 to 16000 per month, based on the course type, thereby enhancing the socio-economic status of their families. Moreover, this initiative provided skilled manpower to manufacturing, construction, BPO, and service sector industries.

Sustainability: The project's impact is enduring because most apprentices are gaining valuable industry exposure, assuming various job roles, and receiving assistance from numerous banks and financial institutions to establish new businesses within their relevant skill sets. These positive outcomes have inspired the BDL to explore additional skill developments programs for apprentices in the future.

Coherence: The project is in line with the National Apprenticeship Promotion Scheme-2 (NAPS-2) and is designed to boost apprenticeship training across the country. It involves providing partial stipend support to apprentices working under the Apprentice Act, 1961, enhancing the capacity of the apprenticeship ecosystem, and offering advocacy assistance to stakeholders.

Performance of the Project

OECD DAC Framework Weightage score

DAC framework Parameters	Performance Indicator	Weightage Score
Relevance	Excellent	17
Efficiency	Excellent	17
Effectiveness	Excellent	17
Impact	Excellent	17
Sustainability	Excellent	17
Total Score	Excellent	85

Individual score: Excellent: 17-20; Above Average: 13-16; Average 9-12; Below Average: 5 to 8 and Very Poor: 1 to 4

Total Score: Excellent (Scores: 81 to 100); Above Average (61 to 80); Average (41 to 60); Below Average (21 to 40) and Very Poor (1 to 20)

Overall Observations

- Apprentices were much more motivated to learn and grow themselves within this apprenticeship period one year. These skills ensured them to grab appropriate job profiles and start new business.
- These Apprenticeship programs ensured the BDL to achieve higher productivity and better value resulting from the enthusiasm that the young talent brought to the table.
- The project also improved the socio-economic conditions as they were placed immediately after the completion of the apprenticeship training program with reasonable pay packages.
- The project also supplied skilled resources to local / regional employers while reducing the unemployment.

About the Centre for Corporate Social Responsibility (CCSR), IPE

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

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

PROJECT LEADER

Prof S Sreenivasa Murthy

Director and NLCIL Chair Professor on CSR,
Institute of Public Enterprise
Hyderabad

PROJECT COORDINATOR

Dr J Kiranmai

Head, Center for CSR, and CG,
Institute of Public Enterprise
Hyderabad

TEAM MEMBERS

Mr M Vaman Reddy, Project Associate, IPE

Ms B Deepa, Research Associate, IPE

About Institute of Public Enterprise (IPE)

The Institute of Public Enterprise (IPE) was established in 1964 as an autonomous non-profit society. IPE is a premier AICTE approved management Institute focusing on transforming students into leaders of tomorrow in organizations and society. IPE's key objectives



include management education, research, consultancy, and training. In 1995, the Institute launched its first two year full-time Post Graduate Diploma in Management (PGDM) program to provide skilled human resources to meet the requirements of industry.

Keeping in view the market demand, the Institute also launched sector specific PGDM programs in the areas of Marketing, Banking Insurance and Financial Services, International Business and Human

Resource Management. IPE's engagement with long-term management education has received wide appreciation from the industry, government, and social sector enterprises. The Institute continuously endeavours to update the content and teaching methodology of its courses based on feedback from the end-users, ensuring the quality, relevance, and utility of all its programs and courses.

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

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

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



Survey No. 1266, Shamirpet V&M, Hyderabad - 500101.
Phone: +91-40-23490900 Fax: +91-040-23490999
www.ipeindia.org