

# CSR IMPACT ASSESSMENT REPORT FOR FY 2022-23



**PREPARED FOR**

**THDC India Limited  
THDC campus, Near By Pass  
Road, Pragatipuram, Rishikesh**

**PREPARED BY  
UNIVERSITY OF LUCKNOW**

## **PREFACE**

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The Impact Assessment Report of CSR project of SEWA-THDC is regarding running of THDC High School, Rishikesh, and THDC T.B.P. Intermediate College, B.Puram (Tehri Garhwal) through THDC Education Society. The schools in Pragatipuram, Rishikesh and Bhagirathipuram, Tehri, were assessed in September 2023 to evaluate the impact of this project for the FY 2022-23. The CSR initiative is implemented with the objective of providing quality education to children of poor and vulnerable families who are residing around the THDC campus.

The report covers THDCIL background, its CSR policy, our research methodology and the results of the surveys that we conducted in both the schools. Based on the feedback that we received from the surveys, we have framed a set of suggestions which we have given towards the end. We have also included case studies for both the schools which highlight the achievements of the schools as well as the challenges faced by the students. Lastly, we would like to conclude by saying that THDC is doing commendable work by providing quality education to children coming from underprivileged background. The infrastructure provided and the sports training provided to students is reflected in their outstanding performance at inter-district and inter-school championships.

## ACKNOWLEDGEMENT

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This Impact Assessment Report is prepared with considerable consultation and engagement with Sh. P.K. Naithani OSD,(S&E), Sh. Amardeep, General Manager (S&E), Dr. A.N. Tripathy, Addl. General Manager (HR&A), Sh. Saurabh Kushwaha, Deputy Manager(Social), Sh. Robin Singhal and other officials of CSR division of THDCIL.

The impact assessment team also interacted with beneficiaries in the THDC run school in Rishikesh and Tehri to carry out the study. This study could not have been possible without the cooperation of teachers, students and staff at both the schools in Rishikesh and Tehri Garhwal who extended their full support and provided valuable feedback. We are very grateful to the entire team of THDC at project sites for providing valuable insights and support throughout the survey and assessment period.

**Shachi Rai,**

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## **EXECUTIVE SUMMARY**

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THDC India Limited, which was formerly Tehri Hydro Development Corporation Limited is currently a company under National Thermal Power Corporation Limited, Ministry of Power, Government of India. THDC became a registered company in July 1988 and was tasked to develop, operate and maintain the Tehri Hydro Power Complex and other Hydro Projects. THDC India Limited is a Mini Ratna Category-I Enterprise. However, the corporation has grown over the years and now has several projects in different states as well as Bhutan. THDC is also looking into generating electricity from renewable energy sources. At the moment THDC has a collection of 16 projects which includes solar, hydro, wind as well as thermal. A very important project currently under development includes a 600 MW capacity of Solar park at Jhansi and Lalitpur and an 800 MW capacity Solar Park at the Chitrakoot district, Uttar Pradesh. Shri R.K. Vishnoi is the current Chairman and Managing Director of THDCIL. THDCIL takes pride in being a world class entity which is committed to environment and social values. As the company moves ahead in its task of developing energy resources efficiently, it also ensures that the rehabilitation and resettlement of 'project affected persons' with utmost sincerity.

The corporation understands its role in being a socially responsible organization that is regularly working towards adding value to the society as well as the community by promoting sustainable development. Its work is closely aligned to goals that help the Union Government towards realization of sustainable development goals as

well. The corporation hopes to build an unending and worthwhile relationship which is based on trust and two way communication.

Understanding the importance of empathy as it forwards its CSR commitments the corporation has worked towards establishing relentless correspondence, feasibility and transparency with all its stakeholders. At every level of its organizational hierarchy the company has done its best to optimize without compromising on the end results-be it economic, social or environmental aspects.

While moving ahead with its goal of being a world class energy entity the company has also moved ahead towards fulfilling its role towards uplifting the society. The corporation has taken up CSR programmes that give preference to local areas. The efforts made have helped in improving the quality of life of the locals in a holistic manner. Understanding that the lesser privileged and weaker sections too deserve dignity, the corporation's efforts has focused on promoting inclusive growth that takes care of their basic needs. THDC India Limited's efforts have not gone unnoticed and it has won appreciation and generated goodwill amongst all those whose lives have improved through the help rendered by the corporation. Apart from this the efforts ensuring social welfare as it climbs the rungs of energy development have helped THDC India Ltd. to 'reinforce a positive and socially responsible image amongst the stakeholders'. The aim is to assess the socio-economic impacts of the CSR projects of THDC for the year 2022-23 valued at 1 crore rupees or above. The CSR projects had been undertaken in THDC Inter College Bhagirathipuram district, Tehri Garhwal and THDC High School at Rishikesh, Dehradun.

A team of experts was mobilized to overlook the entire project and prepare the impact assessment report. Dr. Shachi Rai, was the overall coordinator of the study. Under her able guidance, Mr. Umesh Bisht of Tehri Garhwal and Ms. Vedika Mishra, have been able to successfully perform the tasks assigned.

A field survey was done in THDC High School, Rishikesh and THDC Inter College, Bhaghirathipuram, Tehri. The two schools are being run under THDC'S CSR programmes. The impact assessment team did an extensive survey of the schools, held focused group discussion with all stakeholders involved and requested the students and teachers to fill up the survey questionnaires for a better understanding. The team also had informal conversations with them regarding their expectations from the school and how their lives have taken a turn for the better. The final report was prepared after thorough analysis using the I4R strategy to prepare the final report.

With the framework for systemic transformation of education by NITI Aayog as an evaluation criteria, the five key areas – 'Focus on academic reforms', 'Strengthening Human Capacity', 'Drive Accountability', 'Strengthening Administrative Delivery Systems' and 'Creating shared vision and motivation for change' became the base upon which the effectiveness and impact of THDC'S CSR work was looked into.

As all the parties involved were brought on board answers and observations both became the basis to drive the study forward and base conclusions on. Despite catering to different standards (THDC High School is from standard 1-10) and (THDC Inter College is from standard 6-12) a common train of thought dominated the conversations with the faculty members, staff, children and the parents.

Based on our findings it could be seen that the aid provided is being used to its utmost for upkeep of infrastructure (playgrounds, laboratories, classrooms and the school building in general), keeping the school fees low (which has benefited the marginalized, where the girl child whose education might have been disrupted has also been enrolled), organizing group activities and competitions (that foster team spirit and help them develop leadership traits) and most importantly having teachers who are extremely qualified to guide and mentor a student in their area of expertise such that a child performs well in studies.

The impact assessment team discovered that the THDC's contribution has brought a change in the mindset of the locals who now understand the importance of good education for a bright future and hope that their child grows up in an unbiased society achieving their potential due to the unconditional help they have received today. The teachers who form the backbone of this school have worked untiringly towards this end. They unanimously agree that treating all children equally, motivating them and broadening their perspective about how they can grow if they take school seriously is a task that may not be compromised.

THDC's stakeholders too have been very cooperative in solving doubts, giving feedbacks where they admit that they still have a long journey ahead as gaps between what they intend to achieve and what has been attained still exists. This report has helped the assessment team to appreciate the unyielding spirit of SEWA-THDC which is committed in its goal of contributing to ensure equal educational opportunities for all children who will be the nation's future.

While the road ahead is long, THDC's efforts give life to the proverb, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." The schools, where it is contributing is providing tools to every child such that they may stand independently in the future.

## ASSESSMENT TEAM

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Name	Designation
Shachi Rai	Senior Research Expert/ Overall co-ordinator
Umesh Bisht	Junior Research Expert
Vedika Mishra	Team Member



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## INTRODUCTION

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### Concept of CSR:

According to United Nations Industrial Development Organization, “Corporate Social Responsibility is a management concept through which companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (“Triple-Bottom-Line- Approach”), while at the same time addressing the expectations of shareholders and stakeholders.”

This CSR Impact Assessment Report has tried to put into use the evaluation criteria based on the framework for systemic transformation of education by NITI Aayog to determine how fruitful THDC India Limited’s initiative has been towards ensuring equitable access to education and to make suggestions to fill in the gaps, if any.

### Impact Assessment (An Overview)

According to OECD(2014) Impact assessment aims to gauge and enquire how a ‘policy intervention’ might bring about a change in the people, their surrounding environment as well as the relationships that might be an outcome of the developments brought about as a consequence of those suggestions.

Impact Assessment throws light on what might be done to improve and maximize the resources being invested, such that they lead to a positive outcome.

