

AUROBINDO PHARMA FOUNDATION

IMPACT ASSESSMENT REPORTS – CSR PORJECTS FY2022-23

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IMPACT ASSESMENT STUDY OF INFRASTRUCTURE DEVELOPMENT IN SCHOOLS & COLLEGES IN PILERU & K.V PALLE MANDALS OF CHITTOOR DIST IN ANDHRA PRADESH STATE

(A Project of Aurobindo Pharma Foundation under Corporate Social Responsibility)

A REPORT



Participatory Rural Development Initiatives Society (PRDIS)

#2-6-41/75, Sathsang Vihar, Upperpally, Rajendranagar, Hyderabad-500048, Telangana, India

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September - 2022

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ABBREVIATIONS

APF	Aurobindo Pharma Foundation
APMAS	Mahila Abhivruddi Society
CSR	Corporate Social Responsibility
K. V. Palle	Kambhamavari Palle
NGO	Non-government organization
PRDIS	Participatory Rural Development Initiatives Society

IMPACT ASSESSMENT TEAM

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We are grateful to Aurobindo Pharma Foundation for giving the opportunity of impact assessment of infrastructure developed in schools & colleges in Pileru & K.V.Palle mandals of erstwhile Chittoor Dist. in Andhra Pradesh state.

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Our special thanks to Mahila Abhivruddhi Society, Andhra Pradesh (APMAS-NGOpartner), the implementing agency of the project for their guidance and help in data collection and other aspects during impact assessment study.

Finally, we would like to express deep sense of gratitude to Management of Schools/ colleges, parents Villagers, village Officials and Other stakeholders for their cooperation during the study.



Prof. S. V. Reddy

**President & Executive
DirectorPRDIS, Hyderabad**

EXECUTIVE SUMMARY

Education is the key for human and holistic development of the community. If an individual is well educated then he can play his part in the contribution in shaping the modern society which will result in a productive and balanced community.

In view of the importance of education, under CSR activity, Aurobindo Pharma Foundation (APF) has taken up a project on Renovations and Infrastructure development works at government schools and colleges of Pileru & K.V. Palle Mandals through APMAS in erstwhile Chittoor district of Andhra Pradesh state with an outlay of Rs.1.47 crores during 2018-2020.

Under the project, the major works taken up are development of play grounds, construction of new classrooms, Saraswathi mandapam, compound walls, staircases, gender specific toilets, bore wells, water storage tanks, RO water plant, water distribution system, repair works for roof, floor, classrooms, electrification of classrooms, painting of walls, distribution of sports equipment, computers, ceilingfans, desks, supply of drinking water to adjacent schools.

PRDIS has entrusted with the responsibility of third-party impact assessment study. Accordingly, selected 9 sample educational institutes out of 22 beneficiary institutes for impact assessment study in Pileru & K.V. Palle Mandals at random. The beneficiaries and stakeholders were interviewed with Schedule and Focused Group Discussions (FGDs) besides personal observation.

Impact of the project

It is found from beneficiaries and stakeholders that there is an increase in enrolment of children/ students into the schools and colleges, improved teaching efficiency of the staff, increased hygiene and health due to gender specific toilets, drinking water facilities etc. Further parents got motivated to send their children to government schools and thus overall learning has been improved.

Stakeholders also endorsed the relevance of the project to their community, lauded the efficiency, effectiveness of the project interventions. In addition, they all have appreciated the efforts of APF as well as APMAS.

Recommendations

There are further requirements from the respondents like computers, compound wall, repairs, sports equipment, water connectivity etc. which are not being covered under government schemes (Nadu Nedu- in English Before-After) for the benefit of children directly and community indirectly.

Keeping in view of the significant importance of education in human development and community development, there is a lot of scope to support primary, secondary educational institutions in the form of infrastructure, technical and requirement-based supplies under CSR initiatives in convergence with different stakeholders. Following are the specific needs of majority of the educational institutions.

- Need for implementation of digital learning tools for teachers and students because schools and students will be making greater use of online resources for years to come.
- Providing Vidya Volunteers to supplement teachers that support quality education because many schools are short in number of teachers.

Conclusion

In brief the infrastructure support for repairs, construction of additional classrooms, playground, compound wall, wall paintings and other supplies provided to the schools/ colleges have positive impact in improving teachers' performance, student enrolment, reduced dropout rates and securing seat in good colleges etc. After providing infrastructure support as stated above, the management of the respective institutions ensure their sustainability by strengthening school level committees and periodical monitoring.

CHAPTER-1

INTRODUCTION

1.1 Preamble

Buildings, classrooms, playground, safe drinking water, toilets, sports equipment and other education infrastructure are crucial elements of learning environments in schools and colleges. It makes it interesting and gets the students motivated to come to schools & colleges, this in turn improves the attendance, interest of students in learning and also the performance of the teaching staff. There is strong evidence that high-quality infrastructure facilitates better teaching, improves student outcomes, and reduces dropout rates among other benefits. Thus, it's important for schools and colleges to have good infrastructure to improve the performance of the students and refine the education system in schools and colleges.

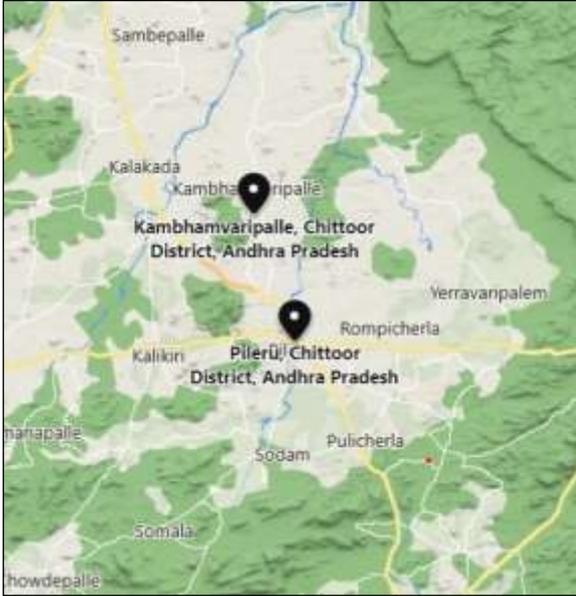
Keeping in view of importance of education in human development, under corporate social responsibility, Aurobindo Pharma Foundation (APF) desired to improve the infrastructure at schools and colleges located at Pileru & K.V. Palle Mandals of erstwhile Chittoor district in Andhra Pradesh.

Mahila Abhivruddi Society (APMAS) was the implementing partner for APF. The development of infrastructure has begun in the year 2018 and completed in the year 2020 with an outlay of Rs.1.47 crores. Participatory Rural Development Initiatives Society (PRDIS) is selected to assess the impact of the project.

1.2 Need and Importance of the Study

Aurobindo Pharma Foundation has been instrumental since its inception to execute various CSR projects around rural development which includes educational institutions. In view of it, a project on infrastructure development in schools & colleges in Pileru & K.V. Palle mandals of erstwhile Chittoor district in Andhra Pradesh state has been taken up under their CSR. To know the visibility of this project and its potential in creating social and economic impacts in schools, colleges of Pileru & K.V. Palle mandals, Aurobindo Pharma Foundation decided to have its impact assessed through a third-party organization namely Participatory Rural Development Initiatives Society (PRDIS), which is a professional NGO with two decades of experience in conducting monitoring, evaluation and impact studies for both National and International Organizations.

1.3 Profile of Pileru and K. V. Palle Mandals



Pileru is a Census Town in Annamayya district (erstwhile Chittoor) of the Indian state of Andhra Pradesh located 188 kilometers North-West of Chennai, the capital city of Tamil Nadu and 196 kilometers North East of Bangalore, the capital city of Karnataka. It is the mandal headquarters of Pileru mandal in Madanapalle revenue division. The name 'Pileru' means a small riverstream "Pilla Eru".

As per Census 2011, there is 1 town and 14 villages within Pileru Mandal. The total population of Pileru Mandal is 73,016 out of which urban population is 41,489 while rural is 31,527. Total families in Pileru are 10,536.

The primary and secondary school education is imparted by government, aided and private schools, under the School Education Department of the state. The medium of instruction followed by different schools are English, Telugu and Urdu. In the mandal there are 14 Schools, five Junior colleges, five-degree colleges and one engineering college. Pileru is located at the center point where the Annamayya, Chittoor and Tirupati districts share their borders.

K.V. Palle mandal in Annamayya district (erstwhile Chittoor) of the Indian state of Andhra Pradesh. It is the mandal headquarters of K.V. Palle mandal (Belongs to Pileru Assembly Constituency). In Garnimitta many shops are there like cloths, provisions, TV repair, Mobile shops, Vehicle repair, flower n fruits, Chicken shoes etc. Like mini town having Bank ATM, hospitals, Schools n colleges, Transport facilities etc.

K.V. Palle Mandal of Annamaiah district has total population of 42,351 as per the Census 2011. Out of which 21,524 are males while 20,827 are females. In 2011 there were total 11,081 families residing in K.V. Palle Mandal. The Average Sex Ratio of K.V. Palle Mandal is 968.

As per Census 2011, all of the population of K.V. Palle Mandal lives in urban areas. The average literacy rate in urban area is 59.5% and the sex ratio of K.V. Palle Mandal is 968.

The population of Children of age 0-6 years in K.V. Palle Mandal is 4199 which is 10% of the total population. There are 2,177 male children and 2,022 female children between the ages 0-6 years. Thus, as per the Census 2011 the Child Sex Ratio of K.V. Palle is 929 which is less than Average Sex Ratio (968) of K.V. Palle Mandal.

The total literacy rate of K.V. Palle Mandal is 59.53%. The male literacy rate is 64.14% and the female literacy rate is 42.75% in K.V. Palle Mandal.

1.4 About Organizations

a. Aurobindo Pharma Foundation (APF): APF is the Philanthropic arm of Aurobindo Pharma Limited and serves for social and economic growth of the nation through its Corporate Social Responsibility (CSR) programs around different thematic areas such as Education and skill Development, Health and nutrition, sanitation, social equality, sustainable agriculture and rural development, Environmental sustainability etc., The foundation has also aimed to develop few identified rural villages into model villages through Integrated Rural Development Activities. Thus, APF efforts have contributed towards holistic community wellbeing with a long-term vision of achieving sustainable development goals (SDGs) of UN.

b. Mahila Abhivruddi Society, Andhra Pradesh (APMAS): APMAS is one of the implementing partners for APF CSR projects in Andhra Pradesh and Telangana States. It is a renowned national level non-profit organization that has its roots in the Self-Help Groups movement in the country. APMAS provides technical assistance to NGOs, Governments, Banks and others involved in SHG and FPO promotion and during the last 19 years, APMAS has three main verticals in which it undertakes various projects and one of its main verticals is Innovations and Pilots. The focus of this vertical is primarily for learning and up-scaling (by the government) towards attaining inclusive growth in the rural and urban communities by undertaking innovations and pilots.

c. Participatory Rural Development Initiatives Society (PRDIS)

Participatory Rural Development Initiatives Society (PRDIS) (www.prdis.org) is a registered and reputed professional National Level Development Organization (NGO) established during the year 1999 operating from Hyderabad, Telangana, India. Participation, Partnership and Empowerment are the guiding principles of PRDIS. It has been working on the areas of Sustainable Agriculture, Agribusiness, rural development and Natural Resource Management. This organization has also been providing consultancy services to the Central Government, various State Governments, Agro Based Industries, Foundations, International Development Agencies on Field activities, Monitoring & Evaluation, Impact studies, baseline survey and capacity building activities concerning with Sustainable Agriculture, Agribusiness and Rural Development issues. (a Brief about PRDIS in Annexure 2).

1.5 Objectives of the Assessment

1. To Assess the impact of the project in terms of human capital, Social, environment and economic aspects (Output, outcome and impact)
2. To quantify the amount of visibility created for the project, local acceptance and ownership
3. To assess the perceptions of different stakeholders about the benefits and views
4. To evaluate Sustainability of the project and recommend future strategies.

1.6 Limitations of the Study

1. There are 20 schools and 2 colleges which were renovated and additional infrastructure facilities created by APF through APMAS in the study area out of which 8 schools and 1 college were selected at random for impact assessment study. Thus, the findings of the study cannot be generalized although similar facilities were created in all the schools and colleges.
2. After the completion of the project, the COVID-19 situation effect has reduced the expected positive impact.
3. At the time of study, teachers and students who were attending supplementary exams were available for assessment study.

1.7 Expected Deliverables

A report consisting of assessment findings, feedback from beneficiaries and stakeholders in terms of output and impact and recommendations for the sustainability of the project.

1.8 Presentation of the assessment report

This study report is presented in five chapters. The 1st chapter deals with introduction and 2nd one deals with different interventions & activities implemented in schools & colleges of Pileru and K.V. Palle mandals. The 3rd chapter deals with assessment methodology and 4th chapter covers results, discussions, and findings of the study. Chapter 5th deals with summary, recommendations and conclusions.

CHAPTER-2

PROJECT INTERVENTIONS

Under this project various interventions are done at 20 schools & 2 colleges of Pileru and K.V. Pallemandals such as construction of additional classrooms, toilets, playground, installation of RO water systems, infrastructure development and providing safe drinking water and other renovation works of schools & college buildings.

2.1 Baseline Study

A two-member team from APMAS visited all the schools in Pileru during September 2017 and organised Focused Group Discussions with the stakeholders. Based on the study report, a two-member team re- visited the schools in June 2018 to prepare estimates and a meeting was held with headmasters, Mandal Education Officer and all other concerned stakeholders on the need for undertaking the above-mentioned works. Accordingly, this project on “Renovation and Infrastructure development works in schools & colleges of Pileru & K.V. Palle Mandals” is designed.

2.2 Educational institution-wise interventions

S. No.	Name of school/college	Village / Location	Mandal	Nature of intervention
1.	Mandal Parishad Primary School (MPPS)	Indiramma colony	Pileru	<ul style="list-style-type: none"> • Student desks (40)
2.	Model Primary school	Kavalipalli	Pileru	<ul style="list-style-type: none"> • Student desks (30)
3.	Mandal Parishad Model Primary School (MPMPS)	G.V. Nagar	Pileru	<ul style="list-style-type: none"> • Establishment of R.O. water plant • New bore well with Pump set • Student desks (30) • Water supply for toilets • Electrification for classrooms • Daily supply of safe drinking water • Wall writings and images
4.	Mandal Parishad Primary School (Telugu).	Sreenadhapuram	Pileru	<ul style="list-style-type: none"> • Constructed 2 new toilets • Student desks (40)

5.	Mandal Parishad Primary School (MPPS) Urdu	Sreenadhapuram	Pileru	<ul style="list-style-type: none"> • Water storage tank and tap connection for toilets • Wall writings and images • Student desks (25)
6.	Mandal Parishad Primary School (MPPS) Urdu.	Lakshmi Puram	Pileru	<ul style="list-style-type: none"> • Painting for classroom • Wall writings and images
7.	Mandal Parishad Primary School (MPPS, Telugu)	Pileru Bypass Road	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Student desks (25)
8.	Mandal Parishad Model School (MPMS)	Kotapalli	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Student desks (40)
9.	Mandl Parishad Primary School (Telugu)	Lakshmiपुरam	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Student desks (40)
10.	Mandal Parishad Model school	Pileru Main	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Student desks (100)
11.	Mandal Parishad Upper Primary School (MPUPPS)	Jangampalli, Gorantlapalli (P)	K.V. Palle	<ul style="list-style-type: none"> • Slab for one classroom • Painting for 4 classrooms • Electrical work for all class rooms • Toilets repair and running water supply • Constructed 10 meters compound wall including painting work • Wall writings and images • Prayer hall • Constructed meeting cum training hall and other repair works
12.	Zilla Parishad High School Main	Pileru	Pileru	<ul style="list-style-type: none"> • Painting for all classrooms, Open Hall, Doors and windows • Running water supply to tank and toilets • Concrete cement bed for open assembly area
13.	Govt High School	Madanapalle Road	Pileru	<ul style="list-style-type: none"> • Toilet blocks repair • Water supply for toilets • Daily supply of safe drinking water • Library room repair • Student desks (30), computers & sports equipment • Wall writings and images

14.	Zilla Parishad Girls High School	Kametamvari palli	Pileru	<ul style="list-style-type: none"> • Playground levelling • Wall writings and images • Toilets repair • Painting work for classrooms, lab, staircase, open hall, compound wall, etc. • Playground for jogging track of 200 meters, volleyball court, throw ball court, long jump, high jump and kho-kho etc. • Staircase for ground, toilet staircase, Dias flooring • Provided roof for dais • Classroom repair work for roof and electrical work
15.	Zilla Parishad High School	Gudarevupalli	Pileru	<ul style="list-style-type: none"> • 3 additional classrooms • New bore well with pump set • Provided water supply for toilets • Supplied student desks (50), note books • Electrification of existing rooms • 200 meters running track • Volley ball court, Kho-Kho court, Ball badminton court, long jump, high jump court, tenny-coit court
16.	Zilla Parishad High School	Thalapula,	Pileru	<ul style="list-style-type: none"> • New bore well with pump set • Provided water supply for toilets
17.	Zilla Parishad High School	Janagampalli	Pileru	<ul style="list-style-type: none"> • Painting for all classrooms, library, sports room, toilets, doors, windows and compound wall • Electrical work for all classrooms • Running water supply for toilets • Toilets repair • Wall writings and images • Library books, sports and games material
18.	Zilla Parishad Girls High School.	Kotapalli	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Name plate for classrooms
19	Kasturiba Gandhi Balika Vidyalaya (KGBV) Girls high school	Vagalla	K.V Palle	<ul style="list-style-type: none"> • Student desks (50)

20.	Zilla Parishad High School Urdu	Pileru	Pileru	<ul style="list-style-type: none"> • Wall writings and images • Student desks (30)
21.	Government Girls Junior College	Madanapalle Road	Pileru	<ul style="list-style-type: none"> • Student desks (100)
22.	Government Junior College	Madanapalle Road	Pileru	<ul style="list-style-type: none"> • Construction of boys and girls toilet, repairs, renovation for all class rooms & school buildings • Distribution of sports equipment • Supply of computers • Construction of staircase for old class rooms • Construction of Saraswathi Mandapam • Electrification for all classrooms and fixing of fans • Painting (Inside & Outside) for all classrooms and school buildings • Water supply for all toilets • Daily supply of safe drinking water • Student desks (50)

Free notebooks distribution in various schools of Pileru and KV Palle mandals

S.NO	Name of Mandal	No. of schools	No. of students	No. of books given
1	Pileru	9	1454	7030
2	K.V. Palle	10	803	3924
Total		19	2257	10954

Supply of Free RO daily drinking water in Pileru & K.V. Palle Mandals

Daily 2000 liters of safe drinking water is supplied to 20 schools, 2 colleges and 8 Anganwadi centers. Total 4877 students and 286 staff are utilizing this facility.

