



**IMPACT ASSESSMENT STUDY OF HPCL  
CORPORATE SOCIAL RESPONSIBILITY  
(CSR)  
PROJECTS COMPLETED IN FY 2022-23**

**CSR**

DEPARTMENT OF SOCIAL WORK  
JAMIA MILLIA ISLAMIA, NEW DELHI

## Acknowledgement

We extend our sincere gratitude to Hindustan Petroleum Corporation Limited (HPCL) for entrusting us with the responsibility of conducting the Impact Assessment Study of HPCL's CSR projects completed in FY 2022-23.

We also express our heartfelt appreciation to Jamia Millia Islamia, New Delhi, for granting us the opportunity to undertake this study, facilitating the signing of the Memorandum of Understanding (MoU), and providing the necessary infrastructure for research and documentation.

We extend our sincere gratitude to the Head of CSR & PRCC, HPCL, for their invaluable support and encouragement throughout this study. This evaluation would not have been possible without the support of various institutions, agencies, and stakeholders. We deeply appreciate the facilitation provided by the staff of the implementing partners and the HPCL officials across regional offices, whose efforts and collaboration ensured the successful and timely completion of this evaluation exercise.

The successful completion of this Impact Assessment Study would not have been possible without the active support and cooperation of all the beneficiaries, as well as the invaluable assistance of local community stakeholders, which includes government officials, school principals, teachers, and other stakeholders in the respective areas. We sincerely thank them for their collaboration during the primary and secondary data collection and for facilitating the identification of the study area.

We extend our heartfelt gratitude to Prof. Neelam Sukhramani, Head of the Department of Social Work, Jamia Millia Islamia, New Delhi for her unwavering support, facilitation, and guidance, which were instrumental in the successful completion of this study.

We also take this opportunity to acknowledge and appreciate the dedication and commitment of our research team and local field investigators. Their diligent efforts in data collection, compilation, and computer work were crucial to this study, and we commend their timely and meticulous contributions.



**Prof. Ashvini Kumar Singh**  
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## **EXECUTIVE SUMMARY**

### **HPCL CSR PROJECTS 2022-2023**

#### **CSR Policy of the HPCL**

The CSR Policy of the Corporation is guided by provisions of the Companies Act, 2013 and Companies (Corporate Social Responsibility Policy) Rules 2014 and its subsequent amendments. The CSR Policy includes various components like 'Objectives', 'Organizational Structure', 'Focus Areas', 'Budget Allocations', 'Monitoring' and 'Reporting' of CSR activities. During Financial Year 2022-23, the Corporation has met CSR obligation by implementing various CSR initiatives in various focus areas.

Their identified focus areas as per the policy include :

1. Childcare
2. Education
3. Healthcare
4. Sports
5. Skill Development
6. Environment & Community Development
7. (i.) Contribution to incubators or research and development projects in the field of science, technology, engineering and medicine, funded by the Central Government or State Government or Public Sector Undertaking or any agency of the Central Government or State Government; and  
(ii.) Contributions to public funded Universities; Indian Institute of Technology (IITs); National Laboratories and autonomous bodies established under Department of Atomic Energy (DAE); Department of Biotechnology (DBT); Department of Science and Technology (DST); Department of Pharmaceuticals; Ministry of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy (AYUSH); Ministry of Electronics and Information Technology and other bodies,

namely Defence Research and Development Organisation (DRDO); Indian Council of Agricultural Research (ICAR); Indian Council of Medical Research (ICMR) and Council of Scientific and Industrial Research (CSIR), engaged in conducting research in science, technology, engineering and medicine aimed at promoting Sustainable Development Goals (SDGs).

In pursuance of Sub-Rule (3) of Rule 8 of the Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021, dated 22nd January, 2021, Hindustan Petroleum Corporation Limited (HPCL) assigned the Impact Assessment Study of CSR projects completed during FY 2022-23, to the Department of Social Work, Jamia Millia Islamia, A Central University. HPCL, being a responsible Corporate Citizen and in Compliance with Section 135 of the Companies Act 2013, is committed to Societal Development and has always worked towards being a Model of Excellence in meeting its commitment. During Financial Year 2022-23, HPCL used a multi-pronged approach to CSR, the Corporation implemented CSR initiatives in the Focus Areas of Childcare, Education, Healthcare, Skill Development, Sports, Environment, and Community Development, creating Social Capital.

HPCL supports projects that create empowered individuals and communities through sustainable social and economic development. The initiatives have further strengthened the image of the corporation as a socially responsible Corporate Citizen. Corporation has been very successful in bringing positive changes in the lives of the most vulnerable and marginalized sections of society such as children with special needs, girl children from tribal areas, long-distance truckers, socially disadvantaged groups, marginalized women and unemployed youths among others.

The present Impact Assessment Study was undertaken with following major objectives:

- To undertake an assessment of the projects in terms of their relevance, focus area, and contribution to the welfare / development of the beneficiaries.
- Identify qualitative and quantitative changes in the lives of beneficiaries.

- To gauge the relevance and effectiveness of the project strategies and approaches to fulfil the project objectives.
- To assess the performance of the project in terms of the effectiveness and efficiency of the expected outputs.
- To assess the Impact of the project activities on the beneficiaries.
- To ascertain the sustainability of the project after its completion, wherever applicable.
- To give recommendations for future CSR projects of similar nature.

The scope of Impact assessment study of CSR Projects includes achieving the above-mentioned objectives as applicable for each CSR Project. Both qualitative and quantitative methods of data collection were used in the evaluation. Interviews, Focus Group Discussions, Case Studies, and Observations were used for data collection besides the desk review of the documents.

Comprehensive data pertaining to CSR projects for providing services and infrastructure was provided by the HPCL CSR division. Primary data (first-hand data) was collected from the beneficiaries of various programs, the general public of the project area and concerned project stakeholders. The information is supplemented with other secondary data relevant to the study. Secondary sources like records and project reports provided by HPCL, documents maintained by the respective beneficiary organizations, and other policy related documents from various sources were referred as part of this study. The information/data was sought pertaining to HPCL's spending on the social sector, community development projects, enrolment of poor children in HPCL-supported schools, and the overall impact of such development initiatives on the quality of life of the local population. Secondary data available in the Annual report of the company was also accessed to analyse HPCL's commitment towards social development initiatives.

Keeping in mind the objectives of the study, the scope of work prescribed for evaluating the project wise impact was carried for identifying qualitative and quantitative changes in the lives of beneficiaries and overall development in the area. The evaluation was

conducted upon considering the need, Memorandums of Understanding (MoUs) and performance of projects on various aspects prescribed in the rationale of the work and funding.

The impact assessment study was planned in accordance with the objectives and scope of the each project. Beneficiaries and all other stakeholders were identified and contacted as per the objectives of the projects. As per aim of the impact assessment; study was done by reviewing the intervention programs and identifying the social, economic and infrastructural needs of the area.

The present impact assessment study included a comprehensive target area profile of beneficiaries and the impact on individual beneficiaries, groups and communities. The study also aimed to get a clear and objective description of relevance of the programme, and accordingly, the research team visited the locations for collecting data in a pre-planned structure.

This executive summary has been prepared based on the impact evaluation undertaken at the multiple project sites at locations across select states in India. The executive summary provides an overall outcome of the evaluation of each project highlighting the major accomplishments of the projects. The executive summary provides a consolidated analysis and feedback provided by beneficiaries and other stakeholders for these ten projects.

The project wise brief of Executive Summary is given here under:

**PROJECT 1: WHITE KNIGHT CENTRE OF WELLNESS AND EXCELLENCE SUPER – 45 (MEDICAL AND ENGINEERING)**

**Implementing Agency:** Indian Army and National Integrity and Educational Development Organization

**Location:** Rajouri District, J&K

**Project Outlay:** Rs 1.88 Crore

**Observations:** The project is operationalized in collaboration with the Indian Army to provide a residential training program for NEET and JEE to underprivileged yet aspiring students of Rajouri and Poonch Districts, Jammu & Kashmir (UT) to enable them to compete in various streams like Engineering, Medical, and other career-oriented programs. The project serves the region by providing free educational facilities, which have significantly supported students and families unable to afford private coaching, contributing positively to their socio-economic upliftment. This initiative has significantly enhanced students' opportunities for admission into higher education institutions, while also fostering community goodwill for Indian Army.

### **PROJECT 2 - NANHI KALI: ACADEMIC, MATERIAL AND SOCIAL SUPPORT TO GIRL CHILDREN**

**Implementing Agency:** K.C. Mahindra Education Trust

**Location:** Angul District, Odisha

**Outlay:** Rs. 2.75 Crore

**Observations:** Project Nanhi Kali provides academic, material and social support to girl children from backward / tribal / urban slum areas. The Project aims to support the education of underprivileged girl children for fostering their growth into empowered and self-reliant individuals. The success stories of positive change in the lives of girl children and enhanced academic achievement and heightened involvement in extracurricular activities have been possible through an innovative method and providing academic and material support.

### **PROJECT 3 - NANHI KALI: ACADEMIC, MATERIAL AND SOCIAL SUPPORT TO GIRL CHILDREN**

**Name of Implementing Agency:** K C Mahindra Education Trust

**Location:** Alluri Sitarama Raju District and Visakhapatnam District (including Anakapalli District), Andhra Pradesh

**Name of Implementing Agency:** K C Mahindra Education Trust

**Project Outlay:** Rs 4.15 Crore

**Observation:** The Project provides academic, material and social support to girl children from backward / tribal / urban slum areas. The project aims at the overall development of girl children from remote rural area and urban slums in Andhra Pradesh. The project intervention has effectively strengthened girls' school retention, earning widespread appreciation and strong endorsement from stakeholders.

#### **PROJECT 4 - KARGIL IGNITED MINDS SUPER - 50 'MEDICAL AND ENGINEERING**

**Implementing Agency:** Indian Army and National Integrity and Educational Development Organization

**Location:** Kargil District, Ladakh UT

**Project Outlay:** Rs 1.77 crore

**Observations:** The Project is operational in collaboration with the Indian Army to provide a residential training program for less privileged yet aspiring girls students of Kargil region to enable them to compete in various streams like Engineering, Medical, and other career-oriented programs. It has proved to be highly beneficial by equipping the students with skills to become independent, responsible and disciplined through a well-structured residential coaching facility in Kargil, Ladakh (UT).

#### **PROJECT 5 - LADAKH IGNITED MINDS SUPER-45 'MEDICAL & ENGINEERING**

**Implementing Agency:** Indian Army and National Integrity and Educational Development Organization

**Location:** Leh, Ladakh UT

**Project Outlay:** Rs 1.53 crore

**Observations:** The Project is operational in collaboration with Indian Army to provide residential training program for engineering and medical for less privileged yet aspiring students of Ladakh Region to enable them to compete in various streams like Engineering, Medical, and other career-oriented programs. This initiative has successfully sustained

high aspirations for competitive exams among students from underprivileged sections in Leh valley, Ladakh (UT).

#### **PROJECT 6 - KASHMIR SUPER-50 'MEDICAL'**

**Name of Implementing Agency:** Indian Army and National Integrity and Educational Development Organization

**Location:** Srinagar, Jammu & Kashmir UT

**Project Outlay:** Rs 1.49 crore

**Observations:** The project is operational in collaboration with Indian Army to provide a residential training program for less privileged yet aspiring students of Jammu and Kashmir (UT) to enable them to compete in medical stream and career-oriented programs. The project has successfully empowered marginalized and disadvantaged youth of the Jammu and Kashmir to access the education and preparation for the competitive exams.

#### **PROJECT 7 - DIL WITHOUT BILL**

**Implementing Agency:** Prashanti Medical Services and Research Foundation

**Location:** Rajkot and Ahmedabad, Gujarat

**Project Outlay:** Rs 2.25 crore

**Observations:** The Project provides support through HPCL towards conducting free heart surgeries of underprivileged patients, especially children at Sri Sathya Sai Hospital, Rajkot and Sri Sathya Sai Hospital, Ahmedabad. The free treatment at the hospital has provided essential healthcare support while easing financial hardships. This initiative is making commendable efforts in addressing the critical healthcare needs of the underprivileged section of society.

## **PROJECT 8 - SKILL DEVELOPMENT INSTITUTE, VISAKHAPATNAM**

**Location:** Visakhapatnam, Andhra Pradesh

**Implementing Agency:** Skill Development Institute, Visakhapatnam

**Project Outlay:** Rs 1.50 crore

**Observations:** The Project provides support towards the Skill Development Institute (SDI) conceptualized by the Government of India and operationalized by CPSEs focused on imparting skills in industry-oriented trades for improving employability of weaker sections of the society.

Skill Development Institute Visakhapatnam initiative has significantly contributed to community welfare by providing livelihoods and creating a skilled workforce. The initiative has brought about holistic improvement, laying the foundation for sustainable growth and prosperity.

## **PROJECT 9 – FACILITIES AT SRI RAMAKRISHNA MATH RURAL DEVELOPMENT**

**Name of Implementing Agency:** Directly by HPCL

**Location:** Meyyur, Chennai

**Project Outlay:** Rs 1.28 crore

**Observations:** The Project supported the establishment of a centre equipped with facilities to conduct training programs and educational initiatives for socially and economically disadvantaged communities. By offering vocational training, academic support, and basic services, the centre has strengthened community development efforts. The collaboration between HPCL and the local community has fostered long-term sustainability and socio-economic upliftment.

**PROJECT 10 – STIPEND TO APPRENTICES ENGAGED BY CORPORATION UNDER  
'THE APPRENTICESHIP ACT, 1961'**

**Name of Implementing Agency:** Directly HPCL

**Location:** Pan India

**Project Outlay:** Rs 17.35 crore

**Observations:** The apprenticeship program helps the young graduates who have passed out by providing exposure to the professional work culture of the Corporate. The project equips the apprentices with soft and technical skills required for work performance and familiarize with workplace decorum. This support towards apprentices may lead to enhanced employability opportunities among fresh graduates and technicians.

# **Chapter 1:**

## **Introduction to HPCL and its CSR Initiatives**

## **Hindustan Petroleum Corporation Limited: Corporate Social Responsibility Initiatives and Alignment with National Priorities**

### **Organizational Background**

Hindustan Petroleum Corporation Limited (HPCL) is a Central Public Sector Undertaking (PSU) operating in the petroleum and natural gas industry. Headquartered in Mumbai, HPCL functions as a subsidiary of the Oil and Natural Gas Corporation (ONGC), which is owned by the Ministry of Petroleum and Natural Gas (MoP&NG), Government of India. HPCL holds the prestigious Maharatna status among Central Public Sector Enterprises Companies and maintains a significant presence in the Refining & Marketing of Petroleum Products throughout India.

The organizational vision of HPCL includes creating a model of excellence in meeting social commitments, adhering to environment, health, and safety norms, and enhancing employee welfare and relations.

### **Corporate Social Responsibility Policy Framework**

HPCL has consistently endeavoured to serve as a model of excellence and a catalyst for transformation in all its initiatives, encompassing both business prosperity and societal commitment. The corporation fundamentally believes in creating shared values and delivering positive social outcomes through various initiatives that have affected millions of lives. HPCL's Corporate Social Responsibility (CSR) projects are well-established and aligned with issues of national importance and Government of India policies, like National Health Mission, National Skill Development Mission, Clean India Movement, 'Transformation of Aspirational Districts' program and other policies focused on rural and community development

Under its CSR commitment, HPCL supports projects that facilitate the creation of empowered individuals and communities through sustainable social and economic development. The corporation's initiatives are systematically classified under specific focus areas:

1. Child-care
2. Education
3. Healthcare
4. Skill Development
5. Environment & Community Development
6. Sports
7. Incubator 7(i) and 7(ii) as per CSR policy

These initiatives have substantially strengthened HPCL's image as a socially responsible company. The corporation has demonstrated significant success in generating positive changes in the lives of the most vulnerable and marginalized sections of society, including:

- Children with special needs
- Girl child
- Socially-disadvantaged groups
- Unemployed youths
- Women

### **Regulatory Alignment with India's CSR Framework**

In accordance with regulatory requirements effective April 1, 2014, every company—private or public—which either possesses a net worth of Rs.500 crore, a turnover of Rs.1,000 crore, or a net profit of Rs.5 crore, is mandated to allocate at least 2% of its average net profit from the immediately preceding three financial years toward Corporate Social Responsibility activities in areas specified in Schedule VII of Companies Act, 2013.

The prescribed CSR activities must be distinct from the normal course of business and must correspond to the activities enumerated in Schedule VII of the 2013 Act. In alignment with these requirements, HPCL's CSR policy distinct provisions:

1. CSR activities in local communities proximate to the company's operational areas, including:

- Refineries
  - Terminals
  - Depots
  - LPG Plants
  - Pipelines
  - Aviation Stations
  - Lube Blending Plants
  - Project locations
  - Other offices
2. Implementation of CSR activities designed to empower weaker, less privileged, and marginalized sections of society to create Social Capital.

## **Major CSR Projects**

### **1. Project ADAPT**

**Objectives:** Providing inclusive education, state-of-the-art therapies, and vocational training to special children and young adults in an enabling and inclusive environment to help them realize their potential.

### **2. Project Dhanwantari**

**Objectives:** Addressing the basic medical needs of individuals residing in remote areas and urban slums through Mobile Medical Units (MMUs) capable of reaching the doorsteps of those in need.

### **3. Project Dil without Bill**

**Objectives:** Financial support towards conducting heart surgeries for less privileged individuals, with a particular emphasis on children.

#### **4. Project Nanhi Kali**

**Objectives:** Achieving gender equality by making quality education accessible to young girls by providing academic, material and social support to girls from less privileged backgrounds, primarily first-generation learners.

#### **5. Kashmir Super-50 (Medical)**

Project Kashmir Super-50 (Medical) has provided mentoring and coaching to talented students from Jammu & Kashmir and Ladakh regions. Participants receive free residential coaching and guidance for twelve months to prepare for entrance examinations of various medical colleges throughout the country.

#### **6. Skill Development Institutes**

HPCL has supported the Skill India Mission of Government of India by contributing towards the establishment of Skill Development Institutes in following locations in collaboration with other Oil & Gas CPSEs:

- Visakhapatnam
- Raebareli
- Ahmedabad
- Kochi
- Bhubaneswar
- Guwahati

These institutes focus on imparting skills to youth across various sectors.

#### **Supplementary CSR Initiatives**

##### **1. Pradhan Mantri Ujjwala Yojana (PMUY)**

HPCL has supported the Pradhan Mantri Ujjwala Yojana to provide clean cooking fuel solutions to women from economically disadvantaged households, particularly in rural areas. This initiative has contributed to smoke-free kitchens and improved health outcomes for women and children.

## **2. Swachh Bharat Abhiyan**

HPCL has contributed to the national Clean India Movement (Swachh Bharat Abhiyan) by:

- Creating sanitation infrastructure at various public locations
- Sensitizing communities on the importance of cleanliness, personal hygiene, and environmental preservation
- Constructing school toilets under Swachh Vidyalaya Abhiyan
- Providing drinking water facilities
- Implementing waste management solutions in municipalities and villages
- Installing sanitary napkin vending machines and incinerators in schools, colleges, and hostels

## **3. Other Environmental and Sustainable Development Initiatives**

HPCL has undertaken various sustainable and environmentally-focused initiatives, including:

- Development of rainwater harvesting techniques in arid zones
- Water body augmentation and rejuvenation projects
- Installation of sustainable energy facilities in communities
- Development of infrastructure in gardens and parks in public spaces
- Sapling plantation across different geographical regions

These initiatives have contributed to the empowerment of less-privileged communities. Additionally, HPCL offices throughout the country have conducted various activities for local community development.

## **CSR Implementation and Financial Commitment**

Since the implementation of mandatory Corporate Social Responsibility provisions in 2014, CSR spending by Corporate India has increased substantially. Companies have not only enhanced their CSR expenditure but have also initiated innovative projects and demonstrated novel approaches to addressing social issues. HPCL, as a

responsible Central Public Sector Enterprise, has leveraged this opportunity to integrate CSR into its corporate strategy.

CSR constitutes an integral component of HPCL's organizational culture. The company consistently strives to achieve a balance between economic growth imperatives, environmental protection, and social responsibilities. In its business operations, HPCL has facilitated projects designed to reduce carbon footprint and ensure sustainable and secure growth.

As a responsible Corporate Citizen and in compliance with Section 135 of the Companies Act 2013, HPCL maintains a steadfast commitment to societal development and has consistently worked toward being a Model of Excellence in fulfilling this commitment. During the Financial Year 2022-23, HPCL employed a multi-pronged approach to CSR, implementing initiatives in the focus areas of Childcare, Education, Healthcare, Skill Development, Sports, Environment, and Community Development, thereby creating Social Capital, particularly in the host communities of its business locations.

### **Recognition and Accolades**

HPCL has been conferred with the Awards by the Government of India in three distinct categories:

- The Corporation was declared the 'Winner' under the category 1.1: Companies having eligible CSR spend equal to or above ₹100 crore of the National CSR Awards 2020, instituted by the Ministry of Corporate Affairs, Government of India.
- The Corporation was conferred with an 'Honourable Mention' for 'Project Dhanwantari' under the category 3.4: Health, Safe Drinking Water and Sanitation of the National CSR Awards 2020, instituted by the Ministry of Corporate Affairs, Government of India.

- The Corporation received the prestigious award for the Swachhta Pakhwada Campaign (1st – 15th July, 2022), instituted by the Ministry of Petroleum and Natural Gas.

HPCL actively supports community development initiatives across multiple domains, including education, healthcare, infrastructural development, and the advancement of economically and socially marginalized communities. The corporation seeks to develop sustainable, long-term approaches to address challenges in these sectors. Among its numerous initiatives, HPCL has proactively funded and implemented ten significant projects across various locations throughout India, demonstrating its comprehensive commitment to corporate social responsibility and sustainable development.

## **Chapter 2**

# **Impact Assessment Study of CSR Initiatives: A Methodological Overview**

## **Impact Assessment Study of CSR Initiatives: An Overview**

HPCL assigned the work of impact assessment study of its CSR projects completed during FY 2022-23, to the Department of Social Work, Jamia Millia Islamia, New Delhi. For the purpose of this study, a team was constituted to conduct the impact assessment of the CSR initiatives of HPCL under the guidance of Head of the Department, Prof. Neelam Sukhrmani and supervision of the principal investigator Prof. Ashvini Kumar Singh, Department of Social Work Jamia Millia Islamia, New Delhi. A MoU was signed between the HPCL and JMI in this regard. The objectives of the assigned impact assessment study were as following:

### **Objectives of Impact Assessment**

- To undertake an Assessment of the Projects in terms of their Contribution and
- Focus Area for the Welfare / Development of the beneficiaries.
- Identify qualitative and quantitative changes in the lives of beneficiaries.
- To gauge the Relevance and Coherence of the Project Strategies and approaches to fulfil the Project Objectives.
- To assess the performance of the project in terms of Effectiveness and Efficiency of the expected outputs.
- To assess the Impact of the project activities on the beneficiaries.
- To ascertain the Sustainability of the project after its completion, wherever applicable.
- To give recommendations for future CSR projects of similar nature.

The Scope includes carrying out Impact assessment study of all ten (10) CSR Projects in compliance with the parameters, including sample size, as defined in this document. The following list entails the project name, state, district and number of project locations for the purpose of carrying out this study.

