

**IMPACT ASSESSMENT OF UP-GRADATION OF
GOVERNMENT SCHOOLS (1280 NOS.) & DISTRICT
LIBRARY IN SHRAVASTI DISTRICT, U.P**

Sponsored by



POWER FINANCE CORPORATION LIMITED

Conducted by:

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Executive Summary

The Power Finance Corporation Limited (PFC) had sanctioned financial assistance of up to Rs.8.38 crore to the District Administration, Shravasti for upgrading 1280 nos. Government Schools and the District Library, Shravasti under its CSR initiative. Basic Education Department, Shravasti implemented the up-gradation in 1280 nos. of government schools and district library in various villages of Shravasti district.

A research has been undertaken to study the impact of these up-gradation in general and specifically on the life of stakeholders.

The survey was conducted in the Shravasti district, covering its five blocks: Hariharpur, Sirsiya, Jamunaha, Ikauna, Gilaula. The survey targeted key stakeholders, including school teachers, students, principal, parents, Block Education Officer (BEO) in schools and library staff, library researcher/students in library. Additionally, the survey extended to local community members/local Government officials and Block Education Officers (BEOs) to ensure a holistic understanding of the initiative's impact.

Response has been collected from a total of five hundred sixty four (564) stakeholders across these blocks, providing valuable insights into the project's effectiveness and areas for improvement. On the basis of the detailed analyses of the questionnaires administered to the various stakeholders, the following findings have been drawn from the outcome of the study to address the impact of the up-gradation which promotes inclusive and equitable quality education and lifelong learning opportunities for all.

By upgrading infrastructure, introducing BaLA paintings, and enhancing library facilities with digital tools, the initiative has improved learning environments and student engagement. The intervention has strengthened the perception of government schools, reduced shifts to private institutions, and fostered academic motivation among students. Additionally, technological upgrades in libraries have expanded learning opportunities, especially for youth preparing for competitive

exams. The initiative successfully addressed local educational challenges,

Impact on Schools

The project significantly improved the infrastructure and learning environment of government schools. The installation of 10,000 desks and benches enhanced classroom comfort, while BaLA (Building as Learning Aid) paintings created engaging visual aids for students, improving conceptual understanding. These changes increased student attendance and motivation (as exhibited in Figure 3.7 & 3.21), with many parents expressing greater satisfaction with government schools (as depicted in Figure 3.15). Over 86% of parents compared the upgraded schools favorably to private institutions (as illustrated in Figure 3.14). Teachers and principals reported higher confidence and noted a rise in student admissions following the upgrade (as presented in Figure 3.21 & 3.28).

Impact on District Library

It is being observed that the district library underwent substantial technological enhancements, including the installation of computers, projectors, and sound systems. These upgrades significantly increased library usage and supported digital literacy among students and researchers. Library staff and users expressed high satisfaction with the improvements, highlighting their positive impact on academic performance and preparation for competitive exams.

Community and Social Benefits

The project fostered a sense of pride and trust in public education among community members. Stakeholders acknowledged that the upgraded schools were now comparable to private institutions, which elevated the reputation of government schools. Positive behavioral changes were observed among students, reflecting the social impact of the improved educational facilities. The library upgrades further empowered the community by providing access to modern learning resources and fostering a culture of academic engagement.

Conclusion

The CSR initiative in Shravasti has successfully transformed the government schools and the district library, creating a positive impact on education and community development. By improving infrastructure, digital resources, and learning environments, the project has elevated the reputation of public schools

and fostered socio-economic growth. It serves as a model for future CSR initiatives aimed at empowering communities through education and innovation.

Chapter 1 Introduction

Background

Education is a powerful and effective tool that plays a crucial role in shaping individuals and societies. It is widely recognized that everyone deserves access to quality education and should contribute to the well-being of their communities. Despite being a critical area of focus, education in India faces numerous challenges, as reflected in its low position on global education indices..

This impact assessment study aims to evaluate the recent upgrades made to Government schools and the District library in the Shravasti district. These improvements, including the installation of computers, projectors, inverter battery, benches, and BaLA (Building as Learning Aid) paintings, are designed to enhance the educational experience and foster a supportive learning environment. By examining the effects of these initiatives, the study seeks to determine how these contribute to the overall development of students and the community, ensuring that education remains a vital tool for progress and empowerment.

Objectives of the Study

The objective of the impact assessment are following:

1. To assess the improvement in quality of education, and
2. To assess the benefit of the interventions to various stakeholders of the activities.

Key Stakeholders for the Study

The relevant stakeholders have been identified for the study purpose. They are, 1. The key officials of Basic Education Department, Shravasti, 2. The enrolled students of the schools and users of the library, and 3. The teachers, and parents of

the schools and users of the library of Shravasti district that have been selected for the up-gradation.

Conclusion

The objective of the study have been provided in the chapter. To have a better understanding of the study, key stakeholders have been identified. The goal of CSR and the role of PFC are also being highlighted. Highlighting the contribution of the Basic Education Department, which provides the facilities to the students on up-gradation in schools and library, has been covered in the chapter.

Chapter 2 Research Process, Methodology and Project Approach

Introduction

This chapter provides a detailed overview of the research process, approach, and methods undertaken for the impact assessment study. It elaborates on the methodology adopted, including the use of the OECD-DAC framework, and highlights the secondary data sources reviewed during the study.

Methodological Approach

For the impact assessment the study has used the framework exhibited in Figure 2.1. The criteria adopted is that of the Organisation for Economic Co-operation and Development (OECD) – Development Assistance Committee (DAC) Framework. As per the need of the study we considered only three parameters that are: Relevance, Effectiveness, and Sustainability.

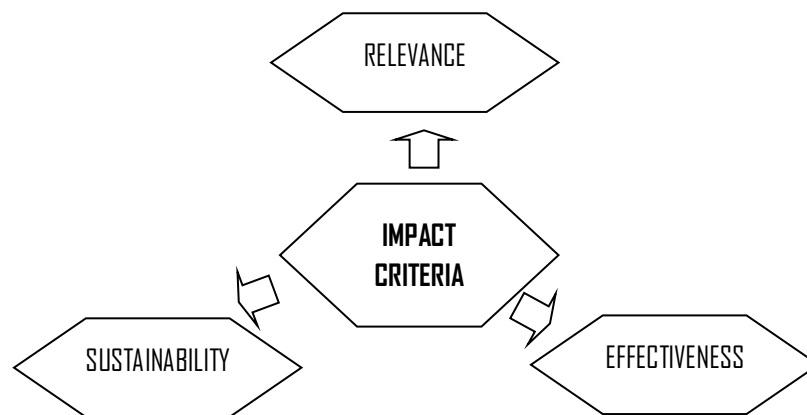


Figure 2.1: Impact Framework adopted by OECD- Development Assistance Committee (DAC)

Considering the above framework, the desk review of the project activities been considered to various activities and to identify the targeted stakeholders.

Methodology

To meet the objectives and collection of data related to above factors, both primary and secondary data sources has been used in the study. The study is a mixed nature, viz. a combination of qualitative and quantitative. Research methods used for the study purpose are 1. Desk Review, and 2. Survey of the stakeholders with the help of a structured questionnaire. (Presented in Annexure I)

An explorative research was conducted to understand the nature, design, and aspects of implemented projects for which impact assessment has to be done. This was completed primarily through desk review.

Desk Review

Desk Review of the existing documents has been done during the study. The list includes;

1. Questionnaire for stakeholders (Annexure I)
2. Photograph of the BaLA painting and desks (Annexure II)
3. School wise up-gradation details (Annexure III)

In-Depth Interview with the Stakeholders

Structured questionnaire has been used for survey to understand the impact of the project. A questionnaire has been prepared and exhibited in Annexure I. The questions are primarily quantitative in nature, framed on a likert scale of high (1) to low (5).

