



# IMPACT ASSESSMENT CSR PROJECTS

**FY 2021-22**



टीएचडीसी इंडिया लिमिटेड  
THDC INDIA LIMITED



SEWA - THDC  
सर्वे भवन्तु सुखिनः

SR Asia

[www.sr-asia.org](http://www.sr-asia.org)

# CSR Project

Impact Assessment Report  
FY 2021-22



**Submitted to:**  
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# PREFACE

This is an Impact Assessment Report of a CSR project, "Running of THDC High School, Rishikesh, and THDC T.B.P. Intermediate College, B.Puram (Tehri) through THDC Education Society." The schools were assessed in Pragatipuram, Rishikesh and Bhagirathipuram, Tehri Garhwal for the year 2021-22. This initiative is implemented with the objective of providing quality education to children of poor and vulnerable families in and around the project areas.

This report briefly covers Impact Assessment, THDCIL CSR policy, and budget. Further project insights were provided, along with approach and methodology, followed by analysis of key components, analysis and results, and recommendations and suggestions.

The assessment is carried out by subject matter experts using a specific approach to bring out the perspectives of all stakeholders involved in the process.

The impact assessment results are derived from quantitative and qualitative data collected and analysed using ZOHO Analytics, along with success stories.

The suggestions and recommendations are specific to the intervention and encompasses learnings which may be embraced in the future endeavors.



# ACKNOWLEDGMENT

This Impact Assessment Report is prepared with considerable consultation and engagement with Sh. P.K. Naithani CGM,(S&E), Dr. A.N. Tripathy, Addl General Manager (HR&A), Mr. Vipin Saklani (DGM), Sh. D.P. Tyagi, Sr. Manager (SEWA-THDC), Sh. Saurabh Kushwaha, Sr. Officer (Social) and other officials of CSR & SD division, THDCIL. The impact assessment team also interacted with beneficiaries in the THDC-run school in Rishikesh and Tehri.

This impact assessment exercise was not possible without the help of good souls who have readily offered their support for the successful completion of this project. We are very grateful to the entire team of THDCIL at project sites for providing valuable insights and support throughout the evaluation and impact assessment process. We are also very much thankful to all the stakeholders for parting their valuable time and sharing inputs and information for making this assessment very insightful.

Birendra Raturi  
International Director, SR Asia  
February 2023



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## List of Abbreviations

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<b>BPL :</b>	Below poverty line
<b>CCA :</b>	Co-curricular Activities
<b>CSR :</b>	Corporate Social Responsibility
<b>EMB :</b>	Education Management Board
<b>IA:</b>	Impact Assessment
<b>OBC :</b>	Other Backward Class
<b>OECD-DAC :</b>	Organization for Economic cooperation- Development Assistance Committee
<b>PTM :</b>	Parent-Teacher Meeting
<b>SR Asia :</b>	Social Responsibility Asia
<b>SC :</b>	Scheduled Caste
<b>ST :</b>	Scheduled Tribe
<b>THDCIL :</b>	THDC India Ltd.
<b>THDC T.B.P :</b>	THDC Tehri Baandh Pariyojana
<b>TES :</b>	THDC Education Society
<b>ToR :</b>	Terms of Reference

# THDCIL



टीएचडीसी इंडिया लिमिटेड  
THDC INDIA LIMITED



## CSR VISION

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



## MISSION

- To build sustainable value based relationship with the key stakeholders through ongoing two way communication.
- To undertake CSR programs 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 programs that benefit the communities in and around its work centers and over a time result in enhancing the quality of life and economic well being 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 THDCIL among stakeholders and help reinforce a positive and socially responsible image of THDCIL as corporate entity.



# EXECUTIVE SUMMARY

## About Impact Assessment

SEWA-THDC entrusted SR Asia to carry out the Impact Assessment of the CSR projects implemented in the project areas in the state of Uttarakhand. This impact assessment was carried out to examine the goals and achievements of the SEWA-THDC CSR (Corporate Social Responsibility) programs and suggest steps for improving implementation of the initiatives. The assessment was carried out in the project areas of Rishikesh and Tehri. The assessment team examined CSR projects carried out in FY 2021-22. A total expenditure of rupees 4.72 Cr was made towards the CSR implementation by SEWA-THDC covered under this evaluation.

The main objectives of this impact assessment are:

- To independently evaluate the impact of projects having outlays of one crore rupees or more.
- To measure the changes that can be attributed to the programmes/ works.
- To assess accountability, sustainability and learning.
- To gather data about the effectiveness and impacts of the programmes to make sure that the intervention was on track and reached its objectives.
- To provide SEWA-THDC with an input to prepare for further interventions.

The scope of the study covers the following:

- Impact assessment of the THDC High School, Rishikesh in FY 2021-22.
- Impact assessment of THDC T.B.P. Intermediate college, Tehri in FY 2021-22.
- Five case studies from each project
- Pictures from the schools

## Approach and Methodology

The evaluation methodology comprised: document review and analysis, field visits to THDC High school, Rishikesh and THDC T.B.P. Intermediate college, Tehri by the assessment team, and analysis of the findings using a common framework reflected in the report. The field visits each included consultation with students, parents, teachers and TES members and field observations to assess the impact of the initiative on beneficiaries.

## **Findings of the Study**

The aim of the Impact assessment of the initiative was to assess compatibility on different key factors viz; relevance, effectiveness, efficiency, sustainability and impact. The five dimensions of impact assessment and their likelihood of meeting the desired objective are represented below.

### **Relevance**

The schools are run and managed as per THDCIL CSR and Sustainability policy under Jagriti mission to provide primary and secondary education to the children of project affected families.

### **Effectiveness**

The TES managed schools has consistent enrollment of students from socially and economically weaker section of society thus fulfilling the needs and aspirations of the people living in project surrounding areas. The infrastructure of the school is maintained in line with curriculum demand; and the pass percentage of the students in THDC High school is 64% and in THDC T.B.P. Intermediate college in 10th and 12th standard is 100%, indicates an excellent effectiveness.

### **Efficiency**

The number of classrooms and learning infrastructure are being utilised to its full capacity. All school resources, such as science laboratories, playgrounds, library, etc. is open to all the students.

### **Impact**

The intervention decreased the financial burden of families belonging to downtrodden and BPL families. It motivated the families as well as the students toward education. Counseling is provided to students regarding higher education, and 95% of the students complete high school and further opt for higher education, which provides them with an opportunity to improve their social and economic standing.

### **Sustainability**

At present the entire school infrastructure and setup is managed by TES and 100% funded through CSR budget of THDCIL. The organization may assess for the possibility of mobilizing funds by identifying other means and ways may be available to ensure long term sustainability.

# CHAPTER-1

## IMPACT ASSESSMENT

### 1.1 Introduction

Impact Assessment aims to enhance the effectiveness, efficiency, fairness, and sustainability of service delivery, outcomes, and impacts of any programmes. The process involves identifying and characterizing the most likely impacts of proposed actions (impact/prediction/forecasting) & evaluating the social significance of those impacts.

Overall, the CSR projects implemented by THDCIL are in line with Schedule VII of the Companies Act 2013. The CSR Policy of THDCIL also in line with the Companies Act 2013. This is well defined in view of the National Policy, CSR Policy, needs and aspirations of the people, and areas where they operate.

These projects had a positive impact on the life of project-affected people. In order to determine the degree of success or failure of the CSR initiatives, the impact is evaluated and compared to the benchmarks established during planning. Team used the ZOHO survey tool to conduct and monitor the survey in real-time. Systematically, photographic and video-graphic records of the progress, accomplishments, and effects are maintained. In addition to noting the fieldwork observations, the assessment team prepared case studies in accordance with the standard operating procedure. To ensure the achievement of long-term objectives, the team conducted stakeholder consultations with implementing partners, local representatives, and other line departments to learn more about the projects, their impact, and sustainability strategy. SR Asia has utilized the OECD DAC framework to evaluate the impact of SEWA-THDC's CSR projects. It assigns a score to each of the investigated projects based on their relevance, effectiveness, impact, coherence, efficiency, and sustainability.

## 1.2 Contours of THDCIL CSR Programs

Keeping in view the spirit of executing CSR & Sustainability programmes, the broad umbrella of THDCIL CSR initiatives are titled 'THDC Sahridaya' (Corporate with a Human heart). Focus areas where THDCIL undertakes CSR programmes are titled by the objective they seek to achieve as under:

- i.** THDC Niramaya (Health) - Nutrition, Health and Sanitation and Drinking Water projects
- ii.** THDC Jagriti (Initiatives for a Bright future) – Education initiatives
- iii.** THDC Daksh (Skill) - Livelihood Generation and Skill development initiatives
- iv.** THDC Utthan (Progress)- Rural Development
- v.** THDC Samarth (Empowerment)- Empowerment initiatives
- vi.** THDC Saksham (Capable) - Care of the aged and differently abled
- vii.** THDC Prakriti (Environment) - Environment protection initiatives
- viii.** THDC Virasat (Culture) - Art & Culture protection & promotion initiatives.
- ix.** THDC Krida (Sports) – Sports promotion initiatives

### 1.2.1 Selection of location and beneficiaries

Preference will be given to the local area in selecting the location of CSR and Sustainability activities. The definition of 'Local area' for this purpose is:

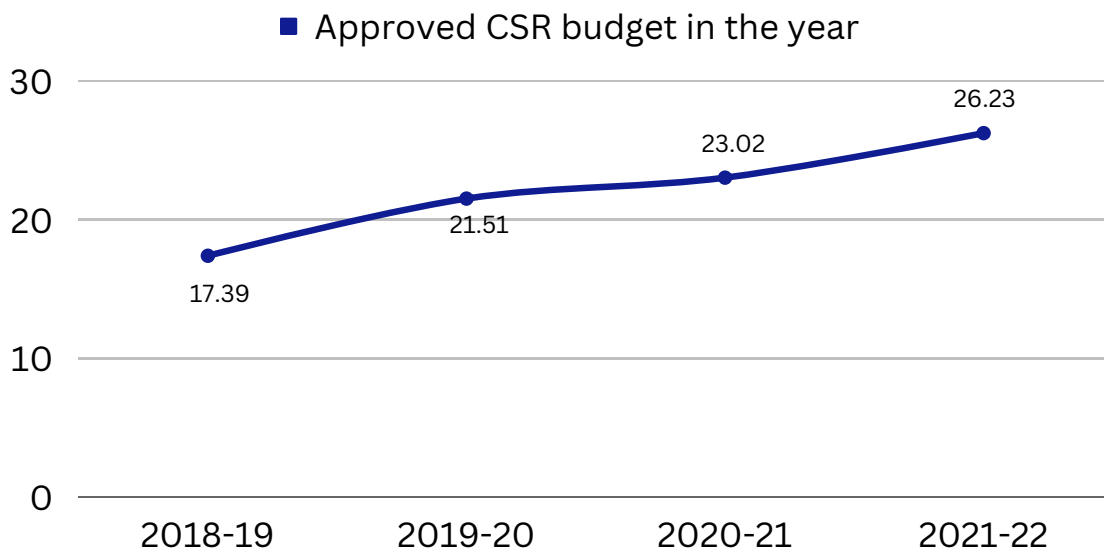
- i.** People within a 10km radius of an establishment or an office
- ii.** All the development blocks being touched by the hydro project components.
- iii.** People within a 50km radius of a thermal project
- iv.** People within a 10km radius of Wind/Solar project
- v.** People within Geographical boundaries of Resettled / Rehabilitated Sites
- vi.** People residing in all the development blocks being touched by Coal Mines / Sites including appurtenant works

At least 65% of the annual CSR budget is allocated to CSR programmes for local area and for the benefits of stakeholders who are directly impacted by the Company's business operations / activities.