At the same time it also throws light on potential hurdles that might be a hindrance towards achieving the intended goals. While encouraging public participation to make sound decisions impact assessment is quite clear about its objectives towards providing sustainable solutions that may be relevant in the long term.

## **ABOUT THDCIL**

THDC India Limited is a leading Power Sector and Profit-making Public Sector Enterprise. It was registered as a Public Limited Company in July-1988 under the Companies Act, 1956. THDC India Limited was conferred 'Mini Ratna' Category-1 Status in Oct-2009 and upgraded to in July 2010 by the Govt. of India. Presently the Equity in THDC India Limited is shared between NTPC Limited and Government of UP in a ratio of 74.496 and 25.504.

## **CSR Policy**

THDC had framed a policy on CSR known as 'Scheme for Corporate Social Responsibility – Community Development (CSR-CD)', which was adopted from the year 2008-09. After this policy, DPE had issued guidelines in April, 2010, after which THDC had introduced 'THDC CSR-CD Scheme 2010'. Subsequently, a separate policy on Sustainable Development was framed in 2012, which was based on DPE guidelines issued in September, 2011. As per aforesaid guidelines of DPE, Corporate Social Responsibility and Sustainable Development were treated as two separate subjects and accordingly dealt with separately for the purpose of MoU evaluation. In response to combined guidelines on CSR and sustainability for CPSEs issued from April, 2013, THDC's CSR and Sustainability Policy 2013 was issued after the approval of the board.

With the implementation of the Company Act, 2013. Section 135 governed the participation of all the eligible companies including the CPSEs.

The CPSEs were supposed to spend on the activities as mentioned in Schedule VII. As per THDC's 2021 CSR policy, the CSR and sustainability projects will be implemented through the SEWA-THDC and THDC Education Society (TES).

### **CSR Vision**

Socially responsible corporate, continuously enhancing value creation in society and community and promoting sustainable development.

### **CSR Mission**

- To build sustainable value based relationship with the key stakeholders through ongoing two way communication.
- To undertake CSR programmes with a human face.
- To transparently share the CSR & Sustainability initiatives with the stakeholders.
- To ensure increased commitment at all levels in the organization to operate its business in an economically, socially and environmentally sustainable manner.
- To directly or indirectly take up CSR programmes that benefit the communities in and around its work centers and over a time result in enhancing the quality of life and economic wellbeing of the local populace.
- To promote inclusive growth and address the basic needs of the deprived, underprivileged, neglected and weaker sections of the society.

- To generate through CSR initiatives, goodwill and pride for THDC India Limited among stakeholders and help reinforce a positive and socially responsible image of THDC India Ltd.
- The areas where THDCIL shall undertake CSR programmes are titled by the objective they seek to achieve. They are as follows:
  - i. THDC Niramaya - Nutrition, Health and Sanitation and Drinking Water projects
  - ii. THDC Jagriti – Education initiatives
  - iii. THDC Daksh - Livelihood Generation and Skill development initiatives
  - iv. THDC Utthan - Rural Development
  - v. THDC Samarth - Women Empowerment initiatives
  - vi. THDC Saksham - Care of the aged and differently abled
  - vii. THDC Prakriti - Environment protection initiatives
  - viii. THDC Virasat - Art & Culture protection & promotion initiatives.
  - ix. THDC Krida – Sports promotion initiatives

## **Scope of Study**

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THDC India Limited, in confirming with its vision of contributing has been running two schools THDC High School and THDC Inter College for promotion of education. The Department of Economics, University of Lucknow, has assessed the impact of CSR towards promoting education in these two schools.

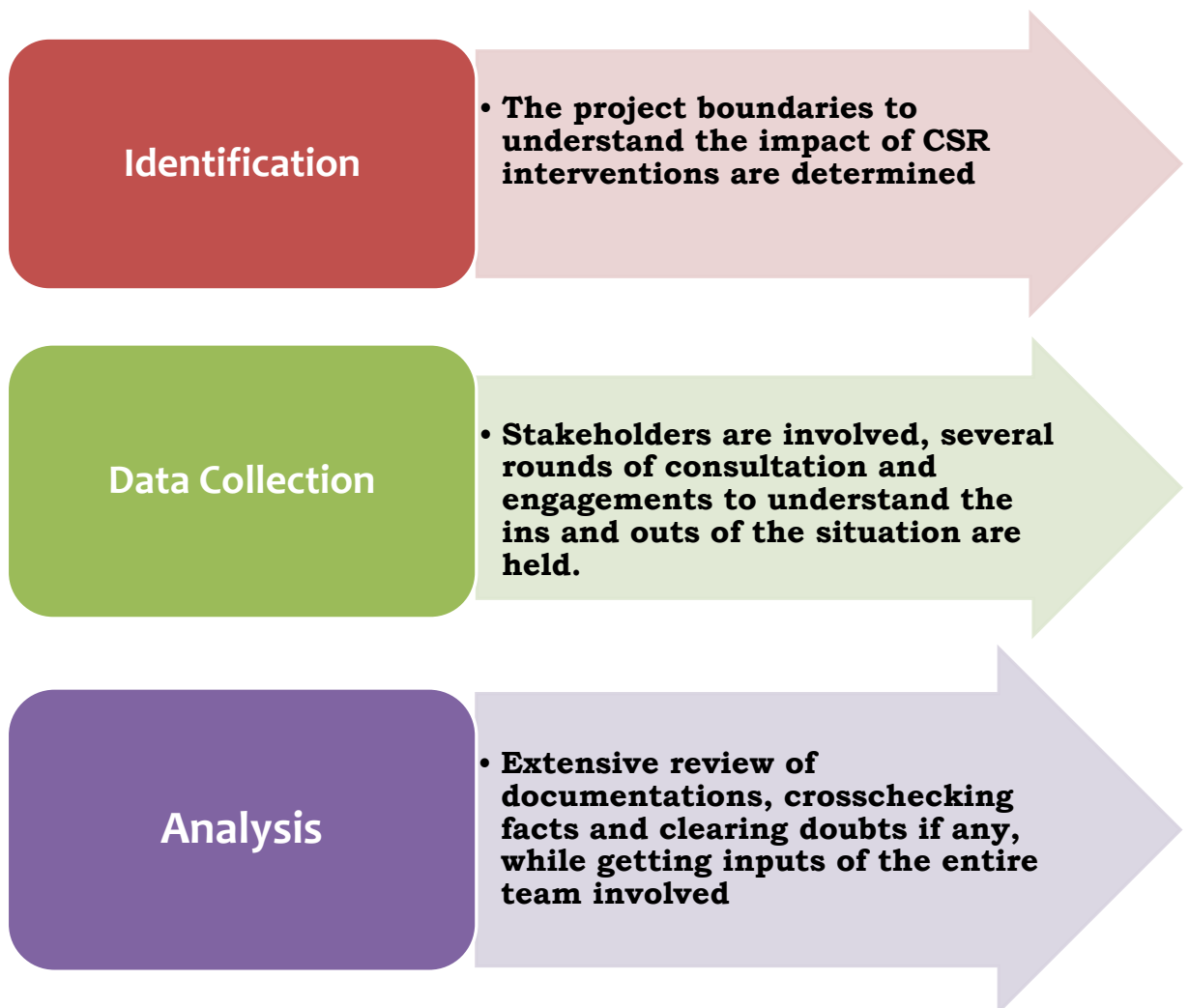
The scope of this report is to assess:

- Identifying any changes resulting from programme interventions, establishing causal connections between the changes and the programme inputs and measure the magnitude of the change.
- Particularly focus on and try to assess a wide range of broad and key and strategic performance indicators, including project effectiveness, efficiency, relevance, performance, sustainability and coverage.
- Determining how effectively and efficiently the programmes have been implemented and the extent to which the net benefits have been achieved.
- Examining to what extent has the interventions achieved its objectives (outputs and outcomes) or will do so in the future?
- Suggestion (if any) to make programmes more effective.
- Quantifying (wherever possible) the intended and unintended, direct or indirect impacts of the programmes/interventions on people and community?
- Defining how has the intervention affected the overall situation of the target beneficiaries and stakeholders?

## Approach and methodology

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A three-sixty degree approach has been adopted to comprehensively analyze the impact of the CSR interventions towards achieving better schooling outcomes in the two schools of Uttarakhand. The approach adopted may be understood through the representation below:



The THDC High School and the THDC Inter College, Uttarakhand were zeroed upon to determine how impactful has the CSR contribution by THDC India Limited been in promoting education amongst the lesser privileged.