CHAPTER-3 METHODOLOGY

This chapter presents the methodology followed in conducting the study and gives details of research design, sampling procedure, variables and their empirical measurement, instruments and methods used for collection of data, analytical procedures and statistical tools followed for interpretation of the data.

3.1 Research Design

Mixed research designs namely exploratory and ex-post facto were adopted to obtain data related to personal, socio-economic and variables as well as dependent variables such as knowledge and adoption of practices.

3.2 Selection of Sample Respondents

Nine educational institutes have been selected among 20 schools & 2 colleges at random for administering the questionnaire and interview for capturing data (to assess impact) about their perception on the benefits, impact on education due to infrastructure development undertaken. The respondents are Teachers, Students and Representatives of school management (135).

3.3 Variables and their Empirical Measurement

Table: 1.1 – Variables and their empirical measurement

S. No.	Variables	Empirical Measurement
DEPENDENT VARIABLES		
1.	Knowledge about the supplies	Schedule developed for the study
2.	Knowledge about infrastructure Developed	Schedule developed for the study
INDEPENDENT VARIABLES		
3.	Opinion on APF and APMAS	Schedule developed for the study
4.	Opinion about the benefits and Services	Schedule developed for the study
5.	Perceptions of stakeholders	Schedule developed for the study
6.	Impact of the services	Schedule developed for the study
7.	Assessment based on stakeholders' responses	Rating scale & FDGs

In addition, checklists were prepared for Focused Group Discussion (FGDs) where in the data from beneficiary schools, colleges, students, parents, Gram Panchayat, Mandal Education Officer and APMAS representative's views were captured for validation.

3.4. Methods of Data Collection

a) Rapport

Rapport was established with the implementation team (APMAS) virtually prior to visit for data collection about the interventions, locations and outcomes.

b) Interview

Interview method is one of the prominent methods employed for data collection. This involved interviewing the respondents (management, staff) and getting answers through verbal responses based on the structured and open-ended questions.

c) Focused Group discussions (FGDs)

Scheduled Focused Group Discussions (FGDs) have been organized with teaching staff, management, students, parents, and community in order to supplement and complement the data generated through interviewing with the help of questionnaire. FGDs also given an opportunity to generate additional qualitative data besides cross validating the data obtained through interview schedule questionnaire. The data was also cross validated by monitoring at random about the funded asset conditions with the respondents and beneficiaries. The validity of the data was also confirmed with the stakeholders.

d) Field Visit and Observation

All the selected institutions were personally visited and observed the services and supplies provided, documented and recorded in the observation sheet.

e) Success Stories

In order to strengthen the study further, success stories on different interventions were captured. The stories also reflected the behavioral changes that impacted their livelihood.

3.5 Tools used for Data Collection

Interview Schedule, checklists, observation sheet, opinion ranking scale were used for capturing qualitative and quantitative data.

3.5.1. Interview Schedule

The schedule consisted of five parts. The first part associated with socio profile characteristics of respondents. The second part dealt with organization. Third part meant to capture impact of the services/ infrastructure. The fourth part dealt with opinion on the services and the last part

is about comments of the investigator. The interview schedule was constructed in English (Annexed 1A).

3.5.2 A checklist was prepared for capturing qualitative data through Focused Group Discussions (FGDs) with beneficiaries and stakeholders. The checklist consists of the points for probing the participants to get qualitative output (Annexed 1B).

3.5.3 Observation Sheet A list of all the services provided by the organization is prepared based on the available documents and the investigators visited all the selected schools and college to verify the services, supplies provided in terms of quantity through an observation sheet.

3.5.4 Opinion Ranking Scale A rating scale was developed for getting the opinion of the stakeholders in terms of different parameters namely very good, good, average and not much. After receiving the responses, a scoring was given to the parameters and then quantified, reported in percentage.

3.5.5 Training of Investigators The assessment team was trained in data collection methods and tools.

3.6. Statistical Tools Used

To convert the results into findings, few statistical tests were used as given below for analyzing the data.

1. Frequency and Percentage
2. Charts

3.7. Preparation of Report

The data thus collected through interview (schedule), FGDs (checklists) and observation were coded, tabulated, analyzed and presented in tables to make the findings easily understandable. The findings emerged out of the study were suitably interpreted, necessary conclusions and inferences were drawn and presented in the next chapter.

CHAPTER-4

RESULTS AND DISCUSSIONS

This chapter presents the objective-wise results of the study. The results of the study are presented in percentages.

4.1 Selected Sample Educational Institutes

Nine educational institutes have been selected among 20 schools & 2 colleges at random for administering the questionnaire and interview for capturing data (to assess impact) about their perception on the benefits, impact on education due to infrastructure development undertaken by the foundation. The respondents are Teachers, Students and School management.

Table 1.2 shows names of the selected sample schools & colleges for conducting the impact assessment study.

S. No	School/ college Name & Location
1	Zilla Parishad Girls High school, Kametamvari palli, Pileru
2	Government Junior college, Pileru
3	Zilla Parishad High School Main, Pileru
4	Mandal Parishad Model Primary School, G.V. Nagar, Pileru
5	Zilla Parishad Primary School Pileru Urdu,
6	Mandal Parishad Upper Primary Schools, K.V. Palle
7	Zilla Parishad Girls High school, Gudarevupalli, Pileru
8	Zilla Parishad Girls High school, Janagampalli, Pileru
9	Govt High school, Madanapalle Road, Pileru

4.2 Supplies/Infrastructure developed

Table 1.3 shows sample schools supplies / infrastructure developed

S. N	School/ college Name	Nature of Intervention
1.	ZP Girls High school, Kametamvaripalli, Pileru	<ul style="list-style-type: none"> • Playground levelling • Wall writings and images • Toilets repair • Painting work for classrooms, lab, staircase, open hall, compound wall, etc. • Playground for jogging track of 200 meters, volleyball court, throw ball court, long jump, high jump and kho-kho etc. • Staircase for ground, toilet staircase, dais flooring • Provided roof for dais • Classroom repair work for roof and electrical work

2.	Government Junior College, Pileru	<ul style="list-style-type: none"> • Construction of boys and girl's toilet, repairs, renovation to all class rooms & school buildings • Distribution of sports equipment • Supply of computers • Construction of staircase to old classrooms • Construction of Saraswathi Mandapam • Electrification to all classrooms and fixing of fans • Painting (Inside & Outside) done to all classrooms and school buildings • Water supply to all toilets • Daily supply of safe drinking water • Student dual desks (50)
3.	ZP High School Main, Pileru	<ul style="list-style-type: none"> • Painting for all classrooms, Open Hall, Doors and windows • Running water supply to tank and toilets • Concrete cement bed for open assembly area
4.	Mandal Parishad Model Primary School, G.V. Nagar, Pileru	<ul style="list-style-type: none"> • Establishment of R.O. water plant • New bore well with Pump set • Student desks (30) • Water supply for toilets • Electrification for classrooms • Daily supply of safe drinking water • Wall writings and images
5.	Mandal Parishad Primary School, Pileru Urdu	<ul style="list-style-type: none"> • Water storage tank and tap connection for toilets. • Wall writings and images • Student desks (25)
6.	Mandal Parishad Upper Primary School K.V. Palle	<ul style="list-style-type: none"> • Slab for one classroom • Painting for 4 classrooms • Electrical work to all classrooms • Toilets repair and running water supply • Constructed 10 meters compound wall including painting work • Wall writings and images • Prayer hall • Constructed meeting cum training hall and other repair works
7.	Zilla Parishad High School Gudarevupalli, Pileru	<ul style="list-style-type: none"> • 3 additional classrooms • New bore well with pump set • Provided water supply for toilets • Student desks (50), notebooks • Electrification of existing rooms • 200 meters running track • Volleyball court, Kho-Kho court, Ball badminton court, long jump, high jump court, tennis court

8.	Zilla Parishad High School, Janagampalli, Pileru	<ul style="list-style-type: none"> • Painting for all classrooms, library, sports room, toilets, doors, windows and compound wall • Electrical work for all classrooms • Running water supply to toilets • Toilets repair • Wall writings and images • Library books, sports and games material
9.	Govt. High school, Madanapalle Road, Pileru	<ul style="list-style-type: none"> • Toilets blocks repair • Water supply for toilets • Daily supply of safe drinking water • Library room repair • Student desks (30), computers & sports equipment • Wall writings and images
All services and supplies have been taken place between the years 2018 to 2020 and this is entirely funded by APF. Focused Group Interaction with students and staff revealed that the services are being effectively used and maintained well by the schools & college management.		

4.3 Benefits of the Services, Supplies & Infrastructure

Drinking Water (RO) Plant



One RO water plant (2000 liters) has been installed at Model Primary School, G.V. Nagar, Pileru. From this place drinking water is being supplied to all the educational institutions (22). All the respondents (100%) could feel the benefits of drinking RO water to facilitate good health, tasty (maintains essential minerals) and to become free from waterborne diseases especially diarrhea which was regular challenge earlier. All the beneficiaries are happy with the existing RO system and there have been no maintenance issues of RO as APMAS has taken the responsibility of maintenance. It indicates that all have good knowledge on importance of purified drinking water.

Playground



For improved student's mental, physical health and wellbeing in primary and secondary schools, it is necessary that every school should have playground. A very good playground is built for three schools and being effectively used by the students and staff.

Compound Wall

Availability of compound wall is also another very significant aspect for security and safety of students. Staff, students and parents felt secured and protected after constructing the compound space wall.

Sports Equipment

Supply of sports equipment like volley balls, badminton rackets, tennis balls, cricket bats, balls, skipping ropes etc. helped the children play well and participate effectively in sports competitions organized at district level.

Wall Writings & Images

Interviews and FGDs revealed that there are many benefits of having wall writings and images at schools and colleges. It disseminated Positive messages and changed the ambience. Thus the images on walls of educational institutes are leaving a long-lasting effect on the tender minds of the children.

Desks and Computers

All the stakeholders have expressed their satisfaction over comfortable and correctly-fitted classroom desks and chairs for students which are essential for learning. Similarly with digital aids like computer has improved the knowledge levels of students by accessing up to date information, multimedia etc.



Toilets

Going to a school lacking proper basic facilities like toilets could be one of the most frustrating situations for many children in the rural and urban schools. A school environment often becomes hostile or unappealing for enrolment of girl students, with no facilities for girls such as toilets and compound wall. Building new or repairs of toilets in schools have not only brought about a positive change at the school but due to girl's toilet facility there is an improved girls' attendance in schools and impacted positively on their learning.



Library

Students, staff and parents are happy for the repairs and facilities (chairs, tables, books) provided at the library because it is a very important element, as they serve as knowledge source for the students.

Electrification Works

Proper electrification in schools improves ambience. At primary level, majority of the schools in Pileru mandal, do not have electrical appliances. Under this project new connections and repairs have helped the staff and students to perform well in their academics specially tenth class students.

Overall Impact

Study team interactions with respondents and stakeholders revealed that after completion of infrastructure repairs and services there is increased students' enrolment in the schools and colleges and the heads of the institutes have confirmed that there was increased enrollment up to 30 percent. All the stakeholders have opined good on the quality of services provided.



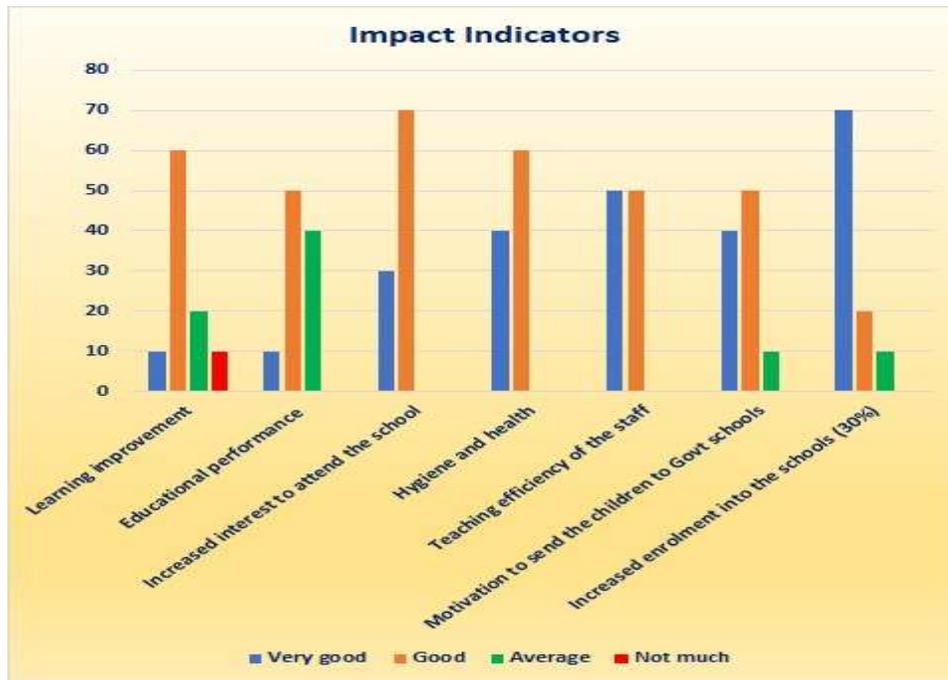
4.4 Additional Requirements of Selected Sample Institutes

During interaction with respondents and stakeholders they expressed their further needs to be done under CSR activity such as digital learning tools, Vidya volunteers, compound wall, other renovation works, sports equipment etc.

4.5 Impact of Services/Infrastructure

Table 1.4 shows percentage distribution of responses on impact indicators

S. N	Impact Indicators	Very good	Good	Average	Not much
1.	Learning improvement	10	60	20	10
2.	Educational performance in terms of increased pass rate(40%), increased exam score (20%)	10	50	40	-
3.	Increased interest to attend the school	30	70	-	-
4.	Hygiene and health	40	60	-	-
5.	Teaching efficiency of the staff	50	50	-	-
6.	Motivation to send the children to Govt. schools	40	50	10	-
7.	Increased enrolment into the schools (30%)	70	20	10	-
	Note: Percentage increase mentioned in table above is based on the verbal response of the head of school/college during interviews.				



It is evident from the table that there is an increase enrolment of children/students into the schools/colleges, improved teaching efficiency of the staff, increased hygiene and health due to separate toilets, drinking water; parents got motivated to send their children to government schools and overall learning have been improved. It is a reflection that there is a positive improvement in different aspects in the educational institution under the project study.

4.6 Stakeholders Perception and Overall Assessment of the Renovations and infrastructure development Activities of educational institutions at Pileru & K. V Palle mandals.

Table 1.5 shows Stakeholders Perception and Overall Assessment of the Renovations and infrastructure development.

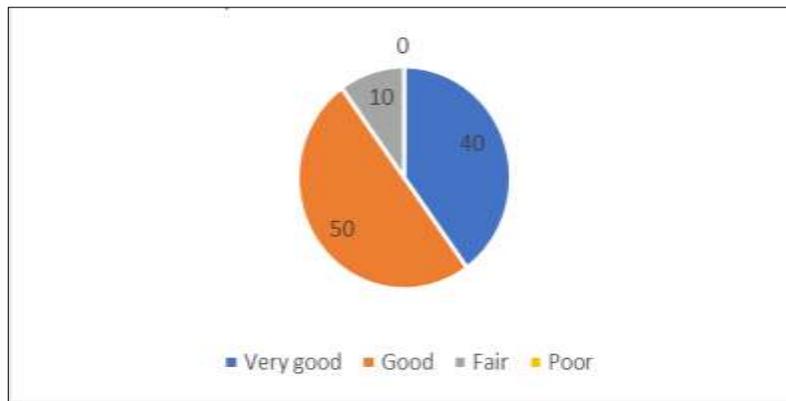
1.	Relevance	Primary, upper primary, high schools and junior colleges at Pileru and K.V. Palle mandals were lacking sufficient funds from government to do repair works and supplies with regard to infrastructure, repair of toilets, water connectivity, drinking water, wall paintings, electric works, desks, chairs, playground, compound wall, new class rooms, computers, fans, civil works, plumbing works etc. There is a direct relationship on learning outcomes of the pupil, hence the project taken up by Aurobindo Foundation to strengthen the education by providing the needed facilities and amenities is most relevant.
----	-----------	--

2.	Efficiency	School / college wise baseline survey, proper project plan and execution with required quality is perceived as efficient.
3.	Effectiveness	Students, parents and other stakeholders expressed that the project contributed for their significant improvement in learning, good academic performance thereby getting seats in good colleges and good jobs in future which will help in human capital and improved livelihoods. This reflects effectiveness of project.
4.	Uniqueness	The project has set a good and replicable model of CSR initiative through effective collaboration with government rural schools/ colleges.
5.	Impact	There is an increase in enrolment of children/ students into the schools/colleges, improved teaching efficiency of the staff, increased hygiene and health due to separate toilets, drinking water; parents got motivated to send their children to government schools and overall learning has been improved.
6.	Sustainability	The initiatives taken up are sustainable because the concern school/ college management has taken up the responsibility to sustain the services.

4.7 Opinion of Beneficiaries on Development Work

Table 1.6 shows the responses of respondents about the benefits and services provided by APF through APMAS.

Responses category	Percentage
Very good	40
Good	50
Fair	10
Poor	Nil



From the table it is evident that majority of the respondent beneficiaries (90%) have rated the services as very good and good which was also endorsed during FGDs with stakeholders.

CHAPTER-5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter presents findings of the study, recommendations and conclusion

Schools and colleges are like a second home for students, they spend six to eight hours in their school studying, laughing, and playing. The impact of school and college is vast and plays a crucial role in a student's mental, physical and intellectual well-being. Many studies found that there is direct and indirect relationship between students' performance and school ambience.

In view of the importance of education, under CSR activity APF has taken up the project through APMAS on Renovations and Infrastructure development works at various government schools and colleges of Pileru and K. V. Palle Mandals in erstwhile Chittoor district of Andhra Pradesh with an outlay Rs. 1.47 crores during 2018-2020. PRDIS is given the responsibility of third-party impact assessment during 2022. Accordingly, selected nine sample educational institutes out of twenty-two beneficiary institutes for impact assessment study in Pileru & K.V. Palle Mandals.

Following are the major findings of the study, recommendations and conclusion.

5.1 Findings

During the study the quantitative and qualitative impact has been measured using interview schedules, focused group discussions with the stakeholders and physical verification of infrastructure developed as well as supplies. Under the project, the major works taken up are development of playgrounds, construction of new class rooms, Saraswati mandapam, compound walls, steps, gender specific toilets, bore wells, syntax tanks, RO plant, water connectivity, repair works for roof, floor, classrooms, electrification of classrooms, painting of walls, distributed sports equipment, computers, ceiling fans, desks, supply of drinking water daily etc.

All the required services, supplies have been completed between the years 2018 to 2020. All the pupil including staff have been using the services effectively and maintaining well by the school/college management. It was found from all the beneficiaries and stakeholders that they all are happy for the renovation and infrastructure development.