## 1.2.2 Expenditure on CSR

Every year, THDCIL, with the approval of its Board of Directors makes a non lapsable budgetary allocation for CSR and Sustainability activities/projects. The allocation is in consonance with the stipulations of the Companies Act 2013 wherein minimum 2% of the average net profits of immediately three preceding years are earmarked for implementation of CSR activities.

**The CSR programmes of THDCIL is implemented through SEWA-THDC and THDC Education Society (TES), the two Company sponsored / established registered Societies under Cooperative Societies Act 1860.**



Source: THDCIL Website

## 1.3 Projects for impact assessment

**Name of project**

**Running of THDC High School , Rishikesh and THDC T.B.P. Intermediate College, B.Puram (Tehri Garhwal)**

**Name of Implementing Agency**

**THDC Education Society, Rishikesh**

**Goal of TES**

**To provide quality education to children of poor and vulnerable families living in and around the project areas of Rishikesh and Tehri.**

**Project cost**

**4.72 Crore**

**Date of Start**

**01/04/2021**

**Date of Completion**

**31/03/2022**

**Location of the Project**

**Project Affected Area and nearby areas of Rishikesh and Tehri Garhwal**

**Activity Covered in the project**

**Education Development**

### 1.3.1 Project insight

Education is the fundamental right of every citizen granted by the Government of India under Article 21 A of the constitution. Education plays a very important role in shaping the future of a country. Assuming the responsibility of providing good education to the children belonging to nearby villages and project effected area, THDCIL as its corporate social responsibility is running schools since 1992.

### 1.3.2 Running of schools

In order to provide good education to nearby villages in the project affected area since 1992, a society was registered in the name of EMB (Education Management Board) in the 2010 EMB was rechristened as TES (THDC Education Society). The main work of TES is to provide quality education to all children enrolled in these schools.

Category wise detail of both the schools are given below:

Schools	SC Category Students		OBC Category Students		General Category Students		Total Students		Total Student	BPL	
	M	F	M	F	M	F	M	F		M	F
Rishikesh	82	91	40	53	67	84	189	228	417	77	70
Tehri	48	58	05	06	47	48	109	111	220	07	07

### **1.3.3 School facilities**

THDC Education Society is taking care of all day to day activities of both the schools. Both schools at present pursue the “UTTARAKHAND BOARD “Pattern of education. At the end of the academic year 2021-22 there were 637 students studying in both schools from class 1 to class 12. These students were guided by the learned and qualified teachers and supporting staff headed by the principal. THDCIL has provided necessary infrastructure to run the schools. The class rooms are equipped with quality furniture, blackboards, and other learning aids. School have dedicated computer Labs, Science laboratory. The students are provided free of cost several items viz. Text Books, Note Books, School Shoes, School Bags, Uniform, Stationery etc. by THDC Education Society. School, has other amenities like neat and clean drinking water, toilet facilities and play ground. Besides all facilities mid day meal (NAIVEDYAM-Meal initiative).A school bus & a bolero/taxi also have been arranged by THDC Education Society for facilitating commutation of students from their villages to school and back. The school staff is well paid, have been provided Medical facilities, and residential accommodation.

### **1.3.4 Key benefits**

The school is providing quality education to the students of the nearby area generally coming from the weaker and poor section of society. The fee charged by the students is just nominal @ Rs 50 to Rs 150 per month from class 1 to class 12. Various extra co-curricular activities are arranged all through- out the year for students. Students also participate in District and State Level sports. Students also actively participate in cultural activities.

Regular monitoring and inspections by the management of TES are carried out in order to check the quality of education being provided to the students. Continuous effort is being put to improve the quality of education and turn these schools into an institution driven by quality and at par with good school in the region.

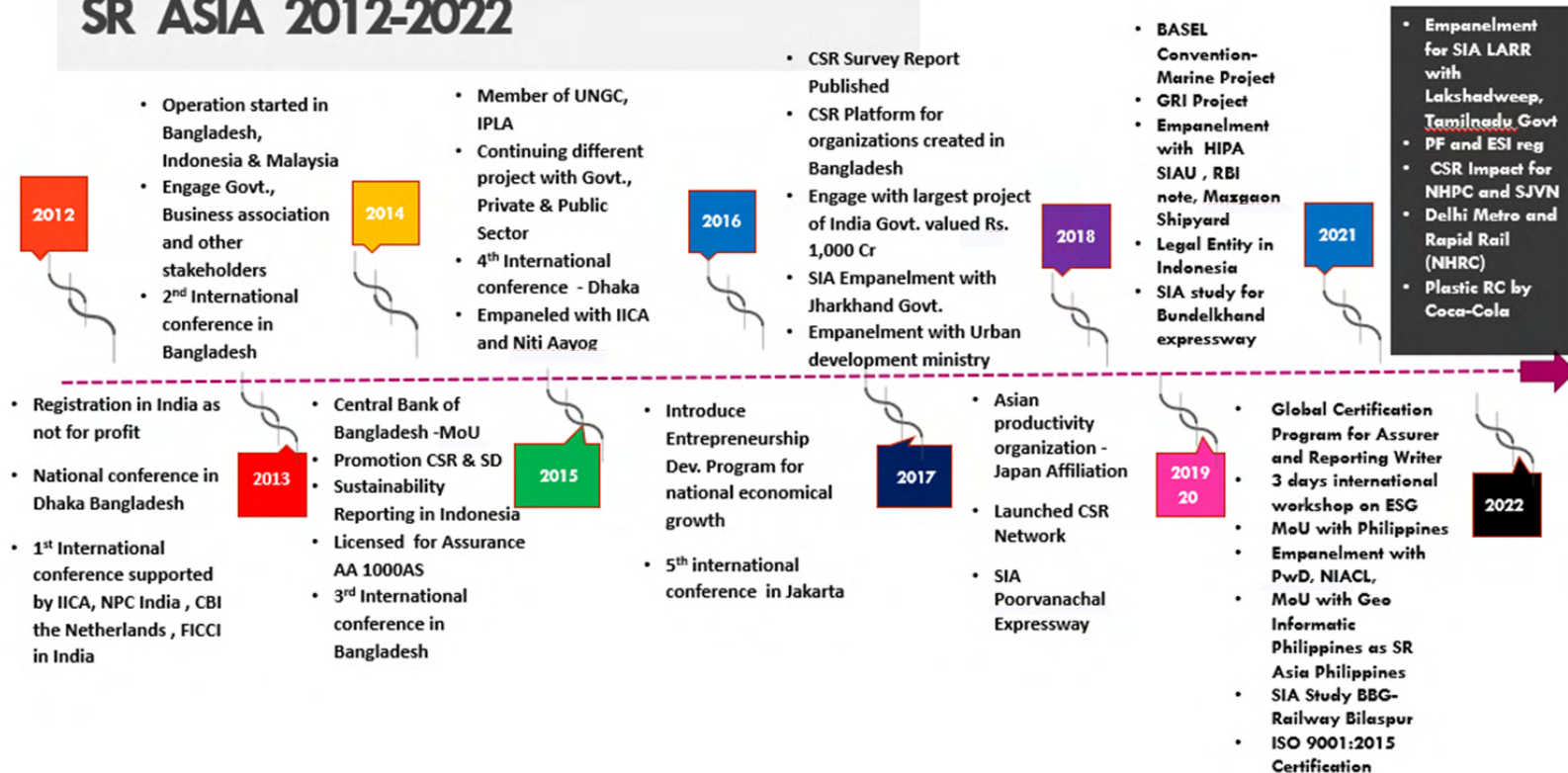


## 1.4 About Impact Assessment Agency

Social Responsibility Asia (SR Asia) is an ISO 9001: 2015 Certified international non-profit organization registered with Ministry of Corporate Affairs (MCA) New Delhi, India in the year 2012, and has legal entities in Bangladesh and Indonesia. SR Asia has country representative offices in Mongolia, Malaysia, Philippines and Vietnam. SR Asia is an affiliate to Asian Productivity Organization (APO) Japan and also works closely with APO member National Productivity Organization in complementing and promoting CSR, Sustainability and Sustainable Development. SR Asia's mission is to conserve natural resources for the welfare of current and future generations by promoting change. SR Asia wants to work with all stakeholders to create awareness among consumers and manufacturers. We want to reach out to consumers through campaigns and work with companies in the design, development, and production of sustainable goods and services.

SR Asia has been providing various companies across many different industries with customised and all-inclusive CSR services to help them meet the requirements of the Companies Act, 2013. The services include advising businesses on the social and environmental contexts in which they want to implement their CSR programme, helping them design suitable CSR projects, and providing full-scale project management support as they put their plans into action. Projects in areas such as Clean India and Education for Children from Disadvantaged Backgrounds are just two examples of where this organisation is making an impact.