S. No.	Project Detail	State	District	No. of Project Locations
1	Project White Knight Centre (Medical And Engineering): Batch 1	Jammu & Kashmir	Rajouri	1
2	Project Nanhi Kali	Odisha	Angul	1
3	Project 'Nanhi Kali'	Andhra Pradesh	Alluri Sitarama Raju District and Visakhapatnam (including Anakapalle)	2
4	Project Kargil Ignited Minds Super - 50 'Medical And Engineering': Batch	Ladakh	Kargil	1
5	Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2	Ladakh	Leh	1
6	Project Kashmir Super-50 'Medical': Batch 5	Jammu & Kashmir	Srinagar	1
7	Project Dil Without Bill	Gujarat	Rajkot and Ahmedabad	2
8	Skill Development Institute, Visakhapatnam: Batch - Fy 2022-23	Andhra Pradesh	Visakhapatnam	1
9	Facilities At Sri Ramakrishna Math Rural Development Project, Meyyur	Tamil Nadu	Chennai	1
10	STIPEND TO APPRENTICES ENGAGED BY CORPORATION UNDER 'THE APPRENTICESHIP ACT, 1961' In FY 2022-23	Pan India	Pan India	3

**Table No. 2.1 : Project Details**

## Scope of the Impact Assessment Study

1. Obtaining and studying CSR-related documents from HPCL, which include Memorandum of Understanding (MOUs), committee proposals, and request letters for respective projects.
2. Field-based data collection from the beneficiaries pertaining to each project through means of questionnaires, interviews, case studies etc.
3. Detailed analysis and interpretation of the collected information, along with the CSR-related documents, to understand the impact generated by each project.
4. Exploring gaps in project impact and giving suggestions.

## Detailed Overview of CSR Projects Undertaken By HPCL

S. No.	Project Name	Location	Implementing Agency	Project Sector	Project Outlay in Rs.	Project Beneficiaries
1	Project White Knight Centre (Medical and Engineering): Batch 1	Rajouri, Jammu & Kashmir	The Indian Army	Education	Rs 1.88 crore	50 students
2	Project Nanhi Kali	Angul, Odisha	K.C. Mahindra Education Trust	Education	Rs 2.75 crore	5000 girl students
3	Project Nanhi Kali	ASR and Visakhapatnam (including Anakapalli District), Andhra Pradesh	K.C. Mahindra Education Trust	Education	Rs 4.15 crore	7500 girl students
4	Project Kargil Ignited Minds Super - 50 'Medical and Engineering': Batch 1	Kargil, Ladakh	The Indian Army	Education	Rs 1.77 crore	52 girl students
5	Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2	Leh, Ladakh	The Indian Army	Education	Rs 1.53 crore	48 students

S. No.	Project Name	Location	Implementing Agency	Project Sector	Project Outlay in Rs.	Project Beneficiaries
6	Project Kashmir Super- 50 'Medical': Batch 5	Srinagar, Jammu & Kashmir	The Indian Army	Education	Rs 1.49 crore	50 students
7	Project Dil without Bill	Rajkot and Ahmedabad , Gujarat	Prashanti Medical Services and Research Foundation	Healthcare	Rs 2.25 crore	300 patients
8	Skill Development Institute, Visakhapatnam: Batch – FY 2022-23	Visakhapatnam, Andhra Pradesh	SDI, Visakhapatnam	Skill Development	Rs 1.50 crore	3804 people from weaker sections of the society.
9	Facilities at Sri Ramakrishna Math Rural Development Project, Meyyur	Chennai, Tamil Nadu	Directly by CPSE	Education	Rs 1.28 crore	On average 1000 people / year from economically backward communities
10	Stipend to Apprentices engaged by Corporation under 'The Apprentices Act,1961' for FY 2022-23	Pan India	Directly by CPSE	Skill Development	Rs 17.34 crore	882 apprentices

**Table No. 2.2 : Detailed Overview of CSR Projects Undertaken By HPCL**

### **Methodology of the Impact Assessment Study**

The methodology for the Impact Assessment Study of HPCL's CSR projects was designed to provide a robust and holistic evaluation of the projects' effectiveness, relevance, coherence, efficiency, impact, and sustainability. The study employed a mixed-method approach, integrating both quantitative and qualitative methodologies to ensure comprehensive data collection, analysis, and validation. This dual approach facilitated a nuanced understanding of the projects' outcomes while addressing the diverse needs of stakeholders, including marginalized groups such as children, women, and rural communities.

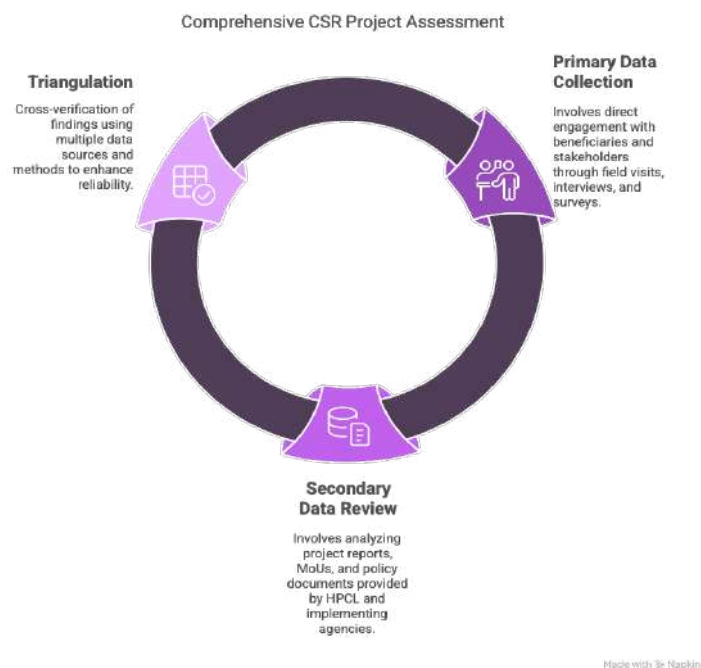
## Research Design

The study adopted a descriptive and evaluative research design to assess the impact of ten CSR projects across focus areas like Education, Healthcare, Skill Development, and Community Development. The design included:

**Primary Data Collection:** Direct engagement with beneficiaries and stakeholders through field visits, interviews, and surveys.

**Secondary Data Review:** Analysis of project reports, MoUs, and policy documents provided by HPCL and implementing agencies.

**Triangulation:** Cross-verification of findings using multiple data sources and methods to enhance reliability.



**Figure 2.1 Research Design**

## **Data Collection**

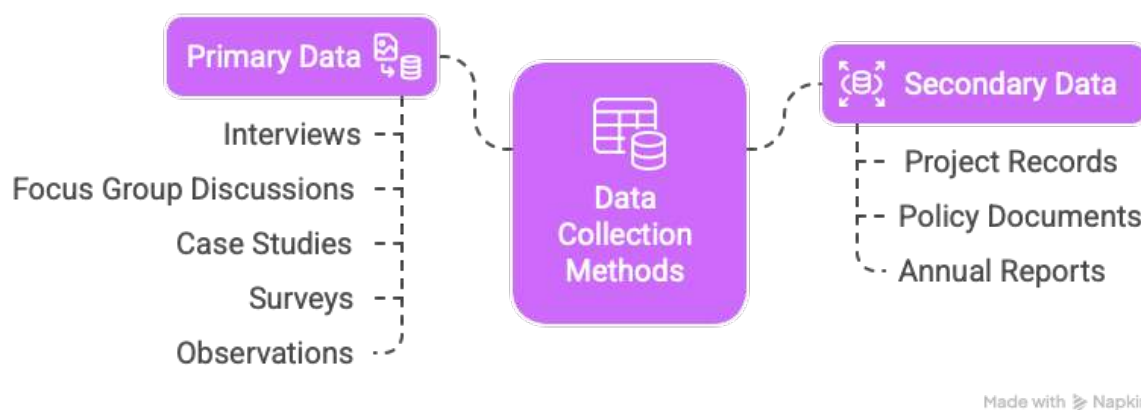
### **Primary Data**

- Interviews: Structured and semi-structured interviews were conducted with beneficiaries (e.g., students, patients, apprentices), parents, implementing partners (e.g., Indian Army, KCMET), and HPCL representatives. At least 50% of the sample size for each project was covered via personal interviews; the rest used telephonic/online methods where field visits were impractical.
- Focus Group Discussions (FGDs): Held with community members and groups to capture collective perspectives.
- Case Studies: In-depth narratives of individual beneficiaries to highlight qualitative impacts.
- Surveys: Standardized questionnaires administered to collect quantitative data on project outcomes.
- Observations: Field visits to project sites (e.g., schools, hospitals, training centers) to assess infrastructure and operational conditions.

### **Secondary Data**

- Project Records: Reviewed MoUs, progress reports, and financial documents.
- Policy Documents: Analyzed CSR guidelines, the Apprenticeship Act (1961), and national/state-level development policies.
- Annual Reports: HPCL's annual reports and CSR expenditure data were referenced to contextualize project impacts.

## Data Collection Methods in Project Evaluation

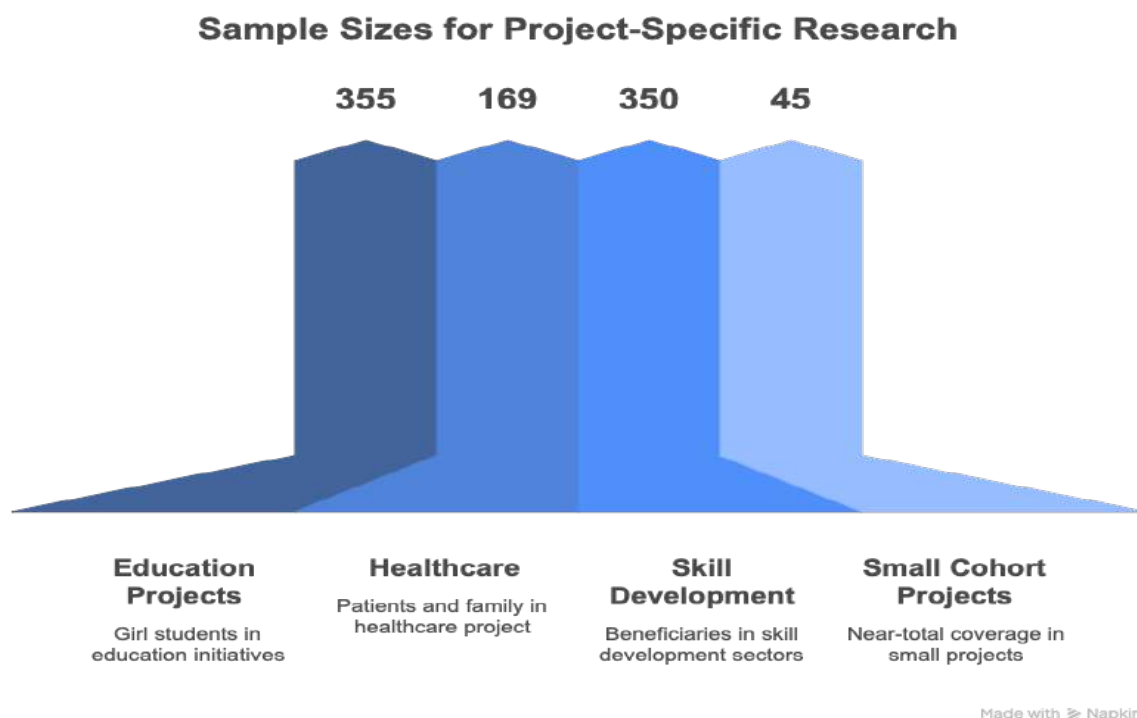


**Figure 2.2: Data Collection Methods in Project Evaluation**

### Sampling Strategy

A stratified random sampling technique was used to ensure representation across stakeholder groups. Sample sizes were determined based on:

- Confidence Level: 95%
- Margin of Error: 5%
- Project-Specific Requirements:
- Education Projects (e.g., Nanhi Kali): 357–355 girl students per location, plus parents and teachers.
- Healthcare (e.g., Dil Without Bill): 169 patients/family members.
- Skill Development: 350 beneficiaries across sectors.
- Small Cohort Projects (e.g., White Knight Centre): Near-total coverage (45/50 students).

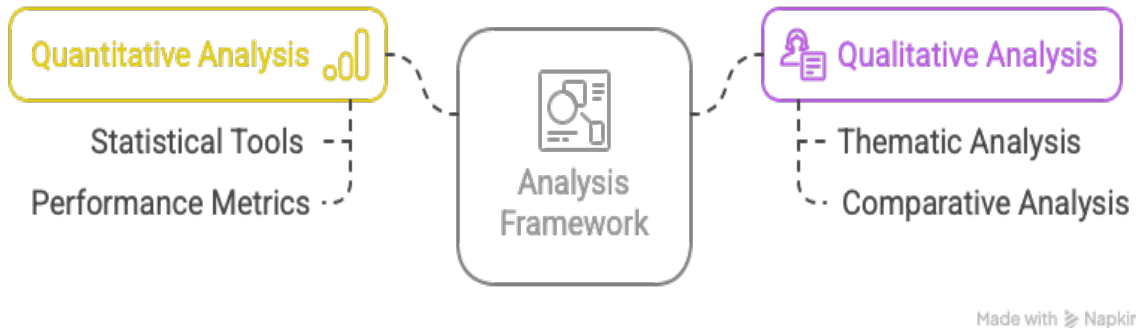


**Figure 2.3 : Sample Sizes for Project-Specific Research**

## **Data Analysis**

- Quantitative Analysis
  - Statistical Tools: Descriptive statistics (mean, percentages) and inferential tests (t-tests, chi-square) to measure outcomes like enrollment rates, employment generation, and health improvements.
  - Performance Metrics: Aligned with OECD-DAC criteria (e.g., effectiveness, efficiency).
- Qualitative Analysis
  - Thematic Analysis: Coding interview/FGD transcripts to identify patterns (e.g., empowerment, challenges).
  - Comparative Analysis: Contrasted findings across projects to assess scalability and replicability.

## Comprehensive Analysis Framework: Quantitative and Qualitative

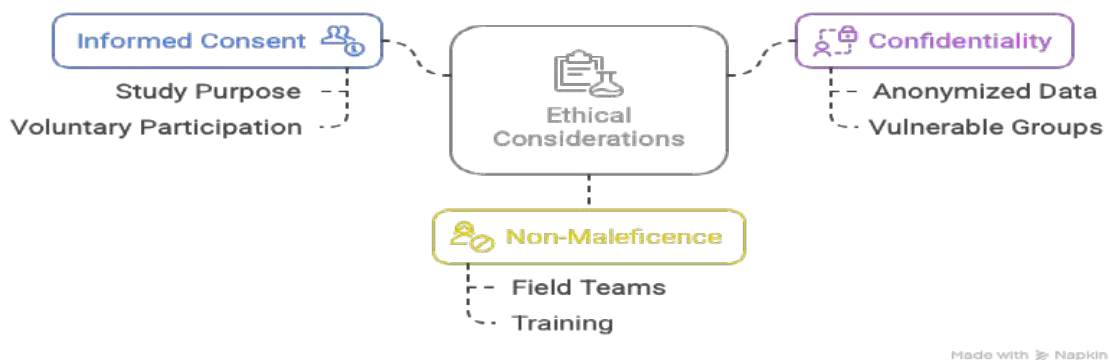


**Figure 2.4 : Comprehensive Analysis Framework : Quantitative and Qualitative**

### Ethical Considerations

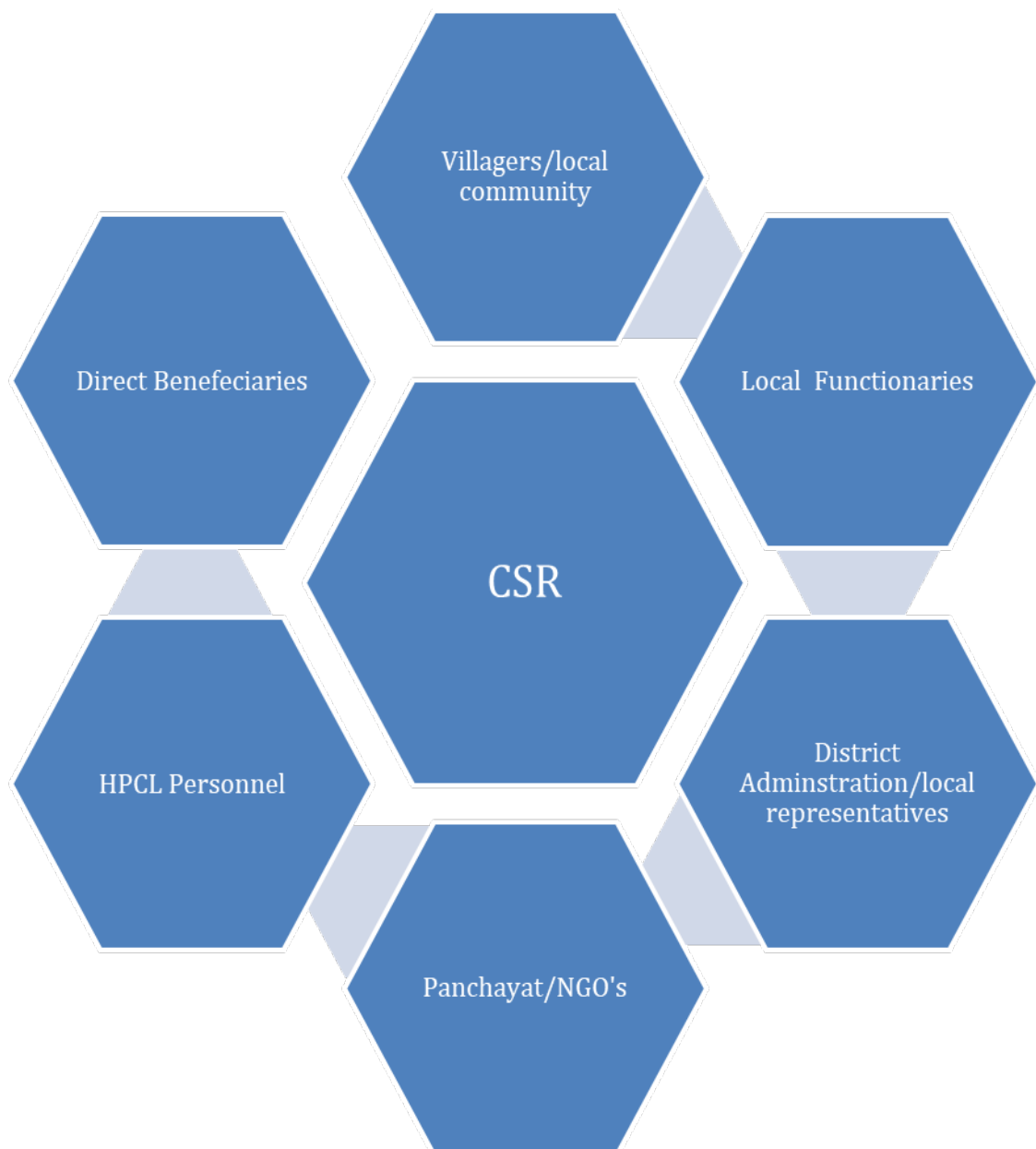
- Informed Consent: Participants were briefed on the study's purpose, with voluntary participation ensured.
- Confidentiality: Anonymized data to protect identities, especially for vulnerable groups.
- Non-Maleficence: Field teams trained to avoid harm during interactions.

### Ethical Considerations in Research



**Figure 2.5 : Ethical Consideration in Research**

An outline of the methodology to address the process for CSR projects is highlighted in the figure below:

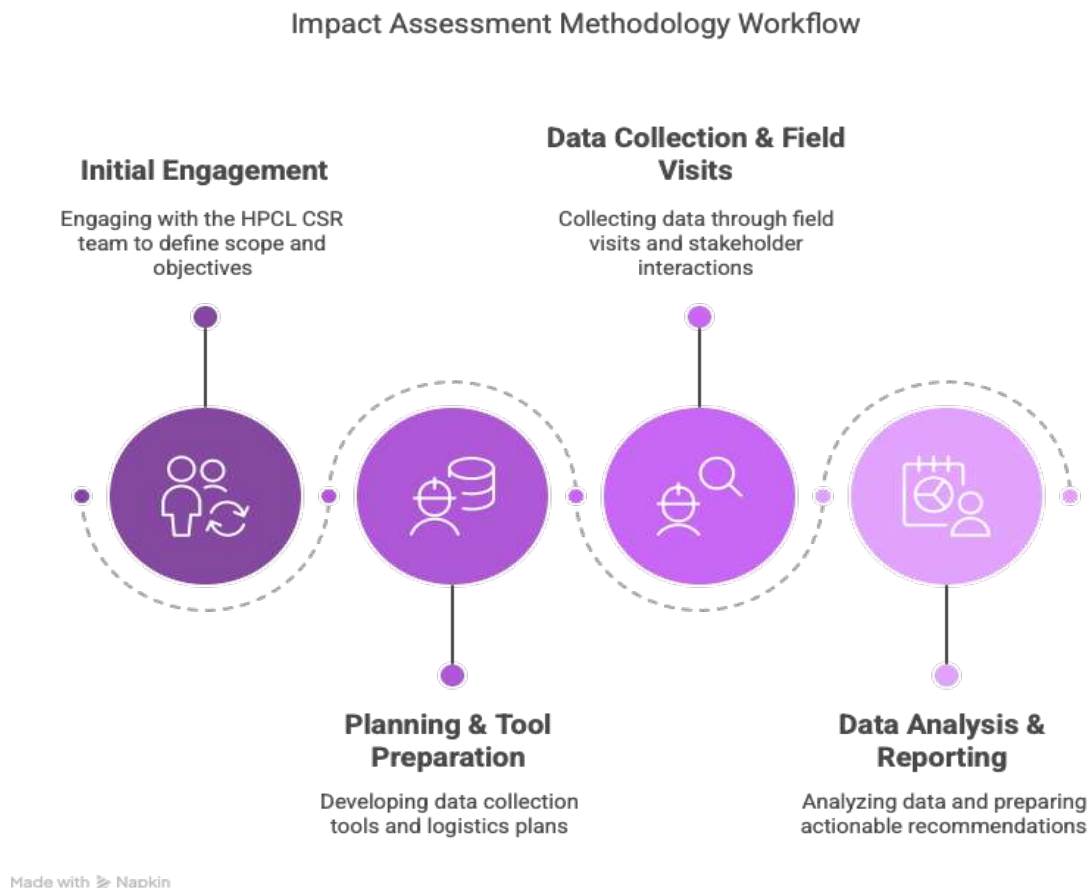


**Figure 2.6 : Methodology**

## PROJECT CYCLE

### Project-wise Methodological Considerations

The project-wise methodological considerations followed during the impact assessment study were as following



**Figure 2.7: Impact Assessment Methodology Workflow**

**Chapter 3:**  
**PROJECT WISE IMPACT  
ASSESSMENT**

## PROJECT WISE IMPACT ASSESSMENT

Hindustan Petroleum Corporation Limited (HPCL) has been actively engaged in various corporate social responsibility (CSR) initiatives aimed at fostering education, skill development, healthcare, and community welfare. These initiatives reflect HPCL's commitment to social equity and sustainable development. The following projects demonstrate HPCL's strategic interventions in education, healthcare, and skill development to empower underprivileged communities across India.

### **Project 1: Project White Knight Centre (Medical and Engineering): Batch 1**

Launched in July 2022, *Project White Knight Centre* is a one-year residential coaching initiative undertaken as a CSR initiative of **HPCL (Hindustan Petroleum Corporation Limited)** in collaboration with the Indian Army at Rajouri, Jammu & Kashmir (UT). Designed for 50 underprivileged yet meritorious students from the Pir Panjal region (Rajouri and Poonch), the program aims to prepare them for national competitive exams such as **NEET-UG** and **JEE**.

#### **Academic Framework:**

Executed by NIEDO (National Integrity & Educational Development Organisation), the curriculum followed a rigorous, structured model with classroom instruction in Physics, Chemistry, Mathematics, and Biology, aligned with NEET and JEE syllabi. The residential setup enabled round-the-clock mentoring, daily assessments, and supplementary sessions on exam strategy, soft skills, and motivation. Results from the 2022–23 batch indicated strong academic outcomes—25 out of 41 NEET candidates qualified (61%), with several admitted to medical colleges. JEE outcomes of aspirants were also promising.