It is found from beneficiaries and stakeholders that there is an increase in enrolment of children/ students into the schools/colleges, improved teaching efficiency of the staff, increased hygiene and health due to separate toilets, drinking water; parents were motivated to send their children to government schools and overall learning have been improved.

Stakeholders also endorsed the relevance of the project to their community, lauded the efficiency and

effectiveness of the project interventions. In addition, they all have appreciated the efforts of APF as well as APMAS.

5.2 Recommendations

There are further requirements from the respondents like computers, compound wall, repairs, sports equipment, water connectivity etc. which are not being covered under government schemes (Nadu Nedu - in English Before-After) for the benefit of children directly and community indirectly.

Keeping in view of the significant importance of education in human development and community development, there is a lot of scope to support primary, secondary educational institutions in the form of infrastructure, technical and requirement-based supplies under CSR initiatives in convergence with different stakeholders. Following are the specific needs of majority of the educational institutions.

- Need for implementation of digital learning tools for teachers and students because schools and students will be making greater use of online resources for years to come.
- Providing Vidya Volunteers to supplement teachers that support quality education because many schools are short in number of teachers.

5.3 Conclusion

In brief the infrastructure support for repairs, construction of additional classrooms, playg round, compound wall, wall paintings and other supplies provided to the schools/ colleges have positive impact in improving teachers' performance, student enrolment, reduced dropout rates and securing seat in good colleges etc. After providing infrastructure support as stated above, the management of the respective institutions ensure their sustainability by strengthening school level committees and periodical monitoring.

ZP Girls High school, K.V. Palle, Pileru

(A Success Story)

Clean, spacious and well-designed classrooms, play grounds with amenities for different plays like throw ball, long jump, high jump, compound walls, Gender specific toilets, water connectivity etc., play a big role in keeping learning environments stimulating and fertile. Broken furniture, poor ventilation, lack of electricity facility, leaking roof tops, lack of sanitation facilities are some key reasons why students drop out of schools. Aurobindo Pharma Foundation under its CSR mandate sought to help education sector by renovating the infrastructure, supplies and up keep the primary, secondary and junior colleges in Pileru Mandal and K.V. Palle Mandal of erstwhile Chittoor district of Andhra Pradesh state in India.

The larger objective was to strengthening infrastructure for education development and increasing literacy rate by creating positive learning environment that would encourage them to improve learning and attendance.

Recognizing school and college management, staff and parents as critical stakeholders, the implementing partner brought them into the fold with the hope of reducing school dropout rates and ensuring uninterrupted learning was a notable effort.

A Renovation & Infrastructure Initiative

The Aurobindo Pharma Foundation has conceptualized a school renovation, infrastructure and supplies plan and partnered with APMAS to make this possible through a first-of-its-kind. APMAS was brought in given its experience in several large-scale projects for APF earlier.



Can be seen playground and floor repairs, roof top sheets

Under this initiative the Zilla Parishad Girls High School, Kametamvaripalli, Pileru could able to have a very good play ground with sports equipment, jogging track, steps for ground, Dias flooring, roof sheets for safety, repair for roof, provided classroom desks, toilets repair, painting for classrooms, Open Hall, compound wall and electric repairs.



We can see wall paintings, staircases of the Dias and Toilets

As per the views of teachers, students, parents and other stakeholders, the impact these changes brought is astounding. The school's learning improvement rated as very good, similarly for hygiene, health, teaching efficiency, increased enrolment into this government school. The percentage of students going on to college after passing the 10th class has increased. Appreciation letter from the school management is annexed -3.

On a transformational level, renovations, repairs, infrastructure and supplies have proved in creating an ecosystem of learning for students directly and community indirectly.

Strengthening of School Infrastructure: Strengthened Learning Experience

(A Success Story)

School infrastructure is a key element in a child's academic as well as holistic growth. Besides, an overcrowded classroom and stressful environment also affect students' learning capabilities. Like an experienced teacher and teaching pedagogy play a critical role in shaping students' academic lives, infrastructure is also vital. It creates a favorable environment for students' holistic development.

In the baseline survey, it was found that Zilla Parishad High School, Gudarevupalli, Pileru is in need of significant building repairs, new class rooms, Facilities like study tables, chairs, furniture and basic utilities such as water, electricity etc. Aurobindo Pharma Foundation under its CSR mandate has provided the following services through APMAS for this school

- Three additional classrooms
- New bore well with pump set
- Provided water supply for toilets
- Supplied student desks (50), note books
- Electrification of existing rooms
- 200 meters running track
- Volley ball court, Kho-Kho court, Ball badminton court, long jump, high jump court,tenny-coit court.



Zilla Parishad High School, Gudarevupalli, Pileru with new classrooms, desks and teaching aids



Personal interviews with teachers, children revealed that the critical infrastructure gap filling in the school's lead to improvement of student skills and flare for learning: Students are relieved from an overcrowded classroom and stressful environment which improved students' learning capabilities. These include creative and critical thinking, collaboration, effective and efficient writing and communication. Some of the students are very active in extracurricular activities due to renewed Volley ball court, Kho-Kho court, Ball badminton court, long jump, high jump court, tenny-coit court. It also plays a role in improving the attendance of students too. It can be inferred that providing students, the space to grow inside and outside of classrooms gives rise to improved academic, mental and physical skills.

ANNEXURES

**IMPACT ASSESMENT STUDY OF INFRASTRUCTURE DEVELOPED IN
SCHOOLS & COLLEGES IN PILERU MANDAL OF CHITTOOR DIST IN ANDHRA
PRADESH STATE**

**(Infrastructure developed by Aurobindo Pharma
Limited under Corporate Social Responsibility)**

INTERVIEW SCHEDULE (Teachers, Students, School management)

Respondent No: _____ **Name of the** _____

Investigator: Village: Mandal: Pileru & K.V. Palle

District: Chittoor

I. Socio Economic Information

1. Name of the respondent: _____ and S/o: _____
2. Designation: _____
3. Age(In completed years) : _____
4. College/ school name : _____
5. Education Status: _____

II. School / College

1. Name of the School/ college: _____
2. What are the supplies / infrastructure developed (taken up) in your school/ college by Aurobindo through APMAS

Additional class rooms build ()	Toilets for girls ()	Toilets for boys ()	Electrical fitting ()
Repairs & Renovated building ()	Play ground/ compound wall ()	Wall paintings () Wall writings ()	Sports equipment ()
Books () Computers ()	Uniforms () Note books ()	Bore well ()	Drinking RO water supply ()

3. When was it renovated?
4. Did school/college/ govt contribute any thing for the construction? Cash or Kind. if cash how much ? Name of the scheme?
5. What was the amount school/college received from Aurobindo/ APMAS for the supplies/ services
6. Are children/ students using these

services Yes/ No

7. Please mention the benefits of each of these services/

infrastructure Increased students enrollment from ----- to -----

8. what is the difference before and after infrastructure/ services developed

9. What is your opinion on the quality of infrastructure developed

Good/ Fair / Poor

10. What are the additional requirements for the school up gradation and children welfare?

III. Impact of services/ infrastructure

- Is there any learning improvement Very good/ good/ average/ Not much
- Educational performance Very good/ good/ average/ Not much
- Increased interest to attend the school Very good/ good/ average/ Not much
- Hygiene and health Good/ Satisfactory / fair
- Teaching efficiency of the staff Good/ Satisfactory / Fair
- Motivation to send the children in Govt

schools Amplified / increased/ better

- Is Punctuality of participation/ attendance

improved Yes/ No

- Due to Renovation facilities has physical activity been increased?

Yes/ No

- Is there Increase in percent of qualified students

- What was the percentage of pass earlier-----

- What is the percentage of pass at present -----

IV. Opinion

1. How do you rate the benefits and services provided by Aurobindo

foundation Very good/ Good/Fair/Poor

2. What do you expect from Aurobindo foundation as an additional resource for your college/ school.

3. How do you rate about the organization services for your school/ college?

Very good/ Good/Fair/Poor

V. Comments of the Investigator

Annexure 1 B

IMPACT ASSESMENT STUDY OF INFRASTRUCTURE DEVELOPED IN SCHOOLS & COLLEGES IN PILERU MANDAL OF CHITTOOR DIST IN ANDHRA PRADESH STATE

(Infrastructure developed by Aurobindo Pharma Limited under Corporate Social Responsibility)

Checklist

(For Parents, Students & community members)

1. What are the supplies / infrastructure developed (taken up) in your school/ college by Aurobindo through APMAS

Additional class rooms build ()	Toilets for girls ()	Toilets for boys ()	Electrical fitting ()
Repairs & Renovated building ()	Playground/ compound wall ()	Wall paintings () Wall writings ()	Sports equipment ()
Books () Computers ()	Uniforms () Note books ()	Bore well ()	Drinking RO water supply ()

2. Was there any monetary / contribution from your school/ college in completing the repairs/ supplies.
3. Please mention the benefits of each of these services/ infrastructure
4. Is there increase in student's enrollment, if so from ----- to -----
5. What is your opinion on the quality of infrastructure developed
Good/ Fair / Poor
6. What are the additional requirements for the school up gradation and children welfare?

7. Impact of services/ infrastructure

- Is there any learning improvement Very good/
good/ average/ Not much

- Educational performance
Very good/ good/ average/ Not much
- Increased interest to attend the school
Very good/ good/ average/ Not much
- Hygiene and health
Very good/ good/ average/ Not much
- Teaching efficiency of the staff
Very good/ good/ average/ Not much
- Motivation to send the children in Govt schools
Amplified / increased/ better
- Is Punctuality of participation/ attendance improved
Yes/ No
- Due to Renovation facilities has physical activity been increased?
Yes/ No
- Is there Increase in percent of qualified students
- What was the percentage of pass earlier -----
- What is the percentage of pass at present -----
- Beneficiaries and stakeholders' assessment about the project

Views / assessment indicators	Very good	Good	Average	Not up to the mark
Relevance				
Effectiveness				
Efficiency				
Uniqueness				
Sustainability				
Impact				

Opinion

1. How do you rate the benefits and services provided by Aurobindo foundation
Very good/ Good/Fair/Poor

2. How do you rate about the organization services for your school/ college?
Very good/ Good/Fare/Poor

Participatory Rural Development Initiatives Society (PRDIS)

H.No.2-6-41/75, Sathsang Vihar, Upperpally, Rajendranagar, Hyderabad-500048, T.S., India

Website: www.prdis.org. E-mail: prdis@hotmail.com

- A Brief

Participatory Rural Development Initiatives Society (PRDIS) is a registered and reputed professional National Level Development Organization (NGO) established during the year 1999 operating from Hyderabad, Telangana, India.

Participation, Partnership and Empowerment are the guiding principles of PRDIS. It has been working on the areas of Sustainable Agriculture, Agri-business, rural development and Natural Resource Management. This organization has also been providing consultancy services to the Central Government various State Government, Agro Based Industries, International Development Agencies on Field activities, Monitoring, Evaluation, impact assessment studies, base line survey and capacity building activities concerning with Sustainable Agriculture, Agribusiness and Rural Development issues.

Dr. S. V. Reddy, the chief functionary of the organization has served in various capacities, ranging from Professor of Agricultural Extension in ANGR Agricultural University to special assignments as Advisor (Agricultural Extension) to the Government of Uganda and Consultant to the World Bank and FAO in Sub-Saharan Africa and India. He is assisted in this endeavor by 18 full time professional staff and senior consultants, 31 part time staff and consultants, 70 Field staff and 8 support staff, incurring an expenditure of more than Rs. 200 lakhs annually.

The staff and consultants have 10-40 years of experience on the concerns of Participatory Approach, Agribusiness, community mobilization, monitoring and evaluation, Impact Studies information and communication, Gender, Agriculture, Health, Education and Natural Resource Management including Irrigation and Water Shed Development and Farmer Field Schools (FFS).

In addition to Telangana, Andhra Pradesh, India, PRDIS has also been involved in implementation of projects in Chhattisgarh, Jharkhand Karnataka, Tamil Nadu and Pondicherry. It has also been invited as resource organization to implement Farmer Field Schools (FFS) in Orissa and Madhya Pradesh. PRDIS continues to offer Agribusiness consultancy to large scale irrigated rice programme undertaken by J.N.

AgriTech International Limited, Uganda, East Africa, Bio fuel project of Rusni Bio Fuels company, Neha International, Organic inputs of Prathista Industries Ltd., Hyderabad, India and to several Agripreneurs.

PRDIS since its inception has been focusing its attention on Sustainable Agricultural Development programmes majorly on Productivity enhancement Initiatives with eco-friendly technologies with supply chain management with regard to crops such as cotton, sugarcane, maize, paddy and groundnut operating in different states.

The organization has been implementing productivity enhancement programme in cotton, chillies, sugarcane, paddy, maize, millets, red gram and pulses with IPM and INM technologies using Farmer Field Schools (FFS) approach since 2002 with support from FAO, WHO, IDH Sustainable Trade, Solidaridad, Syngenta Foundation, BCI and State Governments. At present PRDIS is implementing in addition to productivity enhancement programmes, climate resilience programme with focuses on energy +water nexus with support from TATA – CINI Foundation and a project on FPRW supported by ILO.

PRDIS also has been engaged in capacity building programmes of farmers and farm women, Agri clinics and Agribusiness centers programme for unemployed agricultural graduates and Entrepreneurship Skill Development programmes of rural youth supported by NABARD and DDU-GKY, GoI. In addition, several workshops, seminars / conference were organized nationally and Internationally on Biotechnology agri-preneurship, Integrated Development of Model villages and sustainable development goals. The organization has successfully completed Integrated Watershed Management programmes in Telangana State.

Since inception the organization has been engaged in monitoring evaluation and conducting impact studies to different programmes of GoI, State Governments, University, ICRISAT and Private Organizations including CSR activities of Foundations and Companies.

PRDIS is affiliated to Tata Institute of Social Sciences (TISS), Agriculture Skill Council of India, Textile Skill Council of India. It has MoU with State Agricultural Universities, National Institute of Agricultural Marketing (NIAM), Center for Innovations and Public Systems of ASCI and other organizations.

PRDIS is a National Level Monitor (NLM) for Ministry of Rural Development, Govt. of India and it has distinction of having invitation and receiving memento from H.E. the President of India on 15th August, 2006 at Rashtrapathi Bhavan, New Delhi for outstanding work in Sustainable Agriculture for working with small scale farmers in Tribal areas. It has also received award for creating public awareness on biodiversity and environment with people participation from A.P. Biodiversity Board. Recently PRDIS received FICCI Award for Sustainable Agricultural Development and Enhancement of Farmers Income and Livelihoods.

PHOTOGRAPHS OF INFRASTRUCTURE DEVELOPMENT IN SCHOOLS AND COLLEGES



IMPACT ASSESSMENT STUDY
Sundarayya Skill Development Centre
Praja Shakthi Sahithi Samstha

(Vaddeswaram Village, Tadepalli Mandal, Guntur District of Andhra Pradesh)

A Project of Aurobindo Pharma Foundation under Corporate Social Responsibility

A REPORT



Participatory Rural Development Initiatives Society (PRDIS)

#2-6-41/75, Sathsang Vihar, Upperpally, Rajendranagar, Hyderabad-500048, Telangana, India

Website: www.prdis.org, E-mail: prdis@hotmail.com, prdis.hyd@gmail.com

September - 2022

IMPACT ASSESSMENT STUDY
Sundarayya Skill Development Centre
Praja Shakthi Sahithi Samstha

(Vaddeswaram Village, Tadepalli Mandal, Guntur District of Andhra Pradesh)

**A Project of Aurobindo Pharma Foundation under Corporate Social
Responsibility**

FULL REPORT



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September - 2022

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ABBREVIATIONS

APF	Aurobindo Pharma Foundation
SSDC	Sundarayya Skill Development Centre
CSR	Corporate Social Responsibility
NGO	Non-government organization
PRDIS	Participatory Rural Development Initiatives Society
NABARD	National Bank for Agriculture and Rural Development
DDU-GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
MSME	Ministry of Micro, Small & Medium Enterprises
SDGs	Sustainable Development Goals
UN	United Nations
FGDs	Focused Group Discussion

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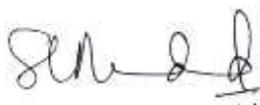
ACKNOWLEDGEMENT

We are grateful to Aurobindo Pharma Foundation for giving the opportunity of impact assessment study of CSR project on Construction of **Sundarayya Skill Development Centre of Praja Shakthi Sahithi Samstha, Vaddeswaram village, Tadepalli Mandal, Guntur District of Andhra Pradesh**

Our sincere thanks to CSR team of Aurobindo Pharma Foundation for their cooperation and guidance throughout the study.

We would like to express deep sense of gratitude to management committee, trainers, Staff, trained students and other stakeholders for their cooperation during the study.

Our special thanks to Sundarayya Skill Development Centre for their guidance and help in data Collection and other aspects during impact assessment study.



Prof. S. V. Reddy

President & Executive Director

PRDIS, Hyderabad

EXECUTIVE SUMMARY

CONTEXT

Skill and knowledge are the driving force of economic growth and social development of any country. Skill development is a process that aims to improve employability, productivity, and promote self-employment. Keeping in view the importance of skill training, under corporate social responsibility, Aurobindo Pharma Foundation (APF) as a co-sponsor supported establishment of Sundarayya Skill Development Centre of Prajashakthi Sahithi Samstha at Vaddeswaram village, Tadepalli Mandal in Guntur District of Andhra Pradesh.

The centre, a four-storey building is constructed in 1,500 square yards of land with a built-up area of 25,000 sft. It consists of two training halls/auditoriums, library, computer laboratory, kitchen, dining hall and dormitories. The main aim is to impart skill-based training to rural youth on vocational areas to promote employment in rural areas to create skilled manpower and boost the employment opportunities among rural youth.

Participatory Rural Development Initiatives Society (PRDIS) was selected and given the responsibility to carry out impact assessment of the Skill development centre project partially funded by Aurobindo Pharma Foundation. The beneficiaries and stakeholders were interviewed with schedule and Focused Group Discussions (FDGs) besides personal observations.

IMPACT OF THE PROJECT

There is an increase in knowledge & skills of trainees, quality of training was rated very good. All the sample respondents were either employed or self-employed and there was increase in incomes leading to better livelihoods which shows the impact. The rating of training centre, assessment of respondents, trainers and other stakeholders in terms of relevance, effectiveness, efficiency, impact and sustainability was very good.