Research Approach

1. The primary focus of the impact assessment is the beneficiaries of the project.
2. The project is assessed in terms of the evaluation criteria of relevance, effectiveness, and sustainability.
3. The qualitative data analysis and inference was aimed at expressing the relevance of the project and informing the process of designing the questionnaire for the survey which is going to be conducted among the actual beneficiaries of the services.

4. The framework for assessing the impact follows a modified version of the OECD-DAC framework for the evaluation of developmental and humanitarian projects.
5. The impact study adopted a four-phase structured methodology for evaluation as exhibited in Figure 2.2.

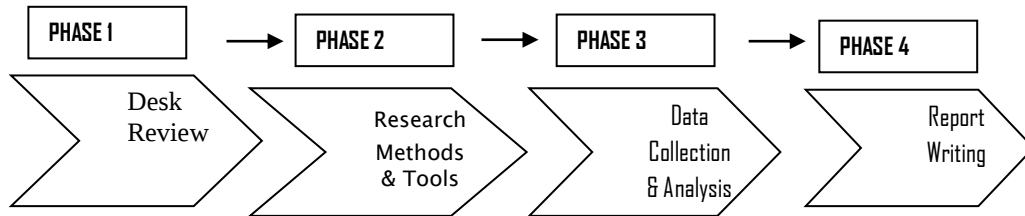


Figure 2.2 Research Methodology

The CSR project of PFC for the Basic Education Department of Shravasti district follows a structured methodology divided into four key phases. First, a desk review is conducted to analyze existing reports, policies, and relevant data to understand the current educational landscape. In the next phase, an approach and research methods framework is designed, including questionnaires, interview and schedules which will be used for data collection. During the data collection and analysis phase, primary data has been gathered from schools, teachers, students, and stakeholders and analyzed using appropriate tools. Finally, in the report writing stage, findings have compiled into a comprehensive report with actionable insights and recommendations to document the impact.

Conclusion

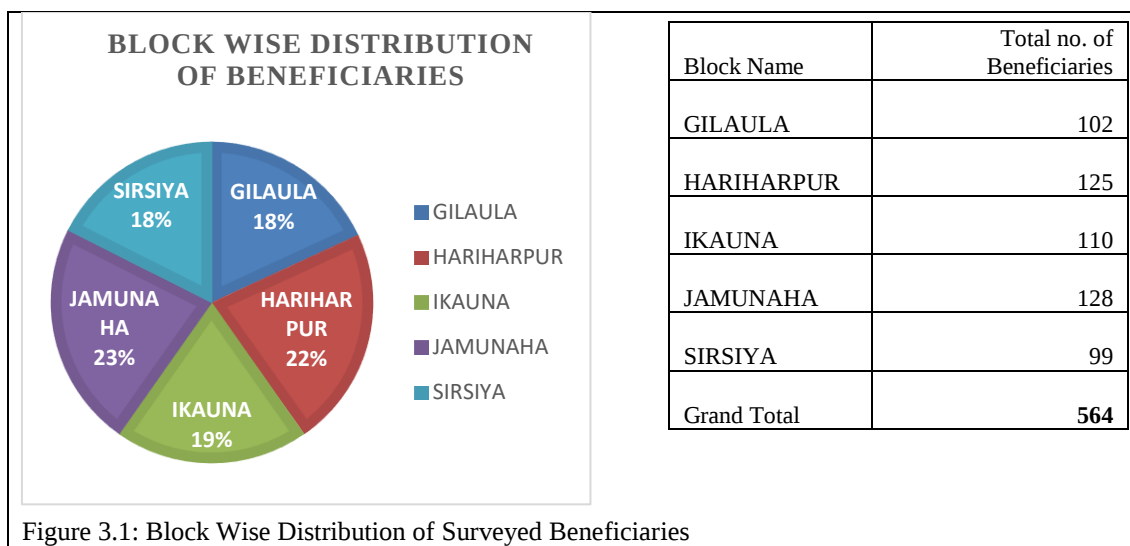
This chapter provides a detailed overview of the research process, research approach and methods undertaken to elaborate the methodology adopted for the study. The sources of the secondary data been reviewed during the study has been listed.

Chapter 3 Empirical Analyses

This chapter presents the analyses of data collected through a survey conducted in Shravasti district to evaluate the impact of the up-gradation of Government schools under the CSR project by Power Finance Corporation (PFC). The survey targeted various stakeholders, to assess the up-gradation made to the schools and libraries in terms of infrastructure, student comfort, and overall satisfaction.

Impact Evaluation Through Beneficiary Insights in Schools at Shravasti

The Indian Institute of Public Administration (IIPA) conducted a survey in the Shravasti district, covering its five blocks: Hariharpur, Sirsiya, Jamunaha, Ikauna, Gilaula. The survey targeted key stakeholders, including school teachers, students, principal, parents, Block Education Officer (BEO) in schools and library staff, library researcher/students in library. Additionally, the survey extended to local community members/local Government officials and Block Education Officers (BEOs) to ensure a holistic understanding of the initiative's impact. Feedback, was collected from a total of five hundred sixty four (564) stakeholders across these blocks, providing valuable insights into the project's effectiveness and areas for improvement. This comprehensive approach aimed to evaluate the impact on diverse groups within the community.



As depicted in Figure 3.1 the block wise distribution of surveyed beneficiaries ensures equitable representation from all five blocks in Shravasti district- Hariharpur, Sirsiya, Jamunaha, Ikauna, and Gilaula. This approach captures diverse perspectives, reflecting local variations and providing a comprehensive understanding of the initiative's impact across the district.