Cooperation of the school management as well as the teachers and the students was needed to proceed further. A questionnaire provided by the assessor was filled up by the teachers and students so that more insight might be gained into the contributions made and the gaps that still existed post the CSR contribution of THDC India Limited.

The budget allocation under the CSR along with the responses given was analyzed to understand the strengths and the weaknesses of the intervention and to gauge how the two schools had benefitted and what they still lacked.

### **The I4R approach to execute the assignment for preparing the Impact Assessment Report**

A detailed research was undertaken to understand the impact of CSR interventions on the two schools in Uttarakhand. Furthermore an I4R approach was implemented for a better understanding.

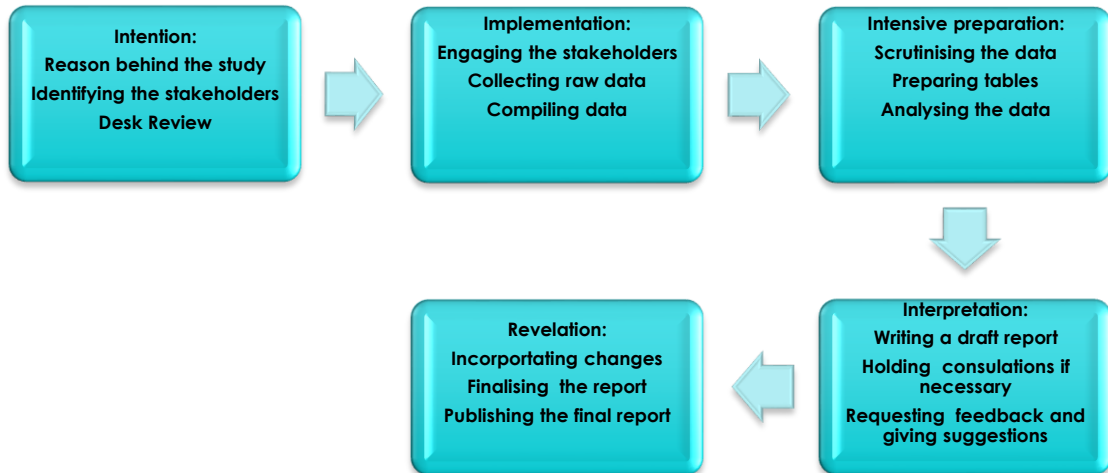
### **I4R approach for the impact assessment report**

- **Intention:** From the very beginning the goal of the impact assessment was to understand how fruitful CSR intervention of THDC has been towards encouraging attainment of better education outcomes through the THDC High School and THDC Inter College. With a clear goal in mind a detailed plan was outlined on how the vested parties could be brought together so that moving ahead was easier.



- **Implementation:** Once the plan was unanimously agreed to, the nodal officer for impact assessment was contacted for further course of action. Discussion on the need for the report and how the investigator intended to go ahead with the same were held with the nodal officer and the management of the two schools. As confidence building measures were initiated request to fill up the questionnaire to the best of their abilities was put forward.
- **Intensive Preparation:** The answers were scrutinized while keeping in mind the resource allocations made under CSR.
- **Interpretation:** All the responses were further crosschecked with the students as well as the teachers. Furthermore, interactions were held individually to rule out any aberrations and confirm the genuineness of the responses received. More discussions were held with all the parties and suggestions to improve the efficacy of the CSR were made.
- **Revelation:** After a final round of consultations, suggestions and feedbacks, incorporating changes as and where necessary a final impact assessment report throwing light on the outcome of CSR by THDC in the THDC High School as well as the THDC Inter College has been prepared. The data was objectively collected so as to highlight the positive impact and the areas where improvements can be made.

The I4R approach represented below summarized the efforts that have gone into preparing the impact assessment report.



## Evaluation Criteria

While some impact assessment reports have based their evaluation criteria on the OECD framework this report has adopted a different approach where the evaluation criteria have been based on the framework for systemic transformation of education by NITI Aayog.

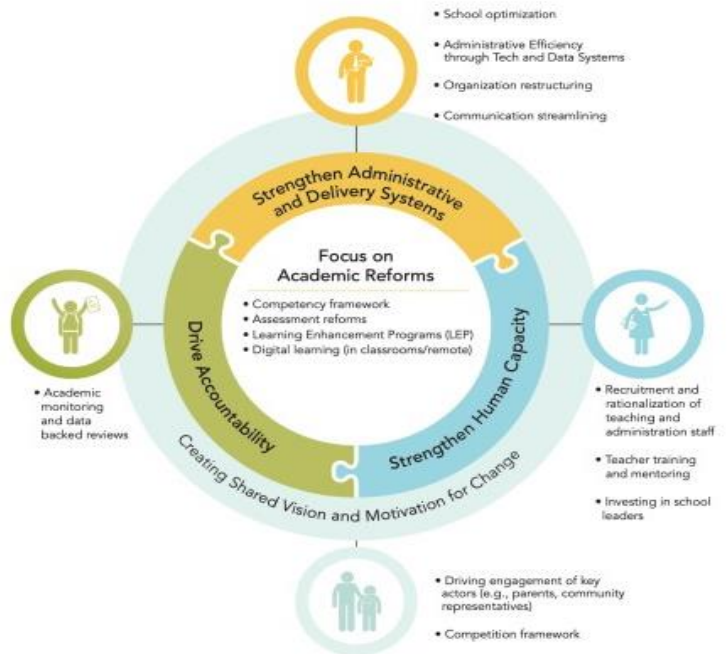
Having released a report titled “Systemic Transformation of School Education” NITI Aayog has recommended 11 measures under five broad areas to improve the country’s school education system.

While this report tries to bring to light the contributions made under the CSR by THDC, the impact assessment report intends to see if the developments made support the NITI Aayog’s vision. Furthermore, by means of this report suggestions will be made to bridge the gap of what has been attained and what more might be needed via CSR to achieve educational outcomes that confirm to the nation’s aspiration and NITI Aayog’s vision of an ‘improved school education system’.

The diagram below has been sourced from NITI Aayog's website. It features the five broad areas and the eleven measures that have been deemed as desirable.

Furthermore, a slight elaboration of the five key areas post the figure gives an idea of what the impact assessment report has intended to cover.

Based on this approach a survey was conducted on both teachers and students of the senior most classes belonging to two schools of Uttarakhand namely- THDC High School and THDC Inter College.



## Focus on academic reforms

- ✓ Have new laws such as introduction of Right to Education Act been helpful?
- ✓ Has the idea of universal access to education translated into better learning outcomes?

## Strengthening Human Capacity

- ✓ Do teachers with better qualifications become better mentors?
- ✓ Does upgrading skills among teachers translates into a better experience for students?

**Drive Accountability**

- ✓ Awareness of the strengths and weaknesses of each of their students.
- ✓ Implementing an action plan that may cater to the need of the gifted child while ensuring that the weak student too does not lag behind.

**Strengthening Administrative and Delivery Systems**

- ✓ Ensuring that schools have a proper plan in place to ensure better learning outcomes.
- ✓ Measures which encourage learning by doing are implemented

**Creating shared vision and motivation for change**

- ✓ Self-efficacy and reinforcement measures- may bring about a change for the better in both the teachers and students.

**Research Design**

The impact assessment report intends to holistically analyze how successful THDC's CSR interventions have been towards bringing a positive change.

**Survey Instrument**

The survey instrument consisted of separate Questionnaire for the teachers and students respectively with 10 questions each. The questionnaire was framed in Hindi language to ensure the convenience of the respondents.

The students were questioned to gauge an understanding of educational quality, infrastructure and other facilities provided in their respective schools, water sanitation and health facilities and nutrition through a questionnaire

given to each student. These areas are in confirmation with the five key areas suggested by the NITI Aayog. The teachers were enquired regarding their educational qualifications, time spent as a teacher, planning and organizational skill furthering better teaching outcomes. The survey also intended to find out whether the teachers were interested in improving their skills and whether they were satisfied with the school's facilities.

### **Sample Selection**

The sample involved the students and teachers of the two schools from Uttarakhand namely the

THDC High School and the THDC Inter College that are beneficiaries under the CSR of THDC India Limited.