RECOMMENDATIONS

- There is a need for exploring convergence opportunities with identified state, national level bodies like AP State Skill Development Corporation, National Bank for Agriculture and Rural Development (NABARD), DDU-GKY of Govt of India etc.
- It is also recommended to conduct rural campaigns in surrounding areas for effective participation and enrolment of the participants
- Based on skill gap analysis and employment potential, new courses can be introduced in Farm, Non-Farm and other sectors

- The centre may also focus to develop farm-based trades such as Dairy, Poultry, Apiary, Mushroom, botanical fertilizers etc., as the location is predominantly occupied with communities.
- Determining opportunities for accreditation/ certification through National Skill Development Corporation (NSDC) or any other recognition agency
- Inviting more institutional donors for sustainability of skill development centre

CONCLUSION

Skill development is a vital tool to empower people, to safeguard their future and for the overall development of an individual. It is an important aspect that enhances employability in today's globalization. The centre with its qualified and dedicated staff & good infrastructure is providing quality training to empower youth and rural women and thus tapping their talent for a productive purpose which leads to economic and social development of the society. However, there is a great potential to expand its mandate by convergence with local and National institutions and programmes.

CHAPTER-1

INTRODUCTION

1.1. PREAMBLE

Skill and knowledge are the driving force of economic growth and social development of any country. Skill development is a process that aims to improve employability, productivity, and promoting self-employment.

As more and more jobs are eliminated due to Industrialisation and technological changes, it is becoming increasingly important to individuals, especially youth to acquire the skills that are in demand and also upgrade skills for more efficient job performance. Entrepreneurship and skill development has assured greater importance for motivating youth for self-employment which will also provide opportunity to create employment.

Overall youth employability in India has increased to 48.7% compared to last year. The highest employable age group was identified between 22-25 years of age, with 56.21% of the resources in this age group considered highly employable. (Source: [https:// wheebox.com/assets/pdf/ ISR_ Report_2022.pdf](https://wheebox.com/assets/pdf/ISR_Report_2022.pdf))

1.2 NEED AND IMPORTANCE OF THE STUDY

Keeping in view of the above scenario, Government of India and State Government are giving much important to skilling rural youth for entrepreneurship and employment through several programmes and schemes such as DDU-GKY, PMKVY, MSME, Agri clinics & Agri business etc. In fact, a Ministry of Entrepreneurship skill development is created by Government of India in year

2014 exclusively to deal with skill development programmes in different sectors with councils. Many private organisations and corporates have also established Skill Development Centres and in fact Skill Development Universities are also emerging in different States.

Skill Development training Centres serve as a platform to enhance the skills and make the students more employable with higher productivity in the industry. Training and skill-based education also improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. Education and skill training is not only an instrument of enhancing efficiency, but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

Keeping in view of importance of skill training, under corporate social responsibility, Aurobindo Pharma Foundation (APF) as a cosponsor funded Rs. 1 crore for establishing Sundarayya skill development centre of Prajashakthi Sahithi Samstha at Vaddeswaram village, Tadepalli Mandal in Guntur District of Andhra Pradesh. The Participatory Rural Development Initiatives Society (PRDIS) a Professional NGO based in Hyderabad with long standing experience in undertaking Monitoring, Evaluation and Impact Studies for Government and

Non-Government Organisations was selected and given the responsibility to carry out impact assessment of the Skill development centre funded by Aurobindo Pharma Foundation (a Brief about PRDIS is annexed)

1.3 ABOUT AUROBINDO PHARMA FOUNDATION (APF)

Aurobindo Pharma Foundation (APF) is the Philanthropic arm of Aurobindo Pharma Limited and serves for social and economic growth of the nation through its Corporate Social Responsibility (CSR) programs around different thematic areas such as Education and skill Development, Health and nutrition, sanitation, social equality, sustainable agriculture and rural development, Environmental sustainability etc., The foundation has also aimed to develop few identified rural villages into model villages through Integrated Rural Development Activities. Thus, APF efforts have contributed towards holistic community wellbeing with a long-term vision of achieving Sustainable Development Goals (SDGs) of UN.

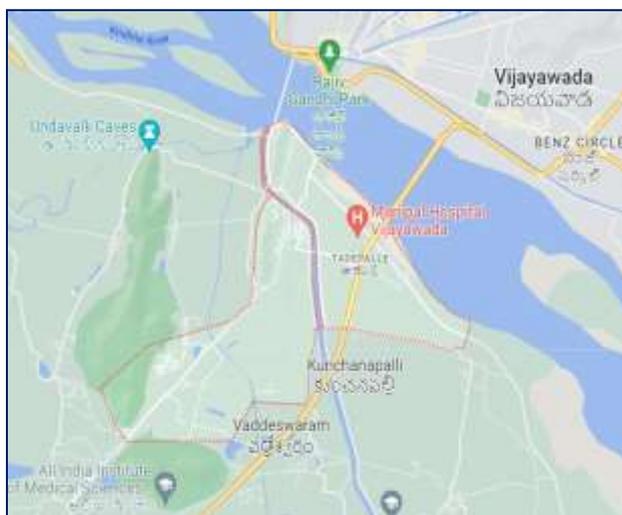
1.4 ABOUT PRDIS

Participatory Rural Development Initiatives Society (PRDIS): Participatory Rural Development Initiatives Society (PRDIS) (www.prdis.org) is a registered and reputed professional National Level Development Organization (NGO) established during the year 1999 operating from Hyderabad, Telangana, India. Participation, Partnership and Empowerment are the guiding principles of PRDIS. It has been working on the areas of Sustainable Agriculture, Agri-business, rural development and Natural Resource Management. This organization has also been providing consultancy services to the Central Government, various State Governments, Agro based Industries, Foundations, International Development Agencies on Field activities, Monitoring, Evaluation, Impact studies, base line survey and capacity building activities concerning with Sustainable Agriculture, Agribusiness and Rural Development issues. (A brief about PRDIS in Annexure)

1.5 ABOUT THE TRAINING CENTRE

Sundarayya Skill Development Centre is established by the Prajasakti Sahiti Samstha in Vaddeswaram village, Tadepalli mandal of Guntur district and inaugurated on July 27, 2019. The centre, a four-storey building is constructed in 1,500 square yards land with a built-up area of 25,000 sft. It consists of two training halls/auditoriums, library, computer laboratory, kitchen, dining hall and dormitories.

1.6 PROFILE OF TADEPALLI MANDAL & VILLAGES



Name of villages in Tadepalli mandal	No. of Households	Population
Chirravuru	934	3702
Gundimeda	1139	4427
Ippatam	1080	4120
Kolankonda	467	3164
Knchenkonda	1197	5673
Penunaka	1864	7918
Vaddewaram	1162	6275
Undavalli	1138	5545

Tadepalli Mandal is one of the 57 mandals in Guntur district of the Indian State of Andhra Pradesh. It is under the Administration of Guntur Revenue division and the headquarters at Tadepalli Town. The Mandal is situated on the bank of Krishna River, bounded by Thullur and Mangalgiri mandals of Guntur District. In Tadepalli, Kolanukonda is the least populated village and Penumaka most populous area in Tadepalli Mandal.

As of 2011 census, the Mandal had a population of 99,428. The total population constitutes of, 49,662 males and 49,766 female a sex ration of 1,002 females per 1,000 males. 1,045 children are in the age group of 0-6 years, of which 5,336 are boys and 5,120 are girls. The average literacy rate stands at 75.06% with 66,781 literates.

The Mandal plays a major role in education for the rural students of the nearby villages. The primary and secondary school educations imparted by Government and private schools, under the school Education Department of the State. As per the school information report, the Mandal has more than 11,500 students enrolled in over 71 schools. Thus, the Skill development project funded by Aurobindo Pharma Foundation is very relevant in this context to upgrade skills of youth of this region and thus their employability.

1.7 OBJECTIVES OF THE STUDY

1. To assess the Impact of the project in terms of effective use of facilities created to upgrade skills of diversified rural communities (output, outcome and impact)
2. To quantify the amount of visibility created for project, local acceptance and ownership
3. To assess the perceptions of different stakeholders about the benefits and views
4. To evaluate Sustainability of the project and recommend future strategies

1.8 EXPECTED DELIVERABLES

A report consisting of assessment findings, feedback from beneficiaries and stakeholders, in terms of output and impact and recommendations for the sustainability of the project.

1.9 LIMITATIONS

1. The study is limited to 30 respondents covering all interventions and hence findings are interpreted with caution for generalization.
2. COVID 19 interrupted various programmes planned to be done at skill development centre

1.10 PRESENTATION OF THE ASSESSMENT REPORT

This study report is presented in five chapters. The 1st Chapter deals with introduction and 2nd chapter deals with different interventions implemented skill development centre. The 3rd chapter with assessment methodology and 4th chapter covers results, discussions, and findings and Chapter Five deals with Summary, recommendations and conclusions.

CHAPTER-2

PROJECT INTERVENTIONS

Sundarayya Skill Development Centre (SSDC) is established by the Prajasakti Sahiti Samstha in Vaddeswaram village, Tadepalli mandal of Guntur district. Aurobindo Pharma Foundation has partially funded for the construction & infrastructure development of the centre under CSR activities.

2.1 TRAINING INFRASTRUCTURE

The centre, a four-storey building, was constructed in 1,500 square yards with a built-up area of 25,000 sft. It consists of two halls/auditoriums, library, computer laboratory, kitchen, dining hall and dormitories. Rooms equipped for audio/visual and Internet-based instruction with computer workstations and Internet access for each student. One floor is fully equipped with library. There is a common Space at the terrace for Informal, multi-purpose recreation, yoga and social gatherings.



A high quality, energy-efficient lighting system used in all training halls for a better learning environment. Because quality of a training facility can attract potential trainees to the training programmes and can convey a sense of pride in the field for which they're training. The building design also achieves an overall high quality for the training spaces. The centre also has qualified staff to cater to the needs of skill training.

2.2 RURAL WOMEN TRAINING PROGRAMME ON TAILORING

To improve the employability of the rural women SSDC offered short-term vocational training course in tailoring. They have successfully completed two batches of tailoring course. Almost 42 women got trained under this center. It is a six months course. The majority of the students have been out of schooling or education for many years. For them they have provided an employable skill through in depth training with expert trainers, as well as peer to peer learning. During the course, they teach certain soft skills around goal setting, financial management, emotional health, timekeeping and communication.



There are many young rural women who may not excel in studies but yet possess certain skills which can be nurtured and groomed to develop into a sustainable employment. Skill training such as tailoring is developing and improving one's capabilities and performance by adding practical expertise to theoretical knowledge.



The centre also provides entrepreneurial training and creates a unique space to make skill development aspirational for rural youth. The main aim is to provide Cutting & Tailoring Skills to underprivileged women with a view to help them earn a living by stitching clothes from their homes (self-employment) or get a job at a boutique / export house and supplement the family income, to improve their quality of life.



After the training, the SSDC will also provide handholding support to help the beneficiaries open their own tailoring shop individually or as a collective. Trainees are also taken for exposure visits and counselled on the marketing aspects of a tailoring unit; sampling and quality control; Self Help Groups (SHG) as Tailoring Unit Co-operatives and management of SHGs. They are also encouraged to setting up shop, with an interest free loan from the Government or Self-Help Groups.

2.3 JOURNALISM COURSE

Sundarayya Skill Development Centre have conducted Journalism courses for three different batches, each batch consists of 20 members and around 60 trainees got trained from this centre. It is a four months course and with residential facilities. Through print media they used to give advertisement regarding the course and by referring the advertisement many have attended the course. The trainees have come from different parts of Andhra Pradesh.



During the course, they taught about different writing skills in journalism and essential skills to cover news and events in different scenarios like gather news of uncertain situations like disasters – natural and manmade, war field, etc. Earlier, journalism was limited to print media only like newspapers, magazines, etc. But with the fast-paced development of technology and the digital revolution, the field has now reached new horizons, such as radio, television, social media and the web.

Anyone who are interested candidates can pursue the course for journalism at this centre after completion of 12th standard. Pursuing journalism courses will inculcate candidates with the skills essential to the media industry. Based on their interests, candidates can choose areas to pursue like print, television and online journalism. Once they enrol in journalism courses initially, they will learn about journalism, its principles, and ethics and also learn about news editing, reporting, designing and layout, publishing, and strategic communication, the social, economic and political impact of journalism.



SSDC personnel recruited highly qualified and experienced teaching staff to teach the Journalism course. They have also invited guest faculty from different media to explain to them about the current situation in journalism and its career opportunities. Most of the trained candidates were working as reporters, editing, copy writing, production, broadcasting, web content writers and photography etc., After completion of training in the campus, the successful candidates referred for internship in different media.

2.4 SKILL DEVELOPMENT CENTRE AS A QUARANTINE CENTRES

During the Corona Virus Pandemic in 2020, the Ministry had also taken a decision that National Skill training institutes and their hostels across India can be used as



quarantine centres. In this context the management of Sundarayya Skill Development Centre has taken a decision that the centre has to convert as a quarantine centre in alignment with efforts of Government of Andhra Pradesh. In this centre hundreds of patients got recovered there were about 8 doctors, nurses, supporting staff who worked round the clock to treat and support the patients during the quarantine period. The location of the skill development is also far from the village, and it's away from, crowded and populated areas. They have Dormitories separated from one another may be preferable with in-house capacity of 20-30 beds. They have also provided timely diet, snacks, recreation including television etc., every day during the evenings on the terrace they also practiced yoga and exercise. The ground floor would be used as a testing area and the first and second floor for treating patients at free of cost.

2.5 SKILL DEVELOPMENT CENTRE AS A SHELTER FOR MIGRANT LABOUR DURING COVID

Sundarayya Skill Development Centre, has been turned into a shelter for migrant workers. This building has become a shelter for 47 migrant workers belonging to Srikakulam and Vizianagaram districts of AP, bordering Odisha. Due to lockdown, these workers lost their livelihood and decided to go back to their native places in AP. Most of the migrant workers were stationed at Sundarayya Skill Development Centre on the instructions of district administration. They have been served food provided by the local donors. They utilised three floors with all amenities.

Thus, the center has not only catered to the needs of skill training but also in pandemic situation served as quarantine and shelter center.

CHAPTER-3

METHODOLOGY

This chapter presents the methodology followed in conducting the study and gives details of research design, sampling procedure, variables and their empirical measurement, instruments and methods used for collection of data, analytical procedures and statistical tools followed for interpretation of the data.

3.1 RESEARCH DESIGN

Ex-post facto research design was adopted to obtain data related to independent variables such as personal, socio-economic and other related variables as well as dependent variables such as knowledge, employment and income.

3.2 SELECTION OF SAMPLE RESPONDENTS

Simple random sampling method was used for this study. A total of 30 respondents were selected at random for administering the questionnaire and interviews for capturing the data. It covers about minimum of 30 percent of the total beneficiaries.

3.3 VARIABLES AND THEIR EMPIRICAL MEASUREMENT

Table: 1.2 – Variables and their empirical measurement

S. No.	VARIABLES	EMPIRICAL MEASUREMENT
DEPENDENT VARIABLES		
1.	Knowledge & skills	Schedule developed for the study
2.	Quality of training	Schedule developed for the study
3.	Employment status	Schedule developed for the study
4.	Increase in income level	Schedule developed for the study
INDEPENDENT VARIABLES		
5.	Age	Chronological age of the respondent
6.	Education	Formal education
7.	Opinion on quality of training center	Schedule developed for the study
8.	Opinion of quality of training courses	Schedule developed for the study
9.	Opinion about APF & SSDC	Schedule developed for the study
10.	Assessment of center based on stakeholders' responses	Rating scale & FDGs

In addition, checklists were prepared for Focused Group Discussion (FGDs) where in the data from skill development trainees/ beneficiaries and trainers of the project were captured for validation.

3.4 METHODS OF DATA COLLECTION

Rapport

Rapport was established with the implementation team (SSDC) virtually prior to visit for data collection about the interventions, locations and outcomes.

Interview

Interview method was one of the prominent methods employed for data collection. This involves interviewing the respondents and getting answers through verbal responses based on the structured and open-ended questions. The data was also cross-validated by checking at random some of the questions with the respondents. The validity of the data was also confirmed with the stakeholders.

Focused Group Discussion (FGDs)

Focused Group Discussions conducted with beneficiaries and stakeholders for obtaining qualitative data.

Case Studies: In order to strengthen the study further, case studies on different Interventions were documented. The cases also reflected the behavioural changes that impacted their livelihood.

3.5 INSTRUMENTS USED FOR DATA COLLECTION

A scoping study was conducted by the assessment team through PRA techniques such as transect walk, checklists are used for FGDs to know the situation and also for development of tools for data collection. It includes both interviewing respondents and collection of the data from them. The structured schedule was used for data collection. Besides interviewing, field visits were made till the total education based information were collected from all the respondents.

Designing the Interview Schedule

The schedule consisted of 4 parts. The first part associated with profile of the Managers. The second part dealt with skill training centre and the opinion of the managers about the training centre. Third part meant for profile of the beneficiaries and finally the fourth part the interview schedule is about the amenities, quality, knowledge, employment and income level of the trained respondents.

3.6 TRAINING OF INVESTIGATORS

The assessment team was trained in data collection methods and tools.

3.7 STATISTICAL TOOLS USED

To convert the results into findings, few statistical tests were used as given below for analysing the data.

1. Frequency and Percentage

2. Charts

3.8 PREPARATION OF REPORT

The data thus collected through interview schedule were coded, tabulated, analysed and presented in tables to make the findings easily understandable.

CHAPTER-4

RESULTS AND DISCUSSIONS

This chapter presents the objective wise results of the study. The discussion of the study is presented in percentages.

4.1. Personal and Social Profile of the Respondents

4.1.1 Age

Table: 1.3 – Distribution of respondents according to their age (Percentage)

Age category	Percentage of responses
Youth (18 to 24 years)	10
Young adults (24 to 40)	67
Middle age (40 to 60 years)	23
Total	100

It can be interpreted from table 1.3 that majority (67%) of the selected respondents are young adults, middle age (23%) and followed by youth (10%). The researcher included respondents of different age groups to ensure adequate information and responses are being collected across all age groups.

4.1.2 Education status of the Respondents

Table: 1.4 – Distribution of respondents according to their education (Percentage)

Education Level	Percentage of responses
Secondary school	7
Intermediate	57
Graduate	23
Postgraduate	13
Total	100

Table 1.4 Shows 100% of the sample respondents are literates. The researcher included respondents of different education background to ensure adequate information and responses are being collected across all education backgrounds. The study also involved participants of different level of education so as to obtain results with challenging perceptions and thinking abilities that made the skill development programmes to be more interesting.

This table also indicates that majority (57%) completed intermediate education followed by 23% having Bachelor degree, 13% having Master's degree and only 7% of the respondents had secondary education.

4.2 Opinion on the Quality of training

Based on training content, training infrastructure, trainers' skills, training tools used and post training follow up

4.2.1 Overall Quality of training

Table 1.5 – Overall Quality of training (Percentage)

Responses category	Percentage of responses
Very good	87
Good	13
Average	-
Poor	-
Total	100

Majority of the participants expressed that the overall quality of training was very good

4.2.2 Training Ambience

Table: 1.6 – Training Ambience (Percentage)

Responses category	Percentage of responses
Very good	87
Good	13
Average	-
Poor	-
Total	100

Table 1.6 Shows majority of the respondents (87%) opined that the ambience was very good and with all facilities like audio visual aids and centralized AC facilities which helps them to concentrate more. All the respondents have expressed their gratitude to Aurobindo Pharma Foundation and SSDC for organizing these trainings.