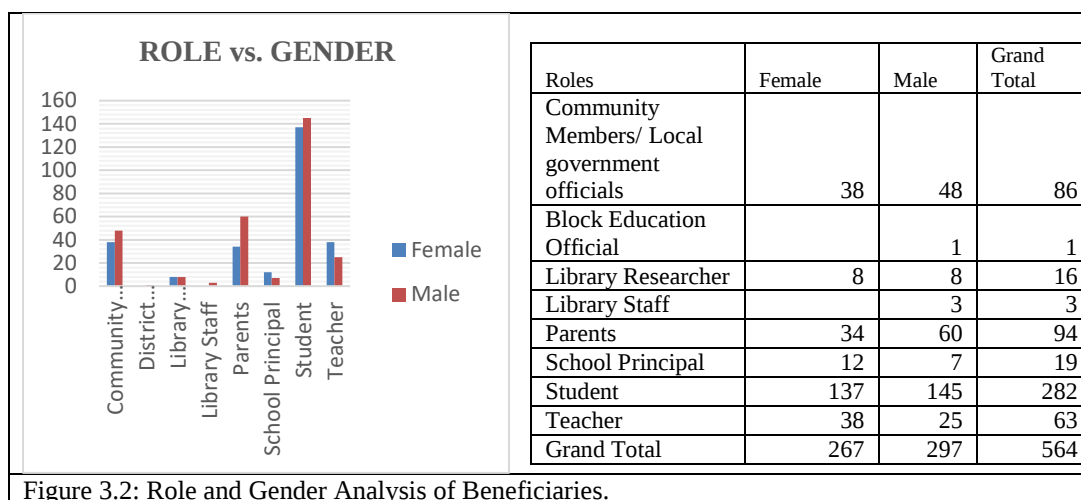


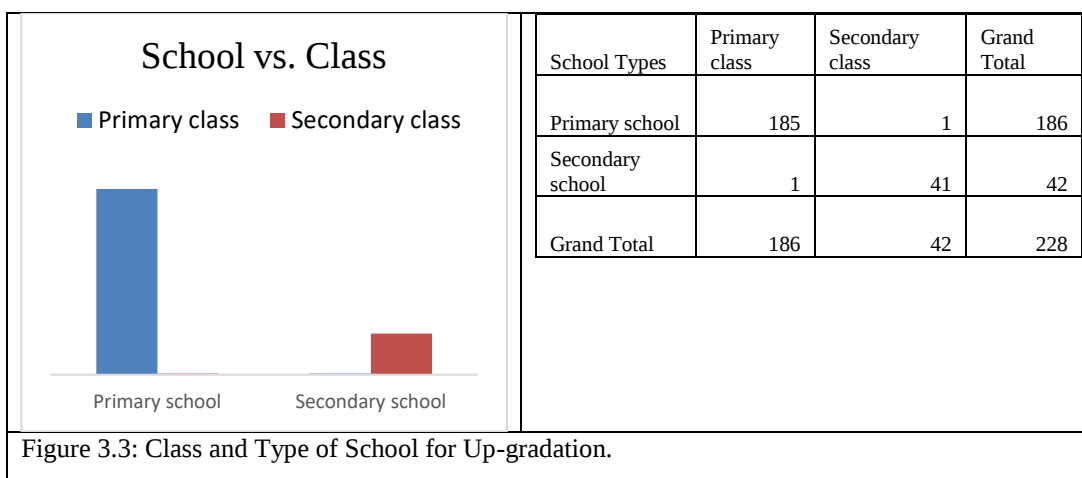
Figure 3.2: Role and Gender Analysis of Beneficiaries.

As depicted in Figure 3.2 the role and gender analysis highlights the demographic diversity of the surveyed beneficiaries, including male and female participants across roles such as community members/local government officials, Block Education Official, library researcher, library staff, parents, principal, students, teachers. It provides valuable insights into gender representation and inclusivity, ensuring the initiative addresses the needs of all groups equitably.

Profile of the Students

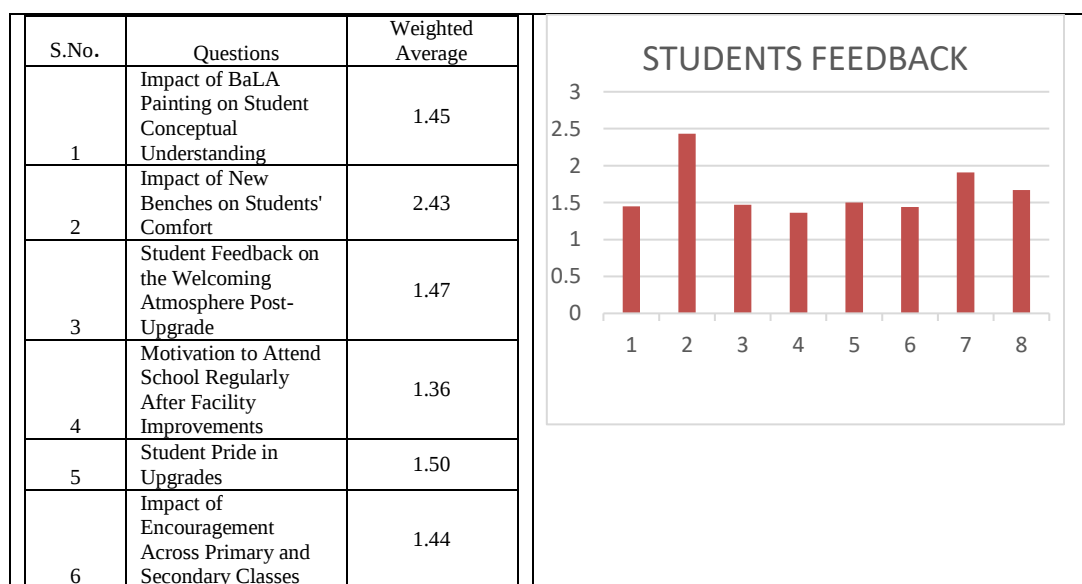
1) Analysis of Student Feedback on School Up-Gradation

This is the analysis of the data we collected from students regarding the up-gradation of schools. In the survey, we asked about their class and the type of school to determine whether the up-gradation occurred in primary or secondary classes.



As depicted in Figure 3.3, the survey indicates that the majority of the up-gradation efforts have been concentrated in primary schools. This highlights a focused approach to strengthening the foundational level of education, ensuring younger students benefit from improved infrastructure and learning resources. The initiative aims to create a long-term impact by addressing the critical needs of primary education in the region.

2) Enhancing Learning and Engagement: Student Satisfaction with PFC's CSR Initiative



7	Impact Assessment of Desk Quality in Schools	1.91	
8	Overall Student Satisfaction with the Upgradation of the Government School	1.67	

Figure 3.4: Measuring Student Satisfaction: Weighted Average Analysis of School Upgradation Impact

The questions were asked on a likert scale from 1 (highly satisfied) to 5 (highly dissatisfied). The weighted average less than 3 (neutral) shows that the respondents are collectively agreeing with the intervention. The same methodology has been applied for other similar questions

As depicted in Figure 3.4, the students have expressed high satisfaction with the CSR initiative undertaken by PFC for upgrading the government school. The improvements, particularly in BaLA paintings, seating arrangements, and overall infrastructure, have significantly enhanced the learning environment. Students feel motivated to attend school regularly and take pride in the upgrades. The welcoming atmosphere created post-renovation has been well-received, fostering a sense of comfort and engagement. The quality of desks and benches is generally satisfactory, though there is some scope for further enhancement in seating comfort. Overall, the initiative has had a positive and meaningful impact, improving both student experience and educational engagement. The upgraded facilities have not only boosted morale and participation but have also contributed to a more inclusive and encouraging learning environment.

Profile of the Parents

As exhibited in Figure 3.5, the CSR initiative by PFC has been well received by parents from 5 blocks, with most expressing high satisfaction with the school upgrades. The improvements have made the school more attractive to children, encouraging regular attendance and enhancing learning experiences. Parents believe the infrastructure now competes with private schools, making government schools a more viable choice for their children. The BaLA paintings have had a mixed reception, with many parents recognizing their educational value, though

some remain neutral. However, there is strong recommendation and support for the initiative, showing that the upgrades have positively influenced parental perceptions of government schools.

Overall, the initiative has created a better learning environment, encouraged school enrollment and attendance, and strengthened confidence in public education, making it a successful intervention in the community.