### **Survey Procedure**

The survey was conducted on the THDC High School and the THDC Inter college, for 2022-23 in Uttarakhand. The process and questionnaire was defined in a manner such that it could be easily answered by the teachers and students. Throughout the preparation of the impact assessment report different secondary and primary research tools were used by the assessment team. The secondary research tools used in the research study are as follows:

### **Desk Research**

The impact assessment team went to the office of the two schools to collect relevant documents. Furthermore, after necessary permissions the team spoke to the staff and took a round of the school for which the report had to be presented. A questionnaire was presented to the staff and they were requested to provide genuine responses for the same.

Post that, on the basis of inputs received from the staff, members of SEWA-THDC's CSR intervention and observations made in the school, examining all relevant documents raw data compilation was the first step taken towards preparing the report.

Data and information was also collected from THDC India Limited website, newspapers articles and previous impact assessment reports. All the documents collected have helped gain a comprehensive understanding of the CSR initiative undertaken and efforts made to attain better education outcomes in the two schools

### **Case Study Approach**

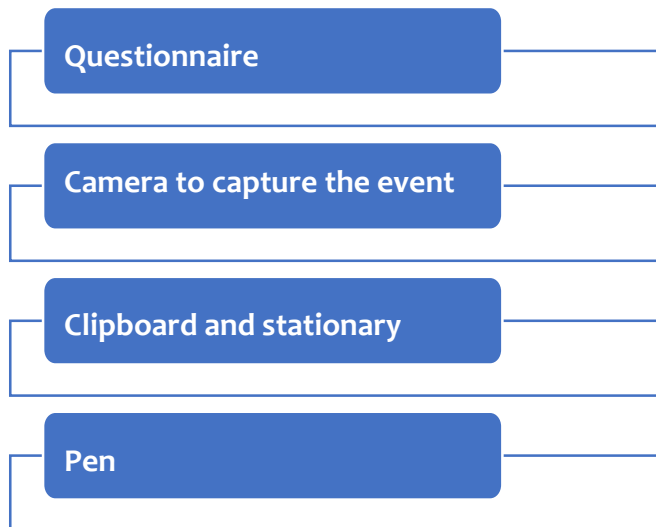
An in depth analysis was made to prepare a genuine impact assessment report. For the impact assessment report which is based on questionnaire answered by 10 teachers and 20 inter-college students (senior students were asked to fill up the questionnaire because they would have a better understanding about what the school has and what more could be done to make the environment there more conducive for study). Apart from that feedback was taken from other students and teachers orally.

The case study approach was adopted as an impact assessment report could not be prepared without an exhaustive discussion with all parties concerned. The investigative approach, one-on-one interviews and informal conversations with the children as well as the teachers helped in preparing the report. As multiple stakeholders were consulted the strengths and weaknesses of the schools were understood better. All this subsequently helped in bringing out the successful stories where SEWA-THDC's CSR arm's contribution has been instrumental in realization of dreams that would have never seen the light at the end of the tunnel without the helping hand extended by THDC.

**Focused Group Discussion**

Conversations regarding the expectations and current facilities promoting quality education were held with all stakeholders. An understanding was formed as challenges faced by one region differ from other. Several viewpoints brought to light what advantages had been gained by the school since a helping hand had been extended by SEWA-THDC. At the same time opinions provided a insight of what was lacking and what more needed to be done to meet further goals and fulfill expectations with regards to quality education.

**Tools of Data Collection**



Primary and secondary methods of data collection approaches were used to gather information for study and analysis purposes.

## Field Survey and Data Collection





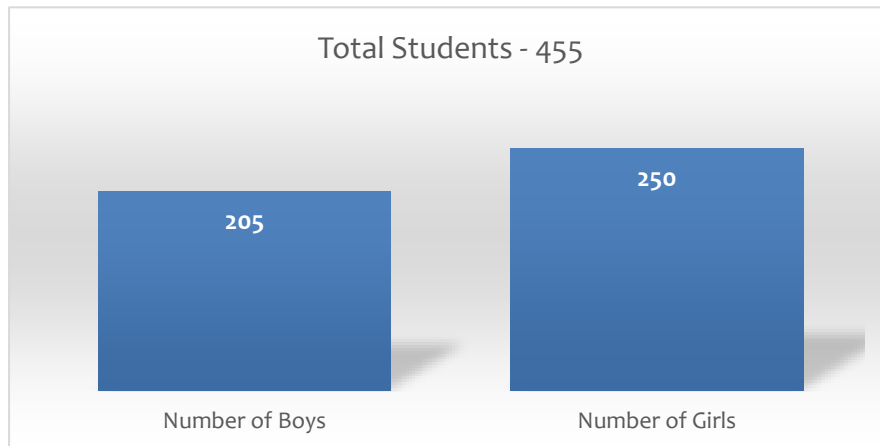
**THDC HIGH SCHOOL, PRAGATIPURAM,  
RISHIKESH**

THDC HIGH SCHOOL PRAGATI PURAM RISHIKESH is located in Rishikesh Uttarakhand. The school consists of grades 1 to 8 and is co-educational. The school’s academic session begins in the month of April each year and uses Hindi as a medium of instruction. The school can be accessed through an all-weather road.

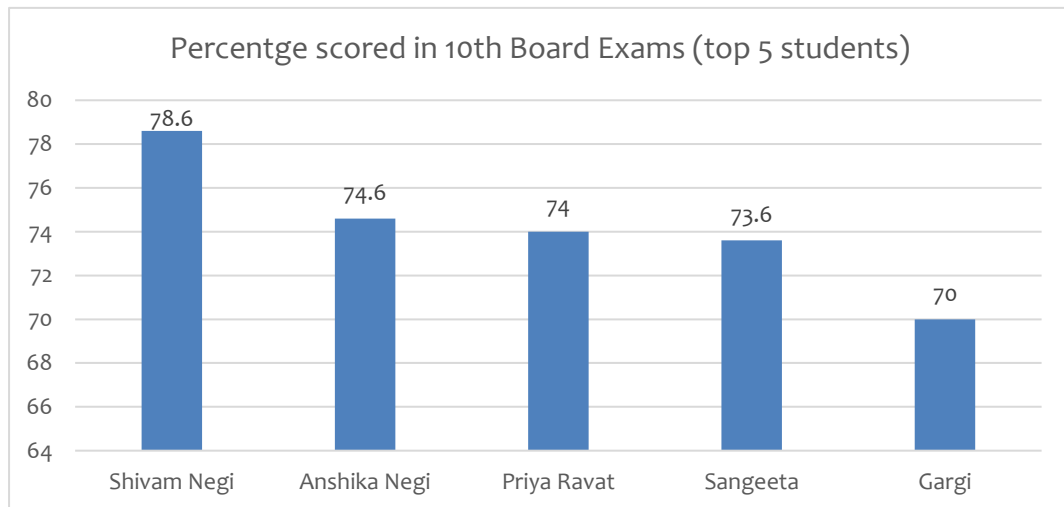
Affiliated to the Uttarakhand Board, the school’s pucca infrastructure is in a reasonably good condition. There are separate classrooms for each standard. Moreover, separate rooms, for other purposes specifically, co-curricular activities have also been maintained.



A survey was conducted on 20 students of the senior most classes as they would be able to understand the questionnaire better and give genuine answers. Oral interaction happened with the remaining students. The total number of students studying in the school is illustrated by the figure below:



An all-round development of the child is the school's focus. The school's focus on academics is proved by the academic results where the following students ranked top five in the class 10<sup>th</sup> board exams (2022-23).



Apart from academics other activities which ensure an overall progress are also held. The students of class 10<sup>th</sup> attended a program held by the Food Corporation of India on 20<sup>th</sup> April, 2022. They were able to develop an understanding of the efforts government made towards safeguarding farmer interests and maintaining buffer stocks of food to prevent any food shortage in the country.

Organizing Yoga day on 21<sup>st</sup> June where both teachers and students participates underline the importance that the school accords to physical health. Harela Parv, a festival of peace, prosperity and environment protection celebrated on 16<sup>th</sup> July 2022 saw students and teachers enthusiastically participating in the tree plantation drive.



It showed that the school management along with its teachers have taken the initiative to inculcate a responsible attitude amongst children where safeguarding environment is a priority.

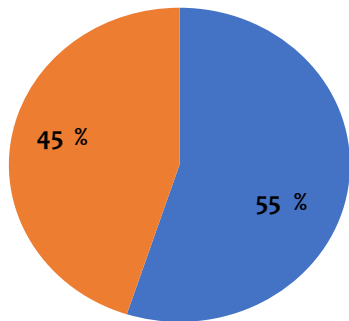
Red Cross Society's magic show on 9<sup>th</sup> September 2022, a visit to the Regional Science Centre on 4<sup>th</sup> December 2022, debate competition on 22<sup>nd</sup> September, 2022, celebration of independence, republic day, and Indramani Jayanti (Sri Indramani is considered as the Gandhi of Uttarakhand) on 24<sup>th</sup> December, 2022 proves that the school has been making concerted efforts towards ensuring the child's progress in all spheres. This would definitely be hard to achieve without the contribution by THDC's CSR support.