### SR ASIA 2012-2022



## 1.5 Scope of work as per ToR

The impact assessment will be a learning document for SEWA-THDC to introspect on both its goal and achievement in implementation of CSR programs and suggests steps for its better implementation document will be used by SEWA-THDC for both internal and external purposes. The study covers the following:

To assess the socio-economic impacts of the CSR projects of SEWA-THDC implemented in the year 2021-22 having project value of more than 1 crore. These projects are executed in Rishikesh and Bhagirathipuram project areas of THDCIL. The CSR projects to be studied are as follows:

1. Running of one inter college for project affected families through THDC Education society at Bhagirathipuram, Tehri Garhwal.
2. Running of one high school for project affected families through THDC Education society at Rishikesh, Dehradun.



# CHAPTER-2

## APPROACH AND METHODOLOGY

This chapter provides a brief introduction to the study, its rationale, its objective, survey questions, sampling, data collection, and limitations. It is necessary, therefore, to have a comprehensive understanding of the research process that was followed in order to provide a rationale and a context for the findings of the study.

### **2.1 Impact Assessment Approach of SR Asia**

SR Asia is directed towards delivering a superior client experience to all its partners. Our aim is to deliver higher value and follow a standard set of practices to deliver it. We understand that the purpose of this CSR assessment is to conduct socio-economic impact assessment of CSR initiatives undertaken by SEWA THDC.

A holistic approach to the present assignment was adopted to make a comprehensive of all the socio-economic benefits incurred by beneficiaries. A description of our strategic approach, which is a blend of technical and sectoral expertise, connected thinking to leverage the network of SR Asia and a participatory approach bringing all the stakeholders together for a holistic assessment is described below.

### Objective and balanced perspective

- **Scientific Observations based on Beneficiary Feedback and views reflected in an objective unbiased neutral manner**
- **Diverse Stakeholder Engagement and Dialogue formed the basis of primary data collection through a composite set of qualitative and quantitative social science research methods**

### Technical leads will be sector experts

- **CSR Impact Assessment conducted by Diversified and Interdisciplinary Team comprising of experts in socio-economic impact assessment, social science, economics, education, health, gender, and sustainability.**

### Connected thinking

- **Learnings from the prior experience of working in the simliar sectors had been utilised to deal with the problems and challenges faced in the field. Also, the team has also drafted numerous region specific best practices for the team to take lessons from.**

### Participatory approach

- **During the entirety of the impact assessment consultations had been made with clients. These consultations helped to establish the agreed-upon approach and findings, as well as participation during different stages of projects.**

Figure 1 Holistic approach by SR Asia

## 2.2 The OECD-DAC framework to Impact Evaluation

SR Asia adopted the OECD model of impact assessment for this assignment. The OECD DAC Network on Development Evaluation (EvalNet) has established six criteria for evaluation – relevance, coherence, effectiveness, efficiency, impact and sustainability. These criteria give a normative framework for evaluating an intervention's merit or value (policy, strategy, programme, project or activity). They provide the foundation for making evaluative judgements.



## OECD DAC Framework

<p style="text-align: center; color: #0056b3;"><b>What is it?</b></p> <p>Framework for evaluating performance of social development programs on relevance, effectiveness, convergence and sustainability aspects</p>	<p style="text-align: center; color: #0056b3;"><b>How it helps?</b></p> <p>Helps in gaining qualitative understanding of the impact created, stakeholder perception, extent of collaboration with other actors and sustenance of the change</p>
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Evaluation Criteria	Indicative questions	Key Performance Indicator
<b>Inclusiveness</b>	<i>To what extent do beneficiaries from all backgrounds get covered by the program?</i>	<i>Program included beneficiaries from all backgrounds, without any discrimination</i>
<b>Relevance</b>	<i>To what extent does the program have the capacity to meet the needs and expectations of society? To what extent does the program have the potential to facilitate participation from the community and local government in creating sustainable impact?</i>	<i>Program aligned to the needs and expectations of society and involved adequate engagement/participation from the community, linkage with SDGs, etc.</i>
<b>Effectiveness</b>	<i>To what extent has the program been able to create an impact on HDI profile of beneficiaries?</i>	<i>Program has significant impact on health and wellbeing status of beneficiaries, etc.</i>
<b>Convergence</b>	<i>To what extent does the program have the potential to link beneficiaries to government program/schemes, etc.?</i>	<i>Program involves collaboration with government or other non-government organisation operating in program area.</i>
<b>Sustainability</b>	<i>To what extent does the program have the potential to create a sustainable impact post withdrawal of THDCs support?</i>	<i>Enhancement of local community. institution skills to govern and manage programs, linkages with government/</i>

## 2.3 Sampling plan

For the purpose of this evaluation the following key stakeholders were consulted:

- Students enrolled in the schools are consulted in groups
- Teachers and management committee of the school: All teachers were consulted
- Members of the THDC Education Society, and
- Parents of the students are consulted in field and in parent teacher meetings of the schools

The research was conducted using a questionnaires, checklists, observation method, informal interviews etc. which are discussed in details below.

## 2.4 Research Methods and Tools

**Desk Research:** Review of secondary data has been carried out by the SR Asia team to study all the important documents related to the projects as well as CSR background details of SEWA-THDC. These sources include dossiers, progress reports, previous assessment reports etc. This has helped in developing contextual understanding of the projects covered under this CSR impact evaluation study.

**Observation:** This method was used to assess the various CSR projects of SEWA-THDC. The observations will be collected on the six parameters of the OECD-DAC framework, which is used in the study.

**Semi-Structured Interviews:** Key stakeholders were consulted for their views regarding the subject matter. Partially structured interviews were used for understanding the views of the members of the TES.

**Public:** FGDs was carried out with parents /guardians during the parents teacher meetings in the school. Parents were also consulted at their homes during the community visit by the impact assessment team to note their views regarding the initiatives.

**Case Studies:** The case study method was used to capture success stories from each of the verticals across all the years. This method helped in capturing multi-faceted understanding of benefits incurred by the respondents.

# CHAPTER-3

## ANALYSIS OF KEY ASPECTS

### 3.1 Project 1: THDC High School, Rishikesh

#### Quality of Education

The impact assessment team met students in person and groups and interacted with them to gauge the quality of education received by them. 100% (26) of the students were proficient in reading and speaking skills and 92.30% (24) of the students were found to be confident during interaction.

#### PTM

It was reported that the school has a provision of monthly PTM. The school authorities make sure to have parents/guardians of the students to report their monthly progress. Apart from that the school authorities contact the parents who fails to join the meetings.

#### Extra-curricular activities/Games

The school organised a number of co-curricular activities and games. The details are as under:

CCA Activities held during year	No. of Participants
Debate competition	- 10
poster making competition	- 30
Poster making unde Swachhta ka Sandesh	- 40
Ankasri competition	- 20
Celebration of Indramani Badoni Anniversary	- Whole school
Independence day celebration	- Whole school
Educational trip for class 10 students	- 43

### **Well-equipped/Ventilated classrooms**

The classrooms have adequate numbers of benches for students, chair-table for teacher, blackboard, chalks and duster, appropriate luminescence and windows. The classrooms are well equipped for TLM and have windows for ventilation in the classroom.

### **Sanitation in the school**

The toilets in the school are neat and clean, but in some washrooms a bad odour is emanating from them. The girls' toilet is equipped with a sanitary napkin dispensing machine, and there were two cleaners allotted for cleaning the washrooms. The toilets have a running water supply, and water coolers for drinking water are installed in the school. Dustbins are installed in the whole school, including washrooms.

### **Teachers adequacy**

The school has an adequate number of teaching staff members, and it is currently operating at its maximum capacity.

### **Career Counseling**

Career counseling sessions are held for the students by the administration of the school in order to encourage them to continue their education and to advise them in the selection of educational courses for consecutive grades.

## **3.2 Project 2: THDC T.B.P. Intermediate college, B. Puram, Tehri**

### **Quality of Education**

The impact assessment team met students in person and groups and interacted with them to gauge the quality of education received by them. 100% (20) of the students were proficient in reading and speaking skills and 95% (19) of the students were found to be confident during interaction.

### **Extra-curricular activities/games**

For overall development of the students, school organizes a variety of activities/games in the school. The list is as under.



## CCA Activities held during year

## No. of Participants

Drawing competition	- 25
Drawing competition under Satarkta Jagrukta Diwas	- 40
Essay writing under Azadi ka Amrit Mohatsav	- 20
Essay and slogan writing, drawing competition under Swachhta Pakhwada	- 60
Cleanliness programme	- Whole school
independence day	- Whole school
Drawing competition under Azadi ka Amrit Mohatsav	- 35

### Counselling and Motivation to the students

Time to time career counselling sessions and lectures were organised for students through external faculties from colleges, ITIs and Engineering colleges. TES members also extend career counselling support to the students.

### Parent Teacher Meeting (PTM)

The THDC T.B.P. Intermediate college, Tehri organizes PTM on a quarterly basis to report the progress of the ward and for grievance redressal if any.



### 3.3 Summary of Discussion-Parents

The impact assessment team made visits to the household of some students and had a wide consultation with the parents in the school premises, some of the observations and feedback received are as under

- Parents have shared that one of the prime reasons that they have enrolled their wards in the school because of the wide range of support and services are offered to the students.
- Parents are very satisfied with quality of education received by their wards and the efforts by the teachers through extra class/doubt classes.
- Teachers have asked parents during PTM to at least randomly monitor the ward for homework and assignments.



### 3.4 Summary of discussion with TES members

A meeting was held with the TES officials and their feedback were recorded for further improving the overall performance, the noted points were:

- TES members meetings are held regularly, as and when required to discuss the goals and aspirations regarding the development of the school.
- The school authorities send an official letter to the TES for any requirement that they have in school, and the TES members work towards meeting the requirements.
- TES is contracting a private staffing firm to suit the demands of the school's teachers.
- Provide counselling sessions in schools for students to help them choose a career path. Apart from that, a provision for teacher training is also being considered by the society.
- TES is working for continuously enhancing the quality by providing support to the teaching and non-teaching staff for enhancing and upgrading the Teaching Learning Method to inculcate new teaching techniques for enhanced performance of students.
- Due to Covid and lockdown, the midday meals resumed in November 2022. The society mandates frequent food inspections by external agency.