4.2.3 Recreation Facilities

Table: 1.7 – Recreation facilities (Percentage)

Responses category	Percentage of responses
Very good	83
Good	17
Average	-
Poor	-
Total	100

Table 1.7 Shows majority of the respondents (83%) opined that they had a very good recreational facilities such as indoor games, outdoor games and every day for some time they do yoga as mandatory.

4.2.4 Computer/Library

Table: 1.8 – Computer lab/library (Percentage)

Responses category	Percentage of responses
Very good	90
Good	10
Average	-
Poor	-
Total	100

Table 1.8 Shows majority of the respondents (90%) ranked the best for computer lab as well as library facilities. The computer faculty are full time, Qualified professionals and always there to guide the student. Thus, making students learning ventures smooth and easy.

4.3. Knowledge & Skills

4.3.1 Improvement in Knowledge & Skills

Table: 1.9 – Improvement in Knowledge & skills

Knowledge & skills perceived by respondents	Percentage of responses
High (61 and above)	87
Medium (31-60)	13
Low (0-30)	-
Total	100

The table 1.9 shows that majority of the respondents (87%) perceived that there is a high level of improvement of knowledge and skills whereas very few have come under medium level of knowledge and skills. Improvement in knowledge and skills is noticed as assessed by SSDC for their performance during training has facilitated to get into employment. This also proves that the quality of training was very good.

4.3.2. Employment status

Table: 2.0 – Distribution of respondents according to their Employment status (Percentage)

Category	Percentage of Beneficiaries
Employed	63
Self employed	37
Total	100

Table 2.0 shows that for majority of the respondents (63%) are employed in different organizations and remaining respondents (37%) were self-employed. It indicates that majority of the trainees were absorbed in employment rather than self-employed. The fact also indicates that all the sample respondents are either employed or self-employed which again a reflection of training follow-up

4.3.3 Improved/ Increase in income level of sample respondents

Table: 2.1 – Improved/Increase in income level of sample respondents

Increase in income (In Rs)	Percentage of Beneficiaries
By Rs.2000/- per month	87
By Rs.1000/- per month	13
Total	100

Table 2.1 shows that majority of the trainees (87%) were stating that the income level has increased by Rs. 2,000/- per month whereas 13% of the trainees were stating that increased income was about Rs. 1,000/- per month.

4.3.4 Opinion on SSDC and APF

Table: 2.2 – Opinion on SSDC and APF

Responses	Percentage of responses
Very good	90
Good	10
Average	-
Poor	-
Total	100

The table shows that majority of the respondents (90%) opined and rated the services offered by Sundarayya Skill Development Centre and Aurobindo Pharma Foundation as very good followed by very few (10%) of the respondents have rated Good.

4.4 Stakeholders perception and overall assessment of the skill development center

Relevance	As reported by SSDC, Skill gap analysis indicated there was a gap of trained youth in employable and entrepreneurial skills in Tadepalli mandal and neighboring mandals of Guntur district. Hence on request of Praja Shakthi Sahithi Samstha, Aurobindo Pharma Foundation contributed funding to establish the center. Thus, it is more relevant activity
Efficiency	The center was constructed as per the planned schedule and quality of construction and facilities were perceived as very good by SSDC management and stakeholders. Thus, it can be perceived as an efficient effort
Effectiveness	The quality of training and infrastructure are rated as very good and majority of trainees have been either employed or self-employed signifying its effectiveness

Uniqueness	The training center is replicable model indicating its uniqueness in a rural ecosystem to upgrade skills of rural youth
Impact	There is an increase in knowledge & skills of trainees, quality of training was rated as very good, all the sample respondents were either employed or self-employed and there was increase in their incomes that reflects the impact of project
Sustainability	The initiative taken up is sustainable, since the Praja Shakthi Sahithi Samstha has taken up responsibility of maintaining the training center and facilities by engaging relevant stakeholders

Thus, the assessment of respondents, trainers and other stakeholders in terms of relevance, efficiency, effectiveness, uniqueness, impact and sustainability was rated as very good.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

Sundarayya Skill Development Centre (SSDC) is established by the Prajasakti Sahiti Samstha in Vaddeswaram village, Tadepalli mandal of Guntur district with a co-sponsorship from Aurobindo Pharma Foundation during 2019 with a main aim to develop and impart entrepreneurship and skill-based trainings to rural youth for employment and self-employment to improve their income and livelihood.

An impact study was undertaken by PRDIS- A professional NGO based in Hyderabad on the initiative of Aurobindo Pharma Foundation.

An ex-post-facto research design was followed for the study. Out of 100 trained candidates, 30 were selected as sample respondents at random for the study. In addition, the management and other stakeholders were also interviewed with structured schedule and Focus Group Discussions (FDGs)

5.1 FINDINGS

The following findings emerged out of the study

1. Majority of the sample respondents were between the age group of 24-40 years with intermediate and degree education as per the defined selection criteria of SSDC
2. The quality of training was rated very good
3. The infrastructure facilities like classrooms, recreational facilities, Library/Computer centre were also rated very good by majority of respondents and concurred by staff and other stakeholders
4. Majority of the respondents gained knowledge & skills and rated under high score response category
5. About 63 percent of respondents were employed and 37 percent were self-employed so far
6. There was increase of income by Rs. 2,000/- per month with respect to 87 percent of respondents and Rs. 1,000/- per month by the rest, thus contributing for improvement of their livelihoods
7. The assessment of respondents, managers, trainers and other stakeholders on the training centre in terms of relevance, efficiency, effectiveness, uniqueness, impact and sustainability was very good
8. About 90 percent of respondents had very good opinion on the SSDC & APF while 10 percent rated as good

5.2 RECOMMENDATIONS

- ✚ Exploring other trades of training as per resources availability & employment opportunities
- ✚ To have a dynamic database on number and nature of trainees where they are employed and consistency
- ✚ Exploring advanced training tool in existence for skill development courses of journalism and tailoring
- ✚ Constantly evaluating job trends across different sectors so as to design new training modules in relevant domains
- ✚ Developing a feedback mechanism from all participants of skill development course
- ✚ Conducting rural campaigns in surrounding areas for effective participation and enrolment
- ✚ Developing Information Education Communication (IEC) material describing different courses and notifying training calendars in different news and social media
- ✚ Inviting more institutional donors for sustainability of skill development centre
- ✚ Evaluating opportunities to use the facilities for various training programmes by external bodies duly charging nominal fee
- ✚ Formulating an institutional committee to constantly review the skill development programmes and to evolve new opportunities
- ✚ Determining opportunities for accreditation/ certification through National Skill Development Corporation (NSDC) or any other recognition agency
- ✚ To have further training on designer dresses, blouses stitching and embroidery work under tailoring course
- ✚ Exploring convergence opportunities with identified state, national level bodies like AP State Skill Development Corporation, National Bank for Agriculture and Rural Development (NABARD)
- ✚ There is huge opportunity in rural areas for the growth of numerous off-farm sector activities and in particular the healthcare sector as the pandemic has focused the spotlight on our poorly equipped public healthcare system and the shortage of frontline workers i.e., nursing cadres, lab technicians, paramedics and ASHA workers. There is lot of demand for these professions. Hence the skill training institutes need to respond to, by offering a greater number of healthcare courses.

- ✚ Another priority area for training is in skills relevant to the rural economy like Agri-extension services, food processing, solar technicians etc., Beside non-farm trades, the centre may also focus to develop farm-based trades such as Dairy, Poultry, Apiary, Mushroom, botanical fertilizers etc., as the location is predominantly occupied with agricultural communities.

5.3 CONCLUSION

Sundarayya Skill Development centre has been providing a novel facility to engage rural communities to upgrade the skills of youth in Guntur and neighbouring districts of AP. The centre has equipped with qualified faculty to impart skill development courses designed by SSDC. This skill development centre existing in rural parts of Andhra Pradesh has been contributing for the empowerment of rural youth to acquire required skills for employment and entrepreneurship.

CASE STUDIES

Case Study on Journalism Course

Mrs. K. Hemalatha, a native of Vijayawada, graduated in B. Com (Computers) started her career as an account clerk in Income Tax Department and she had moved to Prajashakthi Newspaper and worked 3 years in the same field. Then she has undergone six months journalism course offered by Sundarayya Skill Development Centre in Vaddeswaram village, Tadepalli mandal of Guntur District, AP. She switched from content



writer to journalism to pursue her passion. Now she became one of the sub editors in Prajashkthi daily newspaper. She has experience writing about human interest stories, innovative technology, successful entrepreneurs, research blogs, and more.

In her opinion to become a journalist an individual need to have interest in the world, love different languages, have an alert mind, should be confident enough to approach people and question them, should be persistent but also be polite and also friendly.

She is married and has a daughter and she is earning a decent salary as a Sub editor. She thanked SSDC and APF for providing this opportunity.

Case Study on Tailoring Course

Ms. Komali native of Vijayawada and studied up to Intermediate (MPC) with a great difficulty. Since her family's financial condition is poor, she has to take up any activity in order to help to meet the financial needs of her family. After completing her Intermediate she has idled at home for about one year.

The Sundarayya Skill Development Centre (SSDC) has given publicity in the leading daily newspapers regarding the Skill development training programs.



By seeing the advertisement, Ms. P. Komali has approached the SSDC and the program coordinator has explained & motivated her for skill training so that she can set up micro service enterprise independently. Seeing her enthusiasm, the selection committee has selected her for training in Ladies tailoring course. Ms. Komali has joined the Ladies tailoring training conducted by the Sundarayya Skill Development Centre (SSDC) AT Vaddeswaram village of Thadepalli mandal, Guntur District, AP from 2021, Sep to 2022 Feb.

She is very grateful SSDC and APF for having given the opportunity to acquire necessary skills and make her to stand on her own and financially supporting her family by earning Rs. 4,000/- to Rs. 5,000/- per month.

She is confident of establishing her own boutique in near future and able to give employment to more women in her area.

ANNEXURES

Impact Assessment Study
Sundarayya Skill Development Centre
Praja Shakthi Sahithi Samstha

(Vaddeswaram Village, Tadepalli Mandal, Guntur District of Andhra Pradesh)

A project of Aurobindo Pharma Foundation under Corporate Social Responsibility

INTERVIEW SCHEDULE FOR SSSDC Staff

Respondent No:

Name of the Investigator:

Village: Vaddeswaram

Mandal: Tadepalli

District: Guntur

I. Socio Economic Information

1. Name of the respondent: _____ and S/o: _____
2. Designation: _____
3. Age(In completed years): _____
4. Skill Training centre : _____
5. Education Status: _____

II. Skill Training Centre

1. Description of skill training centre construction taken up by Aurobindo through Prajasakti Sahithi Samasta

Number of classrooms () Toilets () Renewal facilities () RO water ()
Fine Tune () Boarding Lodging facilities ()

Any others: _____
2. When was constructed _____
3. Any govt contribution for the construction Skill training centre construction? Cash
or Kind. if cash how much _____
4. What was the amount Received from Aurobindo/ APMAS _____

5. What are the skill training courses are being done/ are going to be done
6. Please mention the benefits of Skill training centre
7. What was the situation before construction of skill training centre
8. How many have been trained so far
9. How many are employed
10. How many are self employed
11. What is your opinion on the quality of construction of skill training centre
12. What are the additional requirements for the Skill training centre?

G. Opinion

1. How do you rate the service provided by Aurobindo foundation

Very good/ Good/Fare/Poor

2. What do you expect from Aurobindo foundation as an additional resources for your skill training centre

3. How do you rate about the organization services for your school/ college?.

Very good/ Good/Fare/Poor

H. Comments of the Investigator

Interview Schedule for Trainees

1. Name of the respondent:
2. Age(In completed years):

3. Skill Training centre :
4. Education Status:
5. Did you undergo any training at the centre?

If yes please tell us the following particulars

Type of training:

Duration:

Amenities:

1. How do you rate the quality of training centre?
Good/ fair/ poor
2. How do you rate the quality of training course?
3. What are the main subjects you learnt during training?
 - a.
 - b.
 - c.
 - d.
4. Did the programme help you in improving the knowledge and skill
Yes or No
5. What is your present status of employment
Employment/ self-employment
6. Is there any improvement in your income level after undergoing training
Yes / No, if yes, how much

7. Trainees, Trainers, Management staff and other stakeholders assessment about the project

Views / assessment indicators	Very good	Good	Average	Not up to the mark
Relevance				
Effectiveness				
Efficiency				
Uniqueness				
Sustainability				
Impact				

8. Opinion

How do you rate the benefits and services provided by Aurobindo Foundation

Very good/ Good/Fare/Poor

How do you rate about the management/ performance of SSDC?.

Very good/ Good/Fare/Poor

Participatory Rural Development Initiatives Society (PRDIS)

[A Brief]

Participatory Rural Development Initiatives Society (PRDIS) is a registered and reputed professional National Level Development Organization (NGO) established during the year 1999 operating from Hyderabad, Telangana, India.

Participation, Partnership and Empowerment are the guiding principles of PRDIS. It has been working on the areas of Sustainable Agriculture, Agri-business, rural development and Natural Resource Management. This organization has also been providing consultancy services to the Central Government various State Government, Agro Based Industries, International Development Agencies on Field activities, Monitoring, Evaluation, impact assessment studies, base line survey and capacity building activities concerning with Sustainable Agriculture, Agribusiness and Rural Development issues.

Dr. S. V. Reddy, the chief functionary of the organization has served in various capacities, ranging from Professor of Agricultural Extension in ANGR Agricultural University to special assignments as Advisor (Agricultural Extension) to the Government of Uganda and Consultant to the World Bank and FAO in Sub-Saharan Africa and India. He is assisted in this endeavor by 18 full time professional staff and senior consultants, 31 part time staff and consultants, 70 Field staff and 8 support staff, incurring an expenditure of more than Rs. 200 lakhs annually.

The staff and consultants have 10-40 years of experience on the concerns of Participatory Approach, Agribusiness, community mobilization, monitoring and evaluation, Impact Studies information and communication, Gender, Agriculture, Health, Education and Natural Resource Management including Irrigation and Water Shed Development and Farmer Field Schools (FFS).

In addition to Telangana, Andhra Pradesh, India, PRDIS has also been involved in implementation of projects in Chhattisgarh, Jharkhand Karnataka, Tamil Nadu and Pondicherry. It has also been invited as resource organization to implement Farmer Field Schools (FFS) in Orissa and Madhya Pradesh. PRDIS continues to offer Agribusiness consultancy to large scale irrigated rice programme undertaken by J.N. Agritech International Limited, Uganda, East Africa, Bio fuel project of Rusni Bio Fuels company, Neha International, Organic inputs of Prathista Industries Ltd., Hyderabad, India and to several Agripreneurs.

PRDIS since its inception has been focusing its attention on Sustainable Agricultural Development programmes majorly on Productivity enhancement Initiatives with eco-friendly technologies with supply chain management with regard to crops such as cotton, sugarcane, maize, paddy and ground nut operating in different states.

The organization has been implementing productivity enhancement programme in cotton, chillies, sugarcane, paddy, maize, millets, red gram and pulses with IPM and INM technologies using Farmer Field Schools (FFS) approach since 2002 with support from FAO, WHO, IDH Sustainable Trade, Solidaridad, Syngenta Foundation, BCI and State Governments. At present PRDIS is implementing in addition to productivity enhancement programmes, climate resilience programme with focuses on energy +water nexus with support from TATA – CINI Foundation and a project on FPRW supported by ILO.

PRDIS also has been engaged in capacity building programs of farmers and farm women, Agri clinics and Agribusiness centers program for unemployed agricultural graduates and Entrepreneurship Skill Development Programs of rural youth supported by NABARD and DDU-GKY, GoI. In addition, several workshops, seminars / conference were organized nationally and Internationally on Biotechnology Agripreneurship, Integrated Development of Model villages and sustainable development goals. The organization has successfully completed Integrated Watershed Management Programs in Telangana State.

Since inception the organization has been engaged in monitoring evaluation and conducting impact studies to different programs of GoI, State Governments, University, ICRISAT and Private Organizations including CSR activities of Foundations and Companies.

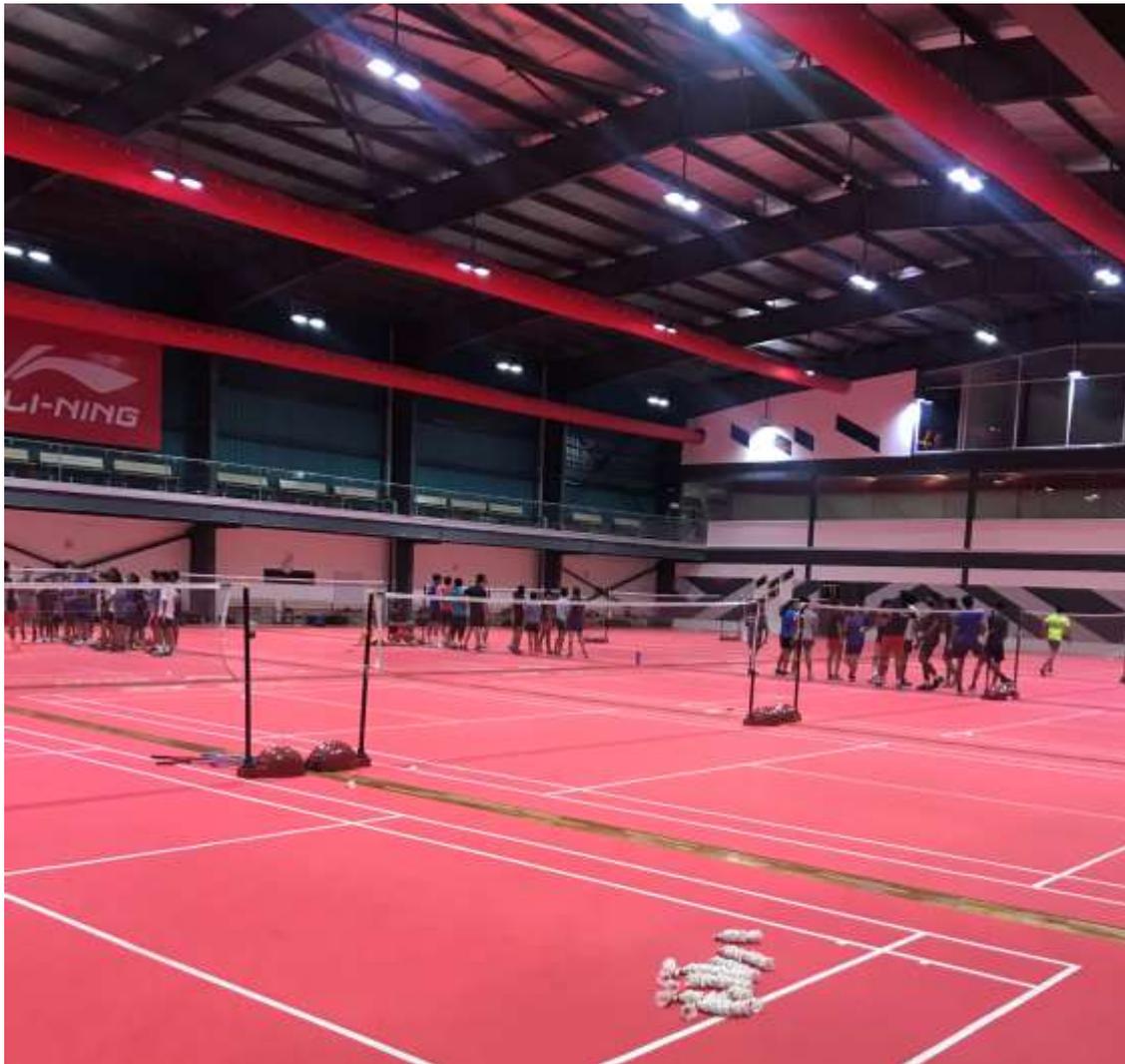
PRDIS is affiliated to Tata Institute of Social Sciences (TISS), Agriculture Skill Council of India, Textile Skill Council of India. It has MoU with State Agricultural Universities, National Institute of Agricultural Marketing (NIAM), Center for Innovations and Public Systems of ASCI and other organizations.