A further analysis through pie charts and bar diagrams has allowed a better understanding of what the school's strengths and weaknesses are. Some of the responses along with their interpretations are indicated below:

**Quality Education: SDG - 4**

■ Very Satisfied      ■ Satisfied



*High satisfaction levels and excitement to attend school indicates that the school has succeeded in making the young minds develop a thirst to learn*

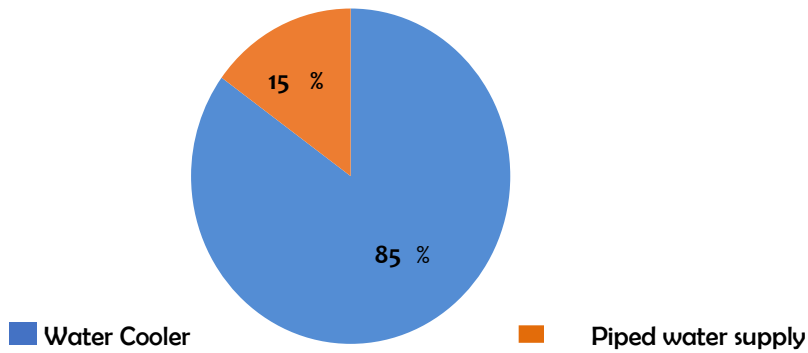
While all the students answered that they were excited to attend school every day, 55% were very satisfied and 45% responded that they were satisfied with the education that they received at school.

High satisfaction levels and excitement to attend school indicate that the school has succeeded in making the young minds develop a thirst to learn, which may go a long way considering that they are the demographic dividend of the country on whose shoulders' the future might rest. This also helps the country in moving towards the realization of SDG4.

**Water, Sanitation and Hygiene (WASH): SDG-6**

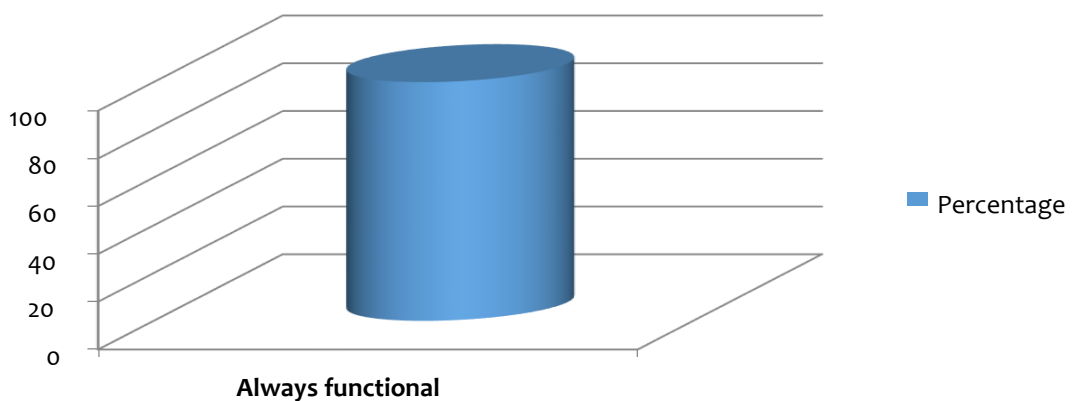
Availability of clean drinking water and a functional toilet ensure that while the water and sanitation aspect of SDG6 are being taken care of, it is desirable that both soap and water are made available for the children so that hygiene can also be maintained. Inculcating the habit of washing hands with soap goes a long way towards preventing many diseases. The following charts graphically represent the answers to the questions that we had asked regarding WASH through our survey.

**Q. What is the main source of drinking water?**



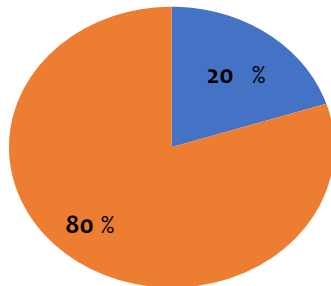
Majority of the students responded that they were getting clean drinking water in school and that sanitation aspects of SDG6 are being complied.

**Q. What is the condition of toilet facilities?**



**Q. Is hand washing facility available?**

- Yes (Both Soap and water)
- Only water



**Nutrition: SDG-2**

Good nutrition forms the basic building block of school going children. A healthy school meal reduces malnutrition and improves the cognitive abilities of children which reflects in better class participation. Restarting the ‘Naivaidyam’ initiative has left all the children satisfied. They are happy with their meals.

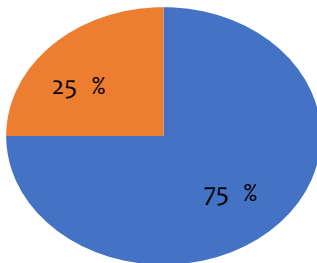
School meals are found to play a significant role in the improvement of children’s school participation. THDC has contributed significantly in this area and helped to bring about changes for the better in this school. The meals of the school are balanced in terms of carbohydrates and protein. On the day of the visit, the children were served nutritious vegetable biryani along with yogurt which was thoroughly enjoyed by the students.

*School has managed to make a positive change in lives of the students*

As eradication of hunger of hunger is an important milestone in the sustainable development goals, the provision of mid-day meals by THDC for the school going children can help in the achievement of that goal.

## Q. How satisfied are you with the school meal?

■ Very Satisfied
 ■ Satisfied



## Teacher's survey

Nearly 80% of the teachers surveyed have a post-graduate degree. It is believed that one with better qualifications has devoted more time towards

understanding a subject and will be able

to explain the same to the children better. Apart from that, since nearly the same percentage of teachers has work experience of more than 2 years, it can be concluded that they have an experience of dealing with both the strengths and weaknesses of



these students. Making lesson plans is considered an important part of the teaching process and teachers devoting an hour demonstrate their understanding of the same.



Care might be taken to see that teachers spending time to organize other activities have time to take breaks so that teaching is not compromised.

Almost 60% of the teachers confess that their digital skills are not very great. At the same time many think that any courses provided towards helping their career growth have not been very effective. These are red-flag areas where SEWA-THDC may look into. Furthermore, while teachers desired to be paid more for their work, a willingness to receive feedback for their work from the principal, fellow teachers and students is indicative of a constructive attitude, where they hope that their peers and their students are satisfied with their efforts. While THDC has made significant contributions more from its part in the years to come can help the school and its teachers to grow.

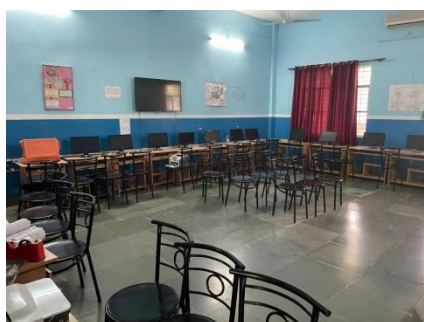
Digital literacy and satisfaction from courses helping in professional growth of teachers can contribute towards increasing work





## THDC INTER COLLEGE, BHAGIRATHIPURAM, TEHRI GARHWAL

THDC INTER COLLEGE Bhagirathipuram consists of grades from 6 to 12 and is co-educational. Located in Chamba block of Tehri Garhwal district of Uttarakhand, the school is managed by THDC Education Society and receives aid from THDC. The school's academic session begins in the month of April each year and uses Hindi as a medium of instruction. The school can be accessed through an all-weather road.



