



Impact Assessment of RITES Limited

Mewat Model Girls School, Mewat,
Haryana

Impact assessment undertaken by Indian Institute of Corporate Affairs

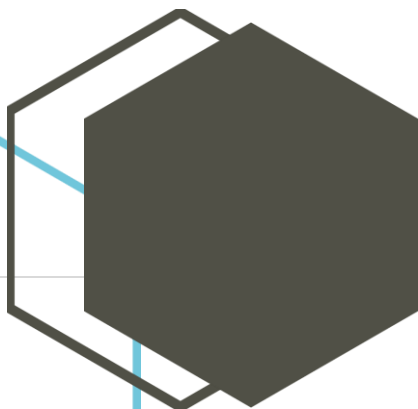


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INTRODUCTION

of girls from backward and remote areas by providing them living accommodation within the school premises. RITES partnered with Mewat Development Board for construction of 200 capacity girl’s hostel in the school complex. The key beneficiaries of this project are girls of minority and backward section of Mewat district.

Table 1 Project Details

Name of the Project	: Construction of Mewat Model School Girl’s Hostel at Khanpur Ghati, Nuh, Mewat
Location	: Khanpur Ghati, Nuh, Mewat
Construction Cost	: Rs. 3.06 Cr.
Implementing Agency	: Mewat Development Agency
Executing Agency	: PWD, Nuh (Mewat)
Funding	: Fully Funded by RITES Ltd.
Capacity	: 100 bedded Girls Hostel in Mewat Model School campus.
Project objectives and other available details	: Promote quality education as a key to prosperity in a distinct ethnic and socio culture tract Mewat Area having Educationally backward minority population

3.1 IMPACT ASSESSMENT

Impact Assessment is a means of measuring the effectiveness of organizational activities and judging the significance of changes brought about by those activities. Interventions without Impact Assessment are performance without knowing results. Performance assessment is done after needs are assessed and funds and resources are invested to keep track and to ensure progress. RITES CSR & Sustainability policy also states that in order to determine the degree of success and effectiveness of the company’s CSR & Sustainability initiatives, an impact assessment shall be carried out after the project is completed and expiry of necessary minimum gestation period (period for impact to be felt). A survey is conducted to assess the impact of CSR & Sustainability project in terms of social, economic and environmental benefits accrued to the intended beneficiaries. The survey is conducted through the means of a structured questionnaire designed keeping in mind the



REVIEW OF
LITERATURE

Mewat Model Schools Society (MMSS), Nuh is running Eight Mewat Model Schools in Mewat area. The MDA has received funds from various reputed Companies under their CSR Policy for projects in Mewat area and MDA has completed the projects within stipulated period⁶.

6.6 SUSTAINABLE DEVELOPMENT GOAL 4 MAPPING



Image 2 Source: Sustainable Development Goals Knowledge Platform⁷

Despite the considerable progress on education access and participation over the past years, 262 million children and youth aged 6 to 17 were still out of school in 2017, and more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics. Rapid technological changes present opportunities and challenges, but the learning environment, the capacities of teachers and the quality of education have not kept pace. Refocused efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and marginalized people in vulnerable settings. Quality Education (SDG 4) is the preferred SDG in terms of alignment of CSR projects with 28% of the total CSR Fund going towards education projects.

- In 72 countries with recent data, approximately 7 in 10 children aged 3 and 4 were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning.
- In 2015, an estimated 617 million children and adolescents of primary and lower secondary school age worldwide – more than 50 per cent – were not achieving minimum proficiency levels

⁶ <http://www.mda.nic.in/en>

⁷ <https://sustainabledevelopment.un.org/sdg4>



METHODOLOGY

The Impact Assessment study includes reviewing infrastructure development project conducted at in school premises; therefore, the methodology for the study adopted three ways i.e. key informant interview of the school principal, interview of the gram panchayat officials, interview schedule for beneficiaries and physical inspection of the center. A village wise breakup of the villages and tehsils covered during survey is listed below:

Table 3 Villages and Tehsils of beneficiaries

Sno.	Village	Tehsil	District	State
1	Mohammad Nagar	Loharu	Nuh Formerly known as Mewat District	Haryana
2	Balai	Palwal		
3	Rehpura	Palwal		
4	Maroda	Nagina		
5	Banarasi	Nagina		
6	Khanpur Ghati	Nagina		
7	Nariyala	Firozpur Jhirkha		
8	Dadoli	Adampur		
9	Chokha khalendi	Punahana		
10	Mutheta	Punahana		
11	Pinangwan	Punahana		

The interview schedule for the beneficiaries was prepared with two sections. The first section was prepared for capturing responses on the basis of baseline survey and the second section was created to check the impact of the infrastructure development in the lives of girls belonging to minority communities. The data was recorded and evaluated to assess the actual impact of the project on the social and economic conditions of girls. The semi-structured interviews were held with teachers as well as other stakeholders like principal, local panchayat leaders and parents. The inputs were used to develop case-studies and narratives to further emphasize on impact and document feedback.