#### **Student Selection and Profile:**

Students were selected via a merit-cum-means process, targeting socio-economically disadvantaged youth from remote, conflict-affected areas. The selection process emphasized gender balance (at least 50% girls) and ensured inclusion of candidates

from marginalized groups (e.g., orphans, children of farmers/labourers). All had completed Class 12 and showed potential despite lacking resources for private coaching.

### **Roles of Stakeholders:**

- Indian Army (White Knight Corps): Provided infrastructure, logistics, administration, and security. Acted as on-ground implementing agency and mentor.
- HPCL: Funded the initiative under CSR, covering operational, academic, and residential costs.
- NIEDO: Designed and delivered the academic program, deployed faculty, managed curriculum, and offered holistic student development.
- Students: Committed to a year of intensive study, living on-campus, and adhering to a disciplined routine.
- Parents & Community: Engaged through periodic meetings, supportive of the initiative, and later instrumental in community-level educational mobilization.

### **Residential and Support Facilities:**

The Army refurbished an existing building into a residential coaching centre, equipped with dormitories, classrooms, dining facilities, and wellness spaces. Daily operations included nutritious meals, physical training, counselling, and festival celebrations, fostering emotional well-being. Healthcare support and regular upkeep ensured a conducive learning environment.

### **Outcomes and Impact:**

The program yielded significant academic, personal, and social impact. Success in NEET and JEE was accompanied by improvements in student confidence, communication, and ambition. Success stories—such as the first doctor from a remote Poonch village—highlight the transformative potential of such interventions. The project also reinforced civil-military-corporate collaboration and created local role models, inspiring wider educational aspirations in the region.

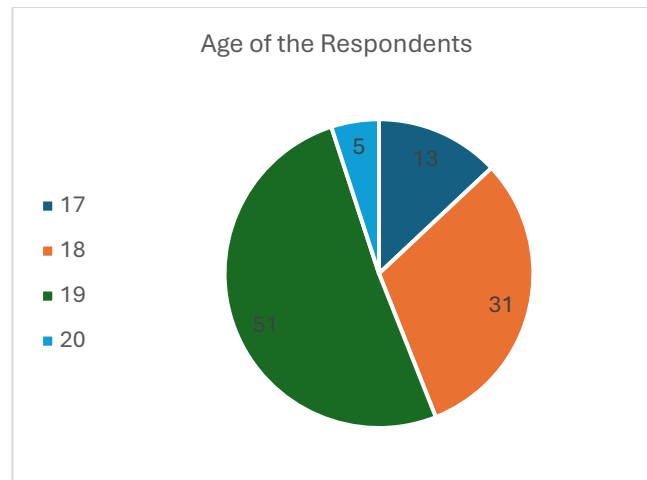
## **Infrastructure and Maintenance:**

The Army repurposed and maintained the facility using both CSR and Sadbhavana resources. No major new construction was needed, but functional and wellness-oriented modifications (e.g., sports areas, study spaces) were implemented to support a year-long residential program in a secure and disciplined setting.

## **Findings**

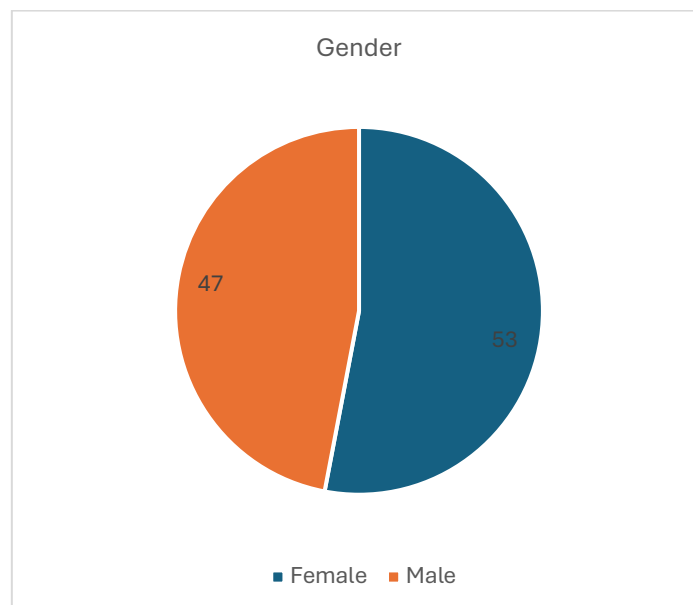
For Project White Knight Centre (Medical and Engineering): Batch 1, a comprehensive data collection strategy was employed to assess the initiative's outcomes and implementation. Interviews were conducted with at least 45 students, 4 parents, 2 teachers, 1 member of the training partner organization, 1 army official, and 1 HPCL representative. These interviews were guided by a semi-structured interview schedule incorporating both closed-ended and open-ended questions to elicit detailed quantitative and qualitative feedback. In addition to stakeholder interviews, a thorough desk review of project documents and reports was undertaken to supplement and validate the primary data collected. This integrated approach provided a well-rounded evaluation of the project's reach, quality of support services, and overall effectiveness in preparing students for competitive medical and engineering entrance examinations.

The **age distribution of respondents** in Project White Knight Centre (Medical and Engineering): Batch 1 indicates that a majority of the students were aged **19**, comprising **51%** of the total respondents. This is followed by **18-year-olds** at **31%**, and **17-year-olds** at **13%**. A small fraction, **5%**, were aged **20**.



**Figure 3.1 Age profile of Project White Knight Centre**

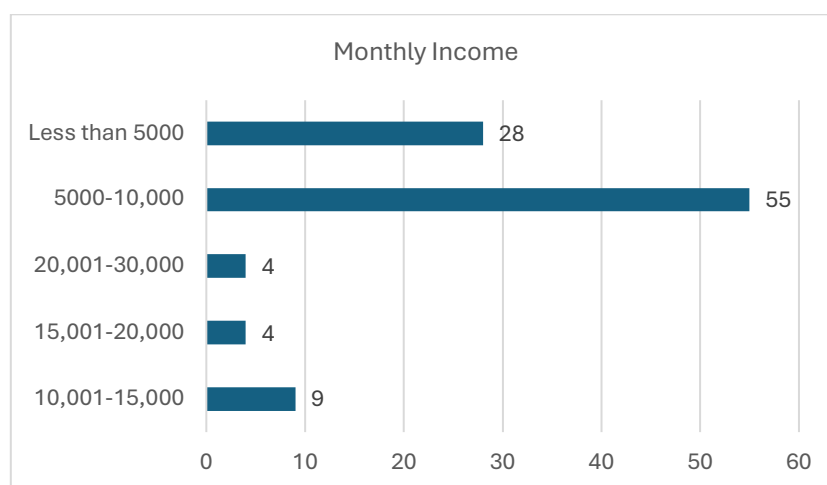
This age profile is consistent with typical participants of pre-university coaching programs aimed at preparing students for medical and engineering entrance exams. The high proportion of 18–19-year-olds suggests that the project successfully targeted students at a critical transitional stage in their academic.



**Figure 3.2 Gender of Respondents of Project White Knight Centre**

The **gender distribution** for *Project White Knight Centre (Medical and Engineering): Batch 1* reflects a commendable balance, with **53% female** and **47% male** participants. This near-equal representation highlights the project's inclusive outreach efforts, promoting equal opportunities for both male and female students in pursuing competitive careers in the fields of medicine and engineering. The higher

percentage of female participants is particularly encouraging in the context of STEM education, which often sees underrepresentation of women.

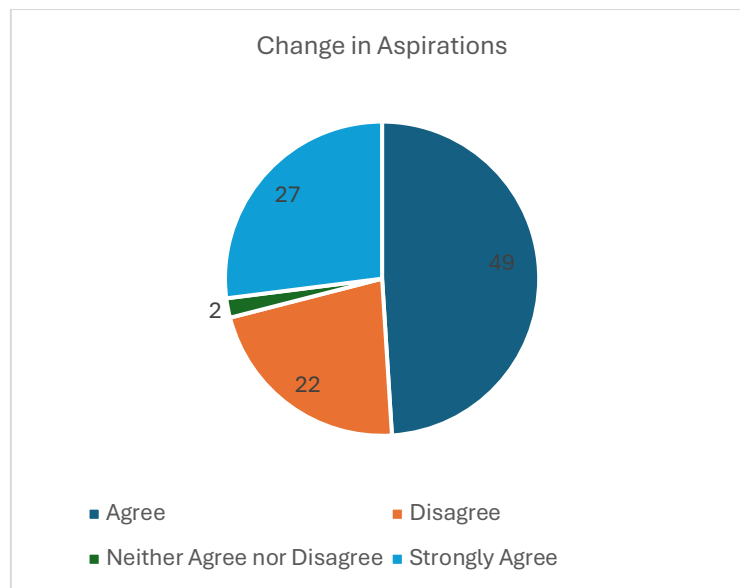


**Figure 3.3 Data of monthly income of parents - Project White Knight Centre**

The data on monthly income of parents (in %) for Project White Knight Centre (Medical and Engineering): Batch 1 shows a strong representation of students from economically disadvantaged backgrounds:

- **55%** of respondents reported a household income between **₹5,000–10,000**, making this the largest income group.
- **28%** of students came from families earning **less than ₹5,000** per month, indicating severe financial hardship.
- **9%** of students belonged to households earning **₹10,001–15,000**.
- A smaller proportion—**4% each**—reported incomes in the ranges of **₹15,001–20,000** and **₹20,001–30,000**.

This income distribution underscores the program's successful targeting of underprivileged students, demonstrating its role in providing access to quality education for those with limited financial means.



**Figure 3.4 Data on change in aspirations of students - Project White Knight Centre**

The data on **change in aspirations** among students from *Project White Knight Centre (Medical and Engineering): Batch 1* shows a predominantly positive shift:

- **27% strongly agreed**, further affirming the program's transformative impact.
- **49%** of students **agreed** that the program had positively influenced their aspirations.
- However, **22%** of students **disagreed**, and **2%** remained neutral, indicating that while the majority experienced a motivational uplift, a small segment did not perceive a significant change.

These results suggest that the initiative had a substantial positive influence on most participants' ambitions and future outlooks, although there may be room to enhance individual engagement or tailor interventions for specific student needs.

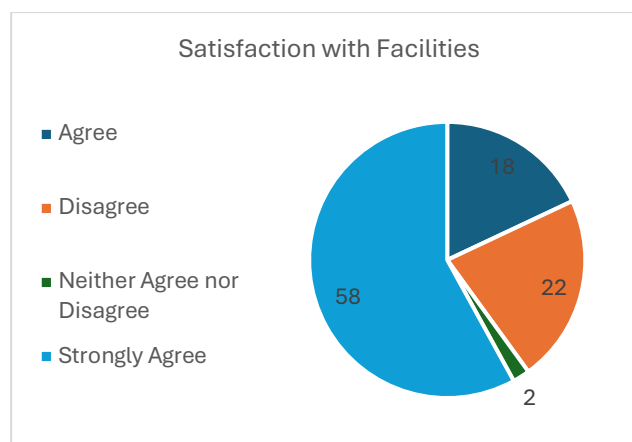


**Figure 3.2 Data on confidence among students in Project White Knight Centre**

The data on **confidence in achieving goals** among students in *Project White Knight Centre (Medical and Engineering): Batch 1* reflects a predominantly positive outlook:

- **58% of students strongly agreed** that the program enhanced their confidence in achieving their academic and career goals.
- **20% agreed**, further affirming the positive impact.
- **22% disagreed**, indicating that while a majority felt empowered, a notable minority did not perceive a boost in confidence.

This suggests that while the program successfully built self-assurance for most students, some may benefit from additional mentoring or individualized support to fully realize their potential.

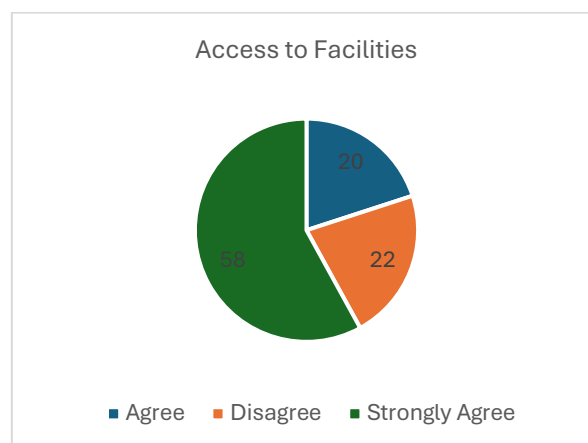


**Figure 3.6 Data on satisfaction with facilities from Project White Knight Centre**

The data on **satisfaction with facilities** from *Project White Knight Centre (Medical and Engineering): Batch 1* shows an overwhelmingly positive response:

- **58% of students strongly agreed** that they were satisfied with the facilities provided.
- **18% agreed**, reinforcing the high level of approval.
- However, **22% of students disagreed**, indicating some room for improvement in certain aspects of the infrastructure or support services.
- A very small proportion, **2%**, neither agreed nor disagreed.

These findings suggest that while the majority of students were highly satisfied with the facilities, a notable minority may have experienced gaps in provision or accessibility that warrant further attention.



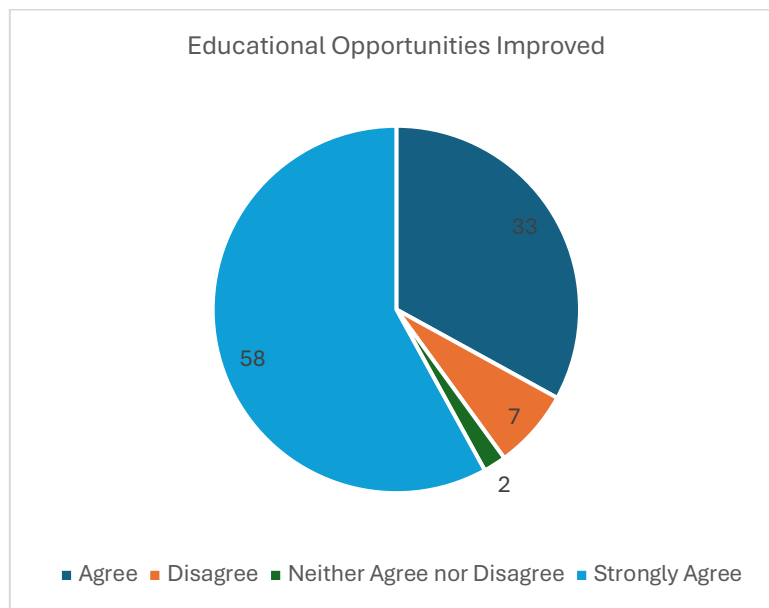
**Figure 3.3 Data on access to facilities from Project White Knight Centre**

The data on **access to facilities** in *Project White Knight Centre (Medical and Engineering): Batch 1* reveals a strong overall satisfaction among participants:

- **58% of students strongly agreed** that they had sufficient access to facilities, demonstrating a high level of confidence in the program's infrastructure and support mechanisms.
- **20% agreed**, further validating the adequacy of access.

- However, **22% disagreed**, suggesting that while the majority were well-supported, there were some students who faced challenges or limitations in accessing the full range of available facilities.

This feedback underscores the program's success in delivering accessible support services to most participants, while also pointing to the need for targeted improvements to ensure equitable access for all.



**Figure 3.4 Data on educational opportunities from Project White Knight Centre**

The data on **educational opportunities** from *Project White Knight Centre (Medical and Engineering): Batch 1* reflects a highly positive impact:

- **58% of students strongly agreed** that the project had significantly improved their access to educational opportunities.
- **33% agreed**, further confirming the positive influence.
- A small portion—**7%—disagreed**, and **2%** neither agreed nor disagreed.

These results highlight the project's success in enhancing academic prospects for the majority of students, particularly those from underserved backgrounds, while also indicating minimal dissatisfaction that may warrant further exploration or support.

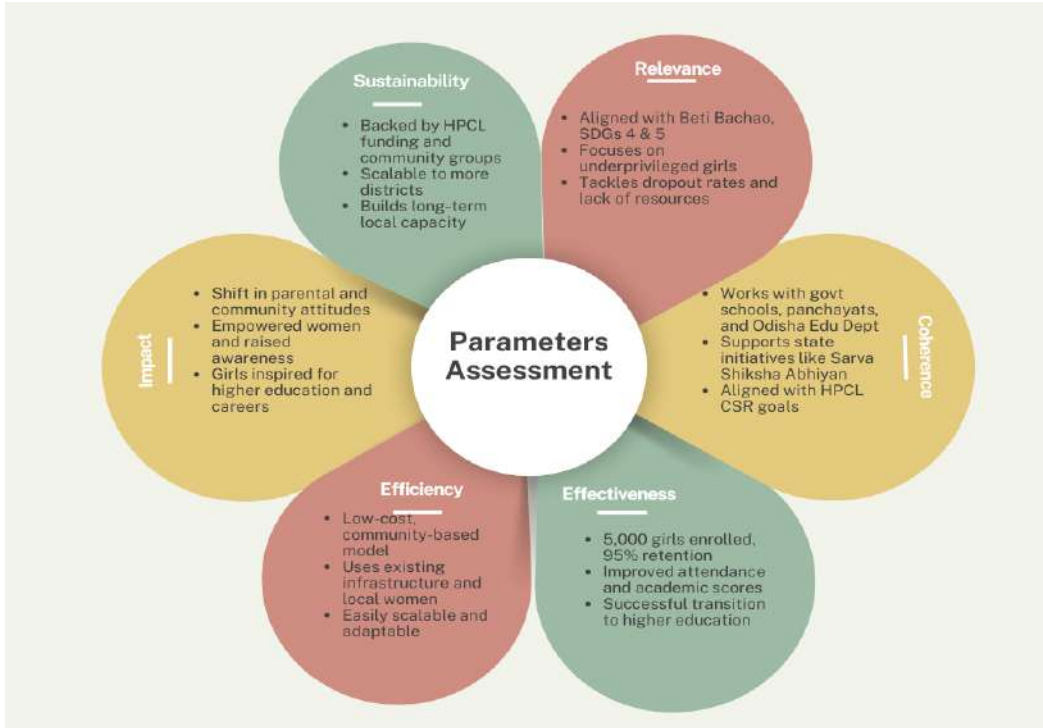
## Parameters Assessment

<b>Project Name &amp; location: Project White Knight Centre (Medical and Engineering)</b>	
<b>Parameters</b>	<b>Detailed Observation/Comments</b>
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.	<p>The residential training enabled the less privileged students to compete in various streams like Engineering, Medical, CUET (Common University Entrance Test) preparation and other career-oriented programs. The enrolled students have successfully gained admissions and many students aspire to join the project training facilities. It was mentioned by one of the stakeholders that “Agar koi bacha doctor ban jaye toh naslein sudhar jaati hain”(If a child becomes a doctor, then the generations can be uplifted). Since the enrolled students have successfully gained admission, it has been able to cater to the community's educational needs. According to all the stakeholders, the facilities provided included the availability of subject-specific teachers, Daily Practice Problems (DPP), computer labs, test papers, doubt clearing sessions, weekly tests, and free accommodation. The Centre is equipped with modern teaching aids like smart boards and interactive doubt-clearing sessions that create an educational training &amp; learning environment. A large proportion of students felt that the learning environment here was superior to their previous institutions, with peaceful surroundings, better faculty, and structured study materials.</p>
<b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.	<p>Residential educational training is a platform through which students belonging to the marginalized section develop higher aspirations and set an example for motivation for others. The project goals are coherent with other interventions in a country, sector, or institution, as it is a means to mainstream the students of a marginalised</p>

	community. Those students who due to financial constraints cannot afford costly private coaching institutions choose this Centre. Many students also highlighted the quality of teaching and available facilities as a factor in their decision to opt for the said residential coaching Centre and were obliged for the support provided by HPCL.
<b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and results, including any differential outcomes across groups.	Due to financial constraints, the centre in Rajouri is chosen by parents and students as it provides quality teaching by the trained faculty. The teaching methods, study materials, and faculty support are highly effective in preparing students for fulfilling their goals. The residential training program is highly successful as almost all students (100%) have got admission in Medical, Engineering or other related disciplines in reputed public universities. It is substantiated by the responses of most of the students who strongly agreed that they have access to all the facilities provided by the Centre. The Satisfaction levels were high, with a significant portion of students expressing that they are fully content with the available resources. The same is corroborated by the parents as well.
<b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.	During a year long duration of the residential coaching, the facilities provided through the project have improved the learning experience of the enrolled students. A large proportion of students felt that the learning environment is superior to their previous institutions, due to peaceful surroundings, qualified faculty, and provision of structured study materials.
<b>Impact:</b> The extent to which the intervention has generated or is expected to generate	<b>Impact:</b> The facilities provided through the project have improved the learning experience of the enrolled students and has levelled up their confidence. There has been a notable shift in aspirations of students as they become more

<p>significant positive or negative, intended or unintended, higher-level effects.</p>	<p>motivated toward their academic and career goals. Specifically, the impact of the project is listed as below:</p> <p><b>1. Impact on Learning &amp; Aspirations</b></p> <ul style="list-style-type: none"> <li>• A vast majority reported that the facilities provided have improved their learning experience.</li> <li>• Many students mentioned that faculty members are readily available for doubt resolution, which has enhanced their confidence and understanding.</li> <li>• A notable shift in aspirations was observed, with students becoming more motivated toward their academic and career goals.</li> </ul> <p><b>2. Future Prospects of students</b></p> <ul style="list-style-type: none"> <li>• Most of the students strongly agreed that they are confident in achieving their goals with the support provided by the centre.</li> <li>• Most students felt they now have better educational opportunities compared to before.</li> </ul>
<p><b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.</p>	<p>A majority of students expressed complete satisfaction with the facilities and did not provide additional suggestions. Still some of the suggestion for improvement are:</p> <ul style="list-style-type: none"> <li>• Strengthening of the infrastructure which includes having a library and reading hall, and a facility of smart board in classrooms.</li> <li>• The batch size should be enlarged and 2-4 students from the previous batch should regularly visit the centre to act as role models. Further, there should be a Counsellor for career guidance for the students.</li> <li>• Some responses emphasized the importance of maintaining high-quality teaching staff and</li> </ul>

	continuing to improve study material and infrastructure.
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**Figure 3.5 Graphical Depiction of Parameters Assessment**



## **Project 2: Project Nanhi Kali – Angul, Odisha**

### **Introduction and Background**

Project Nanhi Kali, an initiative of the K.C. Mahindra Education Trust (KCMET) in partnership with the Naandi Foundation, aims to ensure that underprivileged girls have access to quality education. In FY 2022–23, Hindustan Petroleum Corporation Limited (HPCL), under its CSR mandate, funded the project in Angul, Odisha, supporting 5,000 girls. The intervention focuses on academic, material, and social support to address learning gaps, enhance school retention, and empower girl children in marginalized communities.

### **Academic Support**

The core intervention comprises of daily remedial classes held at 50+ Academic Support Centres (ASCs), benefiting first-generation learners across rural, tribal, and urban slum communities. Classes were being led by trained local women (Community Associates) and bolstered by personalized digital learning via AI-enabled tablets (“yellow tablets”) preloaded with curriculum-aligned content. A structured sports and life skills curriculum further enhanced student engagement and holistic development.

Key results:

- **Retention rate:** >95%
- **Attendance:** 10–15% higher than non-beneficiaries
- **Academic performance:** Improvement in learning outcomes; e.g., Class 8 mathematics scores increased from 40% to 68% scoring above 50%

### **Material Support**

Each girl received a Nanhi Kali kit, including schoolbags, stationery, shoes, hygiene supplies (notably sanitary napkins), and uniforms. These kits significantly reduced the financial burden on families and improved school preparedness and attendance. Distribution ceremonies, often attended by HPCL officials, fostered community participation.