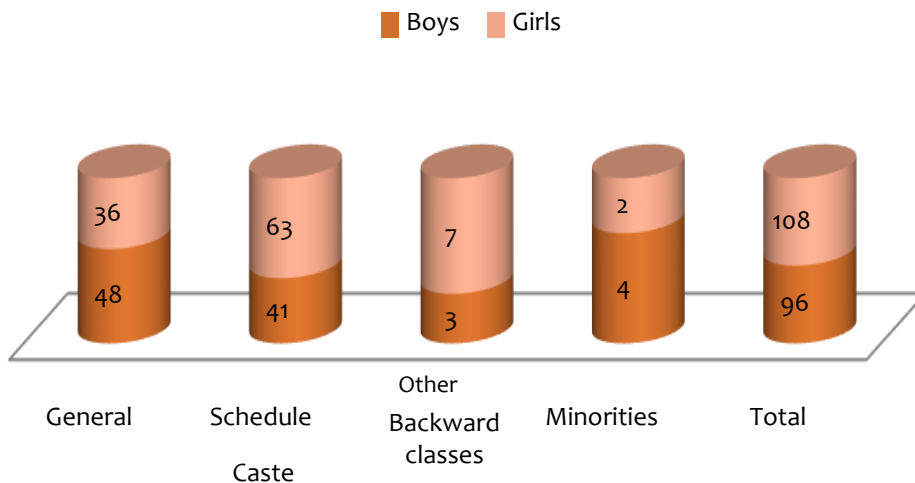
Affiliated to the Uttarakhand Board, the school's pucca infrastructure is in a reasonably good condition. There are separate classrooms for each standard. Moreover, separate rooms, for other purposes specifically, co-curricular activities have also been maintained. Apart from this, separate room for the principal, staff, availability of electricity, water cooler and a piped water supply ensuring clean drinking water in the school's premises reflect how useful contributions by THDC have been.

A playground and a well stocked library along with a separate room for computer classes indicates that the school along with THDC cares for an all round development of the child. The fact that physical development has been accorded importance on par with mental growth where focus on equipping the teachers and students with digital skill essential to navigate the world today has been kept in mind is a positive change.



A survey was conducted on 20 students of the senior most classes as they would be able to understand and answer the questionnaire better. The following chart depicts the socio-economic background of the students.

**Number of boys and girls in THDC Inter College**



The number of girls studying is slightly more than the boys. This indicates that gradually the general populace is becoming more aware of how important it is to educate a girl child. Moreover, high enrollment of students belonging to scheduled caste and general category indicates that an awareness level amongst all sections of the society about the importance of education.

Coming to the academic performance in the board examination, 30 out of 32 students who appeared for the exams passed them. The highest percentage 80.2% was achieved by one student namely Shivam Bangwal who scored a 401/500. It can be seen that holding programs such as ‘Pariksha Pe charcha’(27<sup>th</sup> January 2023) provide a necessary morale boost to the students who try to navigate daily life hurdles even as they struggle to achieve their dreams.

Apart from concentrating on academics, the school has also focused on child’s development through other activities. A fire safety workshop organized for the children by the Central Industrial Security Force on the 18<sup>th</sup> April 2022, underlines the need to

inculcate the children with basic dos and don'ts where, in case a fire breaks out, each can ensure their own safety and the safety of the surroundings.

Soft skills are as essential for any child to succeed as performance in academics. Essay writing competition with Shivam Bangwal (class 12) as the winner, painting competition with Priyanka (class 6) and slogan writing competition with Shivam Bangwal (standard 12) as winner highlight that the school is making an effort towards equipping a child with skills, that will play an important role towards determining his/her success in the real world. The competitions were held between 16<sup>th</sup> May-31<sup>st</sup> May, 2022.

The message that intoxication is detrimental to health is clearly conveyed to all the students by organizing a pledge to fight against tobacco on World No Tobacco Day (31<sup>st</sup> May). The awareness of the harms of giving in to substance abuse is further emphasized by the 'No Drug Campaign' program (28<sup>th</sup> January,2023) organized by the District Legal Services Authority. As every student took the oath against consumption of tobacco, and as their awareness of, how substances inducing a false sense of euphoria increased, it could only be hoped that the message would be etched in their minds and protect them from consuming the same in the future.



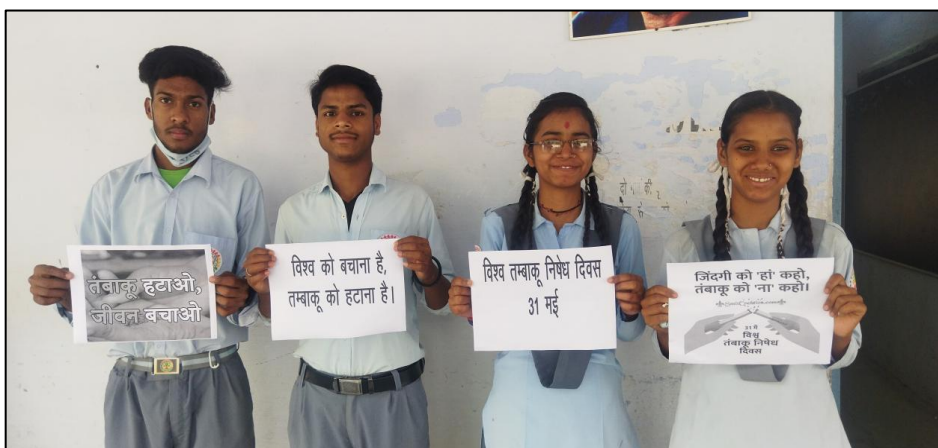
At this point it is worth mentioning that the restart of 'Naivaidyam'- an effort to ascertain that nutritious meals are provided to all students from class 6-12 has

been an endeavor in sync with PM POSHAN, where the benefits of a nourishing meal for a growing child have been fully understood.



Even though the school has limited means, it can be seen that with the help of SEWA, the school is making a sincere effort towards an overall development of the child while also ensuring that teachers too have up to date skills which will go a long way towards seeing that the children are taught well.

Further, as we progress with the report we will take a look at the analysis and interpretation on the basis of the questionnaire answered by the teachers and students that can reveal many more aspects and see how closer the school is in furthering the sustainable development goals.



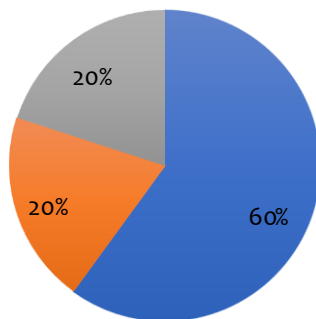
**Quality of education: SDG-4**

SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' is a goal that can be achieved only when good quality education, where girls and boys have equal access to all opportunities is ensured. 60% of the students are very satisfied with the quality of education that they receive. Moreover, 70% students surveyed accepted that their grades in the current class had increased as compared to the previous one.

Both these responses indicate that the teachers appointed take their work seriously and are making a sincere effort reflected by an improved academic performance. Furthermore, in a previous table which indicates the number of boys and girls enrolled, it is visible that there are more girls than boys in this school. Apart from this a good enrolment ratio of students belonging to schedule tribes is indicative of growth and understanding about the importance of education and also forwards SDG 4's mission to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

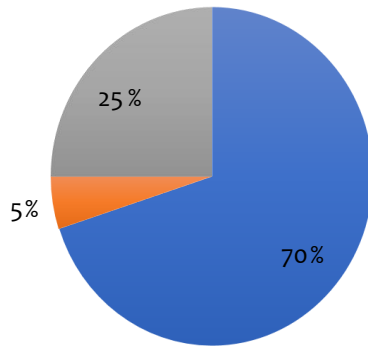
**• Are you satisfied with the quality of education? – question asked in the survey**

■ Very Satisfied   ■ Satisfied   ■ Neutral



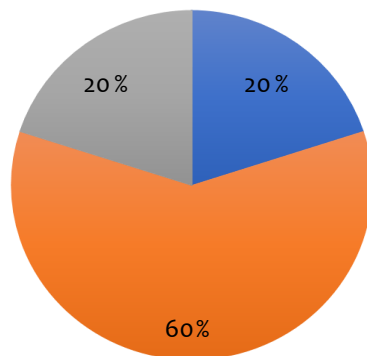
**• How have your scores changed in your current grades as compared to the previous grades?**

■ Increased   ■ Decreased   ■ Remained the same



**• What is the condition of fields/ playgrounds/ courts or pitches for ball games at your school?**

■ Very Good   ■ Good   ■ Poor



Provision of good infrastructure is essential for all-round development of children. Inclusion of infrastructure and facilities for outcomes as one of the four domains in School Education Quality Index designed by NITI Aayog illustrates how important good infrastructure is for school. As 80% students are satisfied,

oral discussions reveal that the positive environment makes them eager to attend school and that they feel motivated to give their best each day.