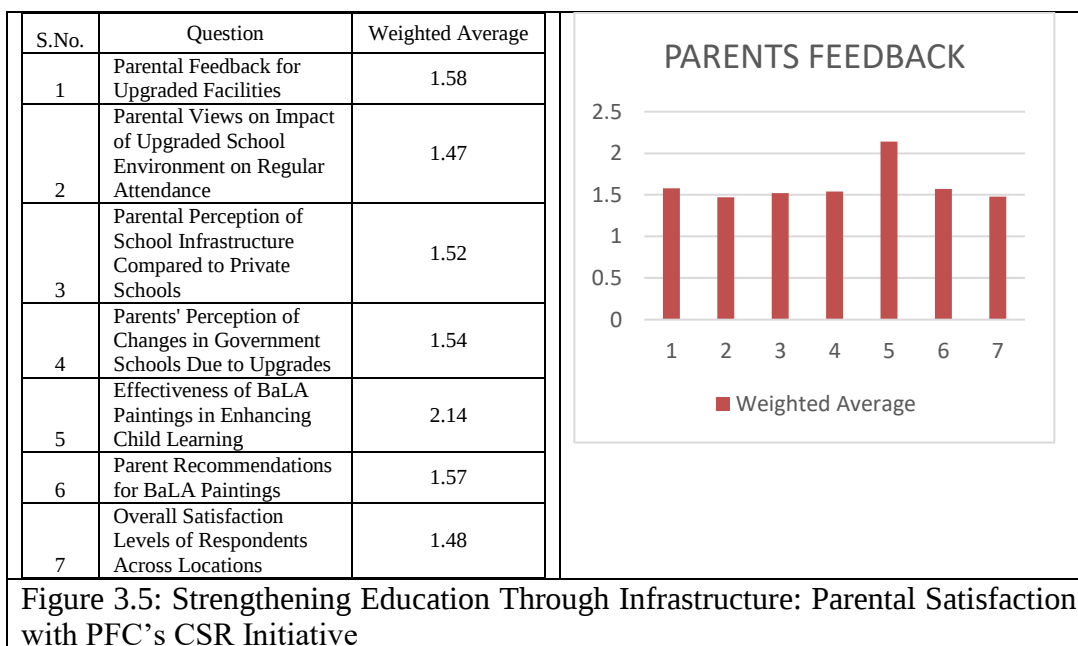


Figure 3.5: Strengthening Education Through Infrastructure: Parental Satisfaction with PFC's CSR Initiative

Profile of the Teachers

1) Teacher Categorization Across Primary and Secondary Schools

As presented in Figure 3.6, the data shows that the majority of teachers, approximately 82%, are from primary schools, while around 18% are from secondary schools. Among secondary school teachers, a smaller portion teaches in primary classes, and a slightly larger group handles secondary classes. This distribution highlights a stronger representation of primary school teachers in the surveyed blocks compared to secondary school teachers.

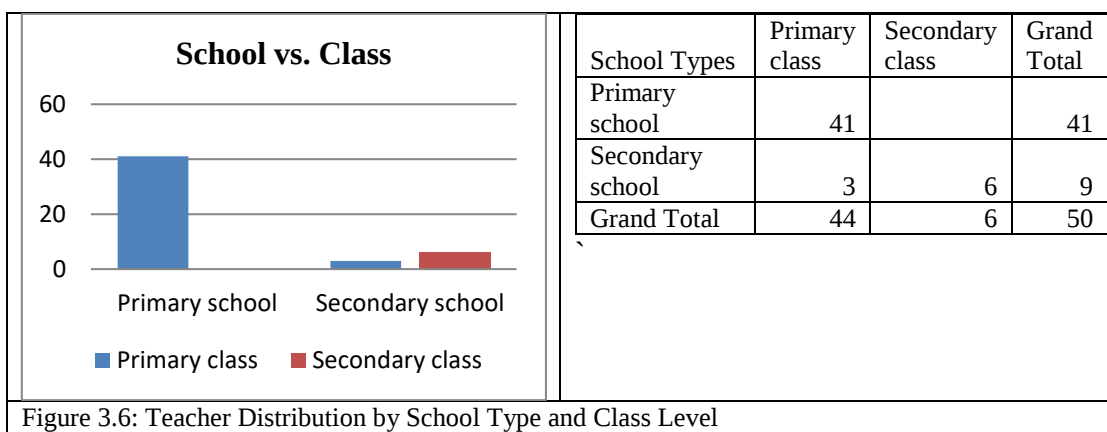


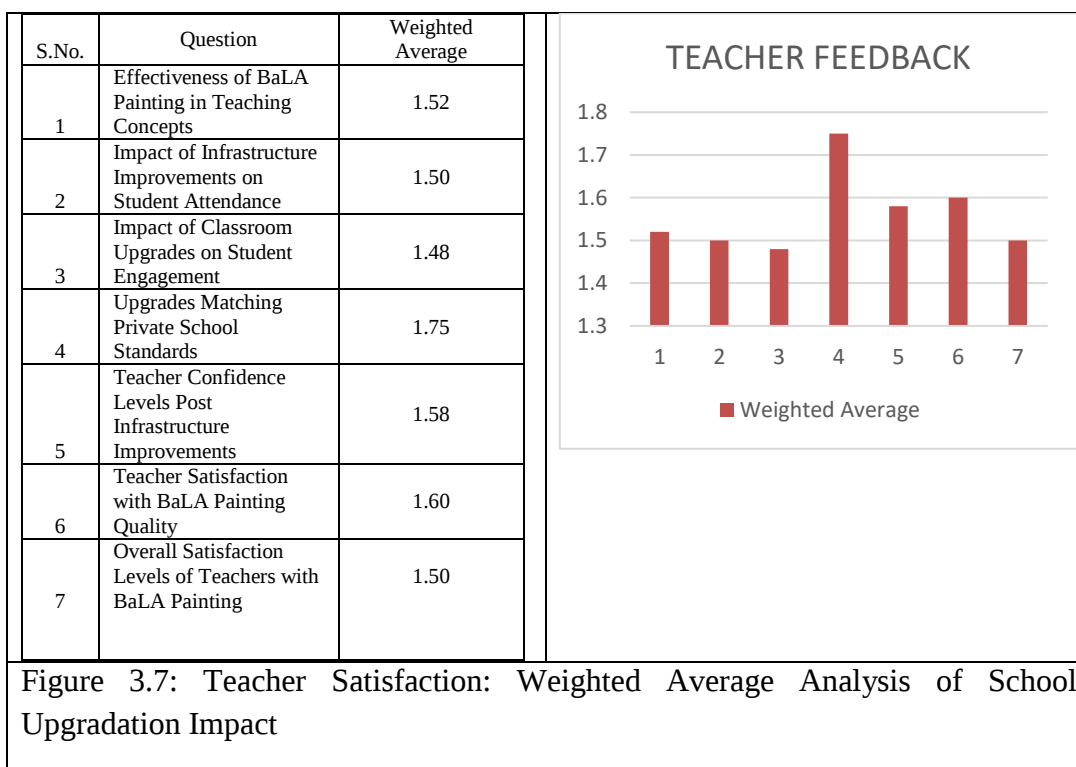
Figure 3.6: Teacher Distribution by School Type and Class Level

2) Enhancing Teaching and Learning: Teachers' Perspective on Infrastructure and BaLA Upgrades

As shown in Figure 3.7, the CSR initiative by PFC has been widely appreciated by teachers, with most reporting that the BaLA paintings have significantly helped in teaching concepts by making learning more interactive and visually engaging. The infrastructure improvements have had a positive impact on student attendance, with teachers observing a rise in regularity due to the better school environment.

Teachers also feel that classroom upgrades have increased student engagement, making lessons more effective. While most believe the school facilities now match private school standards, some feel there is still scope for improvement.

Additionally, teachers report greater confidence in teaching after the infrastructure improvements, reinforcing the positive impact of the initiative. The majority of teachers are satisfied with the quality of BaLA paintings, with strong overall approval for the initiative. The feedback suggests that the project has successfully improved the teaching-learning experience, enhanced student engagement, and boosted teacher confidence.