## Social Support

The project emphasized community involvement through:

- **Community Associates (CAs):** Local women who were trained to be proficient as tutors and mentors, tracking attendance, engaging parents, and counselling girls at risk of dropout.
- **Parental Workshops:** Monthly sessions and interpersonal interaction promoted awareness on girls' education and delayed marriage.
- **School Partnerships:** Government school staff collaborated with project teams to align efforts and share infrastructure.
- **Government and Panchayat Engagement:** Local community stakeholders endorsed the program and supported logistical needs.

## Service Delivery Model

Implemented through a service-based delivery model, KCMET operated via a hub-and-spoke structure (central project office + village-level ASCs). HPCL funded the intervention (~₹2.74 Cr), while KCMET led on-ground operations, staff recruitment, and program delivery. Monitoring mechanisms included monthly reporting, site visits, and progress assessments. Impact data were reviewed jointly by HPCL and KCMET.

## Impact Summary

- **Educational advancement:** Increased retention, reduced dropout, improved academic performance
- **Social transformation:** Enhanced parental support, reduction in early marriage, empowerment of local women
- **Community ownership:** Emergence of grassroots initiatives (e.g., parent-led ASC support groups)

## Challenges and Mitigation

- **Geographic spread:** Multiple ASCs ensured accessibility in remote areas

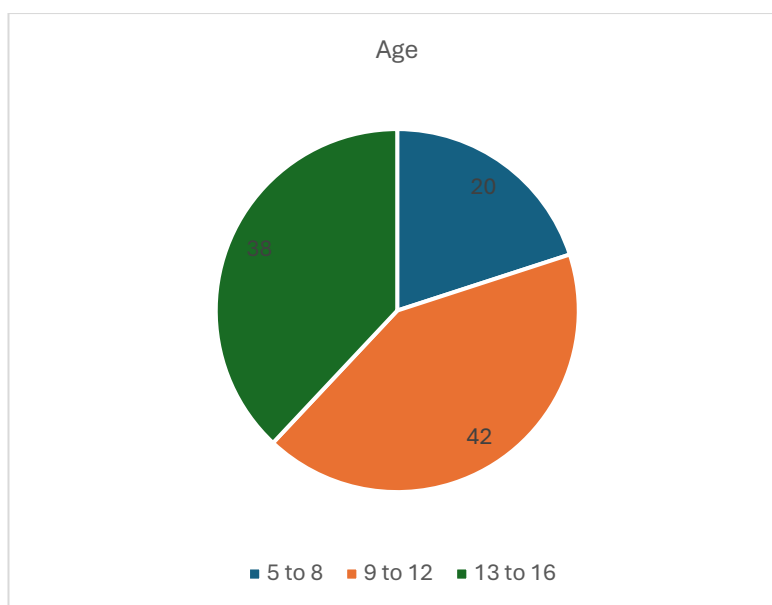
- **Cultural barriers:** Recruitment of local-language-speaking CAs improved engagement in tribal areas
- **Economic hardship:** Flexible class timings and family counselling addressed attendance issues

## Findings

For Project *Nanhi Kali*– Odisha, a comprehensive and multi-stakeholder data collection strategy was implemented to evaluate the initiative’s reach, effectiveness, and impact on girls’ education. Interviews were conducted with **357 girl students**, along with **2 Principals / Headmasters, 2 Community Associates**, and **10 parents** from each block. Additionally, interviews were carried out with **1 HPCL representative** and **1 representative from K.C. Mahindra Education Trust (KCMET)** to capture implementation insights from key stakeholders.

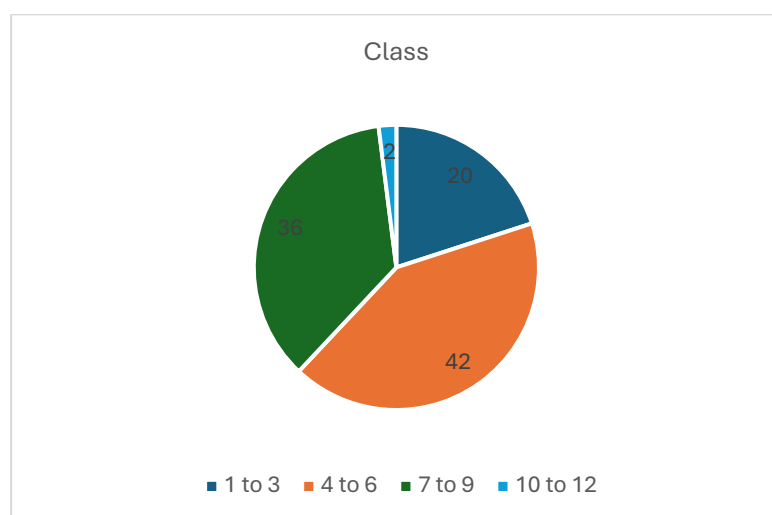
The interviews were conducted by **semi-structured interview schedules**, with both **closed-ended** and **open-ended questions** to generate rich quantitative and qualitative data. These tools were tailored for each stakeholder group to ensure relevance and depth in the feedback collected.

To enhance the reliability and comprehensiveness of the assessment, the primary data was supplemented with a detailed **desk review of project reports, monitoring records, and implementation documents**. This integrated methodology enabled a thorough evaluation of the project’s operational efficiency, quality of learning resources, student satisfaction, and community engagement in promoting girls’ education.



**Figure 3.6 Age of the Respondents from Nanhi Kali- Odisha**

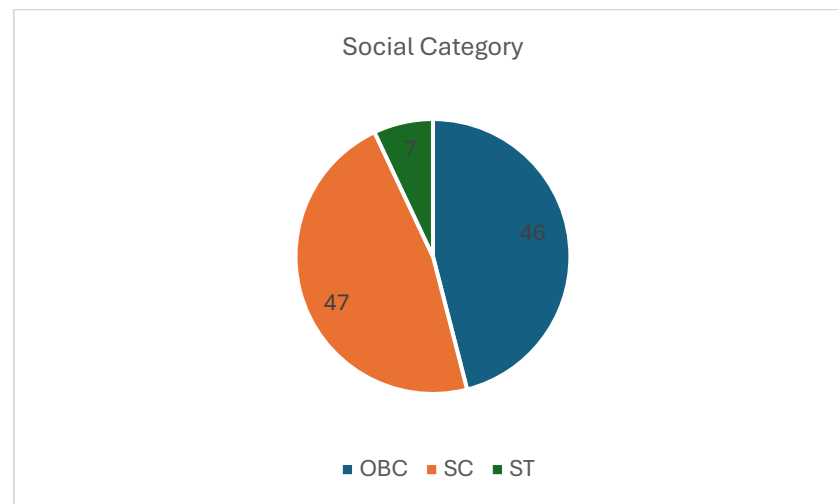
A majority (42%) of respondents fall within the **9 to 12 years** age group, followed by **13 to 16 years** (38%), and the remaining **20%** are aged **5 to 8 years**. This indicates that the project primarily engages with upper primary and early secondary school girls.



**Figure 3.7: Class in which beneficiaries from Nanhi Kali-Odisha were studying**

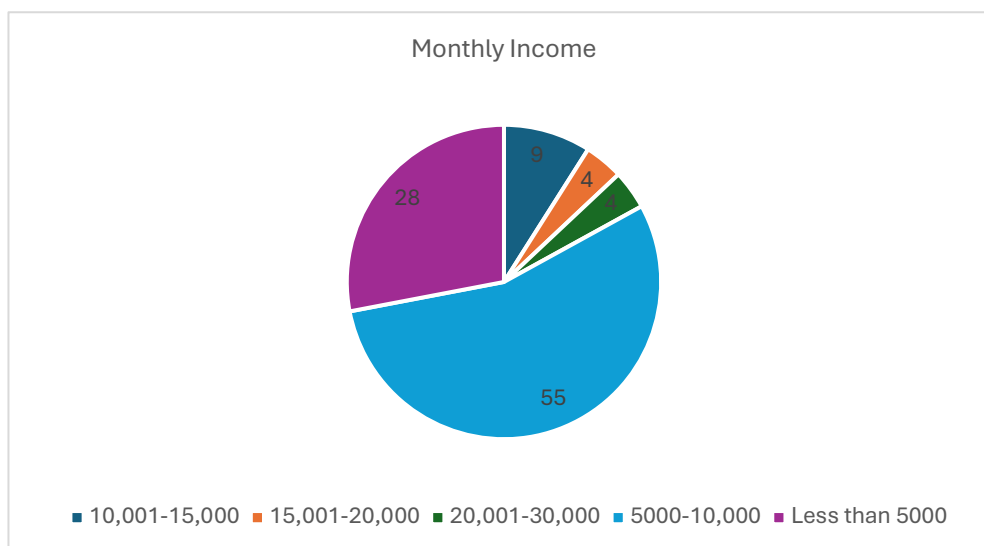
The largest group (42%) is from **Classes 4 to 6**, followed by **Classes 7 to 9** (36%). Students from **Classes 1 to 3** make up 20%, while only **2%** belong to **Classes 10**

to This indicates that majority of beneficiaries are in upper primary and early secondary school.



**Figure 3.8 Social Category of the Respondents from Nanhi Kali-Odisha**

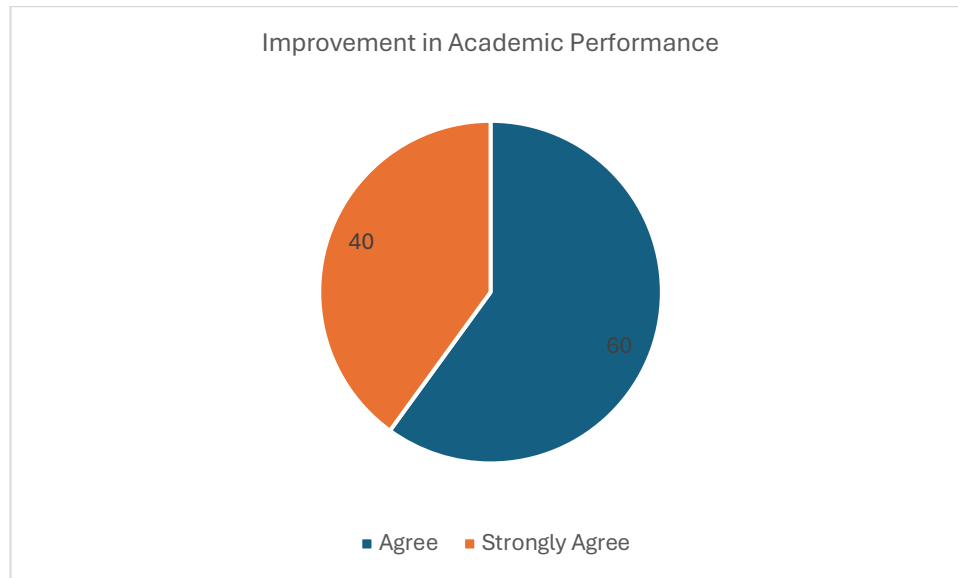
A majority belong to **Scheduled Caste (SC)** category (47%), closely followed by **Other Backward Classes (OBC)** at 46%. Only **7%** of the students are from the **Scheduled Tribe (ST)** category. This reflects the project's strong outreach among marginalized and socially disadvantaged communities.



**Figure 3.9: Monthly income of the parents of the beneficiaries from Nanhi Kali- Odisha**

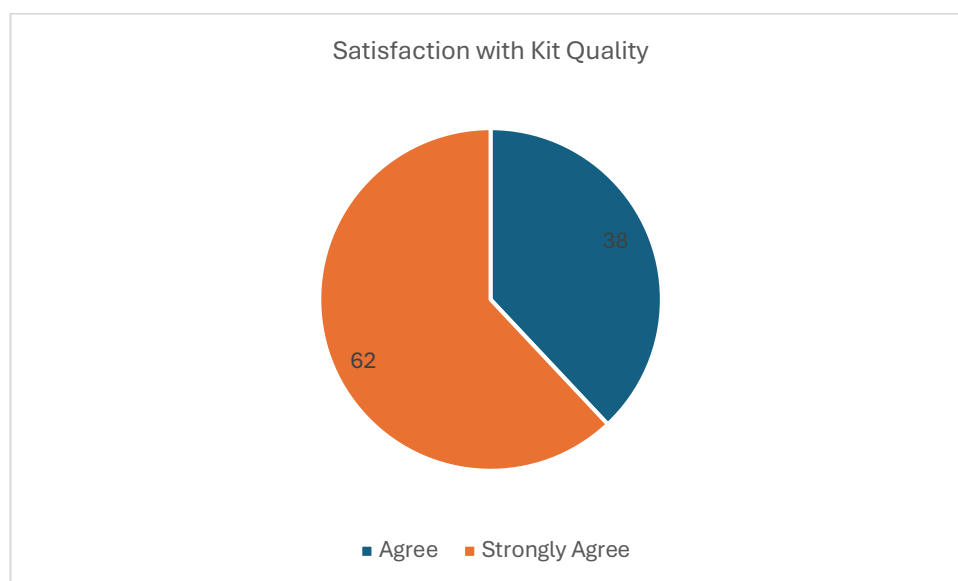
A majority of parents of students (55%) have monthly income between ₹5,000 – 10,000, followed by 28% earning less than ₹5,000. Smaller proportions fall in higher

income brackets: ₹10,001–15,000 (9%), ₹15,001–20,000 (4%), and ₹20,001 – 30,000 (4%). This indicates that the project largely supports students from economically disadvantaged backgrounds.



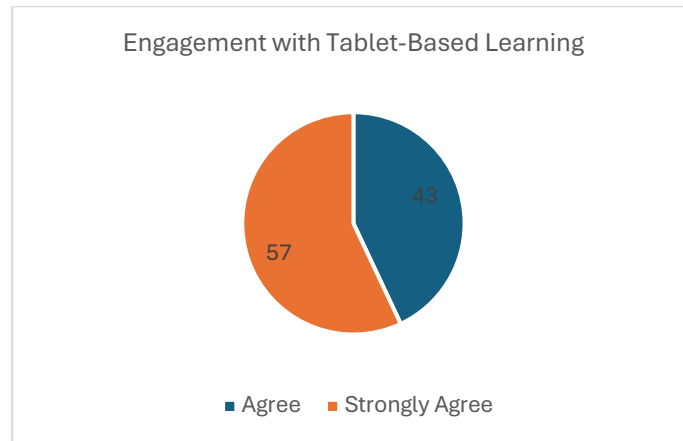
**Figure 3.10: Data on the improvement in academic performance**

A significant majority—**60%—agree**, while **40% strongly agree** that their academic performance has improved. This indicates a high level of positive impact attributed to the intervention.



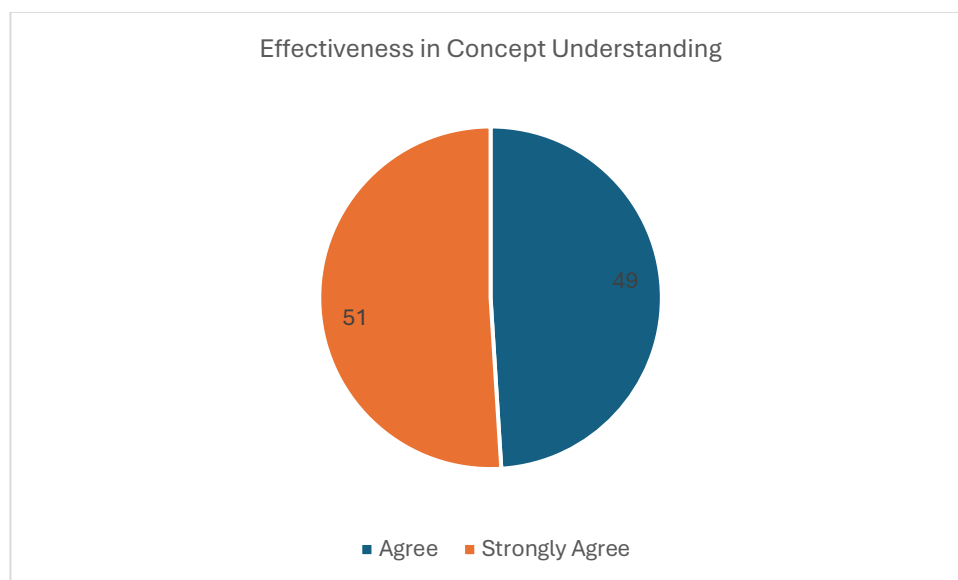
**Figure 3.11 Data on the level of satisfaction with the kit Quality**

A majority—**62%**—**strongly agree**, while **38% agree** that they are satisfied with the kit quality. This reflects a high level of appreciation for the learning materials distributed under the project.



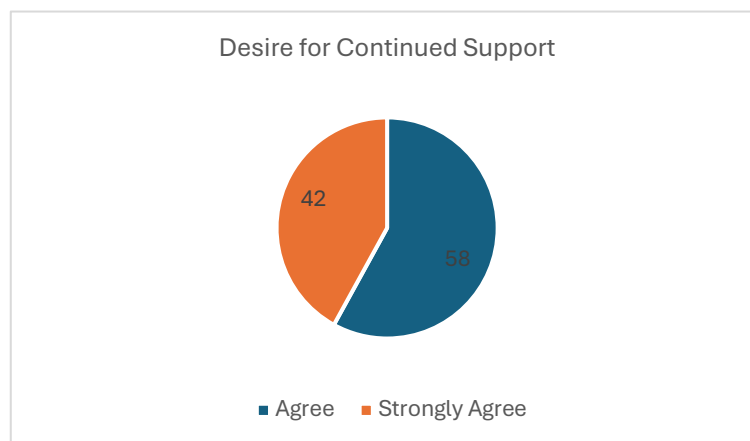
**Figure 3.12 Data on the level of engagement with Tablet Based Learning**

**57%** of respondents **strongly agree**, and **43% agree** that they enjoy learning through tablets. This suggests a strong positive response toward the digital learning component of the project.



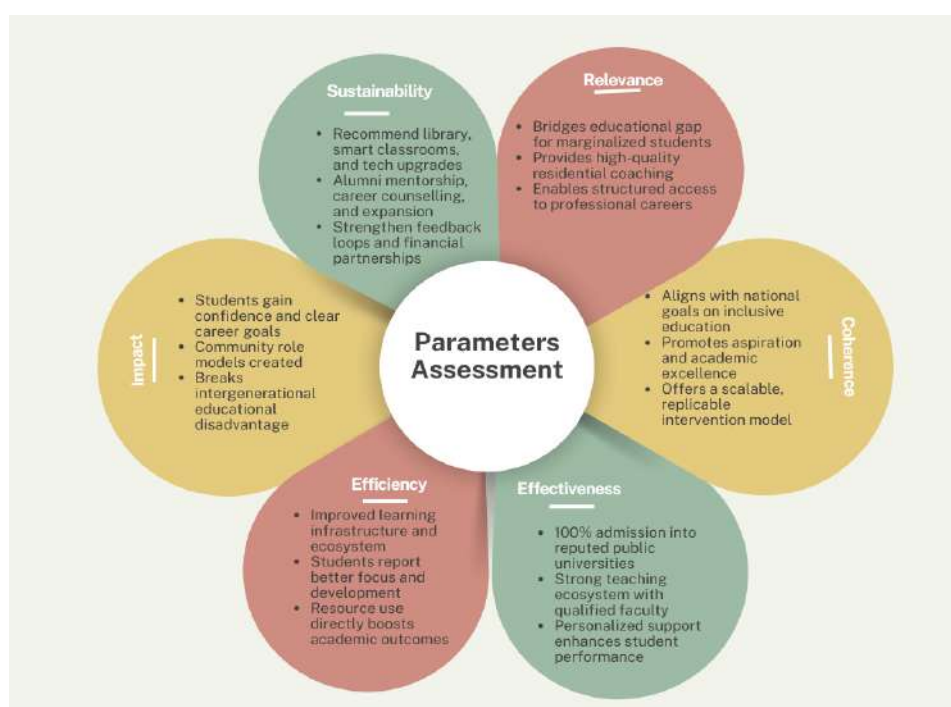
**Figure 3.13 Data on the effectiveness in terms of understanding the concept**

**51%** of students **strongly agree**, while **49%** **agree** that they are able to learn concepts better and faster. This nearly equal split reflects a strong overall endorsement of the learning methodology used.



**Figure 3.14 Data on whether beneficiaries wants support in the future**

A large majority—**58%**—**agree**, and **42%** **strongly agree** that they would like the support to continue in the future. This highlights the perceived value and sustained relevance of the intervention among beneficiaries.



**Figure 3.15 Graphical Depiction of Parameters Assessment**





### **Project 3: Project Nanhi Kali – Alluri Sitharama Raju (ASR) district and Visakhapatnam (including Anakapalle), Andhra Pradesh**

#### **Introduction and Background**

Project Nanhi Kali , implemented by K.C. Mahindra Education Trust (KCMET) in partnership with the Naandi Foundation with support from HPCL under its CSR mandate, aimed to provide access to quality education for underprivileged girls. Between April 2022 and March 2023, the project supported 7,500 girl students across Alluri Sitharama Raju (ASR) district and Visakhapatnam (including Anakapalle) in Andhra Pradesh. The intervention was focused on tribal and urban slum communities with low female literacy and high dropout rates.

#### **Academic Support**

The core intervention comprises of daily remedial classes held at 50+ Academic Support Centres (ASCs), benefiting first-generation learners across rural, tribal, and urban slum communities. Classes were being led by trained local women (Community Associates) and bolstered by personalized digital learning via AI-enabled tablets ("yellow tablets") preloaded with curriculum-aligned content. A structured sports and life skills curriculum further enhanced student engagement and holistic development.

Key results:

- **Retention rate:** >95%
- **Attendance:** 10–15% higher than non-beneficiaries
- **Academic performance:** Improvement in learning outcomes; e.g., Class 8 mathematics scores increased from 40% to 68% scoring above 50%

#### **Material Support**

Each girl received a Nanhi Kali kit, including schoolbags, stationery, shoes, hygiene supplies (notably sanitary napkins), and uniforms. These kits significantly reduced the financial burden on families and improved school preparedness and attendance.

Distribution ceremonies, often attended by HPCL officials, fostered community participation.

## **Social Support**

The project emphasized community involvement through:

- **Community Associates (CAs):** Local women who were trained to be proficient as tutors and mentors, tracking attendance, engaging parents, and counselling girls at risk of dropout.
- **Parental Workshops:** Monthly sessions and interpersonal interaction promoted awareness on girls' education and delayed marriage.
- **School Partnerships:** Government school staff collaborated with project teams to align efforts and share infrastructure.
- **Government and Panchayat Engagement:** Local community stakeholders endorsed the program and supported logistical needs.

## **Service Delivery Model**

Implemented through a service-based delivery model, KCMET operated via a hub-and-spoke structure (central project office + village-level ASCs). HPCL funded the intervention (~₹2.74 Cr), while KCMET led on-ground operations, staff recruitment, and program delivery. Monitoring mechanisms included monthly reporting, site visits, and progress assessments. Impact data were reviewed jointly by HPCL and KCMET.