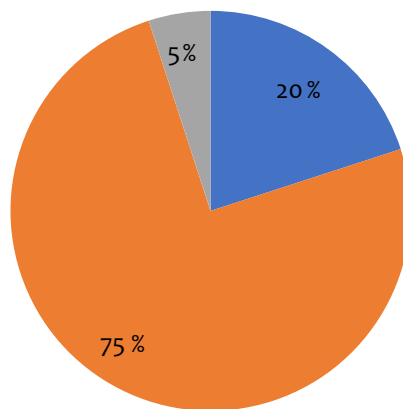
**WASH (Water, Sanitation and Other Facilities) : SDG-6**

Water and sanitation are important to the health of people. One aspect of SDG 6 Goal 6 addresses the issues relating to drinking water, sanitation and hygiene (WASH). This is also in alignment with the Union Government’s goals of ‘Swachh Bharat’ and the ‘Jal Jeevan Mission’. Replicating the same at school, results in a better outcome as children often follow practices that they learn at school very seriously.

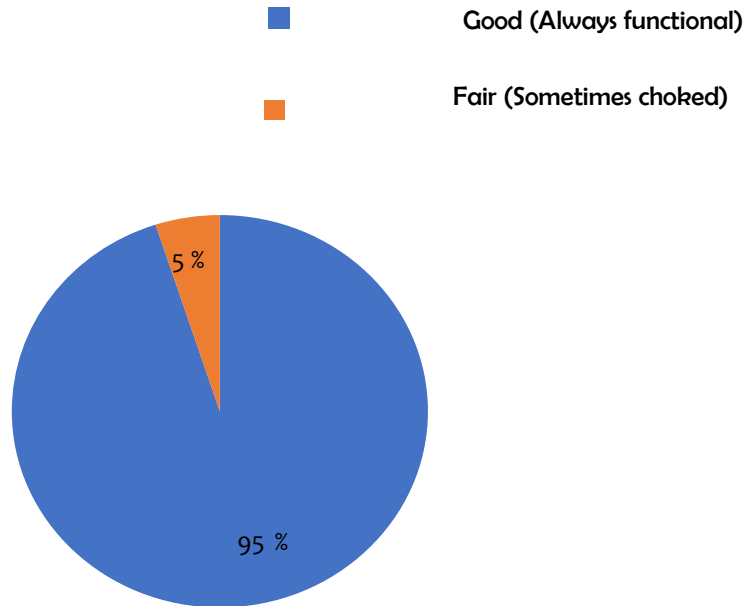
As 75% students affirm access to water-cooler for drinking water, 95% give a positive response to functional toilet facilities and 55% stating that both soap and water are present to wash hands-it can be seen that the school has taken a step forward towards fulfilling SDG-6.

• **What is the main source of drinking water?**

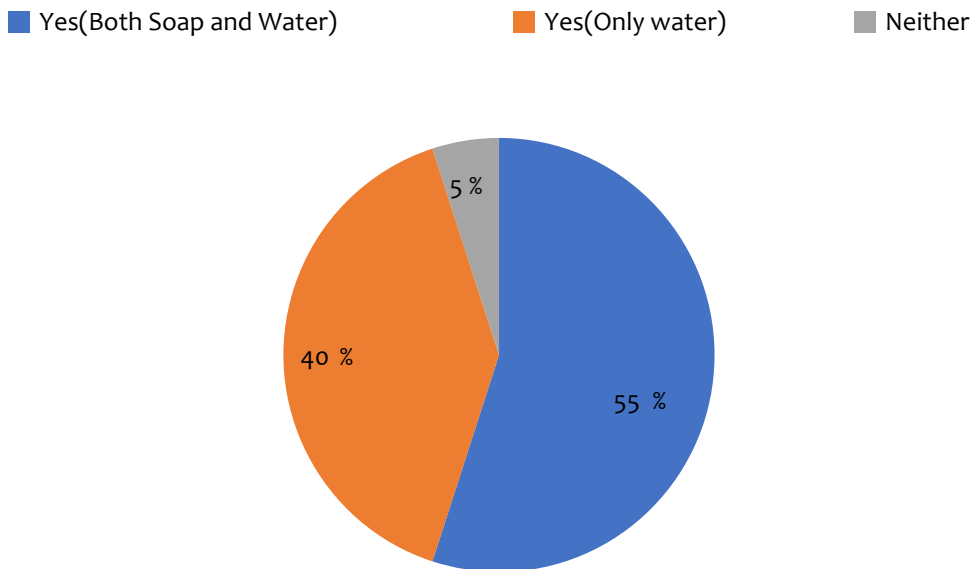
■ Piped Water Supply    ■ Water Cooler    ■ No Source



• **What is the condition of toilet facilities in your school?**



• **Is hand washing facility available?**





## Nutrition : SDG-2

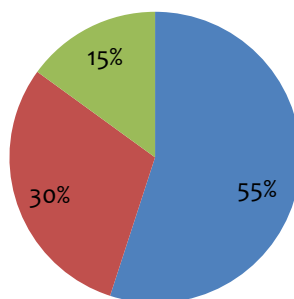
Good nutrition and good health are important for a child's cognitive development which will be hampered in case of malnutrition. While 55% students are very satisfied and 30% are satisfied- the responses show that the 'Naivaidyam' initiative restarted by the school post Covid has been successful.



Informal conversations with the children, revealed that while they might be shy they do aspire to well in their lives. Attending school makes them happy and motivates them to do better and as they walk around the school they sometimes feel that they are more privileged than many for whom attending school is a distant dream. It is natural that both the staff and THDC's efforts have gone a long way in making the children feel valued and have provided a secure place where they can hope to excel.

• **How satisfied are you with the meal provided in your school?**

■ Very Satisfied   ■ Satisfied   ■ Can't Say

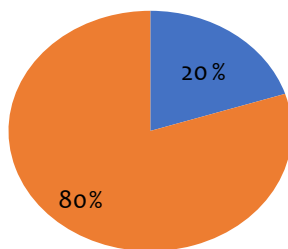


**Teachers' Survey**

Teachers are the backbone of any institution and a brief look at their responses based on a survey conducted on 10 teachers and informal conversations with the remaining shed light on what is lacking and what has left them satisfied at the college. The following questions give an insight into the challenges and opportunities faced by the teachers at the school and can help in improvement in future which can make the overall education experience better for students and teachers alike.

**• What is your educational qualification?**

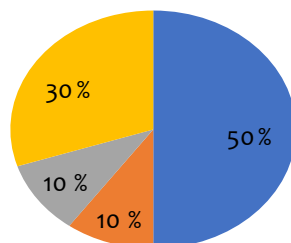
■ Graduate    ■ Post graduate



It is believed that a teacher who has more degrees will have generally spent more time on a particular subject and is well equipped to teach students. As 80% teachers are post graduates, it can be concluded that students are in safe hands.

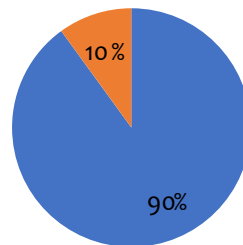
**Q. What is your employment position?**

■ Permanent Full Time    ■ Permanent Part Time  
 ■ Temporary Full Time    ■ Temporary Part Time



• **For how long have you worked as a teacher?**

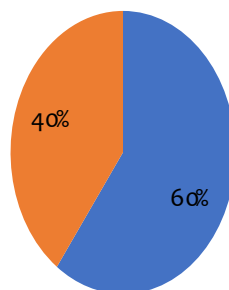
■ More than 2 years ■ 1 to 2 years



Most of the teachers have been in this field for more than 2 years. It will not be incorrect to assume that they have a better command over the subjects they teach. Furthermore, they are more likely to have a better understanding of the strengths and weaknesses of their students and can make plans to help them progress accordingly.

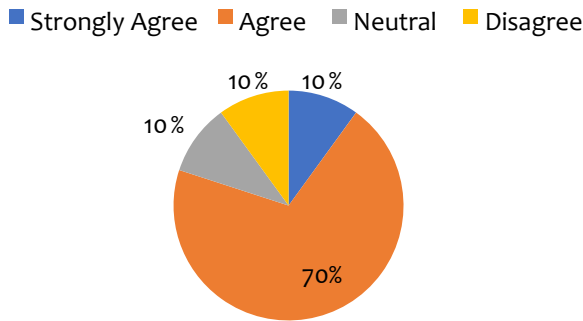
• **How digitally skilled are you?**

■ Very skilled ■ Partially skilled



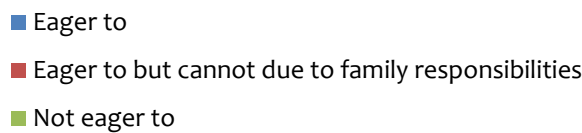
The ability to use ICT has been of immense use especially when lockdowns were imposed. The school management can invest towards ensuring that teachers become digitally skilled as it is the need of the hour towards giving better outcomes in education in today's time.