PRDIS is a National Level Monitor (NLM) for Ministry of Rural Development, GoI and it has distinction of having invitation and receiving memento from H.E. the President of India on 15th August, 2006 at Rashtrapathi Bhavan, New Delhi for outstanding work in Sustainable Agriculture for working with small scale farmers in Tribal areas. It has also received award for creating public awareness on biodiversity and environment with people participation from A.P. Biodiversity Board. Recently PRDIS received FICCI Award for Sustainable Agricultural Development and Enhancement of Farmers Income and Livelihoods.

(PHOTOGRAPHS OF SKILL DEVELOPMENT CENTER FACILITIES)



IMPACT ASSESMENT
of
JWALA GUTTA ACADEMY OF EXCELLENCE
FULL REPORT



By
Poverty Learning Foundation

Hyderabad

June 2022

@ Aurobindo Pharma Foundation, Hyderabad, 2022

Between April and June 2022, PLF has conducted the impact assessment of Jwala Gutta Academy of Excellence, Hyderabad, partially supported by the Aurobindo Pharma Foundation CSR under Schedule of VII Companies ACT. The assessment aims to understand the impact by interacting with trainees, trainers, and promoters Ms. Jwala Gutta and Sri. Kranthi. Banking on the OECD impact evaluation methodology, the PLF team has collected the information from the selected members and the analyzed outcomes, which are presented in this report.

Conceptualization

Prof. S. Vijay Kumar & Dr. K. Sundar, Ph.D.

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Overall guidance

Sri. SP Tucker, Former Chief Secretary, Govt of Andhra Pradesh, & Chairman PLF

Disclaimer

The designations employed and the presentation of the materials in this report do not imply the expression or any opinion whatever on the part of the PLF and APF. The findings are based on the data and information shared by the APF and Jwala Gutta Academy of Excellence.

Photographs

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Aurobindo Pharma Foundation

CSR team of APF

Promoters of Jwala Gutta Academy of Excellence

Any remaining errors and omissions are entirely the responsibility of the authors.

Poverty Learning Foundation

June 2022

Executive Summary

With a vision of producing world-class shuttlers, the World shuttle badminton champion and bronze medallist Ms. Gutta Jwala established the "Jwala Gutta Academy of Excellence" (GJAE) in 2020. It has thematic infrastructure facilities, including 14 indoor courts, an ultra-modern gym, a yoga center, and hostel facilities for trainees.

Its main aim is to develop a team of young talented badminton players who can compete nationally and internationally and train the next generation of aspirants.

At the formative stage, GJAE was looking for additional financial support to establish the ultra-modern gym, which is one of the essential requirements in the training academies. At that point, on the request from GJAE, Aurobindo Pharma Foundation came forward and supported establishing a gym in the academy by sanctioning one time grant of two crores. Supporting sportsmanship is one of the agendas for APF CSR.

Relevance: Soon after the relief from pandemic disruption, GJAE initiated its scheduled training activities, and at the time of impact assessment, there were seventy-one trainers of different ages and educational backgrounds from eleven states across India. There are five trainers, including a female gym trainer, in the academy. It has senior-level trainees (16-22 years of age), followed by mid-level (11 to 15 years of age). Academy is also maintaining gender balance while selecting the trainees. GJAE has designed its training course in line with its vision, gradually gaining popularity across India.

Coherence: Along with its main activity, the gym is critical in ensuring the trainees' fitness. Academy has brought ultra-modern, state-of-the-art equipment into the gym that meets the fitness trainer's physical exercise module. Combining gym, yoga, and meditation boost trainees' interests, encouraging them to access the gym regularly and do yoga and meditation to improve their concentration, psychological strength, and physical fitness.

Effectiveness: Professional expertise of the trainers and the presence of Ms. Gutta Jwala are the two critical parameters to justify the academy's effectiveness and influence over the trainees. Besides its infrastructure, its location and hostel facilities encourage the young to join. The equipment in the gym - weightlifting, cardio-machines, free weights, stretching areas, and power cages are the most accessed equipment by the trainees. These are, in fact giving physical strength to trainees.

Efficiency: Physical activities and fitness routines are the two central attractions in the academy. Most trainees are fully satisfied with the customized training modules (according to the trainees' age) and are confident of meeting badminton's national and internal standards. Age-specific appropriate exercise models are improving the efficiency of trainees of all ages.

Impact: Along with regular training, aspirations are increasing among the trainees, particularly senior-level trainees. Regular mentoring and monitoring by Ms. Jwala Gutta, individual-specific attention of trainers, including fitness trainers giving positive trends and their confidence level are improving. The well-established fact is that the gym's impact is visible as most trainees have explained the change in their fitness - flexibility and muscle strength and reduced the risk of sports injuries. Once the academy sends its selected trainees into national competitions, the actual impact can be viewed.

Sustainability: This factor is not examined in this assessment, as the activities are at the formative stage, and operations started at the flag end of 2021. As long as the promoters mobilize sufficient operational costs, sustainability is ensured. Once the trained players enter the national-level competitions, the academy will have more visibility and growth.

To conclude, financial support from APF is more appropriate, timely and justifiable, benefitting the young aspirants.

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Section ONE

Main Report

1

Introduction

Context:

As one of the philanthropic firms, Aurobindo Pharma Foundation (APF) is to help create positive and enduring change in society. It is working with the partners, including the government and clients, to address the societal challenges. In 2020, APF gave two crore financial support to the Jwala Gutta Academy of Excellence (JGAE) to improve its infrastructure and perform for better results. It is a one-time grant, and JGAE has invested the funds in establishing a suitable, ultra-modern gym with advanced equipment.

In this context, APF has handpicked Poverty Learning Foundation to assess the inputs and outcomes of the gym in the academy and the opinions of the trainees, trainers, and promoters. Accordingly, the PLF team initiated the work and completed the fieldwork, data analytics, and report in two and a half months (between April and June 2022).

Core Objectives:

Given the context, the core objectives of the impact assessment looks into:

1. The inputs, outputs, outcomes and impact,
2. Quantify the experiences and aspirations of trainees and trainers,
3. Synthesize the philosophy of the promoters, and
4. Arrive at bottom-line conclusions.

It is to be noted that, much focus has been on gym, which is established with the support of APF.

These above four core objectives examined through the OECD¹ evaluation criteria:



Finally, it provides the information that is credible and useful, enable the lessons learnt to feed into decision-making process of APF.

Research and analytical framework:

Given the nature of assessment and key objectives, a combination of “exploratory” and “conclusive²” research designs were considered to draw framework and data collection tools.

In principle, this assessment address three types of questions:

- ✚ Descriptive questions ask about what is taking place. They are concerned with stakeholder (trainees, trainers and promoters) views.
- ✚ Normative questions assess activities and whether or not the aims of APF investments are accomplished. It also apply to inputs, activities, and outputs.

¹ Organisation for Economic Co-operation and Development.

² Conclusive Research Design (CRD) applied to generate findings that are practically useful in reaching conclusions or decision - making. It provides a path-way to verify and quantify findings of exploratory research. In general, exploratory research design explores the topic with varying levels of depth and it forms the basis of more conclusive research.

While designing and validating the semi-structured questionnaires, checklists for Focus Group Discussions (FGD), and observations, the above two types of contextual questions were imbedded into the tools.

One-to-one interviews with trainees and trainers were conducted along with focus group discussions with the trainees. Checklist was used during the interviews with the promoters – Mrs. Jwala Gutta and Mr. Kranti Gutta.

Impact assessment team has interacted with twenty-three trainees across all professional levels and age categories. Besides, to understand the quality of the equipment in gym, 2 trainers and 1 gym trainer were interviewed and synthesized their professional views on the benefits of the gym in providing holistic coaching to the trainees.

Data analysis for primary qualitative data and documents followed the structure of the assessment matrix, using the analytical ‘nodes’ that identified during the assessment (a structured approach as well as an unstructured approach to analysis), to code the evidence collected.

Due to time constraints, and financial implications, assessment has confined to the representative sample from the total trainees in the academy³. Analysis in this report confined to the reflections from 23 trainees and 3 trainers, including two promoters (top management).

³ In this report “academy” refers to the Jwala Gutta Academy of Excellence.

Outcomes of the impact assessment

2.1 Academy:



Jwala Gutta Academy of Excellence was established by World champions bronze medallist, and one of India's best women's double shuttler, Gutta Jwala in the year 2020 with world-class infrastructure, that includes 14 indoor courts. It has seating capacity for 600 spectators, an international standard ultra-modern gym and yoga centre.

The academy's objective is to teach discipline and serve as a world-class prominent training hub for young shuttlers who hails from rural and urban backgrounds.

2.2 Relevance:

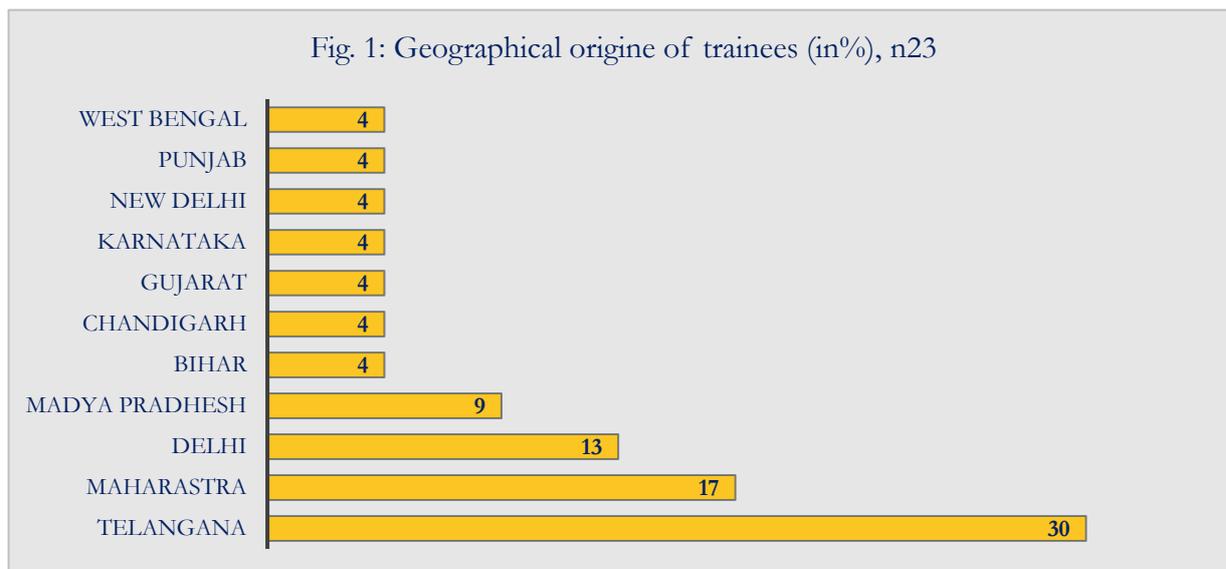
Is the intervention doing right things?

The JGAE's main objective is to create a team of badminton players who can compete at national and international competitions and train the next generation of aspirants. The training module, policy, and priorities were drafted per the objective.

Since its inception (in 2020), the academy has gradually attracted young aspiring youth to take intensive coaching from professional trainers. As per the academy director, though the academy has been inaugurated in 2020, the academy has suffered from pandemic disruption. From December 2021, the academy scheduled its activities with a considerable number of trainees.

Seventy-one trainees⁴ have different age groups and geographical and cultural backgrounds. Assessment has interacted with 23 trainees (32%) who were registered for long-term coaching. The location advantages are visible as 30% of the trainees are from the state of Telangana. About 17% are from Maharashtra, 13% from Delhi, and 9% from Madhya Pradesh (See Fig 1).

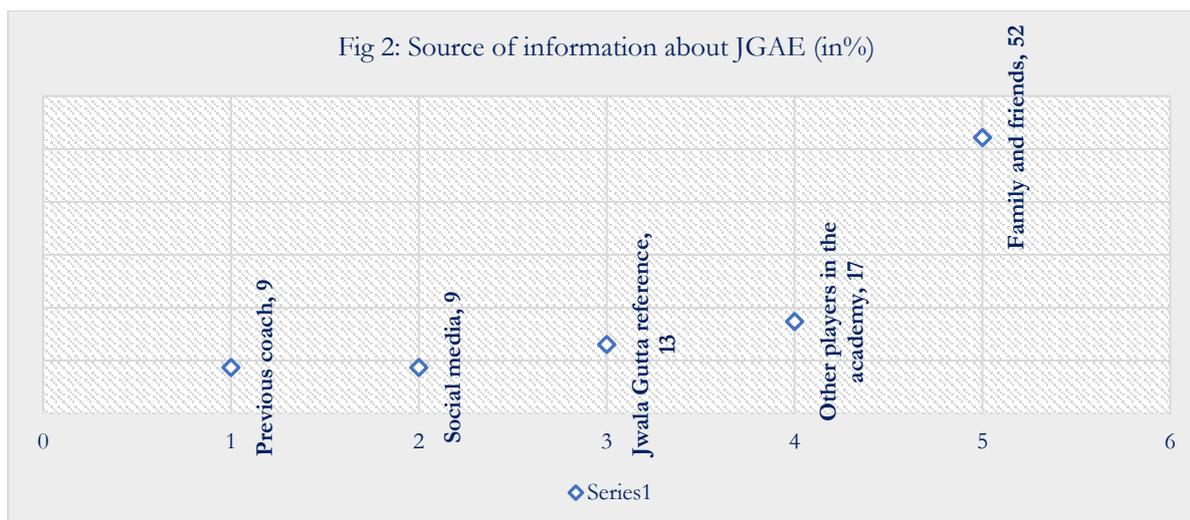
⁴ During May 2022 – at the time of assessment by PLF. It includes 66 registered children, and quite a few children joined for summer camp.



The academy is attracting young aspirants. Of 23 trainees, 52% are in the senior age category (16-22 years of age), and the rest 48% are in the junior age category (11-15 years of age). About 43% are girls, and 57% are boys. The majority of the trainees (70%) are in secondary and higher secondary standards, and about 30% are doing their graduation and post-graduation.

Together young aspirants are from eleven states across India. Getting young children within a short span indicates that the quality of training is getting popular and soon it may attracts many young aspirants from different states.

Most of the trainees (52%) came to know through family and friends about the academy. Reference from other players (17%), and coaches/trainers who worked earlier in the academy are the other major source of information to the trainees. Social media (9%) played moderate role in sharing the information. Founder Jwala Gutta here self is the influential person attracted many young trainees to the academy (See 2).



2.3 Coherence:

How well does the intervention fits?

The compatibility of the training in the JGAE with other similar trainings elsewhere in the country, seems to be matching.

Present assessment has found that 83% of the trainees were trained elsewhere before joining into JGAE. To improve their fitness, and skills they opted long term training in JGAE. Rest of the 17% are new comers who wish to begin their professional training in the academy. Having more number of trainees who have prior training indicates that the academy has gained its professional strengths across other similar institutions.

Having well equipped gym is the critical part for any sports academy. As mentioned elsewhere, with the financial support of APF, well equipped gym has been established in the academy. This assessment tried to know the opinions of trainees on the facilities/equipment available the gym and found (see Fig. 3) that majority of the trainees (87%) said that it is user-friendly with sufficient lighting (83%), comfortable flooring (65%) and positioning the equipment's (65%).

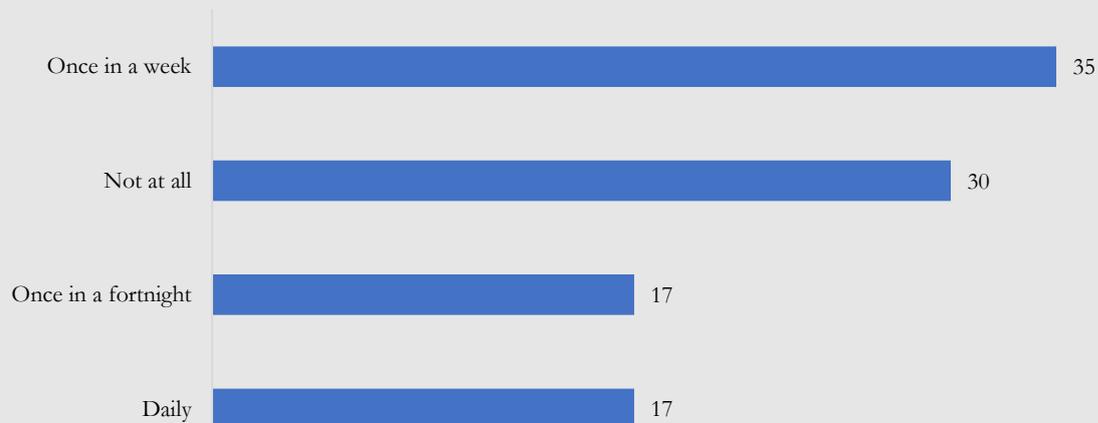
Fig. 3: Trainees opinion about gym (in%)



Along with the gym, the academy is encouraging the trainees to do “yoga” and “meditation” every day to maintain concentration and balance their psychology and temperament during. Though 69% of the trainees are practising yoga and meditation, about 30% are not at all taking this approach to keep them fit, mentally (see Fig 4).

In addition to fitness training at the gym, 70 % of the trainees also said that they were regularly practising yoga and meditation. 35 % of the respondents said that they practised yoga and meditation at least once a week. All of those who indicated practising yoga said that it is physiologically and mentally useful to them.