# CHAPTER-4

## ANALYSIS AND RESULTS: IMPACT ASSESSMENT

SEWA-THDC through its CSR intervention is supporting THDC high School, Pragatipuram, Rishikesh and THDC Inter College, Bhagirathipuram, Tehri as per the stipulations of the Section 135 of the Companies Act, 2013. All the needs of the school have been met by the THDC Education Society (TES). TES is responsible for providing free bags, books, uniforms, bus facilities along with all the infrastructure in the school premises. For achieving the goal to provide quality education to children of poor and vulnerable families in project areas of Rishikesh and Tehri, TES is working towards fulfillment of the needs of the students, school infrastructure as well as the teachers.

### 4.1 Project 1: Running of High School in Pragatipuram, Rishikesh

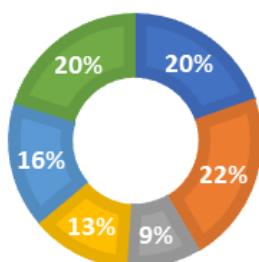
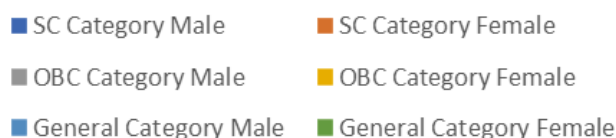
This initiative by TES is impacting the people in a positive manner. The social and economic impacts of the running of the THDC High School, Pragatipuram, Rishikesh is discussed in this section.

#### Social Impact

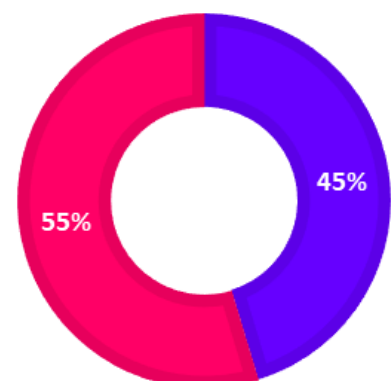
As a part of the social impact assessment some of the key factors have been evaluated to measure the social inclusion and benefits received by the group of beneficiaries.

#### Social Composition- Students

Social composition- Students

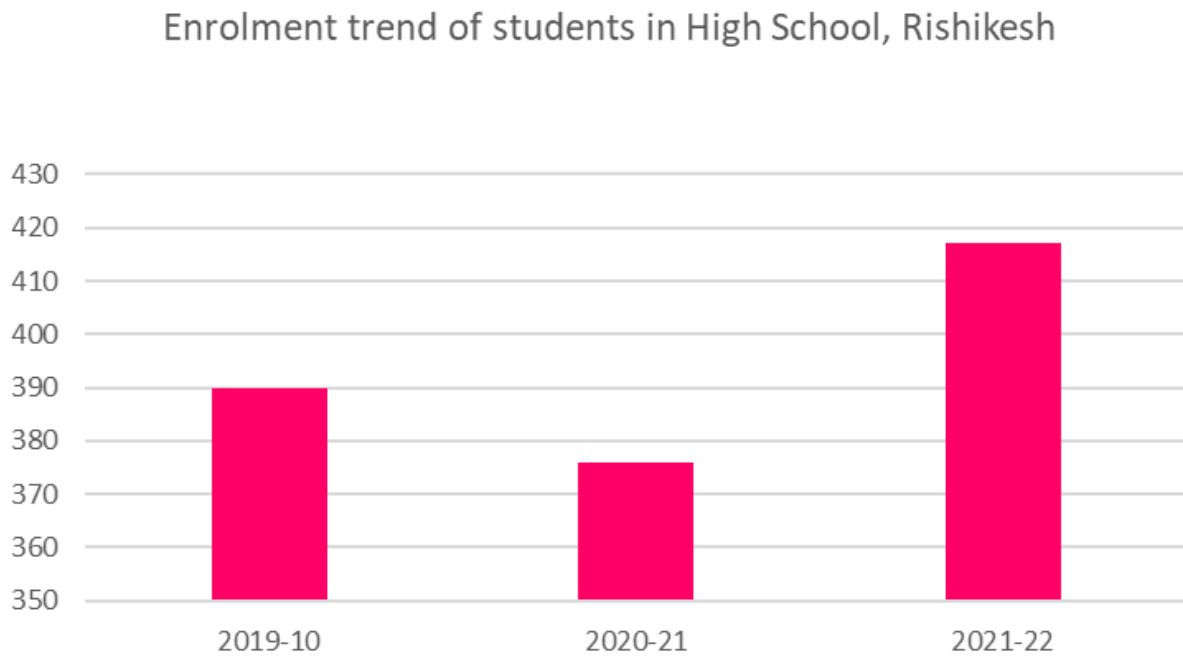


Gender based representation in High school, Rishikesh



The analysis reveals that all class of society have got opportunity to enroll their ward in the school and the distribution has been similar across all sections and classes. The data also indicate that girls students numbers is surpassing boys in all categories. This can be further derived that the school provides equal opportunities across the social horizons and also promote girl empowerment.

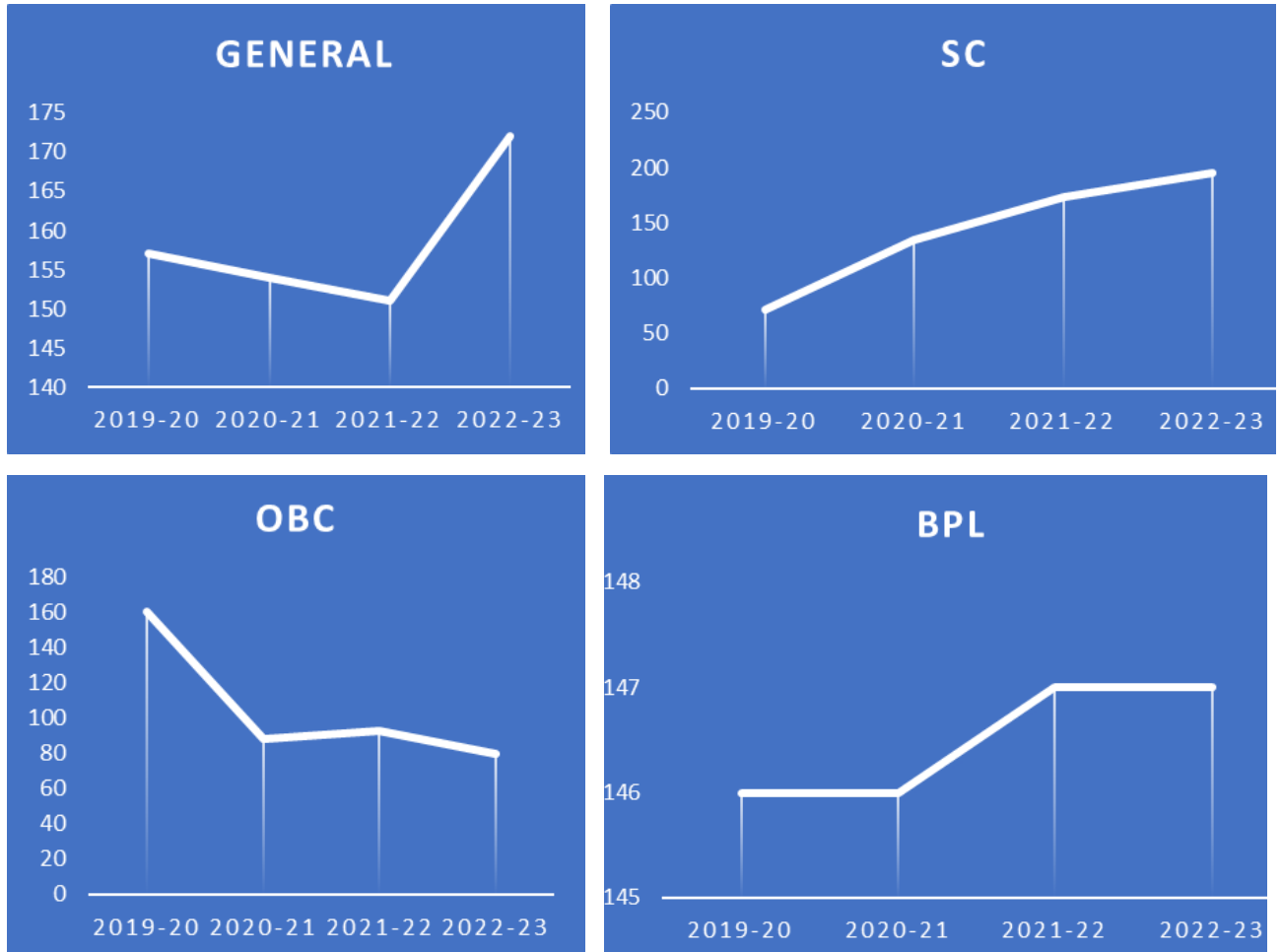
### Enrolment trend of students in High School, Rishikesh



It can be observed through the graph that there has been a continuous improvement in the enrolment of students in the school, indicating the increasing likeness and reputation of the school among the parents of the students and adoption of education by students. It can be observed that though there has been a continuous improvement in the enrolment trend, there had been a slight dip in the FY 2020-21, which can be attributed to the Covid and online classes.

## Social class wise enrolment trend of students

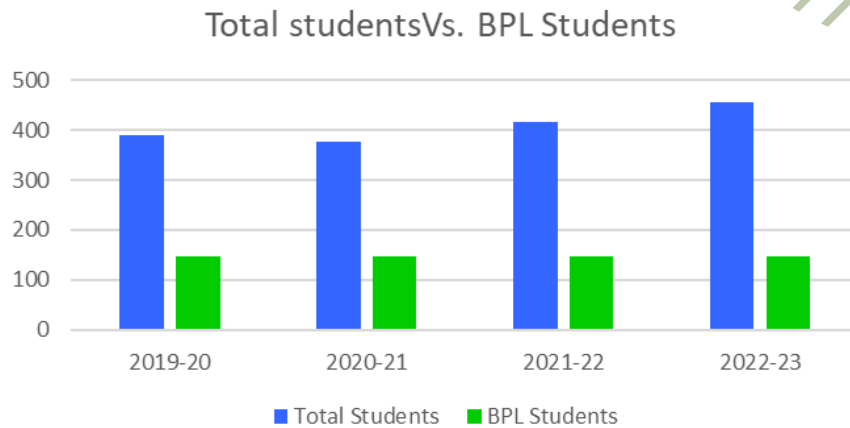
This section presents the enrolment trend of all the social classes through the FY 2019-20 till the year 2022-23.



The above graphs represents a dip in the enrolment of the students for general and OBC category during the FY 2020-21 and 2021-22 which can be attributed to the Corona virus.