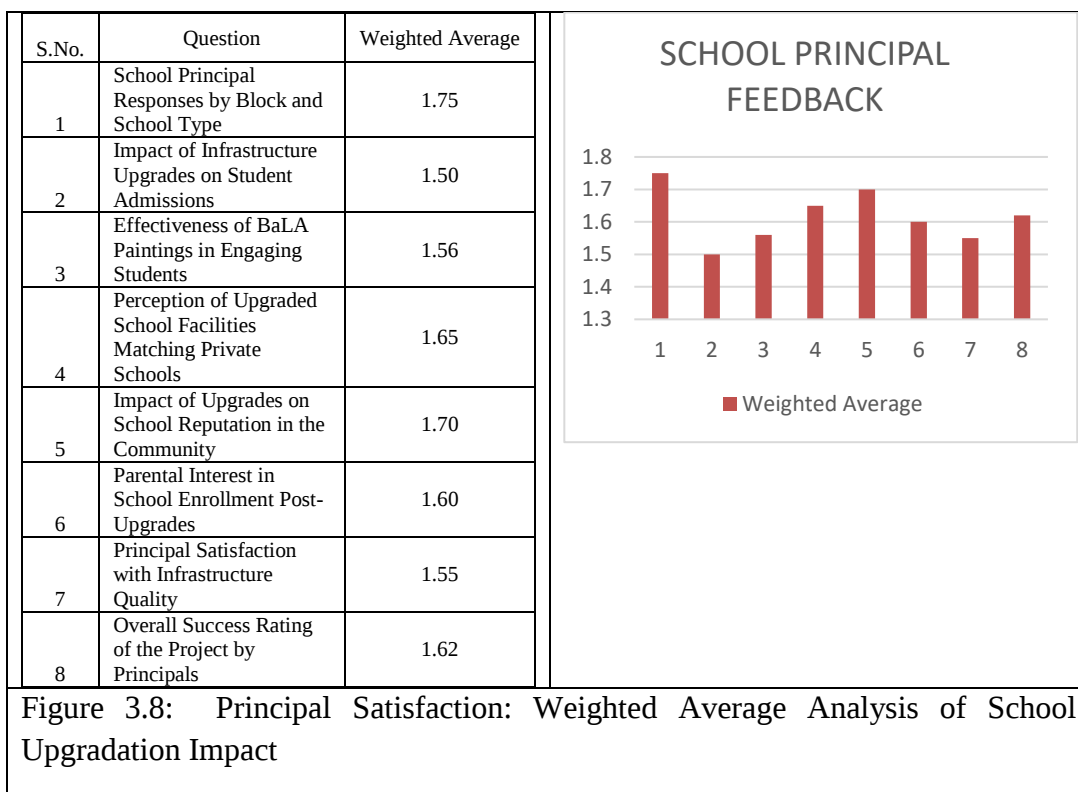
Profile of the School Principal

As presented in Figure 3.8, the CSR project by PFC has been highly appreciated by school principals, with most acknowledging significant improvements in school facilities and student engagement.

A majority of school principals reported a drastic increase in student admissions following the upgrades, highlighting the positive impact of improved infrastructure. Similarly, BaLA paintings were recognized as effective tools in engaging students, making learning more interactive.

A large percentage of principals believe the upgrades have brought their schools closer to private school standards, improving the school's reputation in the community. They also observed increased parental interest in enrolling their children, indicating growing trust in the school's quality.

Furthermore, principals expressed strong satisfaction with the durability and quality of the new infrastructure, reinforcing the success of the project. The overall approval ratings from principals suggest that the upgrades have been instrumental in transforming the school environment, increasing enrollments, and enhancing teaching effectiveness.



Profile of the Block Education Official

Amit Kumar, the Block Education Official (B.E.O.) from Hariharpur, provided positive feedback on the recent school upgrades. He noted that the improvements have effectively increased student enrollment, making the school more appealing to parents. Regarding the BaLA paintings, 67% of respondents opined that it enhanced the learning environment, fostering better student engagement, while 33% did not feel they were as effective. The upgraded benches were universally recognized as improving classroom functionality by offering more comfortable seating. He also highlighted that the upgrades have positively changed the

community's perception of government schools and expressed satisfaction with the durability of the improvements, which are seen as sustainable .

Regarding the district library upgrades, the installation of computers was noted as particularly beneficial in helping students prepare for exams and conduct research. The upgrades have encouraged more students to use the library's resources, along with boosting engagement. He also believes that the enhancements have significantly improved the digital literacy among students. Satisfaction with the technical quality of the projector and computers was high, with 100% expressing positive feedback. The overall impact of the project on education was rated as successful .

Profile of the Library Staff

The library staff members provided highly positive feedback on the recent upgrades to the library. They reported that students use the upgraded library facilities very frequently, and the digital tools, including computers and projector set, are functioning efficiently. The addition of computers has significantly increased library usage, and the upgrades have also attracted more researchers. Satisfaction with both the projector and computers was very high, with ratings of "very satisfied" or "good" from the respondents. Overall, the library improvements have been highly successful, with two staff members being "very satisfied" and one being "satisfied" with the changes. The upgrades have had a positive impact on both student engagement and the library's functionality. Overall, 67% of respondents were "very satisfied" with the improvements in the library, while 33% were "satisfied," reflecting a generally positive reception of the upgrades.

Profile of the Library Researcher/Students

As presented in 3.9, the data shows in the interviews conducted at the Hariharpur block in Bhinga, a majority of library researchers/students expressed positive feedback regarding the library upgrades. About 75% of respondents (12 out of 16) reported that the computers in the library are "highly helpful" for their studies or research. Most respondents, around 81%, indicated that they visit the library "very frequently" and use the new facilities daily. The majority (about 62%) felt that the projectors and screens have "greatly enhanced" learning or presentations, and 56% stated that the overall library experience has been "significantly improved."

When it came to the quality of the new digital resources, 69% were "very satisfied," with a high level of satisfaction (75%) reported for the overall improvements in the library. However, there were a few (about 18%) respondents who were "neutral" about the enhancements or considered them only "slightly helpful."