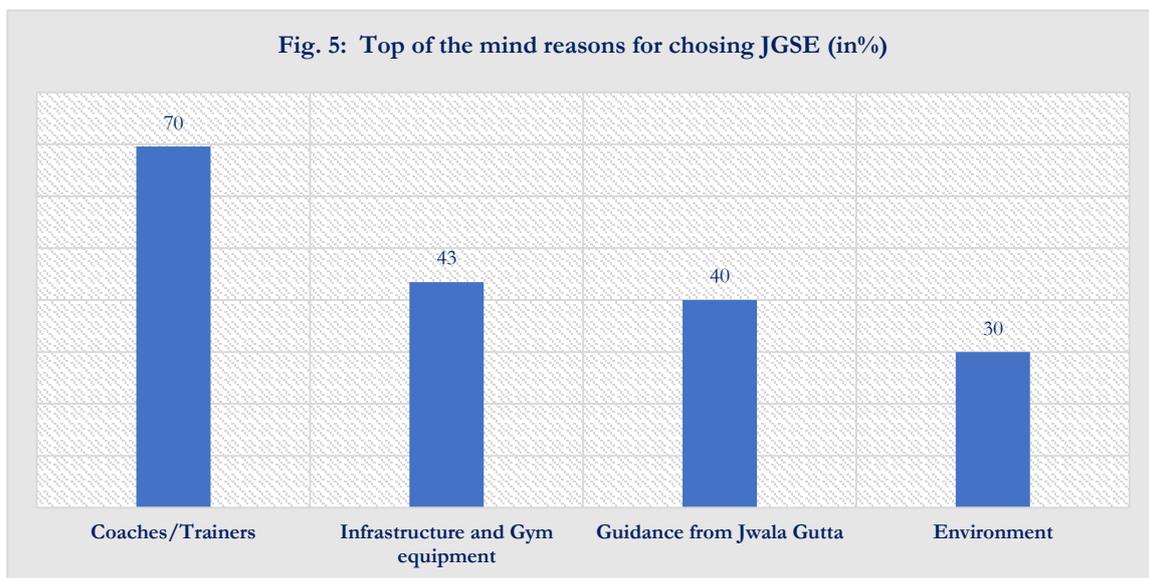
Fig. 4: Trainees practising yoga and meditation (In %)



2.4 Effectiveness: *Is the intervention achieving its objectives?*

Effectiveness of the academy reflects on the extent to which the intervention is expected to achieve, its objectives, and its results.

The top-of-the-mind reasons⁵, among trainees, for choosing JGAE highlights that most of the trainees (70%) preferred it because of the professional expertise of the trainers and the presence of Jwala Gutta. Following it, infrastructure, including the world-class gym (43%) is the second top criterion for choosing the academy (See Fig 5).



One of the observations made by the team is that founder Jwala Gutta is spending most of her time mentoring and monitoring the trainees and trainers. It attracted 40% of the trainees coming to the academy. JGAE is located in air and sound-pollution-free environment. About 30% said that the locational advantage is also one of the reasons behind seeking admission into the academy. Having professional trainers, and the presence of Jwala Gutta makes the difference in bringing more positive effect to the academy.

Similarly this assessment tried to find out which is the most used equipment in the gym (See Fig 6).

⁵ Multiple reasons expressed by 23 informants during assessment.

Fig. 6 : Trainees using different equipment in the gym (in %)



Using equipment in the gym depends on the advice of the fitness trainer and it goes by the age of the trainee. It is evident that except power cages and stretching areas, more than 95% of the trainees are using free weights, cardio machine and weightlifting. One of the trainer said that whatever equipment available in the gym is beneficial to the trainee to improve his/her muscle and bone strength. Depending on the age, gender, present body flexibility and physical strength, trainers are allowing the trainees to use different equipment, for instant – training bench, dumbbells, treadmill, stationary bicycle, barbell set, rowing machine, low-impact treadmill and ellipticals.

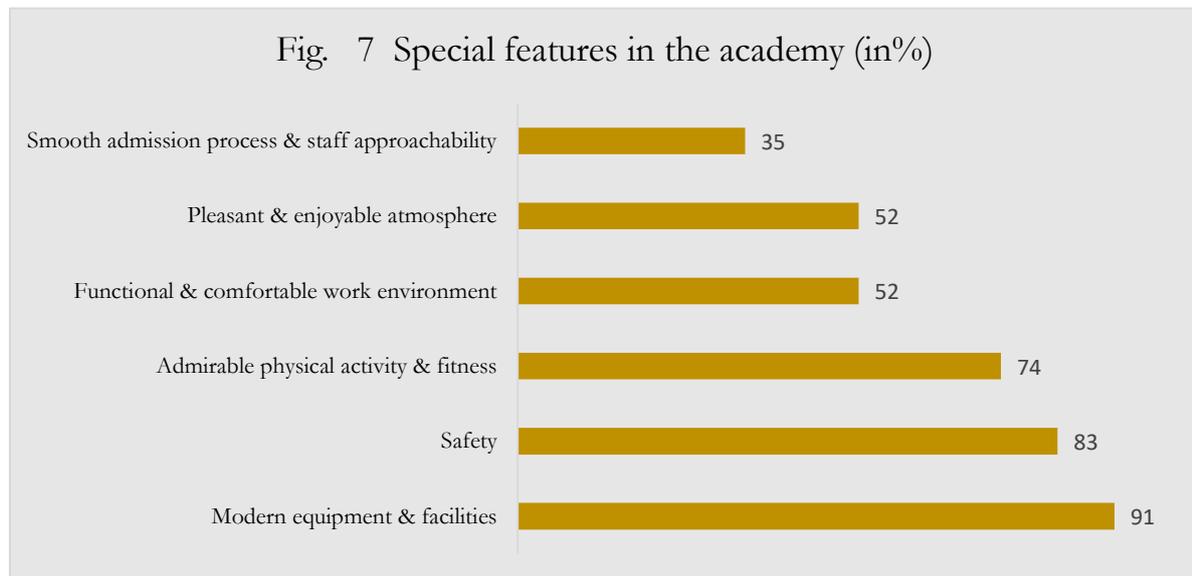
Confirming the advantages with the gym, one of the lady fitness trainers said that - training at gym has immensely helped the trainees in building endurance and strength for their game. She said, while the gym facilities are ultra-modern and play a significant role in the training of the players, some additional equipment such as more ladders, rods and Swiss balls are currently necessary in the gym.

2.5 Efficiency:

How well are resources being used?

As of now, JGAE delivers results in an economical and timely way by having professional trainers are those who have established their professional expertise at the national level, using the space and time more efficiently and ensuring high input standards in training.

The academy offers various features that encourage students to stay active and motivated throughout their stay. It is a well-established fact that when the majority (91%) of the trainees are satisfied with the academy's modern equipment and facilities.



The academy offers various features that encourage students to stay active and motivated throughout their stay. It is a well-established fact that when the majority (91%) of the trainees are satisfied with the academy's modern equipment and facilities. Besides, most of the trainees (74%) are comfortable with the physical activity and fitness routine. Similarly, a safe environment, including the hostel's location, is considered by most trainees (83%). Quite a few (35%) are satisfied with the admission/entry process followed by the academy's administration. Half of the trainees (52%) believe that the academy has a delightful atmosphere (See Fig 7).

Though the fee structure is slightly higher (average fee INR 24,870/-), given the infrastructure standards, trainers, gym and meditation hall, and the hostel facilities, it is justifiable. Of the total trainees interviewed, about 91% did not receive any sponsorships (generally, sponsorships will come once they prove their talent at State/Centre level). It is to be noted that about 9% of the trainees are getting either sponsorship or concessions.

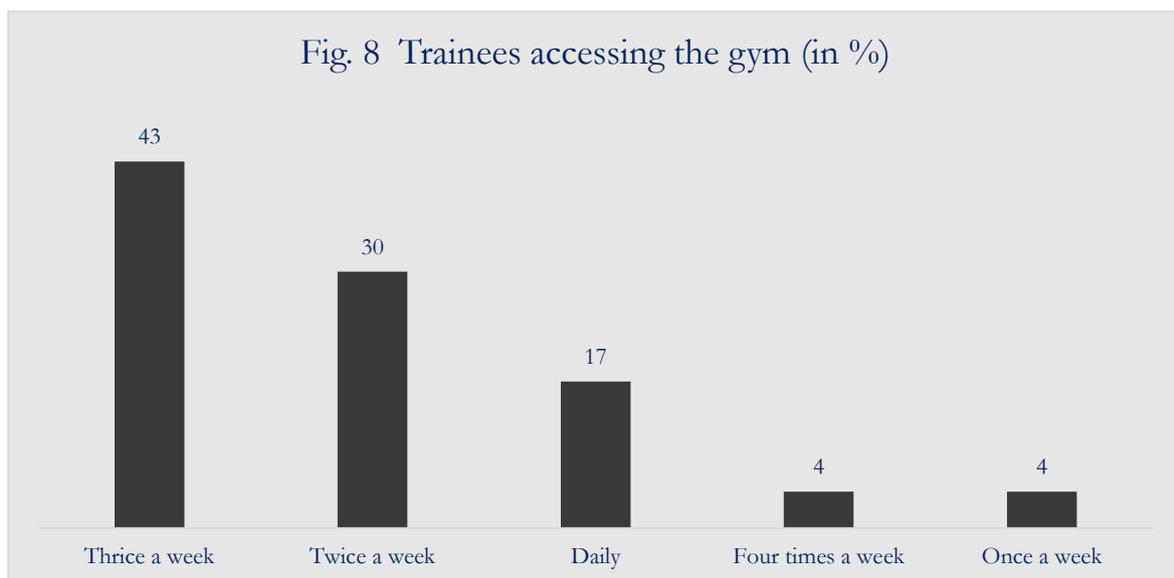
The assessment team interacted with three trainers. According to them, the academy is utilizing its physical resources, including the gym, badminton courts, meditation hall, and open ground adjoining the academy's main building are being sufficiently utilized for training purposes.

The customized training modules and time schedules are well planned to utilize the trainers fully. Each trainer spends 5 to 6 hours with the group of trainees. Besides improving the skills and

providing tips to trainers, their main focus is ensuring body and mind fitness, concentration, and quick adjustments to the surrounding environment, which are critical for players.

Jwala Gutta Academy of Excellence appointed qualified fitness trainers to ensure efficient training and strength building of the trainees. Two full-time and one part-time trainers take training sessions for trainees depending on their level of preparation. While students have expressed that the training sessions are immensely important to building their game techniques, they also said that they interact with the trainers on a daily basis to discuss individual concerns and queries.

Trainees to keep fit must spend considerable time in the gym doing different exercises under the supervision of a professional fitness trainer. JGAE has professional fitness trainers who coach the trainees using different equipment in the gym and play bat mention with the trainees. It is mandatory that all trainees, irrespective of their age, must do gym exercises.



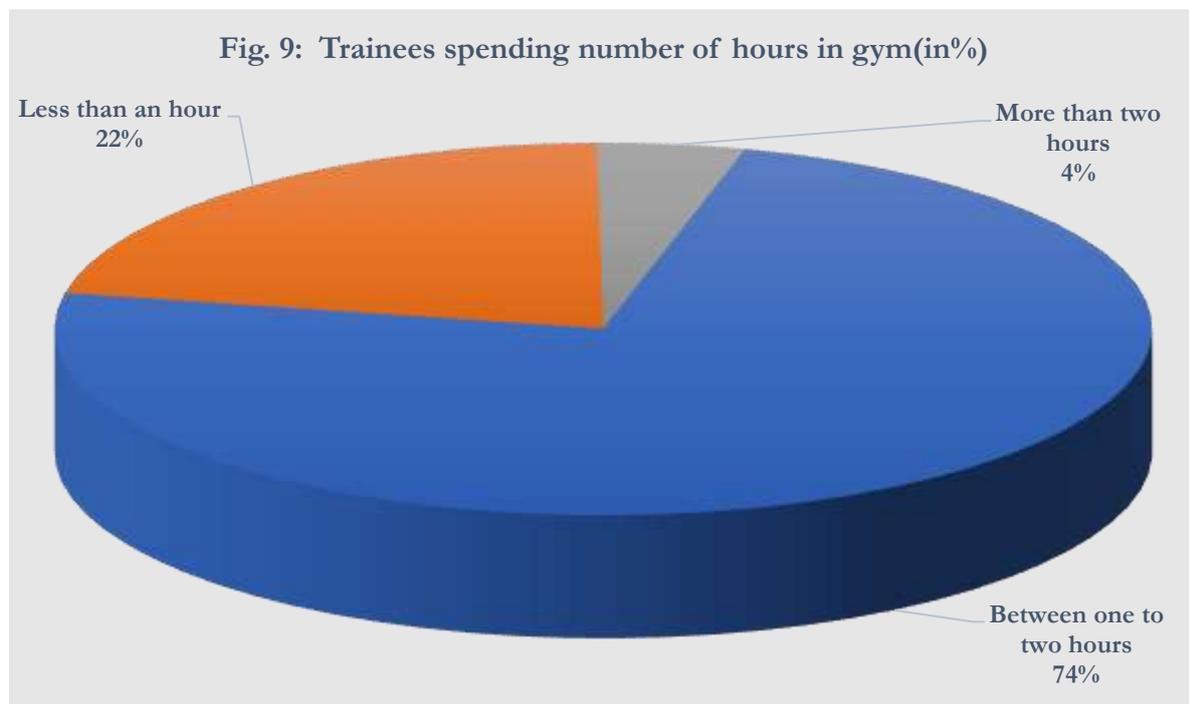
According to the promoter of the JGAE, it is mandatory for all the trainees to take fitness training in the gym under the mentorship of fitness trainer. It is to be noted that not all trainees are accessing the gym every day. It depends on the individual need and fitness trainer's recommendation. It appears that most of the trainees, that is 43% of are accessing the gym thrice a week, 30% twice a week, 4% four times in a week and 4% once in a week. In this category, all are young children. About 17% are accessing the gym every day and all are at senior category (See Fig 8).

Coach Yusuf Jauhari says –

"Gym training is starting to become very important to the players' performance. A few years ago, in badminton, we relied on running and other forms of fitness to build strength, speed, and game player techniques.

Gym training not only immensely helps build the strength required for badminton, but also helps improve the confidence and agility of the player, I believe two days of gym training for the players is more than sufficient to improve their game".

Along with the number of days trainees are accessing, number of hours doing different exercises in the gym matters. Most of the trainees (74%) are using gym for about 2 hours (on an average). According to the fitness trainer, this much time is enough for badminton player to keep himself/herself fit and flexible. About 4% of the trainees are using it more than two hours. Most of the juniors are using it less than an hour (See Fig 9).



The satisfaction levels of the trainees were assessed by considering the quality of equipment, lighting, space, floor and fitness trainer.

Excellent Ventilation: says 57 % of the trainees.

Excellent internal lighting: says highest majority, that is 78%

Excellent Equipment's and their conditions: says 52%

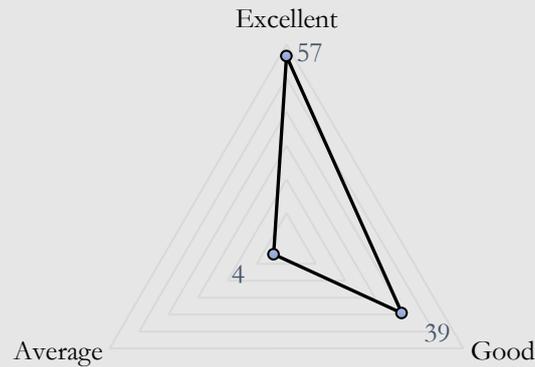
Excellent cleanness: says 57%

It is evident that there are quite a few trainees (average 6% of the trainees) who are not much satisfied with these critical parameters in the gym (See Fig 10).



The respondents seemed to be extremely satisfied with the internal lighting of the gym. 78 % of them rated the same as excellent. In terms of ventilation in the gym, 57 % of the respondents indicated that it was excellent and 9 % of them said that it gets congested when a large group of people access the facilities together.

Fig. 11: Trainees overall rating the quality of the gym (in %).



The synthesis of overall satisfaction levels of the trainees indicates that most of the trainees are satisfied with the equipment in the gym and with the fitness trainers. The trainers give the rating – 56% rated it “excellent”, 39% rated it “good,” and 4% rated it “average” (Fig. 11). Those in the last category are not fully satisfied with the space and placement of the equipment. The overall satisfaction with the gym also seems to vary across levels of preparation and age of the trainees. Trainees at the professional level are more satisfied with the gym, compared to the others. Similar is the case with beginners.

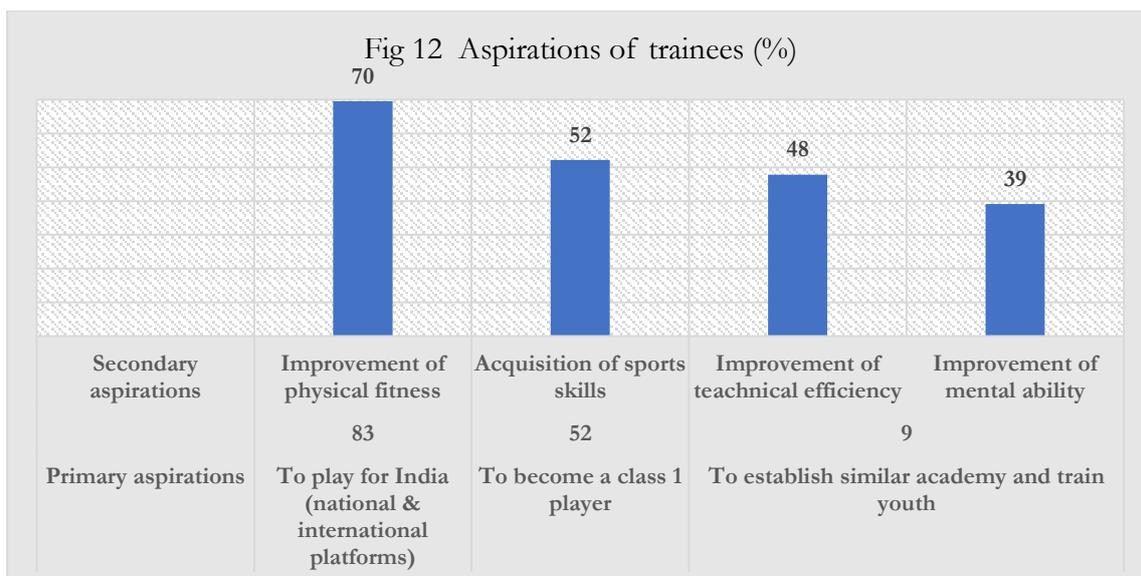
2.6 Impact:

What difference does the intervention make?

The support by APF has generated significant impact by attracting many young aspirants across the states and rising higher levels of aspirations among the trainees.

For any intervention, impact can be attributed at two levels – (1) mid-level, and (2) end-level. Since the academy started its full operations during December 2021, it will take to assess the end impact only after the release of first batch trainees into national and global level competitions. As of now, this assessment examined the mid-level impact by assessing the critical parameters such as – aspirations of trainees, how best gym is supporting the trainees in improving their physical strengths, and to what extent trainees are mentored and monitored by the trainers, including Jwala Gutta.