## **Impact Summary**

- **Educational advancement:** Increased retention, reduced dropout, improved academic performance
- **Social transformation:** Enhanced parental support, reduction in early marriage, empowerment of local women
- **Community ownership:** Emergence of grassroots initiatives (e.g., parent-led ASC support groups)

## Challenges and Mitigation

- **Geographic spread:** Multiple ASCs ensured accessibility in remote areas
- **Cultural barriers:** Recruitment of local-language-speaking CAs improved engagement in tribal areas
- **Economic hardship:** Flexible class timings and family counselling addressed attendance issues

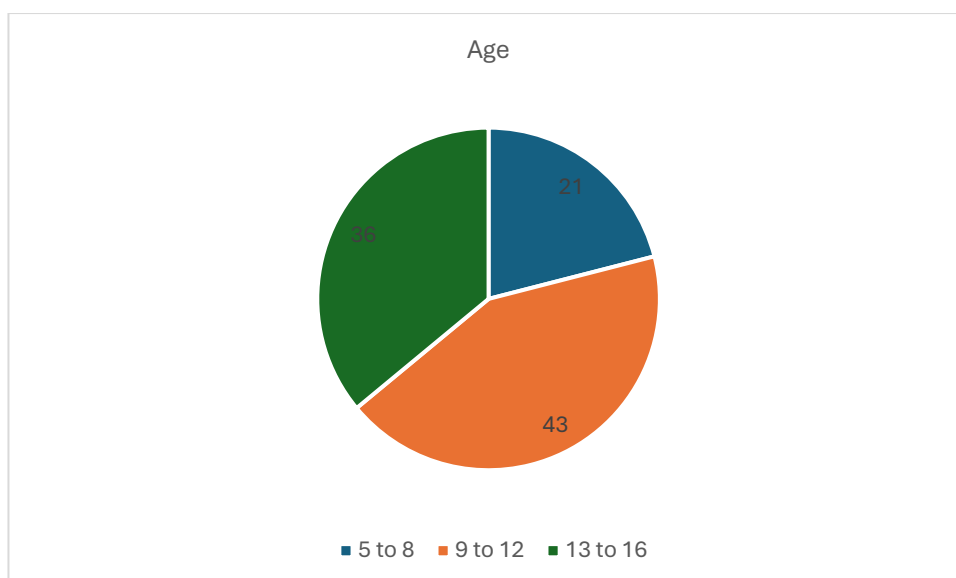
## Findings

For Project *Nanhi Kali* – Andhra Pradesh, a comprehensive and multi-stakeholder data collection strategy was implemented to assess the initiative’s reach, effectiveness, and impact on girls’ education across two districts—Alluri Sitharama Raju (ASR) and Visakhapatnam (including Anakapalle). Interviews were conducted with **340 and 355 girl students** from ASR and Visakhapatnam districts respectively, covering a total of **five blocks** with a minimum sample size of **45 students per block**.

To ensure holistic insights, interviews were also carried out with **2 Principals/Headmasters, 2 Community Associates**, and **10 parents** from each block. Additionally, key informant interviews were conducted with **1 representative from HPCL** and **1 from the K.C. Mahindra Education Trust (KCMET)** to capture implementation-level perspectives.

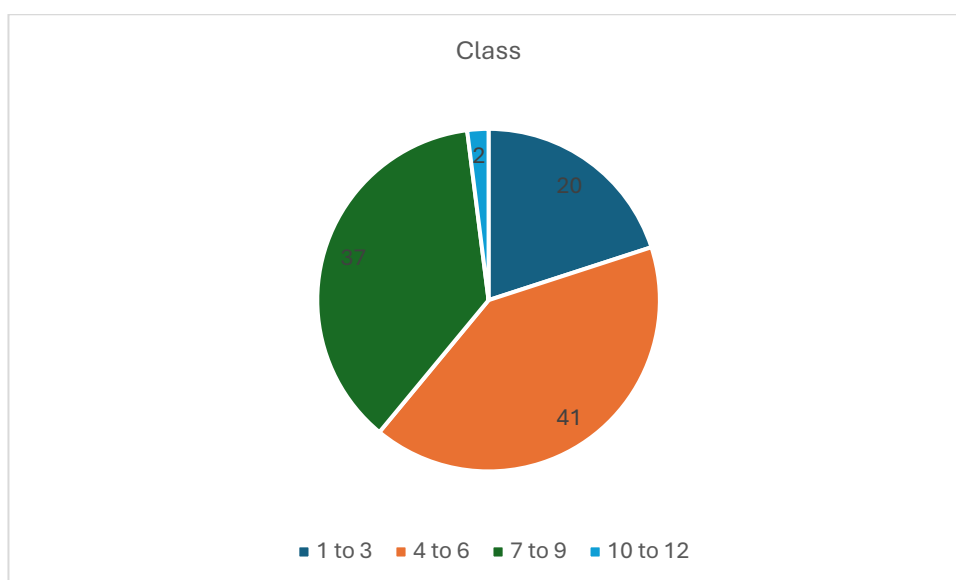
The interviews were guided by **semi-structured interview schedules**, incorporating both **closed-ended and open-ended questions** to generate a balanced mix of quantitative and qualitative data. Each tool was specifically designed to address the unique viewpoints and experiences of the respective stakeholder group.

To further strengthen the reliability and depth of the assessment, the primary data was supported by an extensive **desk review of project reports, monitoring documents, and implementation records**. This integrated approach enabled a comprehensive evaluation of the project’s operational efficiency, quality of educational support provided, levels of student satisfaction, and the overall role of community involvement in advancing girls’ education in the region.



**Figure 3.20 Age of the Respondents from Nanhi Kali- ASR and Vishakapatnam**

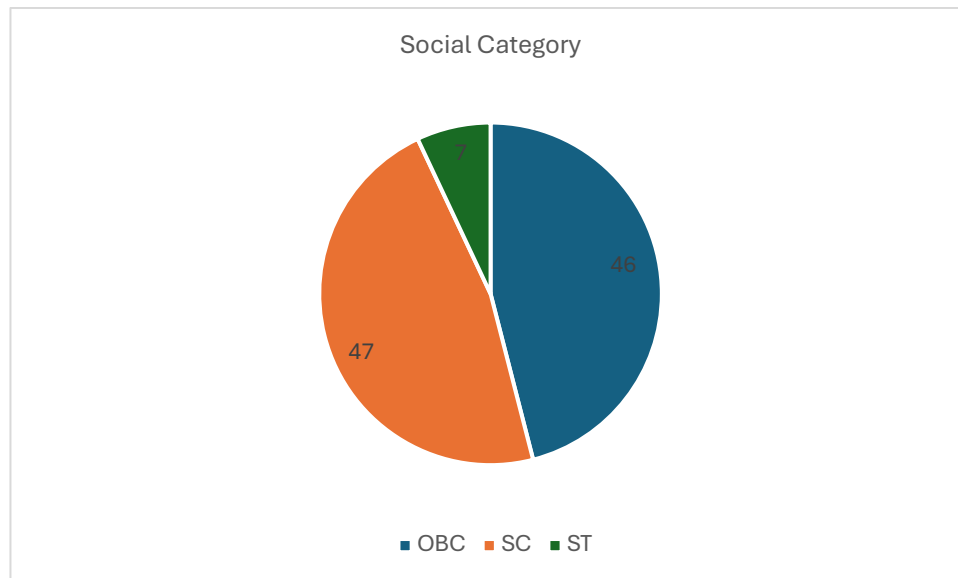
The pie chart shows the age distribution of students in Project *Nanhi Kali* – Andhra Pradesh. The largest group (43%) falls in the **9 to 12 years** age range, followed by **13 to 16 years** (36%), and **5 to 8 years** (21%). This indicates that the program primarily benefits students in upper primary and early secondary levels.



**Figure 3.21 Classes in which beneficiaries from Nanhi Kali-Odisha were studying**

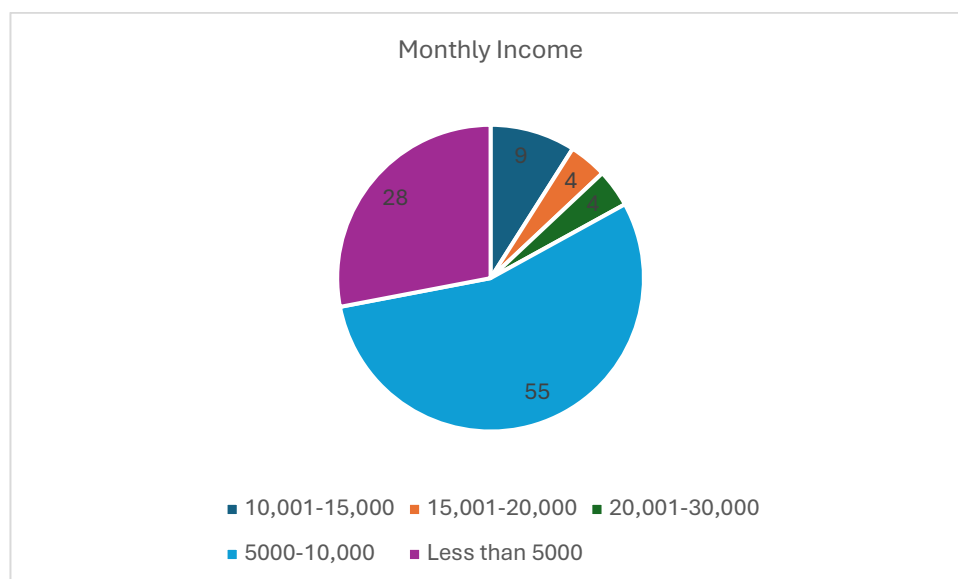
The pie chart presents the class-wise distribution of students. A majority are from **Classes 4 to 6** (41%), followed closely by **Classes 7 to 9** (37%). **20%** of students are in **Classes 1 to 3**, while only **2%** are in **Classes 10 to 12**. This

highlights the project's focus on supporting students primarily in the primary and middle school stages.



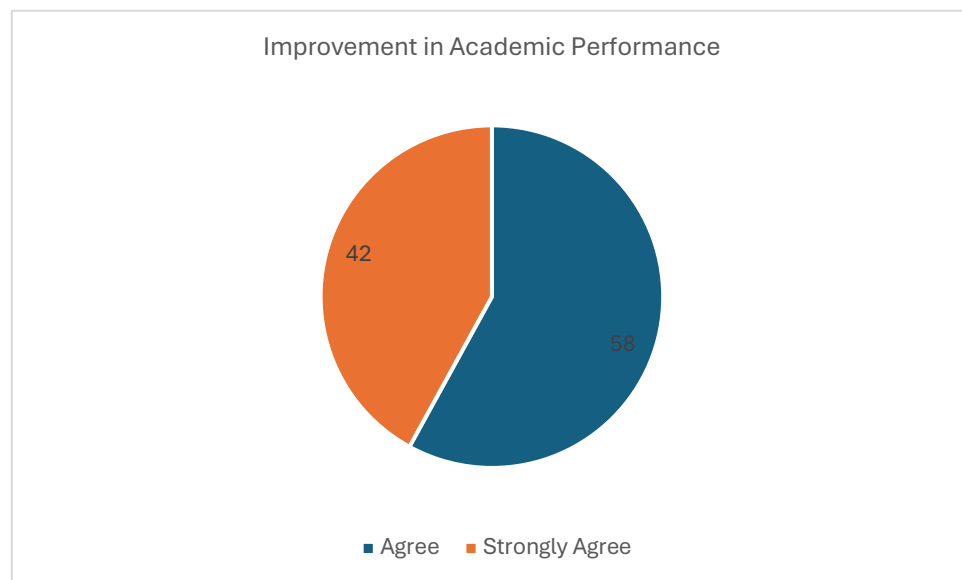
**Figure 3.22 Social Category of the Respondents from Nanhi Kali-Odisha**

The pie chart displays the social category distribution of students. **47%** belong to the **Scheduled Caste (SC)** category, followed closely by **46%** from **Other Backward Classes (OBC)**, and **7%** from the **Scheduled Tribe (ST)** category. This indicates the project's strong outreach among socially disadvantaged groups.



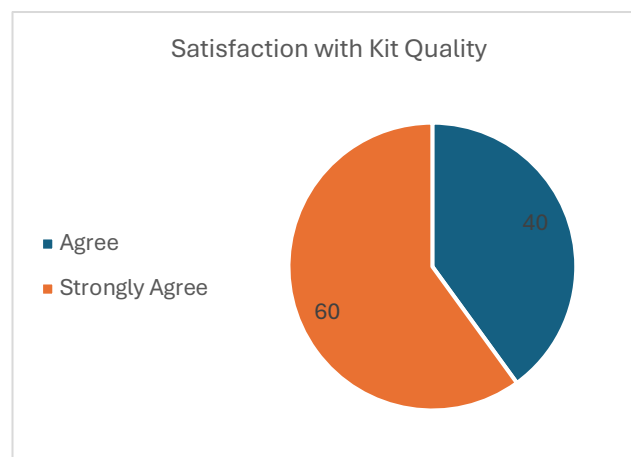
**Figure 3.23 Monthly income of the parents of the beneficiaries from Nanhi Kali- Odisha**

The pie chart illustrates the monthly household income of students' families. A majority—**55%**—fall in the **₹5,000–10,000** range, followed by **28%** earning **less than ₹5,000**. Smaller proportions belong to higher income brackets: **₹10,001–15,000** (9%), **₹15,001–20,000** (4%), and **₹20,001–30,000** (4%). This indicates that most beneficiaries come from economically vulnerable households.



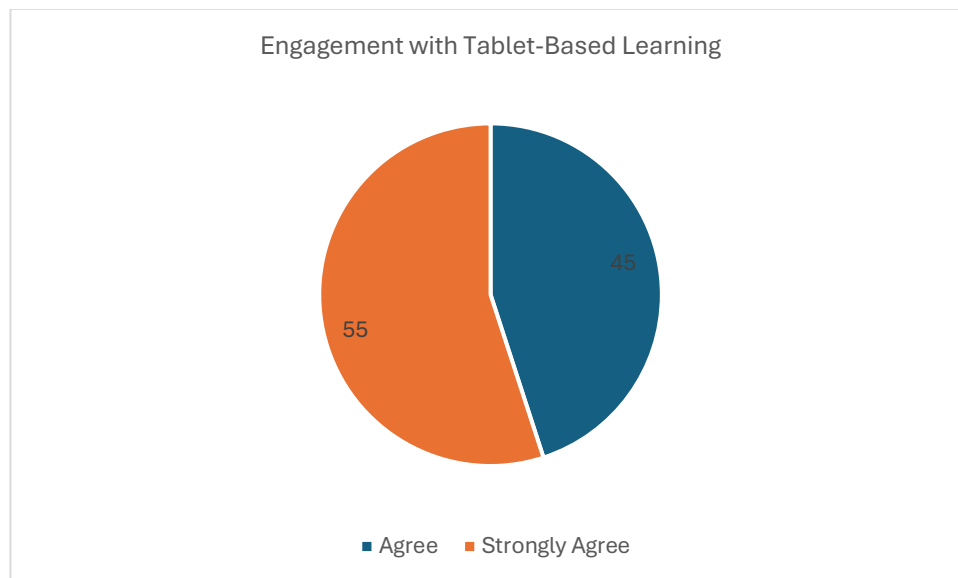
**Figure 3.24 Data on the improvement in academic performance**

The pie chart reflects students' perception of academic improvement due to the project. **58%** of respondents **agree**, and **42%** **strongly agree** that their academic performance has improved. This suggests a positive educational impact of the intervention on the majority of beneficiaries.



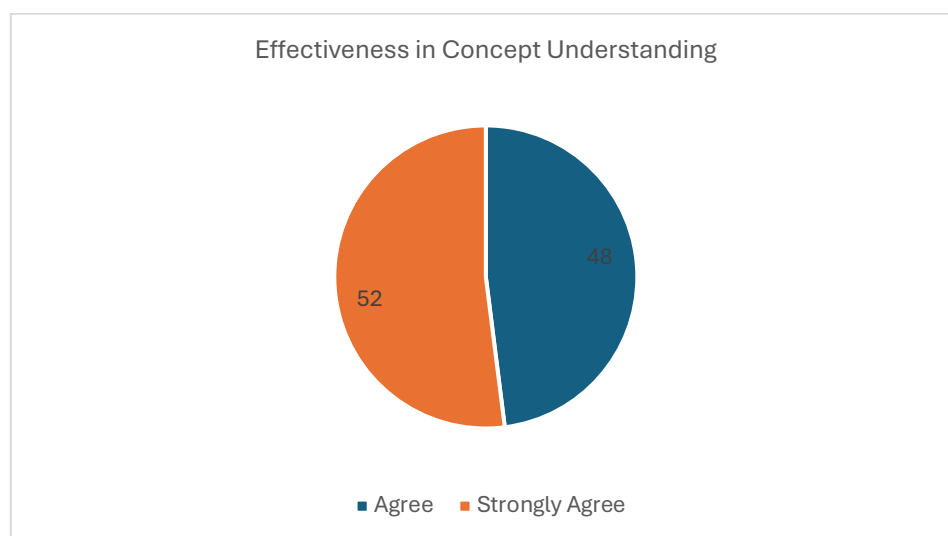
**Figure 3.25 Data on the level of satisfaction with the kit Quality**

The pie chart shows students' satisfaction with the quality of kits provided. A majority—**60%**—**strongly agree**, while **40%** **agree** that they are satisfied with the kits. This indicates a high level of approval for the learning materials distributed through the project.



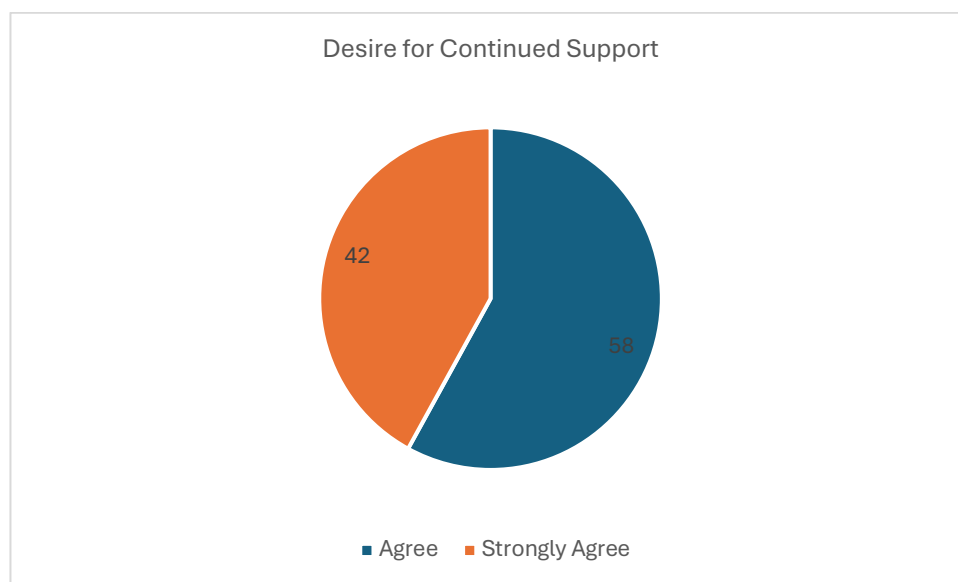
**Figure 3.26 Data on the level of engagement with Tablet Based Learning**

The pie chart highlights students' engagement with tablet-based learning. **55%** of respondents **strongly agree**, while **45%** **agree** that they enjoy and actively engage with learning through tablets. This reflects strong enthusiasm for digital learning tools among students.



**Figure 3.27 Data on the effectiveness in terms of understanding the concept**

The pie chart represents students' views on how effectively they understand concepts through the program. **52%** of respondents **strongly agree**, and **48%** **agree** that the initiative has helped them grasp concepts better. This shows a high level of satisfaction with the learning approach used.



**Figure 3.28 Data on whether beneficiaries wants support in the future**

The pie chart illustrates students' desire for continued support from the project. **58%** of students **agree**, and **42%** **strongly agree** that they want the support to continue. This highlights the program's perceived value and sustained relevance among its beneficiaries.

### Parameters Assessment

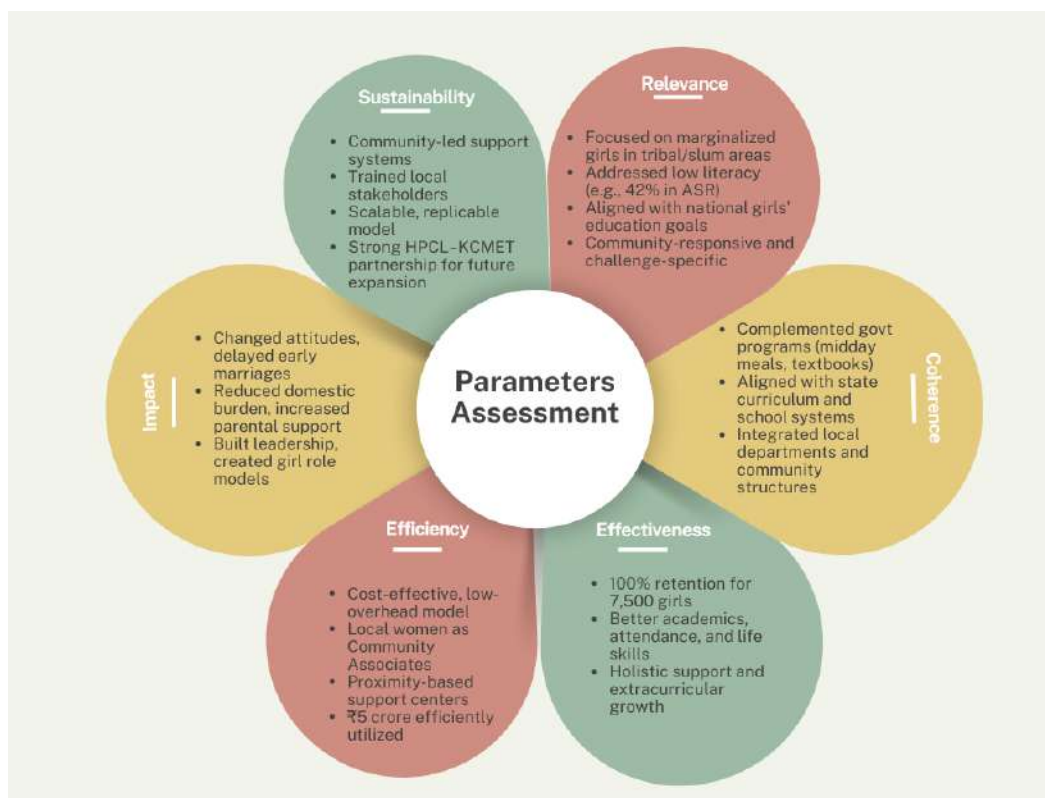
Project Name & location: Nanhi Kali Andhra Pradesh		
Parameters	Detailed Observation/Comments	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and	has great relevance to support Nanhi Kali for inclusive development as it provides benefits to all girls without any discrimination by all irrespective of their social community, caste, religion, etc-	

<p>priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.</p>	<p>Nanhi Kali project promoted inclusiveness and provided educational support to underprivileged girls in Visakhapatnam (Vizag) <i>Anakapalle</i>, and Alluri Sitharama Raju (Araku).</p> <p>Project Nanhi Kali is highly relevant as it addresses the crucial need for equitable access to education, particularly focusing on girls in underserved areas.</p> <p>has great relevance for bridging the gender and socio-economic gaps in education by offering, academic materials, and mentoring to girls from marginalized communities.</p> <p>has relevance to ensured equal opportunities for girls in accessing quality education and empowering them to break the cycle of poverty, by addressing the specific needs and challenges faced by girls. The support provided by HPCL is relevant in nature as the girls from poor marginalized families are highly benefited by the programme.</p> <p>Overall, the findings of the study suggested that the project had played a crucial role in the lives of the girls. It enabled them not just to access quality content but encouraged them to participate in extracurricular activities. It also equipped them with appropriate life skills and empowered them to take their life decisions.</p>
<p><b>Coherence:</b> The compatibility of the intervention with other interventions in a</p>	<p>The program exhibits strong alignment with educational, social and personality development objectives:</p>

country, sector, or institution.	<p>National Integration: Supports national educational goals by providing equal opportunities to marginalised girls for equitable society.</p> <p>Social Justice: Aligns with the principles of inclusive education and equitable society for girls empowerment and development of remote villages and urban slums.</p> <p>Strategic Partnership: Demonstrates effective collaboration between the K.C Mahindra educational Trust, educational institutions, local communities and parents</p> <p>Bridging Gender Gap: Bridging the gender gap for establishing equitable society.</p>
<p><b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and results, including any differential outcomes across groups.</p>	<p>Nanhi Kali Project has several key elements that contribute its effectiveness:</p> <p>Holistic Approach: The Nanhi Kali Project takes a comprehensive approach to girls' education by addressing multiple barriers such as poverty, gender discrimination, and social norms. It focuses not only on academic support but also on enhancing self-esteem, life skills, and health education.</p> <p>Long-Term Commitment: The project provides long-term support to girls from primary school until their secondary school. By staying engaged with the girls throughout their educational journey, it increases the chances of their academic success and overall development.</p> <p>Community Engagement: The project actively involves the local communities, parents, and teachers in supporting girls' education. This community engagement helps in breaking</p>