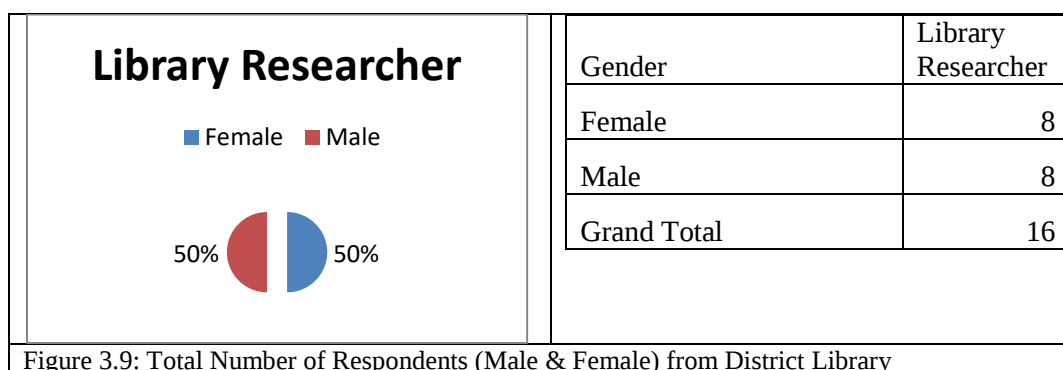


Figure 3.9: Total Number of Respondents (Male & Female) from District Library

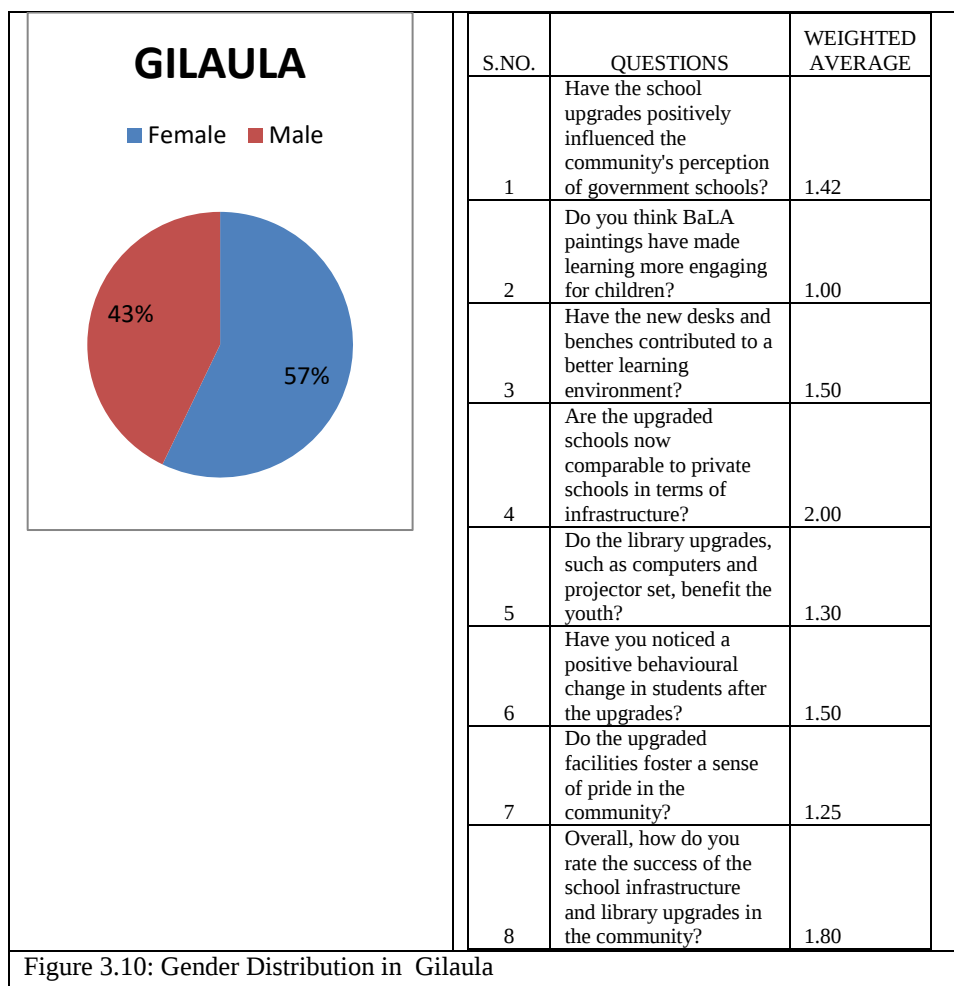
Profile of the Block Development Official

Both the Block Development Officers (BDO's), Sh. Chandra Bhusan Tripathi from Ikauna and Sh. Jay Prakash from Hariharpur Rani, provided positive feedback on the school and library upgrades. Both of them agreed that the school upgrades have improved the community's perception of government schools, although they differed on the effectiveness of BaLA paintings in engaging students. The new desks and benches were universally recognized as contributing significantly to the learning environment.

For the library upgrades, both respondents noted that the new computer and projector facilities were highly beneficial for the youth and had a positive impact on student behavior. While there were slight differences in the assessment of the schools' infrastructure relative to private schools, both BDOs agreed that the upgrades fostered a sense of pride in the community. The overall success of the project was rated as "somewhat successful" by the Ikauna respondent (50%) and "highly successful" by the Hariharpur Rani respondent (50%), reflecting a generally positive perception of the project's impact.

Profile of the Community Members/Local Government Official

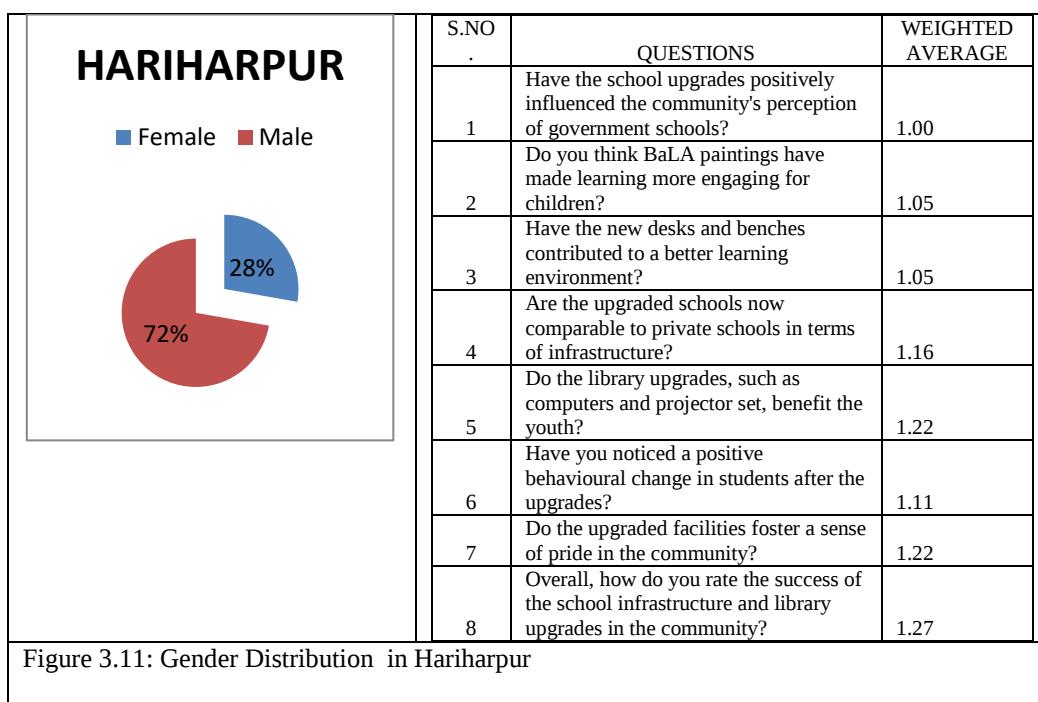
1) Impact of School and Library Infrastructure Upgrades in Gilaula Block



As exhibited in Figure 3.10, the responses gathered from the community leaders like Sarpanch, Zila Padadhikari, and ward members in Gilaula suggested a positive perception of the recent upgrades to both the school and library facilities. A majority of respondents acknowledged that the school infrastructure improvements have enhanced the community's view of government schools and made learning environments more engaging, especially with BaLA paintings and new desks. There is also a sense that the upgraded schools now compete with