High aspirations are discussed in sports and games for success. It relates to wanting to perform better and getting to a better standard. Furthermore, both can be very important for coaching badminton players. It is directly linked to the effectiveness of the training.



Present assessment tried to explore the primary and secondary aspirations of trainees (See Fig12).

Primary aspirations⁶:

Most trainees (83%) said they aspire to play for India on national and international platforms. Similarly, 52% aspire to become class one players at the state and India levels. Quite a few (9%) aspire to improve their professional skills and establish a similar academy to train more numbers of young.

Secondary aspirations⁷:

Particularly for young trainees, along with skills, maintaining fitness is a more critical part of their destination pathway. This assessment found that a more significant majority (70%) aspire to improve their physical fitness through regular exercises in the gym, meditation to ensure concentration, and yoga. About 52% said that their secondary aspiration is to improve their skills. Improvement of technical efficiency (48%) and mental ability (39%) are the tertiary and quaternary aspirations expressed by the trainees.

All those trainees interviewed expressed that the conditions (coaching schedules, modules, gym and yoga) in the academy are aligning with their aspirations, boosting their confidence and driving them towards their expected goals – it can be considered as one of the parameter to judge mid-term impact of the academy.

⁶ Primary aspirations are those aspirations in the top of the mind of the trainees. During the training their focus will be on improving professional skills to reach their target/goal.

⁷ Secondary aspirations are those supplements primary aspirations of the trainees. These are the bottom-line strengths for trainees.

Trainers highlighted that the most critical advantages for trainers with well-established gym are – 1) regular exercises in gym minimize risk of sport injuries, 2) increase bone and muscle strength, 3) faster neuro-muscular activation, and keep the player fit. It can be considered as one of the outcomes and impact of the gym.

What does it mean to trainees? – is important to justify the impact. To quote the reflections from trainees –

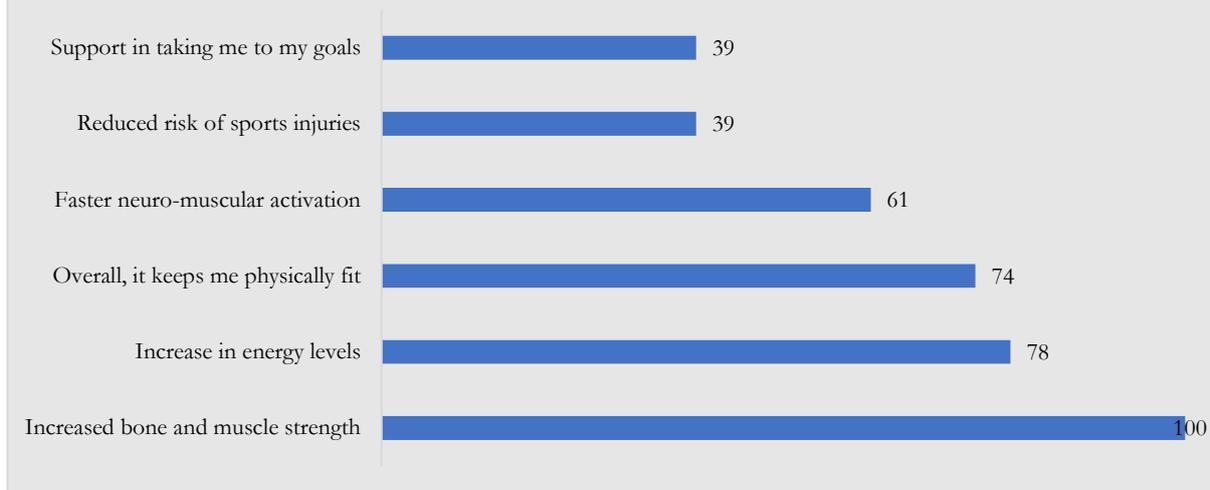
"The JGAE is a stunning facility with neat, clean, and comfortable architectural features. The courts are well built with quality equipment and an amazing viewing gallery. We love meeting peers from different states here and improving our badminton skills together. The promoters, trainers, and managers are friendly and very accommodating".

"I get excellent coaching at the academy, and it is so much fun to play with other senior and junior players".

Such opinions/perceptions will go round the peer groups elsewhere and it helps in attracting many young in near future.

Nearly half of the respondents have indicated that they approach the gym trainers to seek suggestions regarding sports injuries and pain. They also expressed that the trainers constantly provide them with advice on improving strength, speed, and endurance during the game. They provide suggestions regarding diet and motivate the students to improve their performance and game techniques.

Fig. 13: Gym advantages as perceived by the trainees (in %)



All those trainees interviewed said that using gym on regular basis has increased their bone and muscle strength. 78% said their energy levels have gone up, and 74% said that they were able keep fitness. About 61% said that their neuro-muscular activity has improved. There are quite a few who said that doing gym regularly reduces the risk of sports injuries – for instance muscle sprain, rotator cuff injuries, and knee injuries. (See Fig13).

Having female gym trainer is an added advantage in the academy, specifically for girl trainees who are more comfortable with female trainer.

As said by a coach at the academy:

“Training in the gym comes with several benefits to the students and their game. I have noticed that over time students not only become physically stronger but also mentally stronger in the game. They gain strength, confidence, endurance and start to trust their capacities”.

All of the respondents indicated that their bone and muscle strength has increased after training in the gym. 78 % of them indicated an increase in energy levels, and 61 % of them said that they developed faster neuro-muscular activation. 39 % of the respondents said that their risk of getting injured in the game has reduced as a result of fitness training in the gym.

2.7 Sustainability: *Will the benefits last?*

At this point, the sustainability of the JGAE may not arise and not be relevant to examine, as the facility started its operations in December 2021. Besides, month by month, the number of trainees is gradually increasing, and among all other advantage factors, it is promoted by Jwala Gutta, who has already established her professional name across the countries and is also a member of the national level sports councils.

2.8 Conclusions:

Overall the academy is progressing in line with its core mission and vision. The promoters are investing much of their time and financial resources to bring more visibility to the academy, and it is evident that it is gradually attracting more young aspirants across several states.

The promoter, Gutta Jwala, is the center of attraction for most trainees who join the academy for long-term training.

The facilities, including a world-class gym, design, architecture, and hostel facilities, are the critical parameter attracting the majority of the young aspirants.

With the support of the Aurobindo Pharma Foundation, the academy has brought appropriate, world-class gym equipment and appointed a fitness trainer, including a female trainer who has good experience in training the young trainees to improve their physical fitness. Irrespective of their age and level of training, trainees are using the gym and are satisfied with its equipment.

The financial support from APF is more appropriate, timely, and justifiable, benefitting the young aspirants to maintain physical fitness, which is critical for shuttle badminton players.



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Section 2

Case Story

**The Social Face of Shuttle Sport-
Firing the Zeal and Inspiring the Posterity:
*Jwala Gutta Academy of Badminton***



The Battle of Waterloo was won on the playing fields of Eton, thus goes the adage. The mighty Napoleon Bonaparte met his end on the Waterloo war fields at the hands of the young chaps rigorously trained on the playing fields of Eton school in Britain. Among others, the oft-quoted maxim denotes ideal training components and sporting spirit of the young. An ideal combination of these two qualities makes the young girls and boys strong enough to face challenges, determined enough to work for the set-goals and prepared enough to give their best in trying to reach the goal. In other words, it is also a kind of academic spirit with which the young learners present themselves before the competing world. Jwala Gutta precisely belongs to this category of sporting personalities who sees sporting as an academic activity.



Jwala Gutta stands apart from other sporting legends of modern-day shuttle-sport in India when she shares her mind: *the domain of sports teaches a way of life. Training for sports is not about winning only, but it is about inculcating a fighting spirit sans flak, fear and febleness. That's why my Academy is equally academic while being a world-class studio for badminton training.* She sounds philosophic as well as pragmatic in declaring her mind about her passion, goals and approach. For her, it is a kind of holistic approach to badminton sport where trainers are coached and

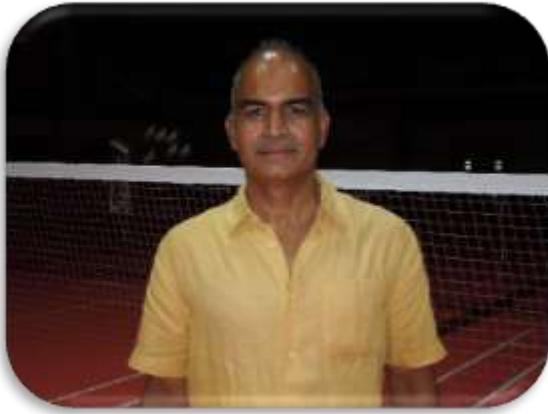


coaches are made. She has plans to conduct a six-month diploma course for coaches from her Academy.

Running the Academy is not pure business for her and her family. She has cut out a role for her in the Academy as a mentor more than a coach and, she would like to be an essential link between players, coaches and parents. For her ***the real beauty of the badminton game is strength, stamina and technique.*** Whether she plays aggressively or talks passionately, her performing stage is badminton court. Jwala Gutta, it is common knowledge, is a sensation that ushered the golden period of badminton in India after winning medals at the Commonwealth Games, Thomas & Uber Cup, BWF Championships etc. during late 1990s and early 2000. At the peak of her career, Jwala Gutta, a doubles player, was ranked 6th worldwide.

Aurobindo Pharma Foundation (APF) is in the habit of providing support to many rural sportspersons and training institutes every year. The primary guiding principle is to ***facilitate training of young kids and enable them to participate in national and international tournaments for sporting events such as badminton, tennis, table tennis, powerlifting and gymnastics.*** As part of the Foundation's CSR mandate, the APF provided funds for establishment of *Jwala Gutta Badminton Academy of Excellence* at Moinabad, Hyderabad, Telangana state. The funding went into the make-up of establishing fourteen badminton courts of international standards along with facilities such as gymnasium, weight training etc. It is expected to benefit 1200 sportspersons over a period of time.





According to Kranti Gutta, the man behind the maintenance of the Academy, *lion's share of funding from the Foundation was utilised in the establishment of a modern gymnasium with world-class facilities.* Importance of the Academy is more pronounced now. Testifying his statement Jwala Gutta says, *Indians have started taking badminton seriously. Our academy will help in scouting young talent, nurturing and training them.* Her promising attitude and hope are ideally manifest in the pan-Indian nature

of trainees in the Academy today. As in the month of May 2022, there are around 95 children (mostly under 18) under training. Around 70% of them hail from North Indian states (Punjab, Haryana, Gujarat, Delhi, Madhya Pradesh, Maharashtra) and the rest are drawn from South Indian states (Telangana, Andhra Pradesh, Karnataka, Tamil Nadu etc.).



The Academy also has a seating capacity for 600 spectators, international standard gym and a yoga centre to serve as a one-stop destination for the young and aspiring athletes. The coaching panel is headed by her mentor and Dronacharya Award-Winner, S.M. Arif.

II

Fitness and control over play/volleys are two crucial elements in the badminton game. Every sporting activity is subject to certain ground-level variables that have a direct bearing on the players' performance. In shuttle badminton the variable of *drift* influences the progress of the play. It is admitted by sport research scholars that racket sports 'require higher-order cognitive processes to



execute complex actions to achieve successful performance' on the court. 'Action inhibition' or 'inhibitory control' (over the drift factor and shuttle) denotes the ability of a player and is 'crucial to achieving higher levels of sports performance'. Drift is the action of air currents on the shuttle. In badminton, the shuttle is such a light object that its flight can be changed by an air current. According to most sport-coaches, ability to master the drift factor

holds key to success and fame. No player can hope to ignore this element if she or he desires to excel. Commenting on this, Jwala Gutta feels that the physical fitness of a player can easily overcome the drift factor.

She adds further, *the disabling factors like drift can ideally be controlled by individual sportsperson. It is more subjective than one thinks. It depends on the rigorous fitness drills undertaken by the person. The role of fully equipped gym is a catalyst in the process. Aurobindo Pharma Foundation's contribution to the Academy in the establishment of an ultra-modern gym is a game-changing intervention.* The fitness trainer (S. Sujatha) and badminton coach (Sathiya Moorthy) are of the considered opinion that *the gymnasium in the Academy is second to none in India today.*

According to them there are three USP features of the Jwala Gutta Academy:

- Facilities in the Academy are the best in India at present (*especially gymnasium and cardio gym*)
- Training and coaching equipment is of world-class nature
- Badminton courts are the best in the country (fourteen courts, the highest number in India)

Both the fitness trainer and badminton coach refer to the no-injury training sessions in the last one year. According to them it tells on the most precarious and protective care employed by the Academy and its trainers in training the young adults. For them, world-class gym is as important as injury-less exercises and training drills by trainee students. The spacious gym in the Academy provides enough activity-space for students while being trained. It is mandatory for every student in the Academy to attend fitness sessions three times a week (each session is of 1.5 – 2.5 hours duration).



Fitness trainer, S. Sujatha takes special reference to Jwala Gutta in the present context. She informs that Jwala Gutta *is aggressive on court, assertive in life and supportive in sport.* These three attributes of the legendary doubles-shuttler are certainly responsible for the student-friendly training sessions on the court and in the gymnasium.



Profile of the students under training is diversified. Most of them (more than 70%) took admission in the Academy out of their own choice. Interestingly many parents are influenced by the success of successive badminton players in the contemporary period. These parents (around 30%) send their children to the Academy with hopes pinned on success of their wards on the courts. There

is one common feature. All of them,



students and parents, have consciously chosen Jwala Gutta Academy after a through enquiry. Added, some of the students had brief stints in other such badminton academies of Hyderabad before finally joining the Jwala's Academy. In a free-flowing conversation some of the girls (Sonali Mirkhelkar, Vedika Siddheshwar and Vanshika Chhipa) and a few boys (Chirag Seth, Kabir Varma and Dhruv Chandani) who are currently under training at the Academy shared

their experiences.

They have a unanimous declaration that *Jwala Gutta Academy has excellent facilities for training. World-class infrastructure, technical perfection, international coaches, stringent discipline and personal attention have attracted us here.* Avoiding the names, they found fault with other famous academies in Delhi and Hyderabad saying that *there is a yawning gap between what they advertise outside and what they practise inside.* For some of these delicate reasons, a few girl students shifted from those centres to Jwala Gutta Academy. Confession from the students refer to what Jwala Gutta profiles about her academy: *sync between precept and practice.*

Another attractive feature of the academy is its location in pollution-free atmosphere. Ambience of the Academy is such that it was actively run even during the peak covid-19 period. It was permitted to run the sessions since stringent protocols guiding the covid-19 pandemic were observed and there was prevalence of virus-free conditions on the campus. The trainers, students and coaches were all free from virus contamination during the entire period. It is a testimony for Academy's utmost care and concern. While most other gyms in the city were shut down during active covid-19 period, Jwala Gutta Academy's gymnasium was bubbling with activity and training sessions.

III

In a long-timed dialogue and conversation Jwala Gutta details on her thoughts and future course of action. She does not want to delink court-based sports coaching from room-based academic training. Her Academy has a tie-up with the reputed educational institution of the twin cities (Hyderabad and Secunderabad), Sujatha High School. Students under long term badminton coaching are necessarily admitted in the high school and stay-put in the school's hostel. This is a non-negotiable element in the transaction. Of course, this does not apply to crash courses or short-term (holiday) training sessions.

In the present day of technological developments, young students in their formative adolescence are diverted by deviating-gadgets such as tabs, phones and unnecessary browsing or Googling. It is only sports that could beneficially divert the youngsters from devastating influences, which Jwala Gutta loves to describe, *seeding from the chips* (reference to chip-based technology and gadgets).

She prescribes a quick remedy for parents, students and teachers: *let the gadgets be replaced by rackets. If this is accomplished, every single youngster will become a champion either on the badminton court or in the theatre of life. Both ways are beneficial for all the stakeholders- parents, students and society.* That's the precise reason why she bats for *inclusive sports* (academics and sport-training going hand-in-hand) than *exclusive sports* (delinking classrooms from badminton courts). Future programmes of the Academy are being chalked out keeping these considerations at the back of her mind.



One innovative plan in this regard is the loud thinking about organising training sessions for students under different and differing atmospheric conditions of the country such as dry, humid, cold, sultry and mountain climatic conditions.

The proposed innovative plan endeavours to shift and train students of the Academy under these conditions so that they are easily accustomed to diversified playing conditions and can cope with different badminton courts. ***If sponsored, this innovative proposal, declares Jwala Gutta, will give the country a few Olympic champions in the next decade to come. I would like to call them future warriors of shuttle sport.*** Her confidence flows from her conviction, and her conviction is based on command over the racket sport. Confessions of the student-trainees in the Academy attest her views.

There is an innate social angle in the Academy's approach to badminton sport. It is all about free coaching offered to talented youngsters hailing from economically poor background. They have already put into practice two measures: *first*, accommodating talented students from the Telugu-speaking states whenever they get references or whenever they come across them in media. They have thus identified and admitted a few students in the recent past.

Jwala Gutta goes highly sensitive and passionate when she informs that ***magnanimous bodies such as Aurobindo Pharma Foundation have, out of social concern and considerations, come forward to strengthen our resolve to establish and run a world-class badminton training academy. The Foundation's contribution has a lesson and cue for us. It is about our role in giving back to society on our part.*** Jwala Gutta, in declaring so, seems to have perfectly imbibed the spirit of donations to her Academy by CSR wings of companies like APF. *Secondly*, the Academy conducts tournaments for young children (mostly under 10) and identifies spark in talented persons. Some of the selected children, if found hailing from poor economic background, are accommodated freely in the Academy including food, hostel, academics and sport coaching. In a moving declaration, her father, Kranthi Gutta refers to their current effort as ***socially-anointed approach to sporting activity in contemporary India.***

On her part, Jwala Gutta forwards a sensible and self-appreciative social gesture: *when I was trained before 1991 in SAP, Sports Authority of Andhra Pradesh, the coaching was economical and cheap. After liberalisation of country's economy, sporting activity became a commercial commodity for sale. Having benefitted from contributions (taxes paid to public exchequer) of my fellow-citizens of the country, I should pay back the due. And it is about contributing to society through free coaching extended to poor kids. I try to accomplish this task to the best of my ability. I am on the way.*

These spirited words mouthed by her are reflective of a spirited player who is *aggressive on court and supportive in sport*. She feels highly obliged that Aurobindo Pharma Foundation is one of the very, very few humanitarian bodies that have really appreciated her approach and supported her goal. As a conclusive remark Jwala Gutta feels satisfied that *the gymnasium funded by APF is not merely a non-reactive physical equipment. For me it symbolises a responsive and supportive training tool guiding young kids and talented poor students*. In a symbolic sense, the gymnasium represents the personification of socially responsive approach of the Academy to the shuttle sport.



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