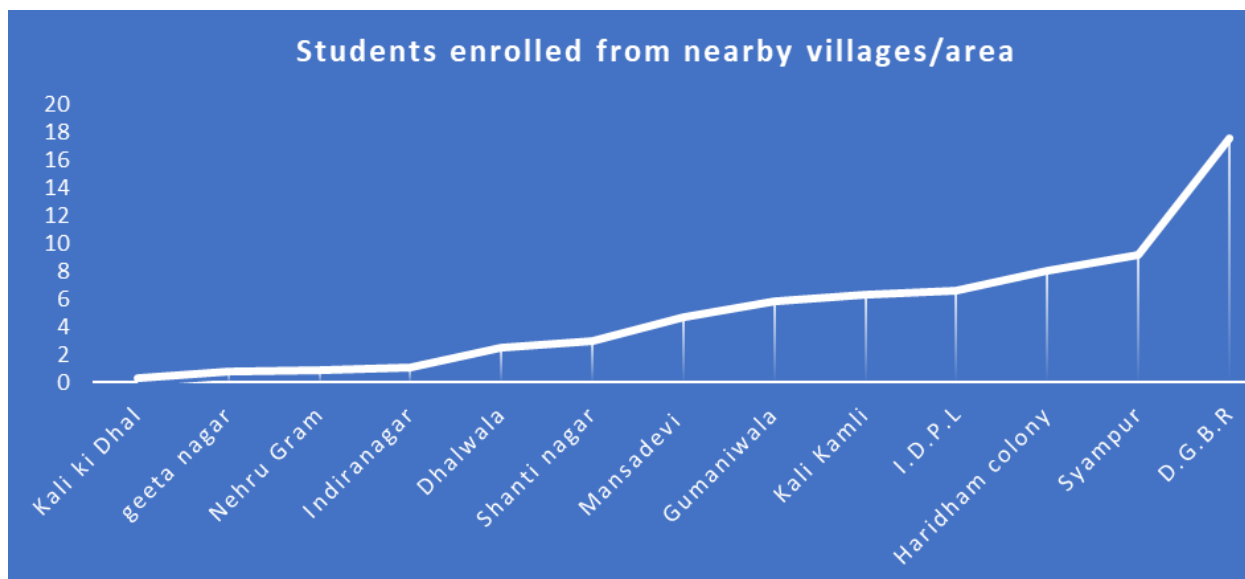
## Total students Vs. BPL Students

This section presents the enrolment trend of all the social classes through the FY 2019-20 till the year 2022-23.



The graph represents that since the FY 2019-20 till FY 2022-23, 37.43%, 38.82%, 35.25% and 32.23% BPL students respectively are enrolled in the school and form a substantial part of the school.

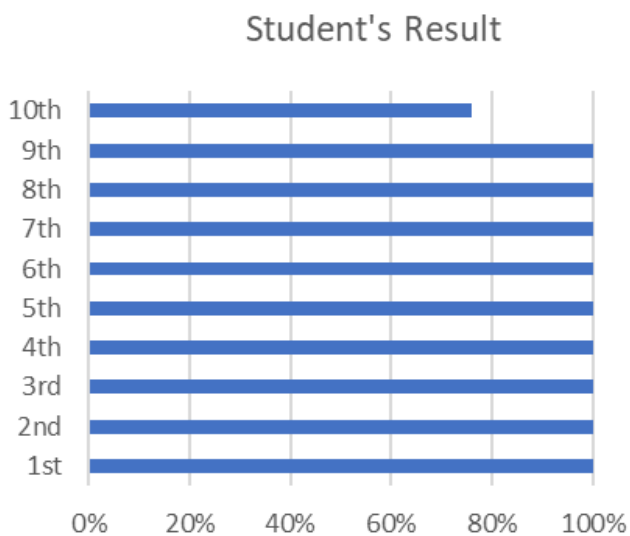
## Students enrolled from nearby villages/area



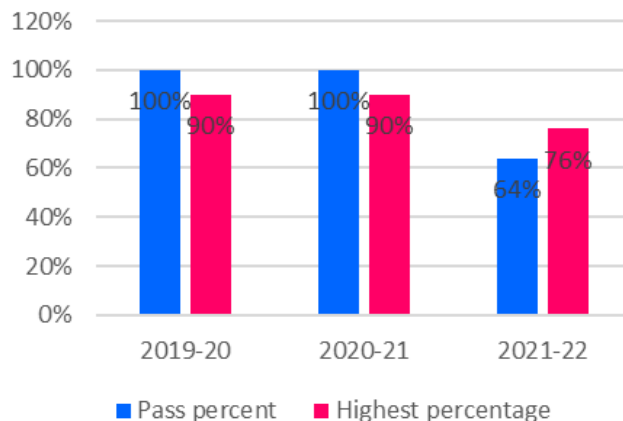
The diagram represents the participation of student from various families or project affected families staying in the nearby villages/areas. This also conform to the ambitions and goals set out by TES to extend educational services to the needy and focused groups for eg. BPL.

# Performance/Achievement of Students

## Student's Result



Students pass percent and highest passing percent for grade 10



The graph indicates the passing percentage and highest percentage has declined in the year 2021-22, which can be ascertained to the gap in education due to Covid.

## Economic Impact

From the social survey that were conducted it was found that 90% family earning members are into occupations such as help worker, cleaners, painter, mason, security guard, gardener, cook, street vendor and daily worker whose children are enrolled in the school have received free meal, books, uniforms etc. to enable the parents to send their wards to the schools.

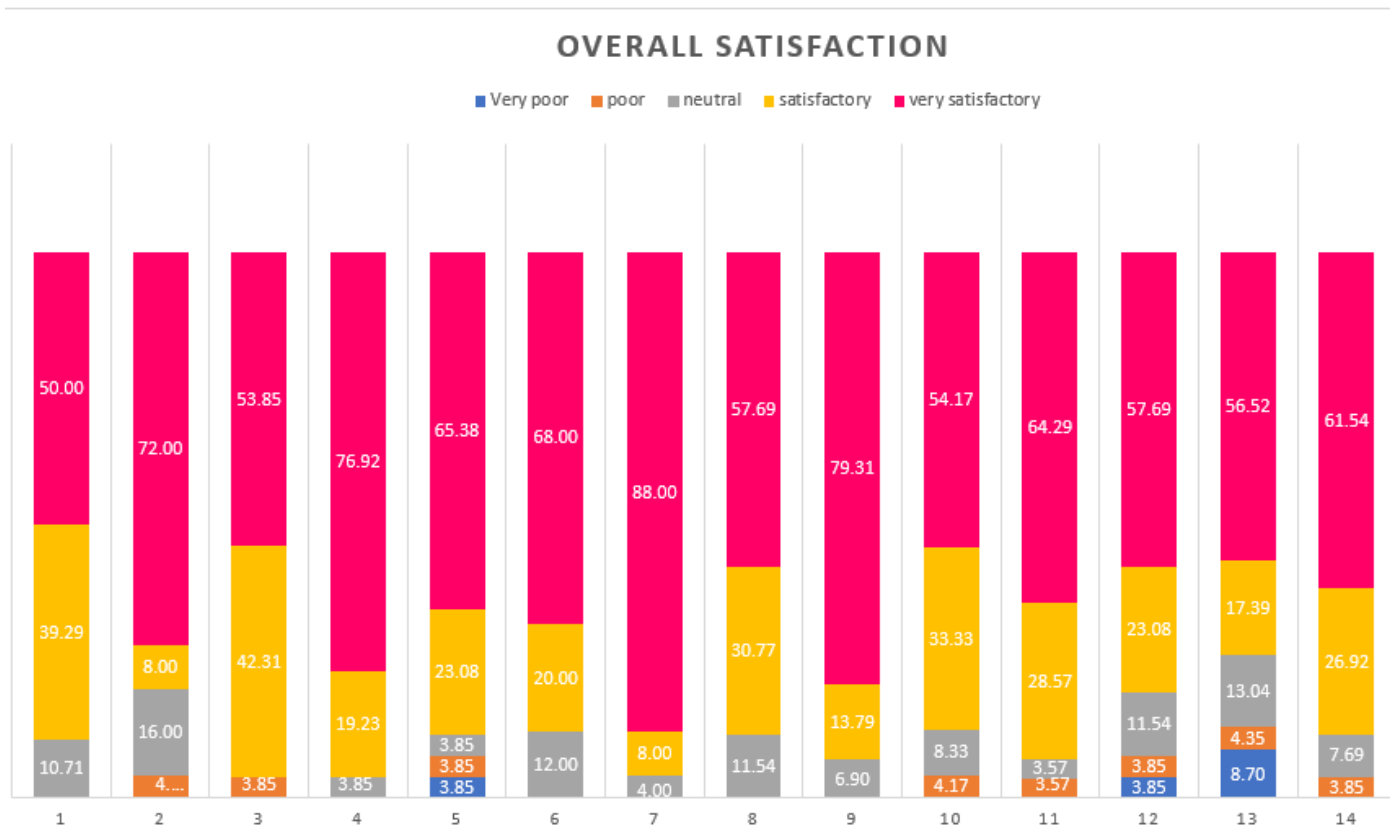
During the field survey, parents have shown a great relief that they receive not only economically but morally to support their children in continuing education. This was also noted that parents are relieved from the stress level as there is no direct economic burden on them to support the child to sent to school at the same time this has also brought down domestic violence and frequent instances among parents and thus has created a conducive environment for children to study at home as well and overall better environment at home.





## Overall Satisfaction rating

The students were asked to rate the different factors of school on a scale of 1 to 5, in which one is very poor and 5 is highly satisfactory. The results are presented in the graph below.



Legend	Description
1	Physical infrastructure of school
2	Learning infrastructure of school (internet, computers, lab equipment etc.)
3	School curriculum
4	Way of teaching by teachers
5	Sanitation in the school
6	Quality of midday meal provided by the school
7	Quality of facilities provided by the school
8	Opportunities for participation in activities and competitions
9	Space in the classroom
10	Behavior of teachers
11	Behavior of school supporting staff
12	Convenience of reaching to the school
13	Homework given by the teachers
14	Convenience of completing the homework

The survey was conducted among class 9th and 10th students comprising boys and girls equally. The survey reveals the top three parameters in which students are very happy are: the quality of facilities provided by school, way of teaching by teachers and space in the classroom. The three parameters which needs focus are: School curriculum, behavior of teachers and physical infrastructure of school.