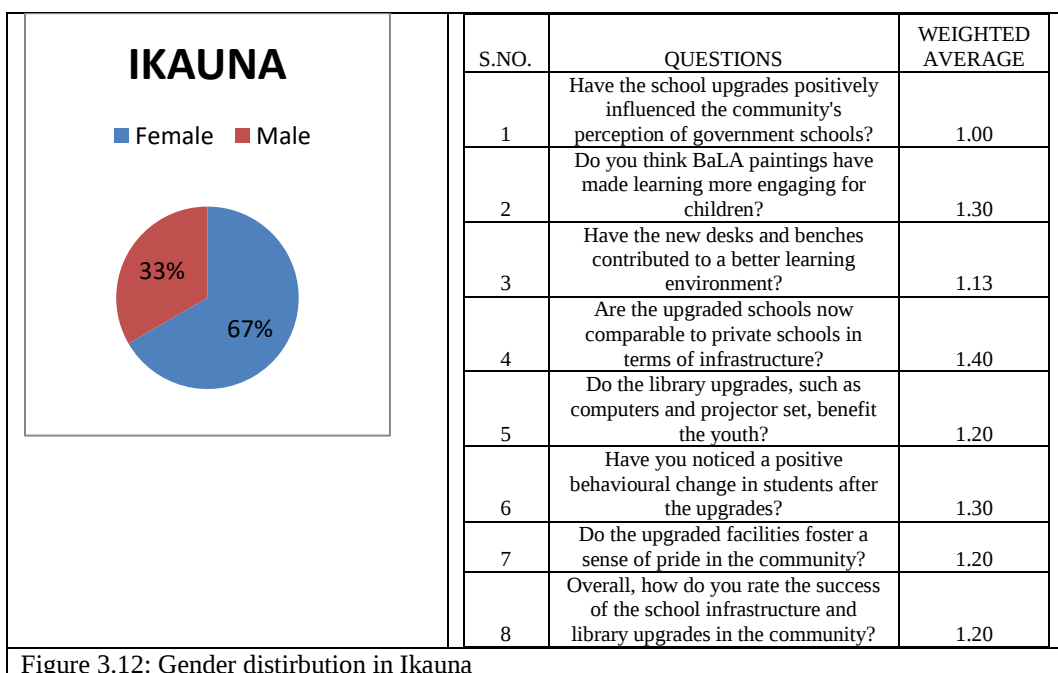
private institutions in terms of infrastructure quality. In terms of the library, the introduction of technological upgrades like computers and projectors is seen as beneficial for the youth. Additionally, respondents have observed positive behavioral changes in students and a heightened sense of pride within the community due to these upgrades. Overall, the improvements to both the school and library appear to have been successful in positively influencing the local community.

2) Impact of School and Library Infrastructure Upgrades in Hariharpur Block



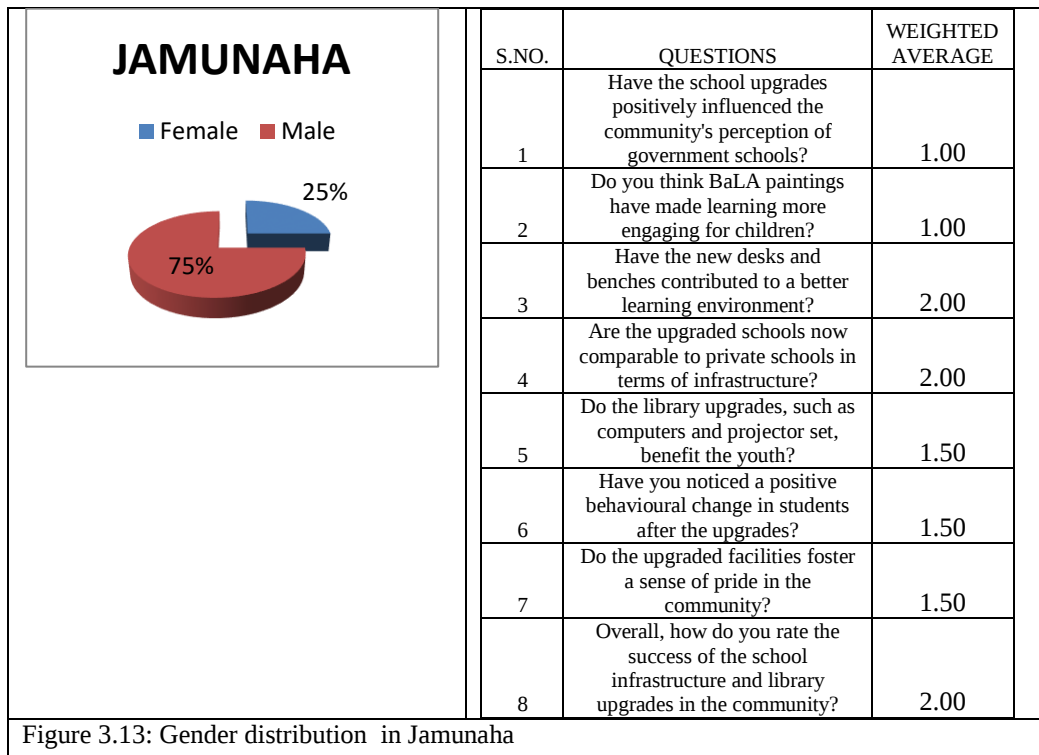
As presented in Figure 3.11, the responses from Hariharpur show a highly positive impact of the school and library upgrades. Most respondents believe the improvements have significantly enhanced the community's perception of government schools, with better learning environments and engaging BaLA paintings. The new desks, benches, and upgraded infrastructure are seen as making the schools comparable to private institutions. The library's technological upgrades are beneficial for the youth, and there has been a noticeable positive change in student behavior. Overall, the upgrades are rated as highly successful, fostering pride and improvement.

3) Impact of School and Library Infrastructure Upgrades in Ikauna Block



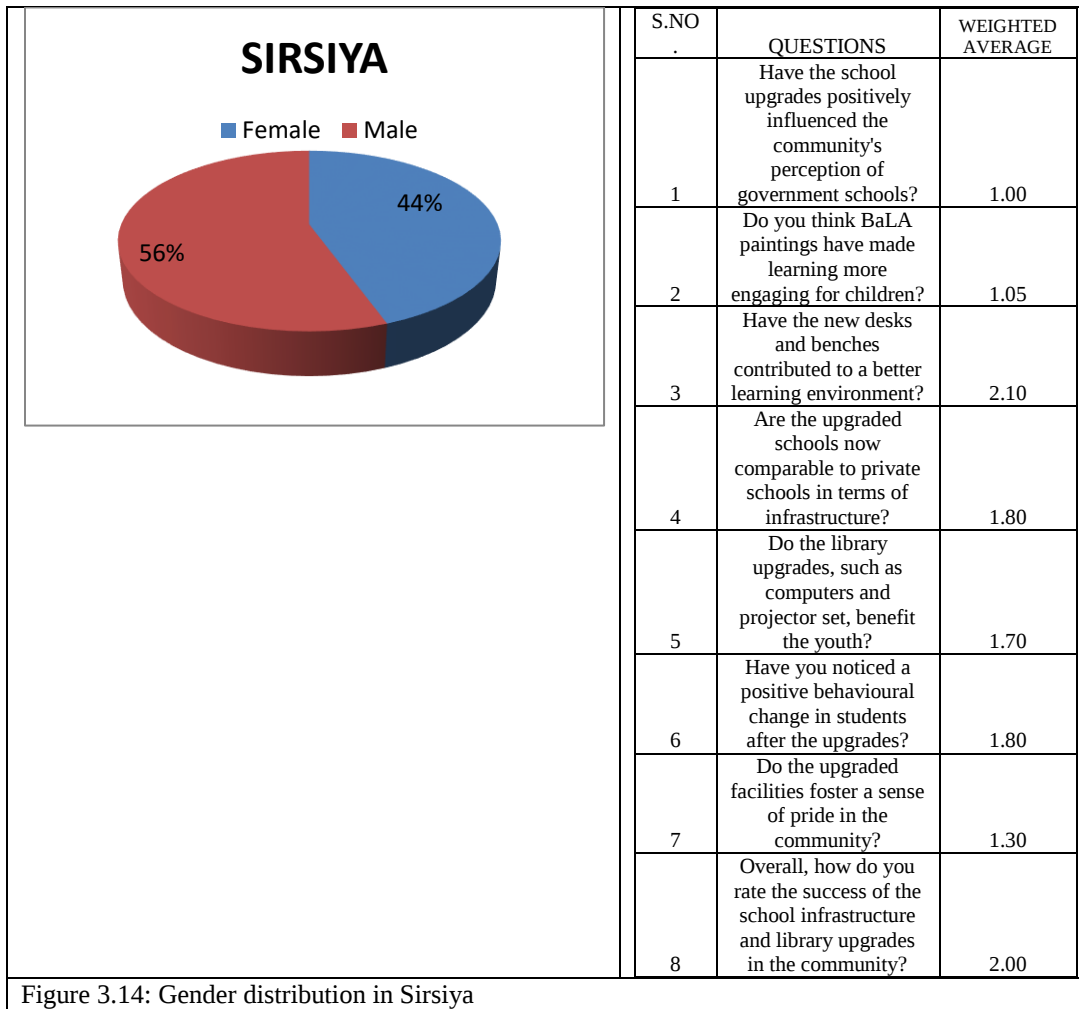
As depicted in Figure 3.12, the responses from Ikauna block reflect a largely positive impact of the school and library upgrades. Most respondents, both male and female local government officials and community members, feel that the school upgrades have significantly improved the community's perception of government schools. BaLA paintings and new desks are seen as contributing to a better learning environment, with many acknowledging the upgrades have made schools comparable to private institutions. The library's technological enhancements are considered highly beneficial for the youth, and the upgrades have led to noticeable positive changes in student behavior. Overall, the community feels a sense of pride in the improvements, and most rate the success of the initiatives as highly successful, with a few rating them as somewhat successful.