	<p>societal barriers, promoting awareness, and creating a conducive environment for girls' education.</p> <p><b>Scalability:</b> The Nanhi Kali Project has demonstrated its ability to scale up its operations and reach a significant number of girls. This scalability ensures a wider impact and helps in addressing the educational needs of more underprivileged girls.</p> <p><b>Monitoring and Evaluation:</b> The project emphasizes monitoring and evaluation to track the progress and impact of its interventions. This data-driven approach helps in assessing the effectiveness of the program and making necessary improvements.</p> <p>Overall, the Nanhi Kali Project has proven to be effective in improving educational outcomes and empowering underprivileged girls. By addressing multiple dimensions of girls' education and fostering community involvement, it has made a positive difference in the lives of thousands of girls in Andhra Pradesh.</p>
<p><b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.</p>	<p>Nanhi Kali programme demonstrates cost-effective and strategic approach for utilisation local resources for educational intervention among Nanhi Kali</p> <ul style="list-style-type: none"> <li>• <b>Resource Optimization:</b> Utilizes government school infrastructure, trained local teachers to minimize operational costs</li> <li>• <b>Targeted Investment:</b> Focuses on underprivileged girls children from remote village of hilly areas and urban slums.</li> <li>• <b>Comprehensive Support:</b> Provide academic, social and extra-curricular support without any financial burden on Nanhi Kalis' families.</li> </ul>

	<ul style="list-style-type: none"> <li>• Strategic Planning: Select marginalised girls children from primary and secondary class in the beginning of the academic session.</li> <li>• Multi-stakeholder Approach: Leverages partnerships to maximize program effectiveness and reach</li> </ul>
<b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	<p>Nanhi Kali initiatives have significantly improved the lives of girls children in remote tribal and urban slum areas in Andhra Pradesh</p> <ul style="list-style-type: none"> <li>• Enhanced the Greater accessibility of education</li> <li>• Overall development</li> <li>• Improved the personality</li> <li>• Increased Knowledge and skills</li> <li>• Improved communication skills</li> <li>• Reduce the drop-out rate among the tribal girls children in rural remote place</li> <li>• Reduce the drop-out rate among the marginalised girls children in urban remote slums</li> <li>• Improved the social cohesiveness and Social Inclusion</li> </ul>
<b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.	<p>Overall, the Nanhi Kali project demonstrates a strong commitment to inclusiveness by targeting marginalized communities.</p> <p>customizing support engaging local communities promoting gender sensitivity, and ensuring geographical reach. These efforts help empower underprivileged girls from diverse backgrounds and provide them with opportunities for a better future through education.</p>



**Figure 3.16 Graphical Depiction of Parameters Assessment**



## **Project 4: Project Kargil Ignited Minds Super - 50 'Medical and Engineering': Batch 1**

### **Introduction:**

Project Kargil Ignited Minds Super-50 is a one-year, fully residential coaching program implemented from August 2022 to July 2023 in Kargil, Ladakh (UT), targeting 52 underprivileged girl students aspiring for JEE and NEET exams. The initiative was launched under the aegis of Indian Army's 14 Corps of Fire and Fury Corps, through CSR funding from HPCL. The Project is executed by NIEDO (National Integrity & Educational Development Organisation). The project aimed to bridge the rural-urban education gap and empower first-generation learners in a high-altitude, low-resource environment.

### Academic Curriculum and Pedagogy

- **Duration:** 12 months
- **Subjects:** Physics, Chemistry, Mathematics/Biology
- **Mode:** Classroom teaching, CBT mock tests, periodic assessments
- **Faculty:** National-level subject experts recruited by NIEDO
- **Focus:** Conceptual clarity, exam strategy, soft skills, and life competencies
- **Support Tools:** Digital lab, printed modules, doubt-clearing sessions, personal mentoring
- **Wellness & Personality Development:** Regular yoga, counselling, leadership workshops, and motivational sessions conducted by Army and faculty

### Student Selection and Profile

- **Selection Method:** Written test + Interview
- **Eligibility:** Girls from underprivileged backgrounds in Kargil (some from Leh), Class 12 pass-outs
- **Socio-economic Status:** Children of small farmers, shopkeepers, and labourers; most from remote or tribal villages

- **Age Group:** 17–19 years
- **Gender-focused Approach:** Exclusive for girls to address gender disparity in STEM coaching access

#### Stakeholders and Roles

Stakeholder	Role
<b>Indian Army (14 Corps)</b>	Provided residential infrastructure, day-to-day logistics, discipline, mentoring
<b>HPCL (CSR)</b>	Funded operations (faculty, meals, study material, infrastructure upgrades)
<b>NIEDO</b>	Designed academic program, deployed faculty, monitored student performance
<b>Teachers &amp; Mentors</b>	Delivered academic content, personalized mentoring, soft skill support
<b>Parents and Community</b>	Supported enrolment; trusted Army-NGO partnership for their daughters' education
<b>Students</b>	Fully immersed in coaching, co-created a learning culture under discipline

#### Residential and Infrastructure Support

- **Location:** Indian Army premises, Kargil cantonment
- **Facilities:** Heated hostels, classrooms, dining, library, computer lab with internet
- **Amenities:** Free boarding/lodging, study kits, nutritious meals, regular health check-ups
- **Security:** High-standard safety and supervision by Indian Army staff
- **Well-being Services:** Emotional counselling, PT/yoga sessions, festive events
- **Exposure Visits:** Trips like the Kargil War Memorial visit to build character and inspiration

## Academic Outcomes

Entrance Exam	Qualified Candidates
<b>NEET 2023</b>	26 out of 36 appeared (72% success rate)
<b>JEE 2023</b>	2 to IITs, 12 to NITs/other engineering colleges
<b>Total Students Admitted to Professional Programs</b>	40 out of 52 (~77%)

- **Notable Firsts:** First female IIT entrants from Kargil; NEET qualifiers entering MBBS/BDS programs
- **College Admission Support:** End-to-end handholding in counselling and applications
- **No Student Left Behind:** All received guidance to pursue further education

## Personal and Social Impact

- **Confidence Gains:** Students reported increased self-belief and ambition
- **Academic Progress:** Improvement in subject mastery (e.g., physics performance jumps)
- **Role Models Created:** Girls who topped JEE/NEET became community icons
- **Mindset Shift:** Parents now more supportive of girls' education; community pride in student success
- **Leadership Development:** Students engaged in public speaking, teamwork, and mentoring juniors

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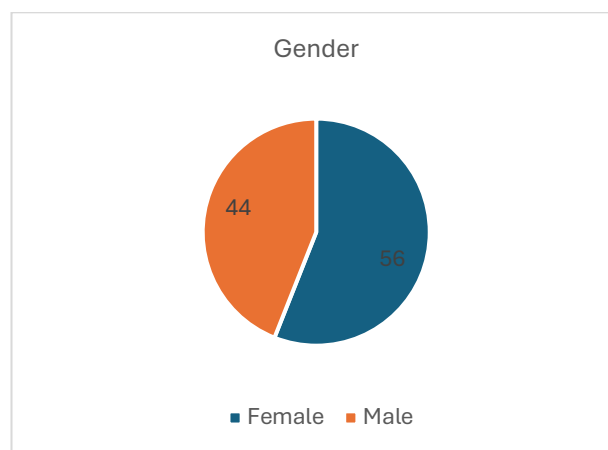
## Sustainability and Infrastructure Legacy

- **Permanent Centre Setup:** Army-run campus with reusable facilities for future batches

- **Service Model:** Clearly defined roles – Army (logistics), HPCL (funding), NIEDO (training)
- **Repeatable Structure:** Batch 2 inducted in mid-2023 with similar model
- **Continuous Improvement:** Feedback from Batch 1 used to enhance program delivery
- **Community Impact:** Aspirational shift in local education goals; multiplier effect on younger cohorts

## Findings

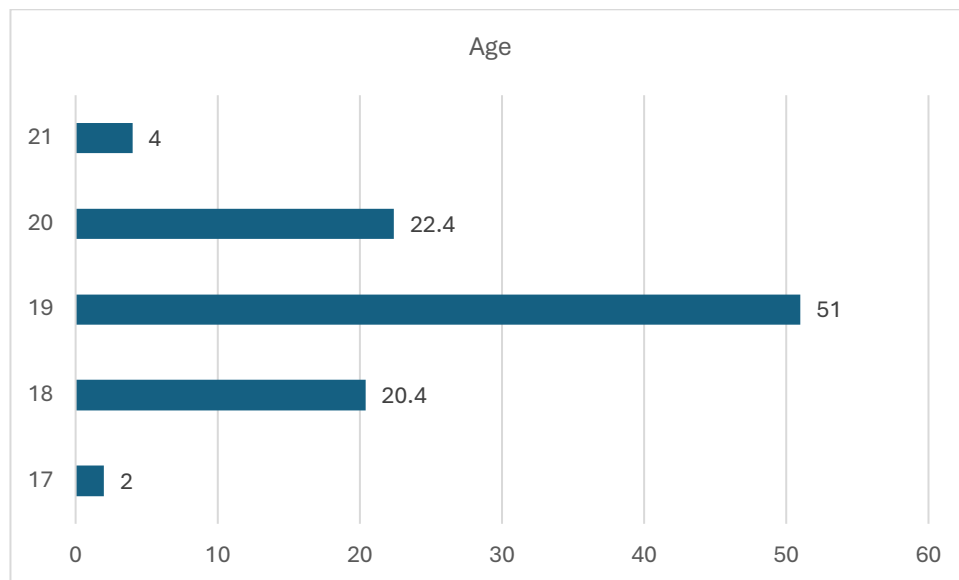
For Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1, data collection was similarly structured to ensure comprehensive coverage and representation. Interviews were conducted with 46 students, 4 parents, 2 teachers, 1 member of the training partner organization, 1 army official, and 1 HPCL representative. These interviews were carried out using a semi-structured interview schedule that included both close-ended and open-ended questions. This method enabled the capture of both quantitative metrics and in-depth qualitative insights, facilitating a detailed assessment of the project's effectiveness, challenges, and overall impact across multiple stakeholder groups.



**Figure 3.30 Sex of the Respondents**

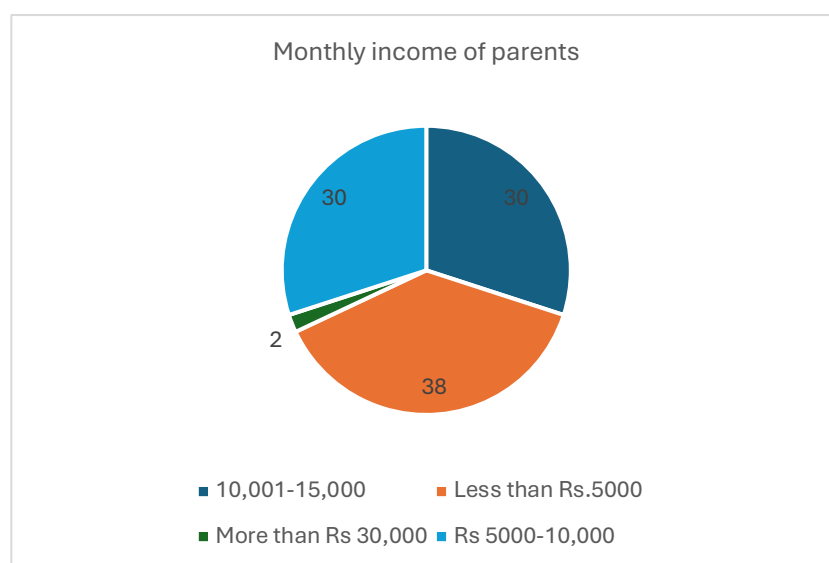
The pie chart illustrates the gender distribution of students enrolled in **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**. **56%** of the students are **female**, while **44%** are **male**. This indicates a commendable level of

female participation in a competitive, STEM-focused residential coaching program, aligning with broader goals of gender equity in education and career opportunities.



**Figure 3.31: Age of the Respondents**

The bar chart presents the age distribution of students in **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**. Most students (**51%**) are **19 years old**, followed by **20.4%** aged **18** and **22.4%** aged **20**. Smaller proportions include students aged **21** (4%) and **17** (2%). This indicates that most participants are recent school graduates, in the typical age range for NEET/JEE aspirants.

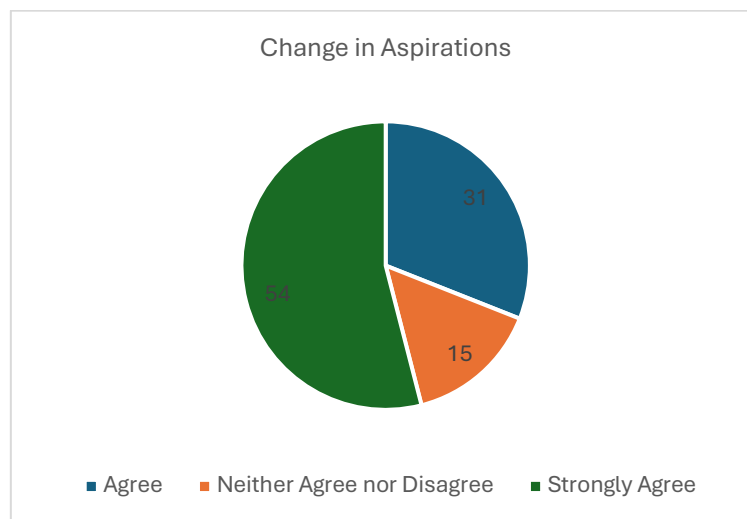


**Figure 3.32 Monthly Income of the parents**

The pie chart displays the monthly income distribution of parents whose children are enrolled in **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**.

- **38%** of families earn **less than ₹5,000** per month,
- **30%** fall in the **₹5,000–10,000** range,
- Another **30%** earn **₹10,001–15,000**,
- While only **2%** report incomes **above ₹30,000**.

This indicates that the majority of students come from economically disadvantaged backgrounds, underlining the program's role in supporting underserved communities.

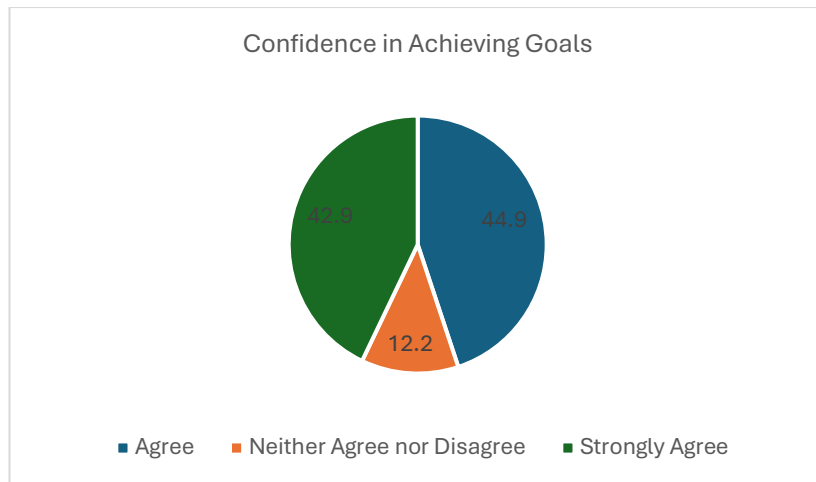


**Figure 3.33: Data on the change in aspirational level**

The pie chart highlights the perceived change in students' aspirations as a result of **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**.

- **54%** of students **strongly agree** that their aspirations have changed,
- **31%** **agree**,
- While **15%** are **neutral** (neither agree nor disagree).

This indicates that the program has had a significant motivational impact on the majority of participants, inspiring them to aim higher in their academic and career goals.

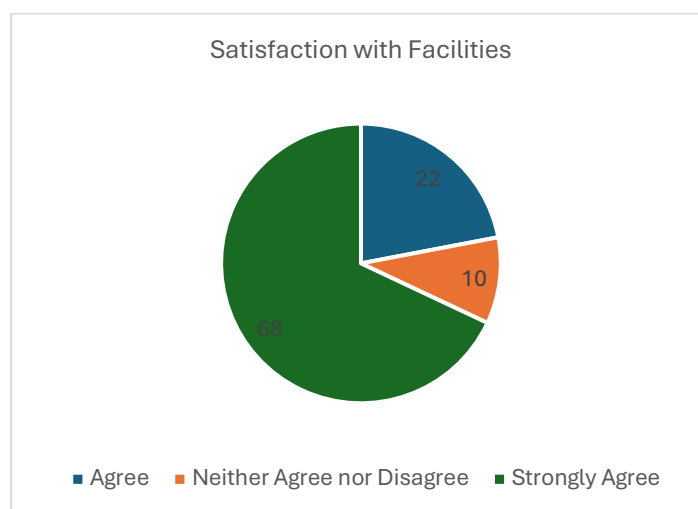


**Figure 3.34 Data on the confidence of students in achieving their goals**

The pie chart illustrates students' **confidence in achieving their goals** after participating in **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**.

- **44.9%** of students **agree** that they feel more confident,
- **42.9% strongly agree,**
- While **12.2%** are **neutral**.

This demonstrates that nearly 88% of participants feel positively empowered by the program, reflecting its strong role in boosting student self-belief and ambition.

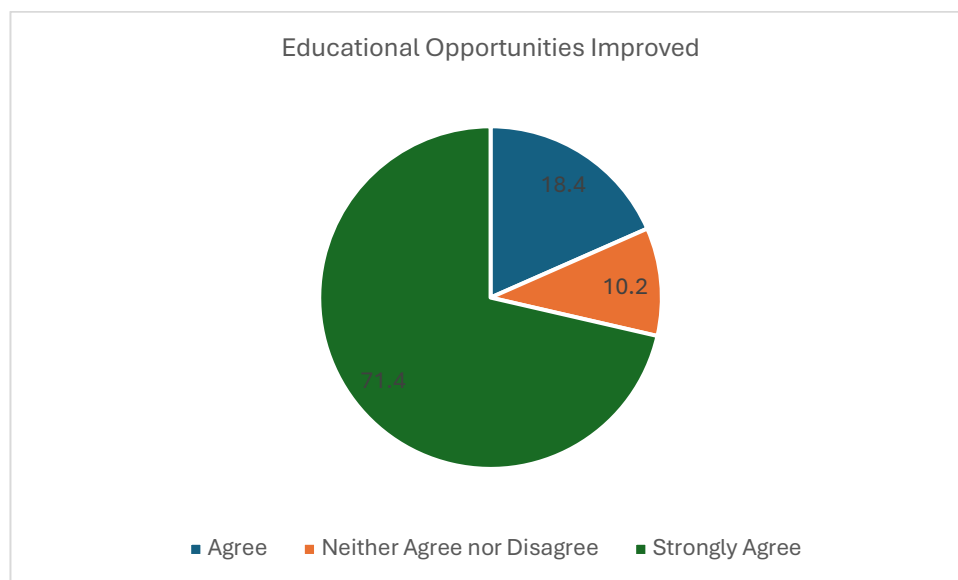


**Figure 3.35 Data on the satisfaction with the facilities**

The pie chart illustrates student satisfaction with the facilities provided under **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**.

- A significant majority—**68%**—**strongly agree** that they are satisfied with the facilities,
- **22% agree**,
- While **10%** are **neutral**.

This indicates that the program has successfully created a supportive and well-equipped environment conducive to focused learning and preparation.

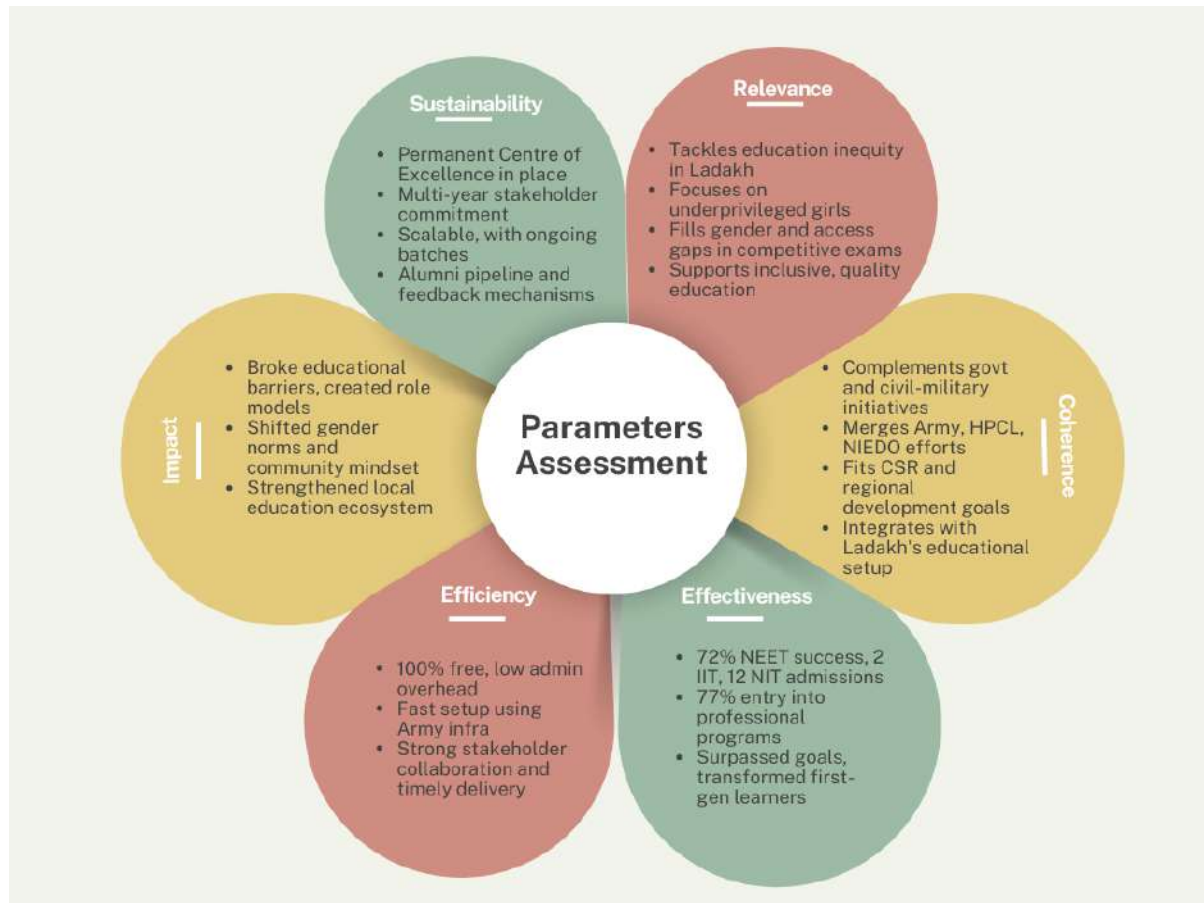


**Figure 3.36: Data on the perception of improvement of educational opportunities**

The pie chart highlights students' perceptions of improved educational opportunities through **Project Kargil Ignited Minds Super-50 'Medical & Engineering': Batch 1**.

- **71.4%** of respondents **strongly agree** that the program has expanded their educational opportunities,
- **18.4% agree**,
- While **10.2%** are **neutral**.

This overwhelmingly positive response underscores the project's success in bridging access gaps and enhancing pathways to higher education for students in the region.