## OECD Assessment of the Initiative

### **Coherence : HIGH**

#### **External Coherence**

The school provide free and quality education to children from economically marginalized households complies with the stipulations of the RTE act.

#### **Internal Coherence**

The running of school conforms with the mandates of THDC CSR education sub sector.

### **Relevance : HIGH**

In and around the THDCIL project and office complex, there are socially and economically disadvantaged families of displaced people. According to the THDCIL-CSR policy, education is one of the areas on which the organisation focuses, and it provides basic education in a variety of forms and means to meet societal needs.

### **Effectiveness: HIGH**

This initiative is successful in achieving its objective of providing quality education to the children of project-affected families in Rishikesh and nearby areas. The effectiveness of the impact is measured on the four criteria i.e.,

- Consistent increase in enrolment of students
- Maintained infrastructure of school in line with the curriculum demand
- 76% passing result of students in 10th standard
- Downtrodden and BPL families are receiving benefits of services provided through school.

### **Impact : HIGH**

The intervention decreased the financial burden of families belonging to downtrodden and BPL families. It motivated the families as well as the students toward education. Counseling is provided to students regarding higher education, and 95% of the students complete high school and further opt for higher education, which provides them with an opportunity to improve their social and economic standing.

### **Efficiency : HIGH**

The building infrastructure as well as the learning infrastructure are being utilised to their full capacity. Students were taught in the lab during their practical classes; the classrooms were being run at full capacity; teachers were present in every class; and school resources were being well utilised and maintained.

### **Sustainability : MEDIUM**

The initiative is fulfilling the stated objective of providing affordable education to students belonging to weak socio-economic backgrounds. The school is charging a user fee from the students that creates inclusiveness among the students towards the school. The initiative is sustainable in its approach.





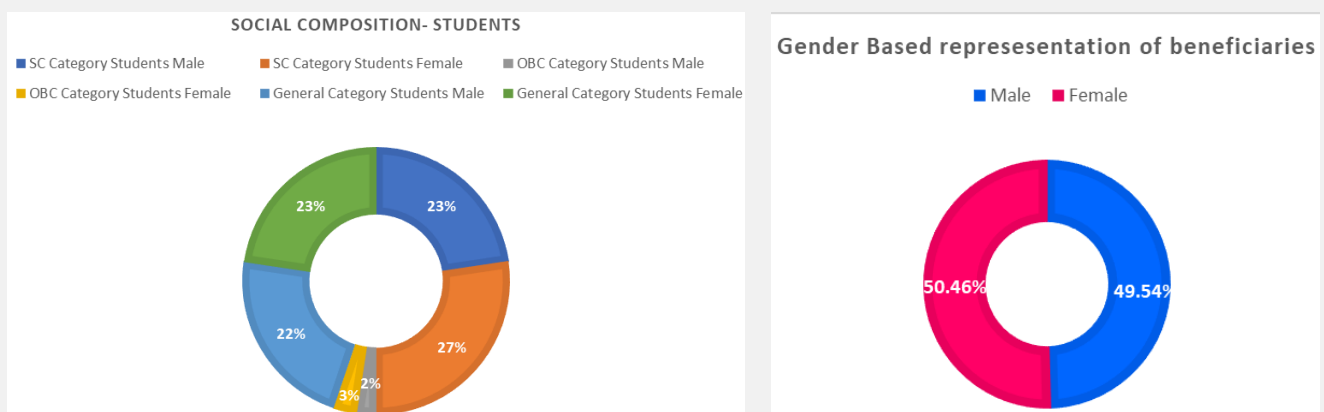
## Project 4.2: Running of THDC T.B.P. Intermediate College, Bhagirathipuram, Tehri

This initiative by TES is impacting the people in a positive manner. The social and economic impacts of the running of the THDC Intermediate college, Bhagirathipuram, Tehri is discussed in this section.

### Social Impact

As a part of the social impact assessment some of the key factors have been evaluated to measure the social inclusion and benefits received by the group of beneficiaries.

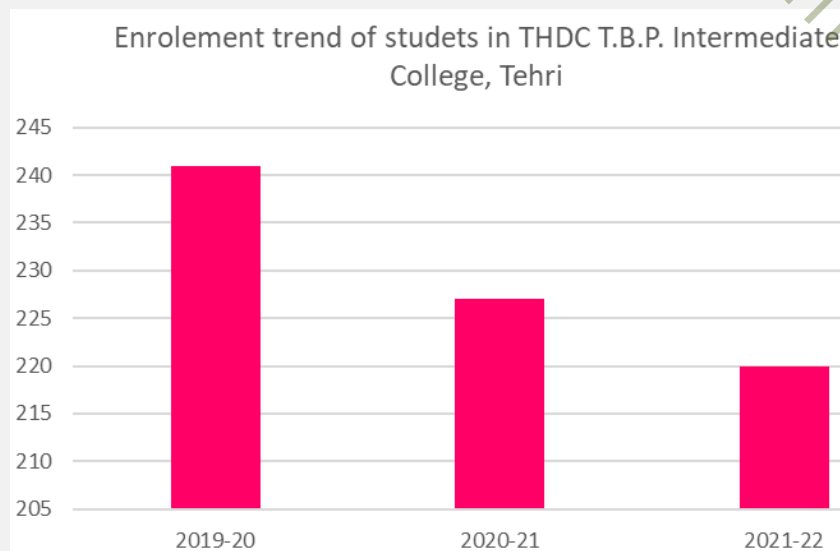
### Social Composition- Students



The analysis reveals that all class of society got opportunity to enroll their ward in the school admission however, the admittance of students from OBC is lowest among all classes. The data also indicate that girls students numbers is surpassing boys in all categories. This can be further derived that the school provides equal opportunities across the social horizons and also promote girl empowerment.

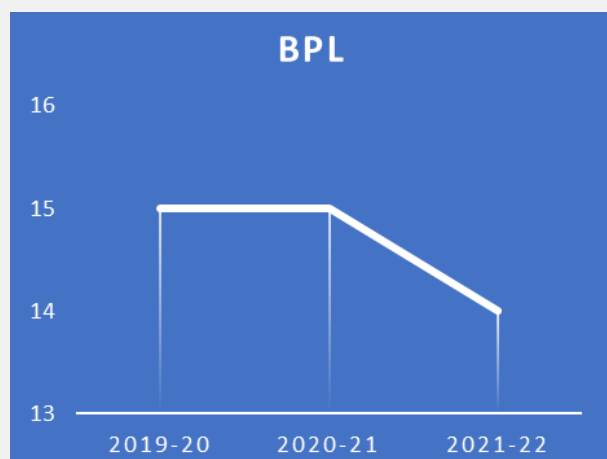
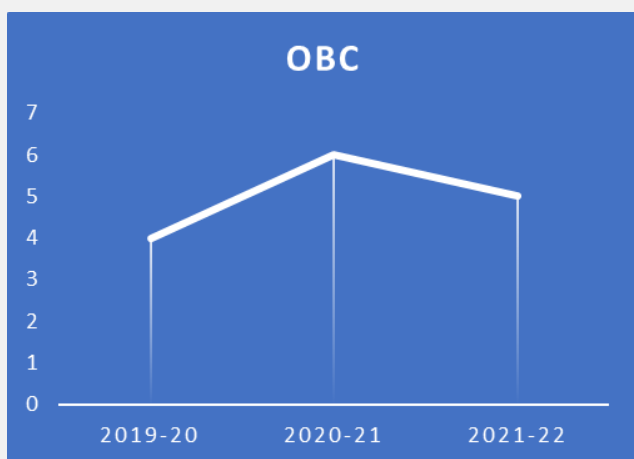
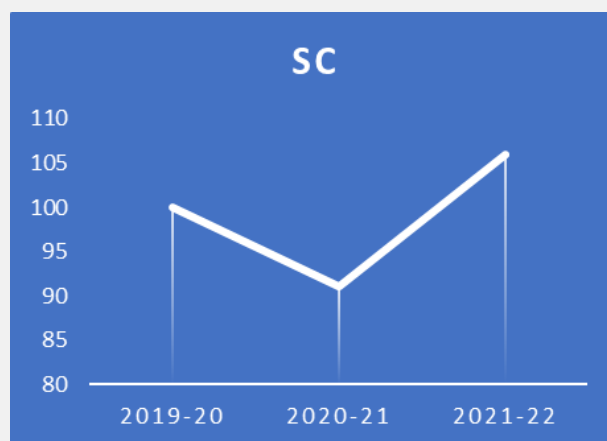
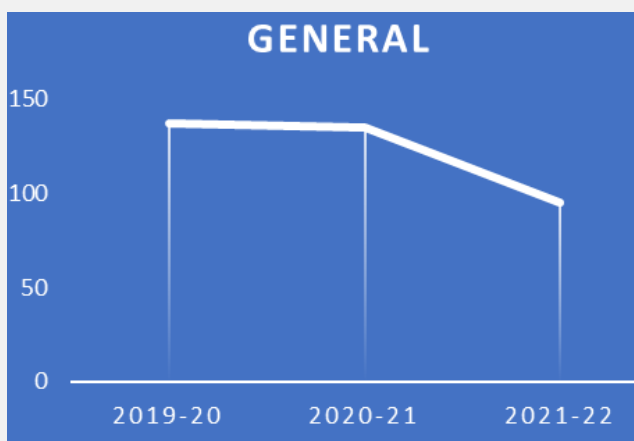
## Enrolment trend of students in THDC T.B.P. Intermediate College, Tehri

It can be observed through the graph that there has been a continuous decline in the enrolment of students in the school, which can be attributed to Covid and online classes.

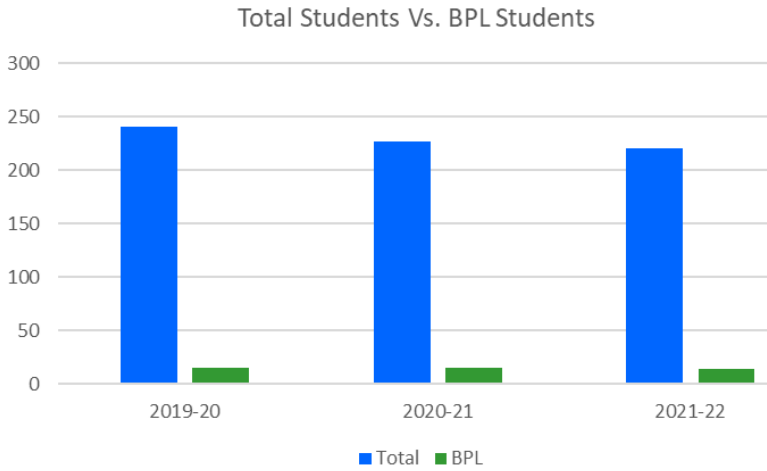


## Social class wise enrolment trend of students

This section presents the enrolment trend of all the social classes through the FY 2019-20 till the year 2021-22.