4) Impact of School and Library Infrastructure Upgrades in Jamunaha Block.



As exhibited in Figure 3.13, the data from Jamunaha shows that the school and library upgrades have had a generally positive impact, with most respondents indicating improvements in community perceptions of government schools. BaLA paintings were seen as beneficial in making learning more engaging, while new desks and benches were viewed as contributing to a better learning environment. However, some respondents did not provide responses regarding the benefits of library upgrades or behavioral changes in students. The overall success of the upgrades was rated as somewhat successful by most participants, with a few indicating a more neutral stance or lack of sufficient information.

5) Impact of School and Library Infrastructure Upgrades in Sirsiya Block



As shown in Figure 3.14, the responses from Sirsiya block indicate a generally positive view of the school and library upgrades. Many respondents, including both male and female community members and local government officials, believe the upgrades have significantly improved the community's perception of government schools. The BaLA paintings and new desks are seen as contributing to a better learning environment, and the library upgrades, such as computers and projectors, are viewed as beneficial. Most respondents report positive changes in student behavior and feel that the facilities foster a sense of community pride.

While many respondents rated the overall success of the upgrades as "highly successful" or "somewhat successful," a few provided neutral or no responses regarding specific areas, such as the impact on behavior or the benefits of library upgrades. This suggests some variability in the perception of the upgrades' effects.

Overall, there is strong support for the upgrades' positive impact on the schools and community.

Case Study 1

“The recent school upgrades in our area have proven to be highly effective in improving student enrollment. The BaLA paintings have made the learning environment more interactive, and the upgraded benches have certainly enhanced classroom functionality.

These developments have also positively influenced the community's perception of government schools. I am satisfied with the durability of the provided infrastructure.

The installation of computers in the library has helped students prepare for exams and conduct research. It has encouraged more students to utilize library resources and has significantly contributed to enhancing digital literacy, which is crucial for their future. I find the quality of the projector set and computers satisfactory, and I am satisfied with the overall impact this project has had on education.

In my view, the project has been a success.”

-Sh. Amit Kumar, District Education Official, Hariharpur Rani

Case Study 2

“The upgraded infrastructure at Tandawa Bankatwa Primary School has drastically increased student admissions. The BaLA paintings have helped make classroom interactions more engaging and enjoyable, encouraging a fun learning atmosphere.

The new facilities have brought about an environment that closely resembles that of private schools, which has significantly enhanced the school’s image within the community. As a result, there has been a notable rise in parental interest in enrolling their children here.

I am satisfied with the quality and durability of the infrastructure provided. Overall, I would rate the success of the project in our school as highly positive.”

-Smt. Anita, School Principal, Tandawa Bankatwa Primary School

Conclusion

In conclusion, the survey conducted in Shravasti district confirms the positive impact of the CSR upgradation project on Government schools and libraries. The analysis of stakeholder feedback shows significant improvements in infrastructure, student comfort, and overall satisfaction. The findings highlight the success of the project and its contribution to enhancing the learning environment and educational resources in the district.

Chapter 4 Conclusion

Education and literacy are the key indicators of a society that play a central role in enhancing overall socio-economic development of a country as a whole. The present CSR initiative aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

India has achieved significant progress towards the goal of Education for all. Constitutionally several key programmes and policies have been initiated to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right. Initiatives such as Sarva Siksha Abhiyan (SSA) and Right to Education (RTE) have given much required impetus to education system in India. However, there are rural areas, where infrastructure is still a problem and has a negative impact on the learning outcomes.

The empirical analyses of the responses from various stakeholders indicate an affirmative impact of the CSR intervention done in the class rooms in the form of BaLA paintings and upgrading the infrastructure in the class room by providing the desks and benches. The analysis has been carried out in five blocks and across all the blocks, there has been encouraging feedback among all the stakeholders. A majority of respondents acknowledged that the school infrastructure improvements have enhanced the community's view of government schools and made learning environments more engaging, especially with BaLA paintings and new desks.

Sirsiya block specified a positive view towards the school and library upgrades. The BaLA paintings and new desks are seen as causal indicators to a better learning environment, and the library upgrades, such as computers and projectors, are viewed as beneficial too. Most respondents reported constructive changes in student behavior and feel that the facilities foster a sense of community pride. Many respondents, including both male and female community members and local government officials, believe the upgrades have significantly improved the community's perception of government schools.

The analysis from Jamunaha shows that the school and library upgrades have had a generally progressive impact, with most respondents indicating BaLA paintings as enablers in making learning more engaging, while new desks and benches were viewed as contributing to a better learning environment. The overall success of the upgrades was rated as efficacious by majority stakeholders.

Analyses of the responses from Ikauna block reflects a largely positive impact of the school and library upgrades. BaLA paintings and new desks are seen as contributing to a better learning environment, majority acknowledging the upgrades have made schools comparable to private institutions. The library's technological enhancements are considered highly beneficial for the youth, and the upgrades have led to noticeable inspiring changes in student behavior. Moreover, the upgradation has discouraged shifting to the private schools and creating a conducive learning atmosphere in the government schools. Overall, the community feels a sense of pride in the improvements, and most rate the success of the initiatives as highly successful, suggesting supporting and encouraging initiative.

Gilaula also followed the trend and exhibited a favorable feedback towards the upgrades to both the school and library facilities. There is also a sense that the upgraded schools now compete with private institutions in terms of infrastructure quality. Upgrades like computers and projectors are seen as valuable and beneficial for the youth, who are technology oriented, however, facing the deficiency of the new digital infrastructure before the intervention. Additionally, positive behavioral changes in students has been also observed and a heightened sense of pride within the community due to these upgrades. Overall, the improvements to both the school and library appear to have been successful in certainly influencing the local community.

Overall, a convergence can be observed amongst all the stakeholders that the CSR initiatives on physical infrastructure has created a positive impact on the learning outcomes, other than social impact.

Up gradation of the library structure also impacted the society positively. The data that were collected from the block, Hariharpur, shows that the community welcomed the initiatives.

The library's technological upgrades are beneficial for the youth, and there has been a noticeable positive change in student behavior. Overall, the upgrades are rated as highly successful, fostering pride and improvement in the community.

This has created a sense of academic motivations amongst the students, who are now preparing for the competitive examination and contributing towards the academic research.

The present CSR initiative has been found to be positive and created an encouraging impact on the society and has enabled to achieve the goal of improving learning outcomes and enrollment rates. The CSR initiative also facilitated to address the local challenges and ensured an equitable distribution of the resources among the students.