**Figure 3.37 Graphical Depiction of Parameters Assessment**



## **Project 5: Project Ladakh Ignited Minds Super- 45 'Medical & Engineering': Batch 2**

**Project Ladakh Ignited Minds: Super-45 (2022–23)** was a year-long residential academic intervention launched in Leh district, Ladakh, to prepare underprivileged students for national-level entrance exams in engineering (JEE) and medicine (NEET). The program was implemented as a tripartite collaboration between the Indian Army's 14 Corps of Fire and Fury Corps, Hindustan Petroleum Corporation Ltd. (HPCL) and the National Integrity & Educational Development Organisation (NIEDO) as the training partner. The initiative targeted talented but economically disadvantaged youth from remote regions of Ladakh, offering them structured, high-quality coaching free of cost.

During the 2022–23 cycle, 47 students (referred to as "Super-45") were selected through a competitive entrance exam and interview process. These beneficiaries, drawn from rural areas of Leh and Kargil, received comprehensive academic and personal development support. The curriculum was aligned with national exam syllabi (JEE/NEET), and covered Physics, Chemistry, Mathematics, and Biology. Students followed a rigorous schedule that included classroom instruction by expert faculty, weekly tests, mock exams, and one-on-one mentoring. A state-of-the-art computer lab enabled online test simulations and digital learning.

The program's pedagogical approach emphasized not only academic achievement but also holistic growth. In addition to subject mastery, students underwent modules in soft skills, communication, ethics, leadership, and wellness. Daily routines included structured self-study, physical activity, and peer learning. Emotional well-being was supported through counselling, personality development sessions, and motivational talks delivered by Army officers and domain experts.

The project's infrastructure was set up in Phyang, Leh, where students were housed in a dedicated Centre of Excellence and Wellness. Facilities included hostel for boys and girls, dining and mess arrangements, classrooms, libraries, and heating and medical support. The Indian Army provided security, logistical support, and

administrative oversight. HPCL's CSR grant covered operational expenses including faculty salaries, learning materials, utilities, and boarding costs. NIEDO managed the academic delivery and student mentorship.

**Academic outcomes** were noteworthy. For NEET 2023, 27 out of 30 aspirants from the Super-45 batch qualified the examination, marking a 90% success rate—significantly above national averages. Several students from the engineering stream qualified JEE Main and secured admissions in NITs and other reputed institutions. These results replicated the success of the inaugural 2021–22 batch, in which 49 of 55 students gained admission to professional colleges, including seven to IITs and 28 to medical colleges.

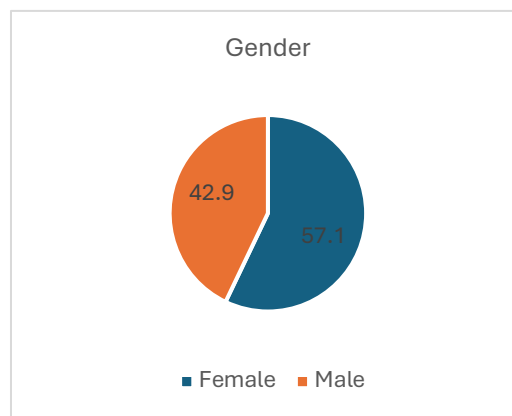
Beyond exam success, the project contributed to shifts in social norms—particularly in increasing girls' participation in STEM and raising aspirations among tribal and low-income families. Alumni of the program emerged as role models in their communities, and several committed to mentoring the next generation. The initiative was widely recognized by civil and military leadership in Ladakh, and became a catalyst for similar programs in Kargil and Rajouri.

The project's service delivery model—combining Army infrastructure, CSR funding, and NGO-led academic intervention—proved both scalable and sustainable. Infrastructure developed for the program is maintained by the Army for continuous use, while funding renewals and community support ensure long-term viability. Monitoring mechanisms, including regular reporting and stakeholder reviews, reinforced accountability.

Project Ladakh Ignited Minds exemplifies a successful model for bridging educational inequity in high-altitude and underserved regions. It demonstrates how targeted interventions, when implemented with inter-institutional collaboration and contextual sensitivity, can produce transformative outcomes in youth development and higher education access.

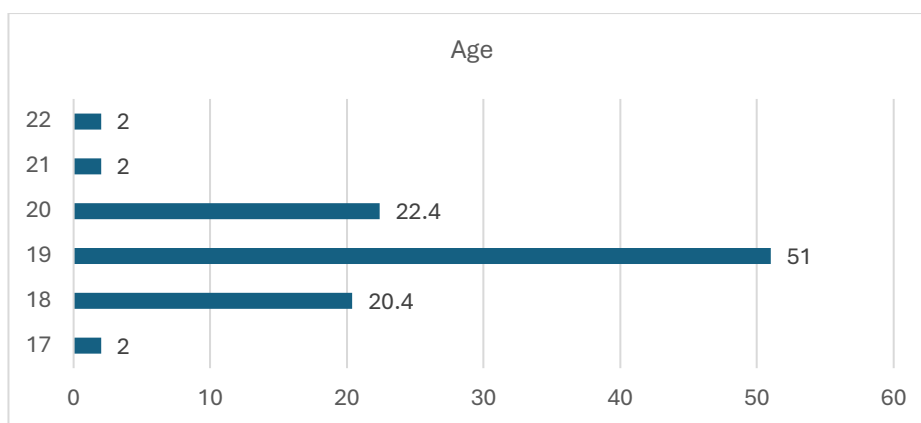
## Findings

For Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2, data collection was similarly structured to ensure comprehensive coverage and representation. Interviews were conducted with a minimum of 43 students, 4 parents, 2 teachers, 1 member of the training partner organization, 1 army official, and 1 HPCL representative. These interviews were carried out using a semi-structured interview schedule that included both close-ended and open-ended questions. This method enabled the capture of both quantitative metrics and in-depth qualitative insights, facilitating a detailed assessment of the project's effectiveness, challenges, and overall impact across multiple stakeholder groups.



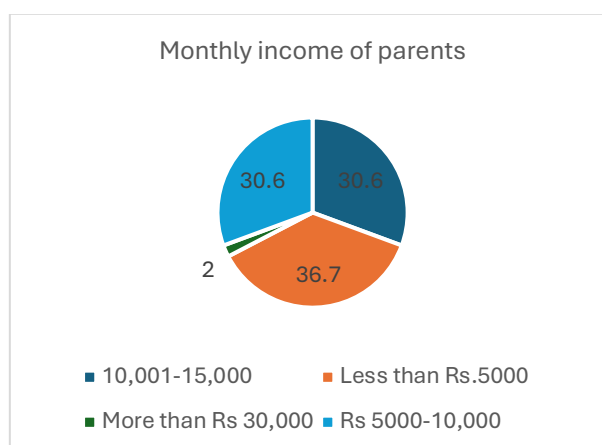
**Figure 3.38: Sex of the Respondents**

The gender distribution for **Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2** reveals a relatively balanced participation, with **57.1% female** and **42.9% male** students. This indicates a commendable level of gender inclusivity in the program, showcasing its role in empowering young women in the region to pursue higher education and careers in competitive fields such as medicine and engineering.



**Figure 3.39: Age of the Respondents**

The **age distribution** of students from *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* shows that the majority—**51%**—were aged **19**, which is typical for students preparing for competitive entrance exams after high school. This was followed by **22.4%** who were 20 years old and **20.4%** who were 18. Smaller percentages (2% each) of students were aged 17, 21, and 22. This distribution reflects a focused cohort in the critical age range for pre-university or early undergraduate academic preparation.

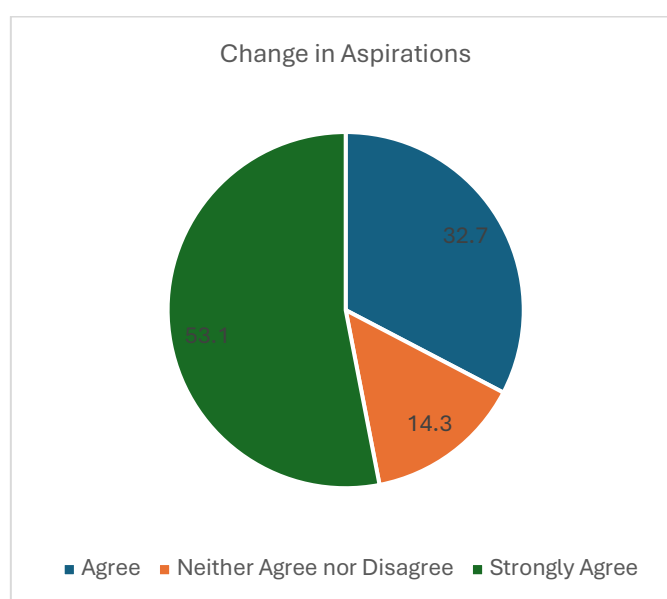


**Figure 3.40: Monthly income of the parents**

The data on **monthly income of parents** for students in *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* reveals that a significant portion—**36.7%**—came from families earning **less than ₹5,000** per month, highlighting the economic vulnerability of many beneficiaries. An equal proportion of **30.6%**

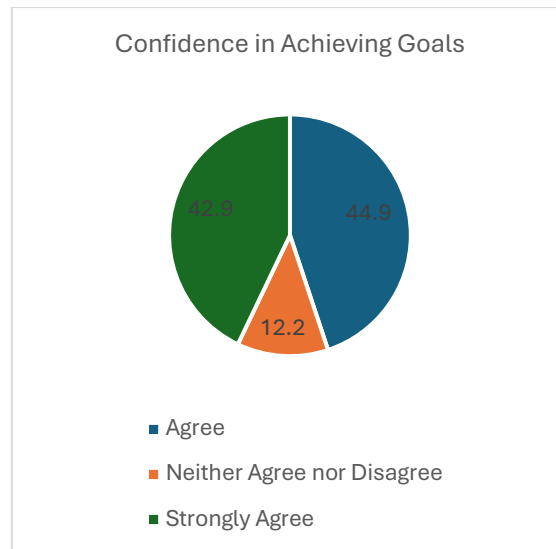
**each** reported monthly incomes between **₹5,000–10,000** and **₹10,001–15,000**. Only **2%** of parents had an income exceeding **₹30,000** per month.

This distribution illustrates the project's crucial role in supporting students from financially underprivileged backgrounds, offering them access to quality education and a chance to pursue competitive careers despite economic hardships.



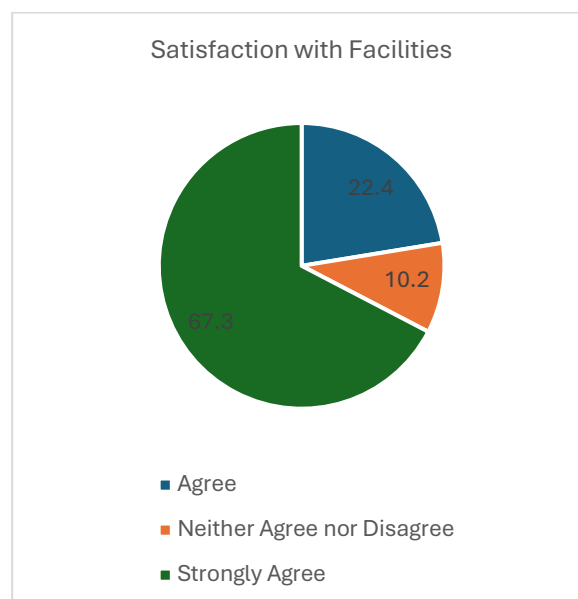
**Figure 3.41: Data on the change of aspirational level**

The data on **change in aspirations** among students from *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* reflects a strong positive shift. A majority of **53.1% of students strongly agreed** that the program positively influenced their aspirations, while **32.7% agreed**. Only **14.3%** expressed a neutral stance, indicating neither agreement nor disagreement. Notably, there were no negative responses. This suggests that the initiative has been effective in motivating students, raising their ambitions, and encouraging them to pursue higher goals in the fields of medicine and engineering.



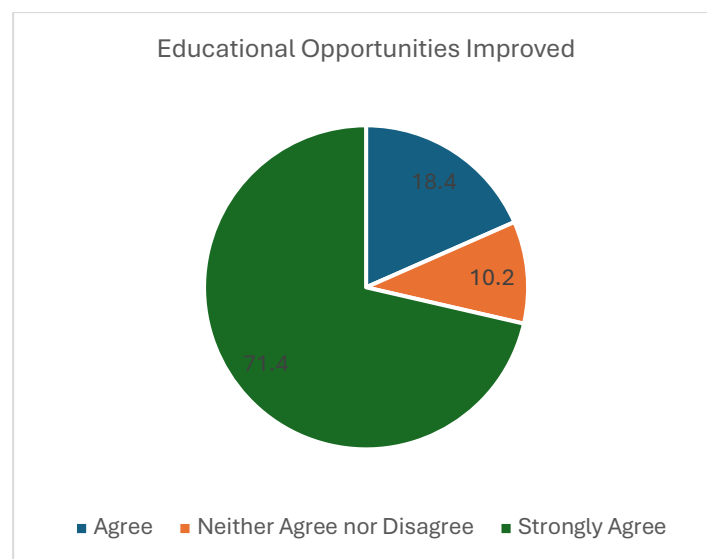
**Figure 3.42 Data on the confidence of students in achieving their goals**

The data on **confidence in achieving goals** for *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* shows overwhelmingly positive results. A combined **87.8%** of students expressed confidence, with **44.9% agreeing** and **42.9% strongly agreeing** that the program enhanced their belief in achieving their academic and career objectives. Only **12.2%** remained neutral. These findings highlight the project's success in not only providing academic support but also fostering a mindset of determination and self-assurance among the students.



**Figure 3.43 Data on the satisfaction with the facilities**

The data on **satisfaction with facilities** among students from *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* reflects a strong positive response. A significant **67.3% of students strongly agreed** that they were satisfied with the facilities provided, while **22.4% agreed**. A small proportion—**10.2%**—remained neutral. Notably, no respondents expressed dissatisfaction. This indicates that the program's infrastructure and support systems were not only adequate but also well-appreciated by a large majority of participants.



**Figure 3.44: Data on the perception of improvement of educational opportunities**

The data on **educational opportunities** for students in *Project Ladakh Ignited Minds Super-45 'Medical & Engineering': Batch 2* clearly indicates a strong perception of benefit. A significant **71.4% of students strongly agreed** that their educational opportunities had improved through participation in the program. An additional **18.4% agreed**, while only **10.2% remained neutral**, with no disagreement recorded. This underscores the program's effectiveness in enhancing access to academic resources and opportunities for higher education among students from Ladakh.

## Parameter Assessment

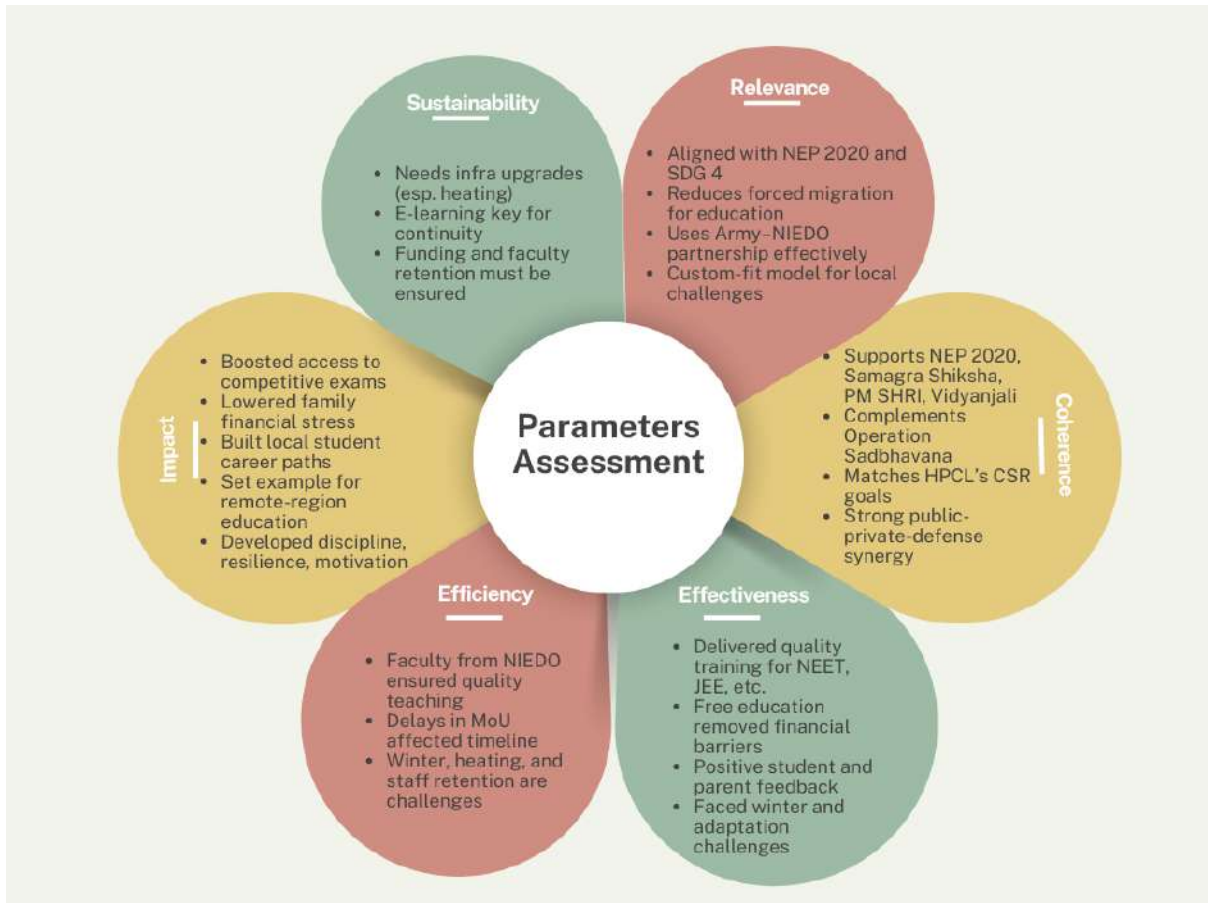
Project Name & location: <b>PROJECT LADAKH IGNITED MINDS SUPER-45 'MEDICAL &amp; ENGINEERING': BATCH 2 (PROJECT)</b>		
Parameters	Detailed Observation/Comments	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.	<p>The residential training program is highly relevant as it directly addresses the unique challenges faced by students in the remote Ladakh region, where harsh weather, limited infrastructure, and lack of access to quality education hinder their academic progress. The intervention aligns with national priorities such as the <i>National Education Policy (NEP) 2020</i>, which emphasizes equitable access to quality education, and global objectives like the <i>Sustainable Development Goals (SDG 4: Quality Education)</i> by ensuring inclusive and accessible learning opportunities. The project's collaboration with the Indian Army and NIEDO strengthens institutional partnerships, leveraging their resources and expertise for effective implementation. Moreover, the initiative is adaptable to the region's constraints, offering a structured residential coaching model that mitigates geographical and financial barriers, thereby enhancing students' academic and career prospects. By providing focused preparation for competitive exams within Leh, Ladakh the program prevents forced migration and ensures that students from underprivileged backgrounds receive the support needed to compete on a national level.</p>	
<b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.	<p>The intervention is highly compatible with other national and sectoral initiatives aimed at improving education access, skill development, and social upliftment in remote areas. It aligns with India's <i>National Education Policy (NEP) 2020</i>, which emphasizes equitable and inclusive learning opportunities, and complements government programs like <i>Samagra</i></p>	

	<p><i>Shiksha Abhiyan</i>, which focuses on bridging educational gaps in disadvantaged regions. The project also supports initiatives such as <i>PM SHRI Schools</i> and <i>Vidyanjali</i> by enhancing learning outcomes and providing structured mentorship to students. In the broader sector, it aligns with the objectives of corporate social responsibility (CSR) programs, reinforcing HPCL's commitment to education-focused interventions. The involvement of the Indian Army strengthens its synergy with Défense led educational initiatives in border areas, such as <i>Operation Sadbhavana</i>, which supports education and community development. This alignment ensures that the intervention works in tandem with national priorities and institutional efforts to bridge educational disparities in remote and underserved regions.</p>
<p><b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and results, including any differential outcomes across groups.</p>	<p>The intervention has significantly achieved its objective of providing quality education and structured training to underprivileged students in Ladakh, equipping them to compete in engineering, medical, and other career-oriented entrance exams. By offering a residential coaching program with structured schedules, regular assessments, and access to study materials, the initiative has created a focused learning environment that enhances student performance. The provision of free education, lodging, and resources has reduced financial burdens on families, ensuring that students from economically weaker sections can pursue their aspirations without barriers. Students have shown high motivation and satisfaction, and parents have expressed gratitude for the opportunity that allows their children to prepare within Leh, Ladakh rather than migrate to distant cities. However, differential outcomes exist; students from stronger academic backgrounds may adapt more easily to</p>

	<p>the rigorous curriculum, while those from rural or disadvantaged schooling systems may require additional support. Extreme winter conditions and infrastructural challenges also impact learning effectiveness, making improvements like better heating facilities and e-learning integration crucial for maximizing success. Despite these challenges, the initiative has made substantial progress in fostering educational equity and empowerment in the region.</p>
<p><b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.</p>	<p>The intervention has been implemented in an economical manner, maximizing impact within the allocated budget of ₹1.53 crore. By leveraging the Indian Army's logistical support, the project has minimized additional costs. The collaboration with NIEDO as the training partner ensures efficient resource utilization, as experienced faculty and structured learning modules optimize student preparation for competitive exams. The program was launched as per the agreed timeline. Moving forward, ensuring timely execution each year will be critical for maintaining success rates. While the project has effectively managed resources, challenges such as extreme weather, heating facility constraints, and teacher retention require additional investment for long-term sustainability. Despite these hurdles, the intervention has demonstrated cost-effectiveness by providing free, high-quality education to students who would otherwise have to migrate, reducing financial strain on families and ensuring continued access to learning opportunities.</p>
<p><b>Impact:</b> The extent to which the intervention has generated or is expected to generate</p>	<p>The intervention has generated significant positive higher-level effects by fostering educational equity, economic relief for families, and long-term career opportunities for students in Ladakh. By providing structured residential coaching, the</p>

significant positive or negative, intended or unintended, higher-level effects.	program enhances students' chances of securing admissions into prestigious institutions, ultimately contributing to skilled workforce development in the region. An intended outcome is the reduction of financial strain on families, as students no longer need to migrate to urban centres for coaching, which is often expensive and inaccessible. Additionally, the project strengthens the local education ecosystem by setting a precedent for similar initiatives in other remote areas. An unintended but positive effect is the creation of a disciplined and focused learning culture, instilling perseverance and self-motivation in students, which will benefit them beyond academics. Despite these challenges, the project's long-term impact on educational accessibility and social mobility is substantial, positioning it as a model for scalable interventions in other underserved regions.
<b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.	The likelihood that the net benefits of the intervention will continue over time is high, given its structured residential training model and strong institutional support from the Indian Army, HPCL, and NIEDO. The project has already demonstrated its effectiveness in providing quality education to underprivileged students in Ladakh, and with continued investment in infrastructure, faculty retention, and technological integration, its impact can be sustained and even expanded. The self-discipline and academic foundation instilled in students will have long-term benefits, improving their chances of success in competitive exams and future careers. However, challenges such as extreme weather conditions, heating facility limitations, and reliance on external funding could impact sustainability if not addressed proactively. Ensuring timely program execution, introducing e-learning solutions, and securing ongoing financial and logistical support will be crucial for maintaining

	and scaling the initiative. With the right strategic improvements, the intervention has the potential to create lasting educational and socio-economic transformation in the region.
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**Figure 3.45: Graphical Depiction of Parameters Assessment**



## **Project 6: Project Kashmir Super-50 'Medical': Batch 5**

### **Introduction:**

**Project Kashmir Super-50 (Medical)** is a flagship 11-month free residential NEET coaching initiative implemented in Srinagar (J&K) during the 2022–23 academic cycle. Spearheaded by the Indian Army's Chinara Corps, the project is funded by **Hindustan Petroleum Corporation Ltd. (HPCL)** and **National Integrity & Educational Development Organisation (NIEDO)** as academic partner. The program enrolled 50 meritorious students—30 boys and 20 girls—from underprivileged backgrounds across Jammu, Kashmir, and Ladakh, with the aim of enhancing their competitiveness in the **NEET-UG** medical entrance exam.