## Total students Vs. BPL Students

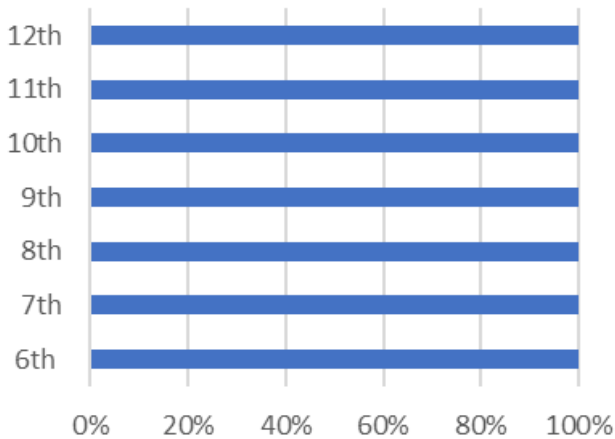


The graph represents in FY 2019-20 till FY 2021-22, 6.22%, 6.60% and 6.36% BPL students respectively are enrolled in the school and form a meagre part of the school.

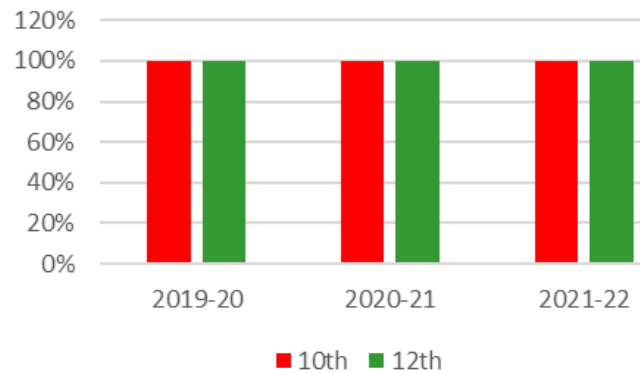
## Performance/Achievement of Students

### Student's Result

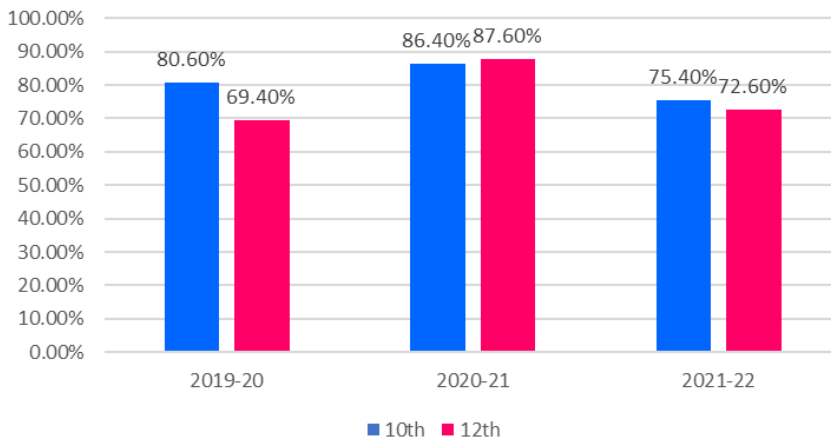
#### Student's Result in FY 2021-22



#### Grade 10 and 12 result of last three years



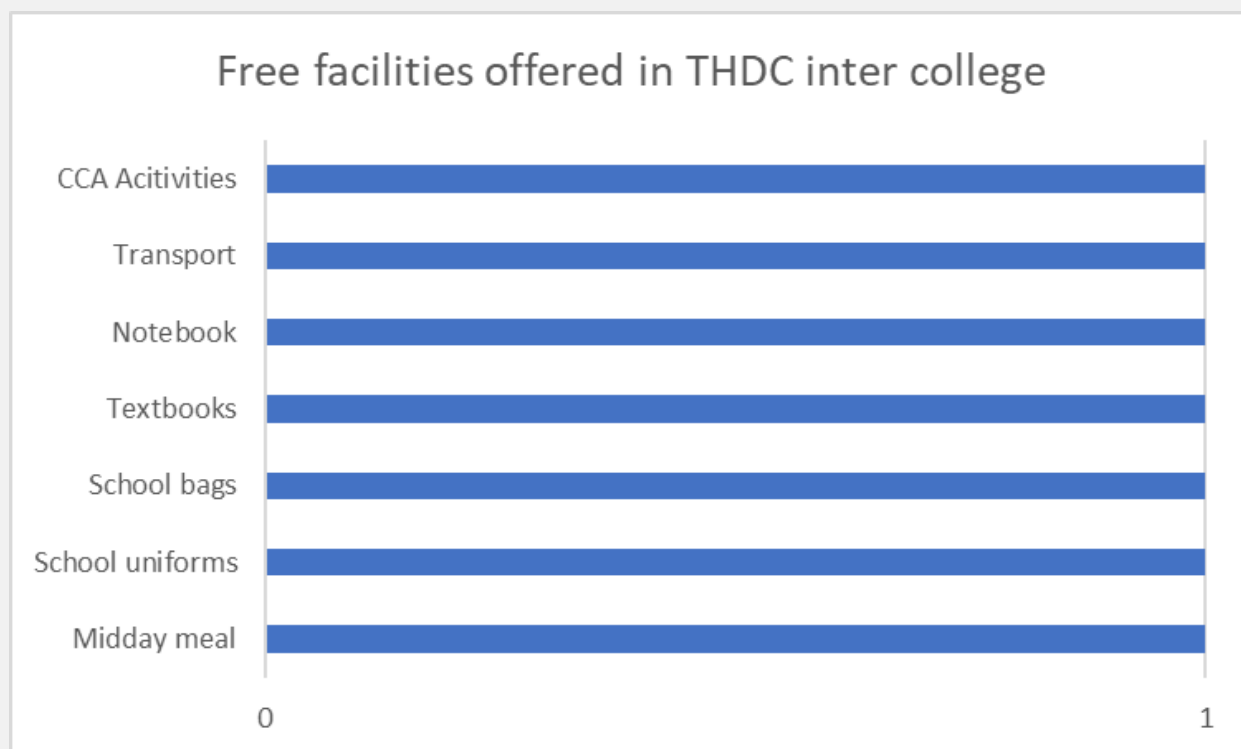
#### Highest marks in grade 10 and 12



The graph represents that passing percentage in the FY 2021-22 is 100% indicating the good quality education.

## Economic Impact

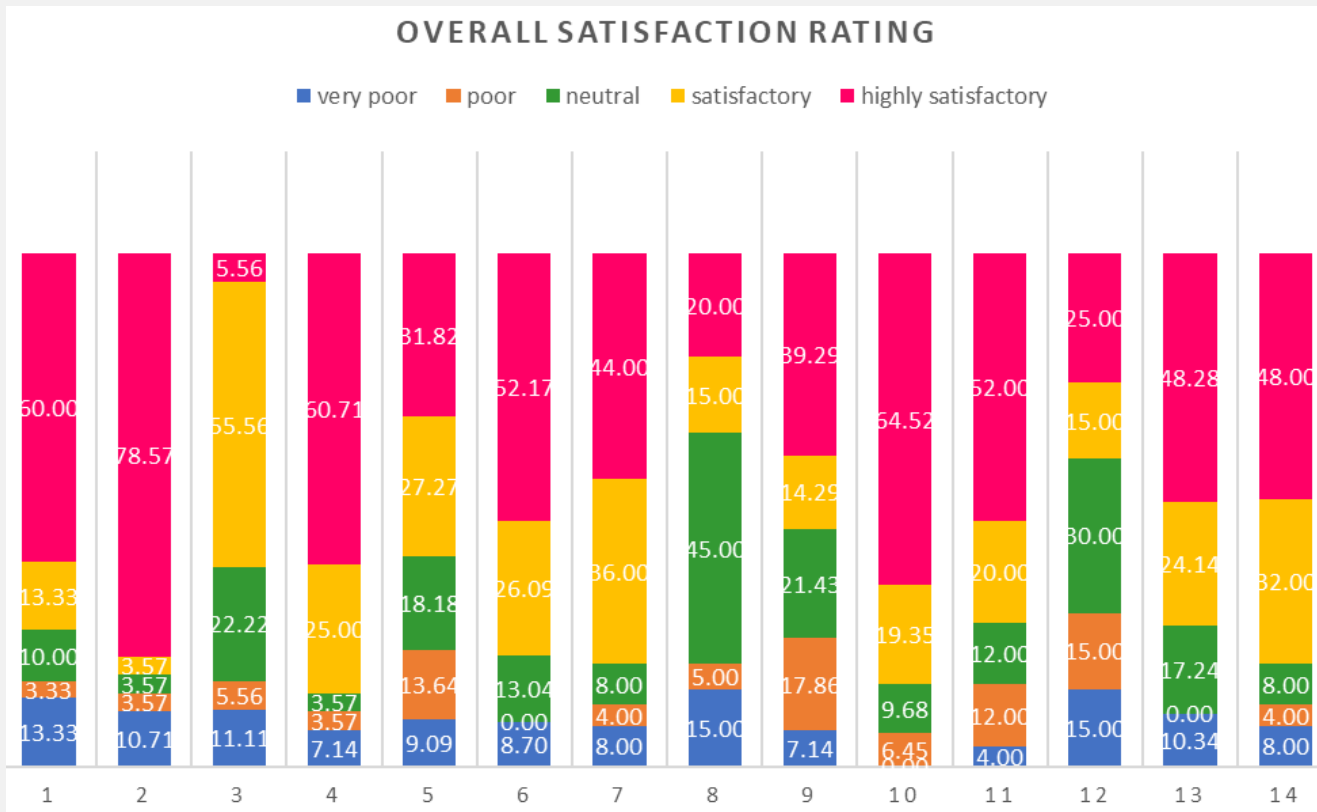
From the social survey that were conducted it was found that 85% family earning members are into occupations such as help worker, cleaners, painter, daily worker and private jobs employees whose children are enrolled in the school have received free meal, books, uniforms etc. to enable the parents to send their wards to the schools.