A physical inspection check-list was prepared to assess the infrastructure facilities available in the hostel, availability of sufficient teaching staff, provision of quality education and facilities



FINDINGS AND ANALYSIS

8. FINDINGS & ANALYSIS

The key objective of the project was to promote quality education as a key to prosperity in a distinct ethnic and socio culture tract of Mewat area having educationally backward minority population. The sub objectives of the project were further analyzed and findings of the same are mentioned in the following sections. The findings were further triangulated and have been represented based on the primary responses received during the field visit in Mewat.

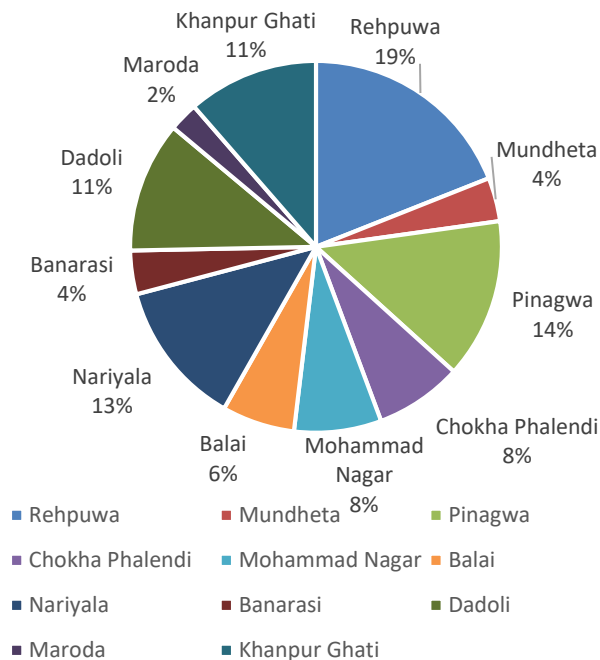






















Figure 2 Division of parent's respondents on the basis of village

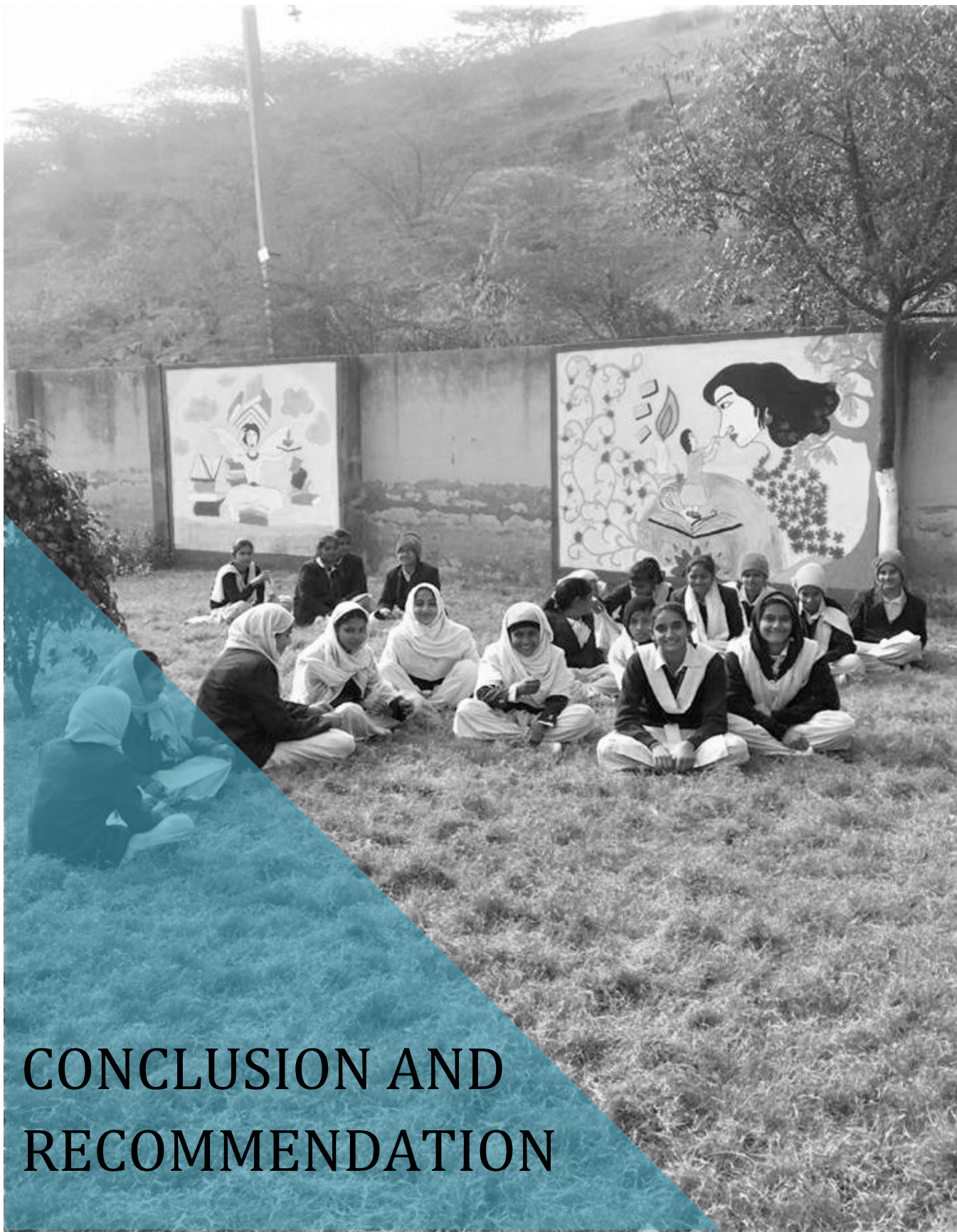
Total 11 villages were visited to interact with parents of 79 beneficiaries to assess the impact of the project. The highest numbers of respondents were from Rehpuwa village amount to 19 percent, followed by Pinangwa village with parents of 14 percent girls. Almost similar numbers of parents were interviewed using the interview schedule as shown in the figure 2 above. The least number of girls whose parents were interacted were from Maroda village.