**Are all teachers unbiased while interacting with their students and with each other?**



Right to equality is a constitutional right and the children who are treated in an unbiased manner by their teachers will grow up into individuals who would be more tolerant of the differences that exist in the society. The teachers' responses indicate a general lack of bias amongst them which can be construed as a positive development.

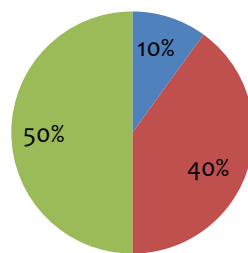
**• Would you like to participate in any courses that would help in honing your abilities?**



Most of the teachers are eager to learn more. Even those who have family responsibilities agreed that they would if there was an opportunity to balance both. Being eager to learn is a good sign. A curious mind goes a long way towards ensuring consistent progress. Teachers who are always willing to grow will encourage the same amongst their students as well.

**• How satisfied are you with your pay and other facilities of the school?**

■ Extremely satisfied   ■ Satisfied   ■ Less Satisfied



While teaching is largely synonymous to the altruistic trait in an individual where the desire to impart knowledge and empower minds is exceedingly high, in today's time expecting one to give 100% in a profession without a satisfactory remuneration is unrealistic. In today's world where it is hard to survive without a decent pay, it is logical for teachers who put their hearts and souls into their work to expect a reasonable return such that it permits a decent lifestyle.

As such when 50% teachers indicate that they are not satisfied, it is a matter that needs to be taken care of. Only teachers who are happy will be able to give their full towards fulfilling learning outcomes as desired by the SEQI. As teachers navigate between organizing activities, making lesson plans and teaching providing them with more benefits can definitely increase their satisfaction and work productivity. THDC has made efforts towards this and might make more in the future as well.



## **FINDINGS AND SUGGESTIONS**

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Uttarakhand, a hill state is known for its treacherous terrain. The schools located in Tehri Garhwal and Rishikesh are doing great work towards ensuring that education reaches even the most backward regions and also no student is deprived of a chance to learn.

THDC's contribution has gone a long way in making the dream of attaining good education possible for those who live close to THDC High School, Rishikesh and THDC Inter College, Tehri Garhwal. The two schools have a good infrastructure with separate classrooms and also rooms devoted for organizing extra-curricular activities. THDC's contribution has ensured that the school fees remains nominal and students, who study in these schools, do not have to face any bias, be it gender or caste.

A glance at the enrolment in school demonstrates that both the schools have more girls than boys enrolled in them currently. Parents who have a girl child, especially those in backward hill regions often hesitate in sending their ward to study when the fees is very high. Contribution by THDC, have helped in restarting 'Naivadyam' that provides nutritious meals to children of both schools. Proper nutrition goes a long way towards a child's physical and cognitive development.

It can be seen that both the schools are able to organize debates, writing competitions as well as painting competitions where generous prizes are distributed. This has been possible due to THDC's contribution. While teachers are eager to grow more and children too feel motivated at school each day the schools, have succeeded in giving a conducive environment to both.

However, many areas can do better if more attention is accorded to them. The suggestions may be read under the following classifications:

- **Classrooms**

Pictorial representations help a child understand any concept better. Having tables and charts on walls not only add exuberance to the classroom, it is believed that a child's learning ability and eagerness to do better will increase. Having smart boards and wi-fi connectivity can also provide real time updates and when teachers club the same with the theoretical lessons they teach, it is expected that the students will perform better.

- **Laboratories**

Old and worn out equipment can be replaced. Students can be made to attend more practical lessons as learning by doing, over the years has proved to yield more desirable learning outcomes.

- **Inter-school Activities**

While extra-curricular activities are held in school holding the same at inter-school level will inculcate a competitive spirit that can help the child progress more.



- **Career Advancement**

Children studying in classes 9 to 12 can be introduced of options as they prepare to step out of their lives. While those studying in standard 9<sup>th</sup> and 10<sup>th</sup> are introduced about all possible streams and subjects that they may choose at the senior secondary level, those in class 12<sup>th</sup> can gain awareness of career streams that are not confined to medicines or engineering alone.

Parents of the wards of these classes may also be taken on board to highlight how important developing one's career is. Organizing workshops which help increase the awareness of students and parents can go a long way.

Teacher's skills too need to be upgraded as times changed and the same can be arranged by the school. A teacher who grows professionally will be more productive and help the children to develop a similar thirst to grow.

- **Excursions and Trips**

Children need to be taken for more educational exposure and learning visits. Zoological parks, Aquariums and other places of learning can be useful in the long run.

- **Motivating Talks**

Challenges are a part of life and those living in a mountainous region often face too many of them. Holding reading sessions where biographies of great men who succeeded despite the odds may help keep the light to grow burning in the young minds.

- **Financial and Digital Literacy**

As the government is promoting a cashless society, concepts such as UPI which are alien to children might be introduced to them. At the same time they can be warned about possible pitfalls and how the same can be prevented.

Awareness campaigns regarding cyber crime are also needed to protect the innocent minds from the dangers that run behind the screens.



## CASE STUDIES

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- **CASE 1:** THDC employees fund the school education of five students who have been orphaned and are left with no financial support. THDC has contributed towards establishment of fixed deposits for these five students which will help them in future for higher education and training. This act of philanthropy from THDC will go a long way in securing the future of these children and support them in their educational endeavors.
- **CASE 2:** Sachin Joshi is a pass-out from THDC high school, Rishikesh who has been placed in polytechnic for higher skill development. Khushboo and Shalini are also two pass-outs from the school who are working in companies in Noida and are doing very well. The well-rounded education that they received at the THDC high school helped them in securing gainful employment.
- **CASE 3:** Ayush Rajput is a student of class 9th who has performed exceptionally well in the 12th Inter school Uttarakhand Senior Karate Championship. He was placed first in the championship and received a gold medal for his performance. Ayush received financial and infrastructural support from THDC which enhanced his performance.
- **CASE 4:** Arushi and Sukanya are two exceptional class 4<sup>th</sup> students who performed exceptionally in karate championships. Arushi won bronze prize in the 12<sup>th</sup> inter school kumite karate competition. She also won the silver in 'fight' category and bronze in the 'kata' category at the 1<sup>st</sup> North Indian karate championship. Sukanya won the bronze in 'fight' category at 12<sup>th</sup> inter school karate championship. She also excelled in the 1<sup>st</sup> North Indian karate championship where she won the silver in 'fight' category and 'kumite' category. Both the girls received financial

support and training at the THDC for preparation. The travel expenses were borne by THDC which helped them focus on their performance.

- **CASE 5:** The school authorities supported all the students in their sports activity by providing them with training, infrastructure facilities and financial support for participation in interschool competitions.



This was reflected in the exceptional performance of two students at district level in Mukhymantri Udayman Khiladi Unnayan Yojana 2023. Akshat Tiwari, a class 5th student and Sapna Gupta, a class 7th student, got selected under the scheme at the district level in the athletics category.



- **CASE 6:** Ashish Bhatt is a former student of THDC inter college at Tehri Garhwal who is currently pursuing his post doctoral studies in science in a

prestigious university in the United States. He is a role model for all the students here and his sheer determination and hard work is a source of inspiration for the students here.

- **CASE 7:** The THDC school has produced quite a few successful students in the past who have bagged prestigious positions in the government and private sector. An example is of Mr. Anand Kishore who went on to become Assistant Engineer in the Uttarakhand government.
- **CASE 8:** Ashish is a student of 10+2, studying in the Tehri Garhwal campus who comes from an extremely impoverished background.



The school has provided an opportunity to study so that he can get gainful employment and contribute towards the society. While talking to him, he mentioned that he comes from a far-off village every day to attend school which is followed by daily chores upon returning to home. Had the school not provided quality education till 12th, it would have been difficult for him to study further.

- **CASE 9:** Aditya is a class 7th student who comes every day to school with his sister Tamannah. While interacting with them, they stressed that they were extremely satisfied with the level of education and infrastructure being offered in the school. They found the computer and science labs to be adequate and it also provided an enriching learning experience.



- **CASE 10:** In the previous academic year, some of the students had got placed at good colleges which proved to be a source of inspiration for other students at school in Tehri Gahrwal. While interacting with a student of 10+2, Priyanshu, who comes from a poor family, has the same hopes of becoming an officer like children from bigger cities. The education offered at the school was a stepping stone for him and he hoped that one day he could fulfil his aspirations and make his parents and community proud.

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