During the field survey, parents have shown a great relief that they receive not only economically but morally to support their children in continuing education. This was also noted that parents are relieved from the stress level as there is no direct economic burden on them to support the child to sent to school at the same time this has also brought down domestic violence and frequent instances among parents and thus has created a conducive environment for children to study at home as well and overall better environment at home.

## Overall Satisfaction rating

The students were asked to rate the different factors of school on a scale of 1 to 5, in which one is very poor and 5 is highly satisfactory. The results are presented in the graph below.



Legend	Description
1	Physical infrastructure of school
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9	Space in the classroom
10	Behavior of teachers
11	Behavior of school supporting staff
12	Convenience of reaching to the school
13	Homework given by the teachers
14	Convenience of completing the homework

The survey was conducted among class 10th, 11th and 12th students comprising boys and girls equally. The survey reveals the top three parameters in which students are very happy are: learning infrastructure of school, behavior of teachers and quality of midday meal provided. The three areas which needs focus are: school curriculum, opportunity for participation in activities and sports and convenience of reaching to the school.



## OECD Assessment of the Initiative

### **Coherence : HIGH**

#### **External Coherence**

The school provide free and quality education to children from economically marginalized households complies with the stipulations of the RTE act.

#### **Internal Coherence**

The running of school conforms with the mandates of THDC CSR education sub sector.

### **Relevance : HIGH**

There are families of displaced persons who are socially and economically disadvantaged in and near the THDCIL project and office complex. According to the THDCIL-CSR policy, education is one of the focused areas, and the organisation provides basic education in many forms and through various means to address social needs.

### **Effectiveness : HIGH**

This initiative is successful in achieving its objective to provide quality education to the children of project affected families in Tehri and nearby areas. The effectiveness of the impact is measured on the three criteria i.e.,

- Maintained infrastructure of school in line with the curriculum demand
- 100% passing result on students in 10th and 12th standard
- Downtrodden and BPL families are receiving benefits of services provided through school.

## Impact : HIGH

The initiative reduced the financial strain of families from low-income and BPL households. It encouraged both families and students to pursue an education. Students are counselled regarding higher education, and 100% complete high school and choose to pursue higher education, which allows them the opportunity to enhance their social and economic standing.

## Efficiency : HIGH

Both the physical infrastructure and the learning infrastructure are utilised to their maximum capability. Students were instructed in labs during their practical sessions, classrooms were operating at full capacity, teachers were present in each class, and school resources were utilised and maintained well.

## Sustainability : MEDIUM

The project is achieving its stated purpose of making education affordable for kids from disadvantaged socioeconomic backgrounds. The school charges the students a user fee, which fosters a sense of belonging among the student. The initiative's approach is sustainable.



### 4.3 Suggestions and Recommendations

Impact Assessment team visited to the school premises and made consultation with student groups, teachers, parents and TES members. After the through analysis of qualitative and quantitative data following observations are made for further consideration.

- This is suggested that education charts be shown in classrooms in order to give the classrooms a livelier atmosphere and to boost the students' level of understanding in relation to the subject matter.
- Smart classrooms may be installed in the school in order to achieve modern teaching techniques and to make teachings more interesting for the students.
- Instruments in the labs can be updated to make practical sessions more effective.
- The teachers may be trained on new learning methods and techniques.



# CHAPTER-5

## CASE STUDIES

### 5.1 Project: THDC High School, Rishikesh

#### Case Study-1

Ms. Kiran and Kavita Sahani study in the THDC High School, Rishikesh. During the year 2019-20, they passed out of high school. They lost their parents at an early age and lived with their grandmother. Their financial situation was not very satisfactory.

Ms. Kiran Sahni, participated in block level athletics competitions of district Dehradun in session 2019-20 and got first in 800mt, 1500mt and 3000mt races. After that she participated in district level and secured first position in 800mt and 1000 mt races. Apart from this, by participating in the block level, district level football competition of the session 2019-20, she has ensured his place in the state level football team. On the basis of which he was selected for U-19 football of Uttarakhand state.

Ms. Kavita Sahni, participated in block level athletics competitions of district Dehradun in session 2019-20 and stood second in 400mt, 800mt race. Apart from this, she also participated in block level, district level football competition for the session 2019-20.

Both sisters passed out of high school in the same year and had made school and their family proud of them.

#### Case Study-2

Ms. Anita Nishad has been a promising student of the school. From the very beginning, she stood first in her class. Her father had passed away in her childhood. Anita is staying in Gumaniwala, Rishikesh with her aunt. At present she has taken admission in class 11 in Saraswati Vidya Mandir Inter College Awas Vikas Rishikesh.

Anita passed class 10th exam last year from THDC High School Pragathipuram, Rishikesh with 90.2% marks. For this reason, the Government of Uttarakhand gave her a special citation and Swargiya Kamala Nehru Award presented to her by TES Secretary Shri A.K. Vishwakarma and Principal Mr. P.S. Saini. The school authorities are proud of Anita for her exceptional performance.

### **Case Study-3**

Sanyam Kumar Jha is a grade 10 student in THDC High School, Pragatipuram, Rishikesh. Sanyam was born in a very poor family. His father Lokesh Kumar Jha is currently working as Uttarakhand Home Guard and mother is a homemaker. Sanyam secured the highest marks in THDC High School in the session 2021-22 and secured the top position in the school.

Sanyam Kumar Jha was also selected under the Inspire Award 2021-22 from Block Doiwala for the District Level Inspire Award Competition. The said District Level Inspire Award Competition was organized in Mehwala and is proposed in Dehradun in the second week of December 2022 . Sanyam's project in this competition was "Lift for Divyang" which was made under the supervision of science teacher Pratap Singh Sajwan.

### **Case Study-4**

Rajeev Gupta passed in first division in high school examination from THDC High School Pragathipuram of 2017-2018. At present, Rajeev is studying engineering at IIT Roorkee. This boy, coming from a poor family, reached this place because of his hard work, not only studying while in school, but doing all the activities of the school - Participated enthusiastically in debate, art competition and tried to give excellent dance performances. THDC School Committee also helped in paying his college fees during the initial years. Rajeev has made school very proud and wishes him success in all his endeavors.

### **Case Study-5**

Kumari Anisha Rangad Passed High School Examination in First Division from THDC High School, Pragathipuram in Session-2014/2015. Presently she is doing M.Sc. (Mathematics). Apart from being brilliant in studies, she is hoisting its glory in the field of Uttarakhandi music. She is making her name famous all over Uttarakhand for her beautiful singing. Apart from Uttarakhand, she has also demonstrated her beautiful singing talent in other states of India from time to time. The school wishes her a bright future.

### **Case Study-6**

Under the auspices of (International Shito Ryu Karate competition) of India, three students from THDC High School, Pragatipuram participated in the inter school competition shield in Redfoot School. Asawvi, Gaurav and Kartik from grade 3 participated in the competition and secured third position. The school does not have a dedicated arrangement for Karate and Yoga in the school premises and yet students managed to secure third position with their dedication and classes taken with the equipment available with the PT teacher of the school. The students received the medal without arrangement and equipment, if there is proper arrangement of Karate and Yoga for the children, then the children can bring laurels to the school and the country by participating in a good level.

## 5.2 Project 2: THDC T.B.P. Intermediate college, BPuram, Tehri

### Case Study-1



Aman Bhatt passed the high school examination from THDC T.B.P. Intermediate college in session 2018-19. His father, Harshmani Bhatt, is a daily-wage laborer. Presently, Aman is pursuing engineering at Tehri Hydro Engineering College, Bhagirathipuram, Tehri. He received a 3000 AIR rank and was ranked 25th in GATE. Aman has always been a hardworking and dedicated student. Aman aspires to improve his social and economic status for his family, in recognition of all the sacrifices his parents have made for him.

### Case Study-2

Akash is a 11th grade student at THDC T.B.P. Intermediate College in Tehri. His father works as daily wage labor, and his mother is a sweeper. When asked about the future pride of the school, teachers mentioned him. Following a discussion, it was discovered that Akash has always been at the top of his class since the sixth grade, when he started at the school. He has not decided what he wants to become in his life yet, but he believes that his contribution to the country will not be limited to himself but to the entire society. He is intrigued by newer inventions and will undoubtedly attempt to move in that direction. Although not decisive, the decision to serve the country with his inventions has planted a seed in his head, and he will achieve his dream of making the world a better place.

### **Case Study-3**

Mohit, Manoj, Shivam, and Vimal are students of class 12th at the THDC T.B.P. Intermediate College, Tehri. They are very good friends and aspiring students at the schools. In discussion with the impact assessment team, they revealed that the facilities provided through schools are very beneficial for them. They particularly pointed out the career counselling sessions that were held in school by THDC officials as well as various professors. They come to realise that they want to continue their stream in the future and want to do engineering in the field of computer science. Upon discussion, they mentioned that they even held group studies among themselves to help each other and even took help from their teacher whenever necessary. Their teacher also supports and motivates them towards achieving their dreams and even supplements them with extra study material to prepare for competitive exams. They are very thankful for the support that they are getting from their school and believe that they will achieve their dream and make their teachers and school proud of them.

### **Case Study-4**

Shivam Banglwal had been studying at the school since the 6th grade. Both his parents are teachers. He is a very bright student and wishes to pursue engineering in the future. When asked about his plans, he mentioned that he is making extra efforts towards clearing the competitive exams and taking all the help available from his teachers, parents, and the internet. He said that in the long run he wants to be a teacher just like his parents; as teachers are said to shape the future of a country, he also wants to contribute towards building the nation. He is trying very hard to achieve his dream and make his school and parents proud of him.







...स इण्टर कॉलेज भागीरथी  
"पौष्टिक आहार कार्यक्रम"  
का शुभारम्भ  
... ओ.एस.मौर्य, महाप्रबन्धक(टिहरी कॉम्प्लेक्स)  
... क कर कमलों द्वारा  
दिनांक 8, अप्रैल 2016 को किया गया





# IMPACT ASSESSMENT REPORT

Submitted to: SEWA-THDC

**Prepared by:**

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