As shown in figure 27 it can be clearly seen that the most of the hostellers chose hostel over home even if the home was close. The facilities provided in hostel are satisfactory as 67% of the respondents preferred living in hostel as compare to home.

Table 6 Factors between day-scholars and hostel residents

Difference between day-scholars and hostel resident				
 Low/Negative		 Contingent		
 High/Positive		 Synonymous		
Indicators	Hostel girls	Differentiating parameters	Day scholars	Indicators
<i>Hostel girls have more time for studies.</i>		Time for studies		<i>Day-scholars have to wait for the bus and have less time to study.</i>
<i>Hostel girls follow strict daily schedules.</i>		Daily schedule		
<i>Hostel girls pick up fights with other girls and they back each-other.</i>		Interpersonal conflicts		
<i>Hostel girls live together, we get to learn from our senior.</i>		Pro-social behavior		
		Distraction		
<i>Hostel girls don't have to spent time in household work.</i>		Household chores		<i>At home parents ask to do house work like cleaning etc.</i>
<i>Hostel girls don't get home cooked meals.</i>		Socio-emotional support		<i>Girls get to stay with their families.</i>
<i>Hostel girls have to stay in the hostel itself.</i>		Freedom of movement		<i>Day scholars can more out easily and go to market for different things.</i>
		Freedom to explore		<i>Day scholars get more freedom to do different things.</i>

The above table indicates that identified parameters which differentiate between the day-scholars and the hostel resident's state hostel residents were reported to be high and positive on- time for studies, daily schedule, interpersonal conflicts and pro-social behavior. Interpersonal conflicts and pro-social behavior were found to be similar however both of them were resultant was contingency based. In the same way, day-scholars were found to be relatively low on time for studies, daily schedule, interpersonal conflicts and pro-social behavior. The day-scholars were found to be high on household chores, socio-emotional support, freedom of movement and freedom to explore.



CONCLUSION AND RECOMMENDATION

11. RECOMMENDATIONS

The research study recommends the following suggestions that could potentially help in strengthening of project activities. It is to be noted that during the course of the study, the researchers felt that the functioning of the school is efficient, effective and overall satisfactory for all stakeholders involved. However, the company should focus more on areas where they can gain a deeper understanding of the needs of the people and find the potential for mutual value creation. Certain recommendations have been given based on the same:

1. CSR governance and monitoring are important key element of effective CSR mechanism. Standard Operating Procedures (SoPs) for this intervention, monitoring indicator framework and formats should be prepared to ensure regular maintenance of the hostel building. A brainstorming session could be undertaken in the RITES to identify few of the key interventions suitable to keep up the maintenance of the hostel for the forthcoming financial year.
2. Free school uniforms and mid-day meal should be provided to the students as it's a Government aided school. Under the Rashtriya Madhyamik Shiksha Abhiyan improving quality of education imparted at secondary level through making all secondary schools conforms to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. Important quality interventions provided under the scheme are (i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms. It is recommended to focus on the mentioned aspects and introduce an e-library/ book bank in the school for students.

A BOWL OF PAYASA IS LIKE LUXURY TO THEM: A CASE STUDY OF AKSHAY PATRA FOUNDATION⁸

⁸ <https://www.akshayapatra.org/stories-of-teachers/bowl-of-payasa-is-like-luxury>

12. PHOTO DOCUMENTATION



Image 5 Community interaction during survey



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