The **academic strategy** combined rigorous classroom instruction, personalized mentoring, and frequent assessments. Faculty recruited by NIEDO delivered subject modules in Physics, Chemistry, and Biology through daily lectures, evening doubt-clearing sessions, and weekly practice tests. A full-length Sunday mock test simulated real exam conditions. The residential setting ensured complete immersion and minimized distractions; students followed a disciplined routine, with the Army providing administrative, logistical, and moral support. The pedagogy emphasized conceptual clarity, iterative practice, and continuous performance monitoring.

Student **selection** was based on a state-wide written test and interviews, targeting high-potential youth from economically weaker sections. The cohort reflected **diverse socio-cultural representation**, including tribal students and girls from Ladakh (Kargil and Leh), thus bridging regional disparities and fostering inter-community harmony.

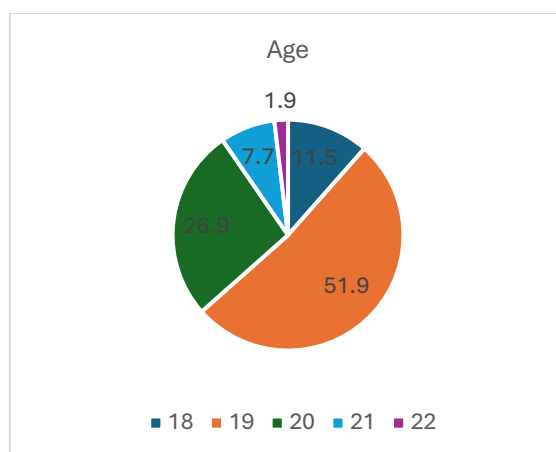
**Residential infrastructure**, located within an Army facility in Haft Chinara (Srinagar), provided secure and well-maintained living quarters, winterized classrooms, mess facilities, and wellness support. Army officers and faculty mentors played a key role in maintaining student morale and enforcing discipline, while students themselves demonstrated exceptional resilience and peer cooperation.

The **outcome** of the 2022–23 batch was exemplary: **all 50 students qualified NEET-UG**, achieving a **100% success rate**. Many students secured admission in government medical colleges under state and national quotas. This performance has resulted in project model receiving national acclaim, including praise and accolades of various National and International forums.

The program's **sustainability** is underpinned by a robust tripartite framework: the Indian Army ensures physical and administrative continuity; HPCL's CSR funds cover all operational expenses; and NIEDO provides high-quality academic delivery. The success of Kashmir Super-50 has enabled its **replication** in Leh, Kargil, and Rajouri. With strong alumni networks, consistent funding, and widespread community trust, the project represents a replicable and scalable model for bridging educational inequity in conflict-prone and remote regions.

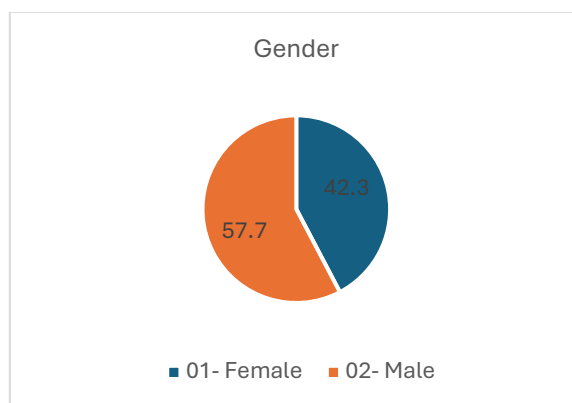
## **Findings**

Project Kashmir Super-50 'Medical': Batch 5, the data collection involved targeted interviews with a diverse set of stakeholders to capture the breadth of experiences and perspectives associated with the initiative. Interviews were conducted with at least 45 students, 4 parents, 2 teachers and, 1 army official. These interactions were guided by a semi-structured interview schedule incorporating both closed and open-ended questions. This approach enabled the team to gather both qualitative and quantitative data, offering a comprehensive understanding of the project's implementation, outcomes, and perceived impact from multiple viewpoints.



**Figure 3.46: Age of the Respondents**

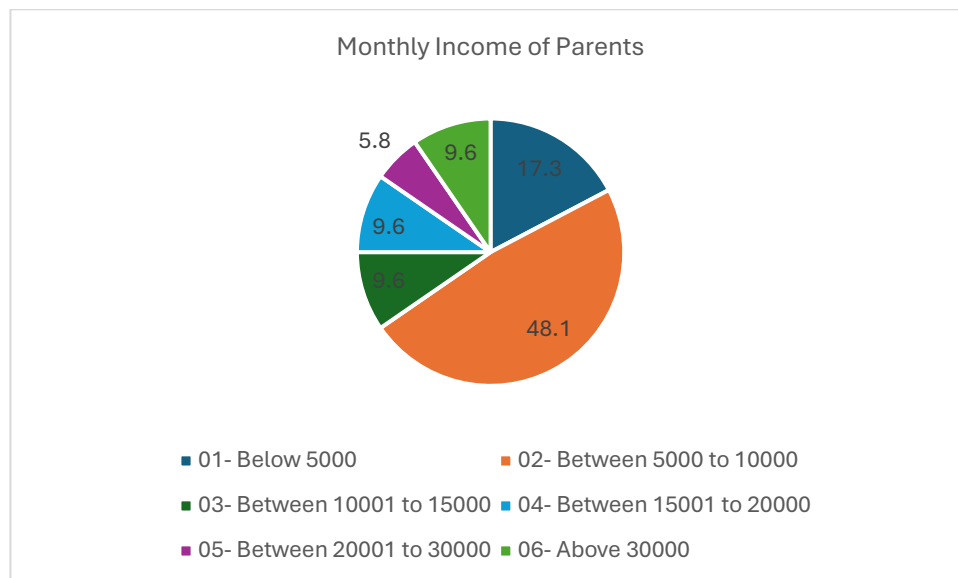
The age distribution of students in Project Kashmir Super-50 'Medical': Batch 5 highlights that a majority—51.9%—were 19 years old, followed by 26.9% who were 20 years old. Students aged 18 comprised 11.5% of the sample, while those aged 21 and 22 accounted for smaller proportions at 7.7% and 1.9%, respectively. This age pattern is consistent with typical cohorts preparing for competitive medical entrance exams, primarily consisting of recent school graduates and first-time or second-time exam takers.



**Figure 3.47: Gender of the Respondents**

The gender distribution of students in Project Kashmir Super-50 'Medical': Batch 5 reflects a relatively balanced participation, with 57.7% male and 42.3% female students. This indicates commendable female representation in the program, especially considering the traditionally male-dominated landscape of competitive

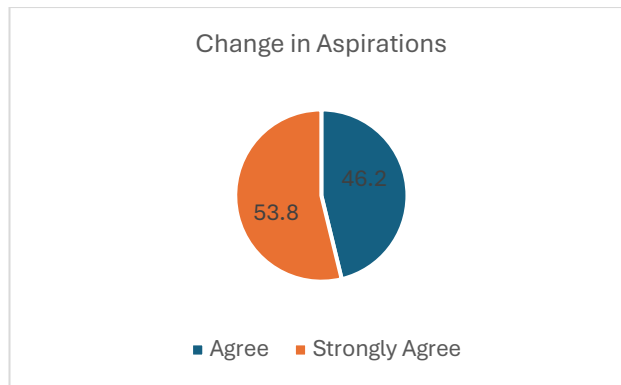
medical entrance preparation. The data suggests that the initiative is making strides toward fostering gender inclusivity in educational opportunities.



**Figure 3.48: Monthly income of the parents**

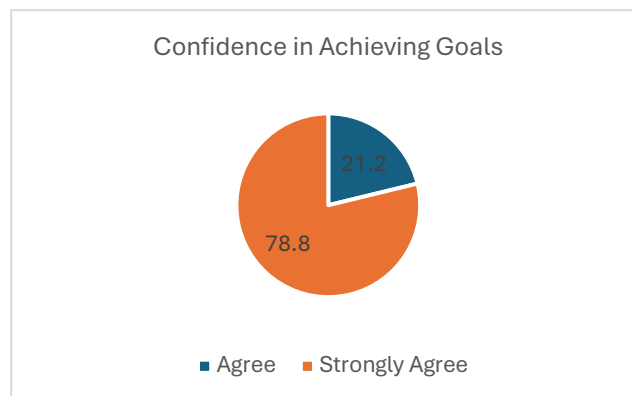
The data on the **monthly income of parents** of students from Project Kashmir Super-50 'Medical': Batch 5 shows that nearly half (48.1%) of the families fall within the income bracket of ₹5,000 to ₹10,000 per month. This confirms that the majority of students hail from economically marginalized backgrounds. An additional 17.3% reported incomes below ₹5,000, further emphasizing the financial challenges faced by a significant segment of participants.

About 9.6% of parents each reported monthly incomes in the ranges of ₹10,001–₹15,000, ₹15,001–₹20,000, and above ₹30,000, respectively, indicating a smaller representation from relatively better-off families. Only 5.8% of the respondents had household incomes between ₹20,001 and ₹30,000.



**Figure 3.49 Data on the change of aspirational level**

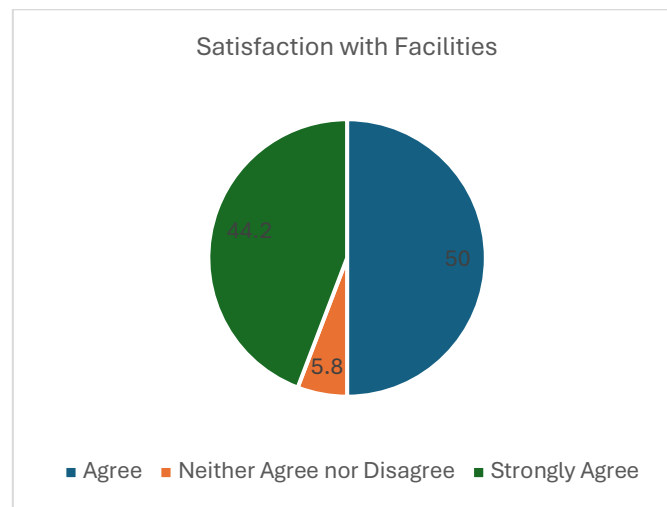
The data on **change in aspirations** among students in Project Kashmir Super-50 'Medical': Batch 5 reveals that **100% of the respondents experienced a positive shift in their aspirations** as a result of participating in the program. Specifically, **53.8% strongly agreed** and **46.2% agreed** that the initiative had influenced their ambitions and future goals. This unanimous affirmation reflects the transformative impact of the program in fostering confidence, motivation, and a clearer vision for the future among students from the region.



**Figure 3.50 Data on the confidence of students in achieving their goals**

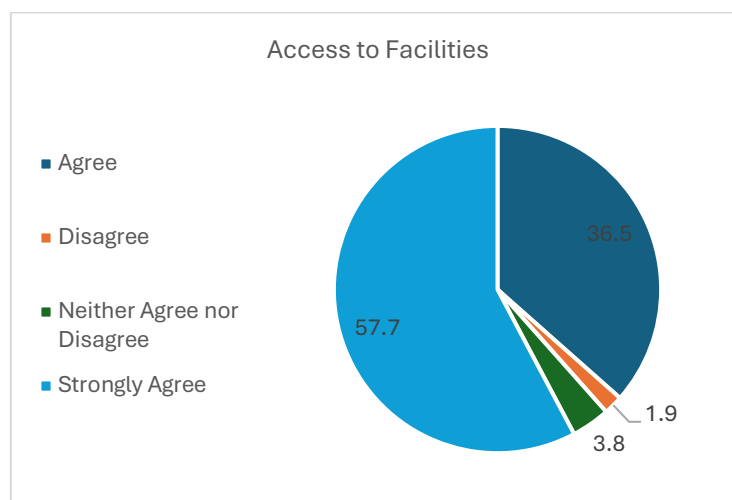
The data on **confidence in achieving goals** among students in Project Kashmir Super-50 'Medical': Batch 5 demonstrates a highly encouraging outcome. A substantial **78.8% of students strongly agreed** and **21.2% agreed** that they now feel more confident in achieving their academic and career aspirations. This overwhelming sense of self-belief highlights the program's effectiveness not only in

providing academic support but also in instilling motivation, resilience, and a sense of purpose among its beneficiaries.



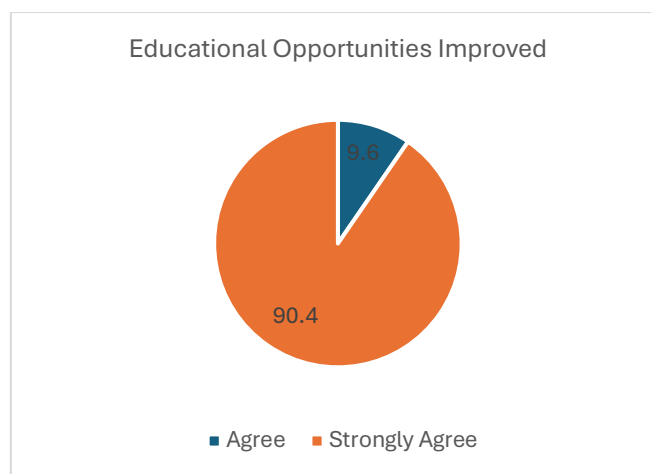
**Figure 3.51: Data on the satisfaction with the facilities**

The feedback on **satisfaction with facilities** among students in Project Kashmir Super-50 'Medical': Batch 5 reflects a predominantly positive outlook. Half of the students (50%) agreed that they were satisfied with the facilities provided, while 44.2% strongly agreed. Only a small fraction (5.8%) remained neutral, indicating neither agreement nor disagreement. Notably, no respondents expressed dissatisfaction, suggesting that the program's infrastructure and support systems were largely well-received by the participants.



**Figure 3.52: Data on access to facilities**

The data on **access to facilities** for students in Project Kashmir Super-50 'Medical': Batch 5 shows a strong positive response. A significant **57.7% of students strongly agreed** and **36.5% agreed** that they had adequate access to facilities, indicating broad satisfaction with the infrastructural support provided. A minimal portion of respondents—**1.9% disagreed**, **3.8% remained neutral**—suggesting that access was generally consistent, with very few exceptions. These findings reinforce the effectiveness of the project in ensuring that students had the necessary resources to support their academic journey.



**Figure 3.53 Data on the perception of improvement of educational opportunities**

The data on **educational opportunities** clearly highlights the program's success in creating meaningful academic pathways for its participants. A resounding **90.4% of students strongly agreed** that their educational opportunities had improved as a result of Project Kashmir Super-50 'Medical': Batch 5, while the remaining **9.6% agreed**. This unanimous positive feedback reflects the program's significant role in enhancing access to quality education and empowering students from underserved backgrounds to pursue their academic goals with greater confidence and support.

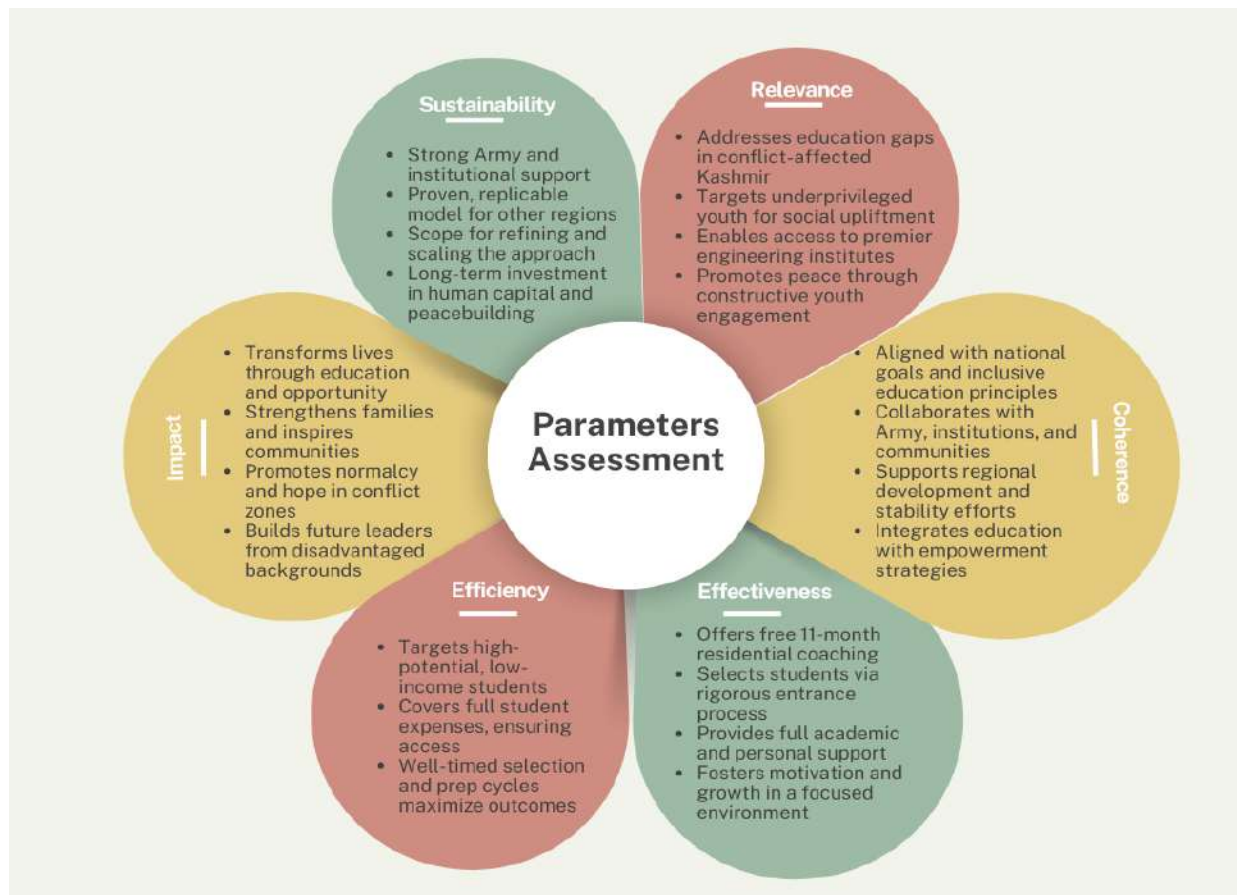
## Parameter Assessment

Project Name & location: Project Kashmir Super-50 'Medical': Batch 5: Srinagar		
Parameters	Detailed Observation/Comments	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.	<p>The Kashmir Super 50 program demonstrates exceptional relevance through its targeted approach to educational empowerment:</p> <ul style="list-style-type: none"> <li>• Socio-Political Context: Directly addresses limited availability of educational opportunities, providing hope and alternative pathways for youth</li> <li>• Strategic Intervention: Targets underprivileged students, breaking cycles of economic and social disadvantage</li> <li>• Career Advancement: Focuses on preparing students for premier engineering institutes, creating opportunities for social mobility</li> <li>• Holistic Development: Goes beyond academic coaching to instil discipline, motivation, and career aspirations</li> </ul>	
<b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.	<p>The program exhibits strong alignment with broader educational and social development objectives:</p> <ul style="list-style-type: none"> <li>• National Integration: Supports national educational goals by providing equal opportunities in a challenging regional context</li> <li>• Social Justice: Aligns with principles of inclusive education and youth empowerment</li> </ul>	

	<ul style="list-style-type: none"> <li>• Strategic Partnership: Demonstrates effective collaboration between the Indian Army, educational institutions, and local communities</li> <li>• Developmental Approach: Integrates educational support with social and economic empowerment strategies</li> </ul>
<b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and results, including any differential outcomes across groups.	<p>The Kashmir Super 50 program has demonstrated significant educational and social impact:</p> <ul style="list-style-type: none"> <li>• Comprehensive Coaching: Provides free 11-month residential training for competitive engineering entrance exams</li> <li>• Targeted Selection: Employs rigorous entrance test and interview process to identify deserving students</li> <li>• Holistic Support: Offers completely free coaching, including lodging and study resources</li> <li>• Career Pathway Creation: Directly improves students' chances of entering premier engineering institutes</li> <li>• Motivational Environment: Creates a structured learning atmosphere that supports academic and personal growth</li> <li>• Psychological Impact: Provides hope and opportunity in a region historically affected by conflict</li> </ul>
<b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.	<p>The program demonstrates a cost-effective and strategic approach to educational intervention:</p> <ul style="list-style-type: none"> <li>• Resource Optimization: Utilizes Indian Army's infrastructure and support to minimize operational costs</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted Investment: Focuses resources on high-potential students from underprivileged backgrounds</li> <li>• Comprehensive Support: Provides end-to-end coaching without financial burden on students' families</li> <li>• Strategic Timing: Conducts student selection during April and May to ensure thorough preparation</li> <li>• Multi-stakeholder Approach: Leverages partnerships to maximize program effectiveness and reach</li> </ul>
<b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	<p>The Kashmir Super 50 program has generated substantial positive outcomes:</p> <ul style="list-style-type: none"> <li>• Individual Transformation: Directly impacts the lives of youth by providing quality educational opportunities</li> <li>• Family Empowerment: Supports family growth and prosperity through students' educational advancement</li> <li>• Regional Development: Contributes to bringing normalcy and hope to the Kashmir valley</li> <li>• Social Mobility: Creates pathways for economic and social advancement for underprivileged students</li> <li>• Long-term Social Change: Invests in human capital and future leadership potential</li> </ul>
<b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.	<p>The program shows promising long-term potential with several key strengths:</p> <ul style="list-style-type: none"> <li>• Institutional Support: Strong backing from the Indian Army and educational partners</li> </ul>

	<ul style="list-style-type: none"> <li>• Proven Model: Demonstrated success in providing targeted educational support</li> <li>• Scalability: Potential for replication in other conflict-affected or underprivileged regions</li> <li>• Continuous Improvement: Opportunity to refine selection and coaching methodologies</li> <li>• Broader Impact: Contributes to long-term social and economic development of the region</li> </ul>
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**Figure 3.54 : Graphical Representation of Parameter Assessment**





## **Project 7: Project Dil Without Bill**

"Dil Without Bill" is a flagship health initiative under Hindustan Petroleum Corporation Ltd.'s (HPCL) CSR program, aimed at providing free cardiac surgeries to underprivileged patients. In FY 2022-23, with a CSR grant of approximately ₹2.25 crore, the project facilitated around 300 life-saving heart surgeries at Sri Sathya Sai Heart Hospitals in Rajkot and Ahmedabad, Gujarat. Implemented by Prashanti Medical Services & Research Foundation, the initiative focused especially on paediatric cases and women from low-income families, ensuring access to advanced cardiac care without financial burden.

### **Medical Services Provided**

The project delivered comprehensive cardiac treatment, including diagnosis, surgery, ICU care, and rehabilitation, at no cost to patients. At the Ahmedabad centre (paediatric), surgeries addressed congenital heart defects such as ASD (Atrial Septal Defect) / VSD (Ventricular Septal Defect) closures, Tetralogy of Fallot, and TGA (Transposition of the great arteries). The Rajkot hospital (adult focus) performed CABG (Coronary Artery Bypass Grafting), valve replacements, and aneurysm repairs. Interventional cardiology procedures, such as angioplasty and device closures, were also offered. All consumables, devices, ICU services, and medicines were provided free, embodying the program's philosophy of zero billing.

### **Beneficiary Profile and Selection**

Patients were selected based on medical need and economic status, with an income ceiling of ₹15,000/month. Ahmedabad catered to patients under 18, while Rajkot treated adults up to age 60. Beneficiaries included children with congenital heart conditions and adults with severe cardiac ailments. Many were referred through screening camps and partnerships with NGOs and state governments (e.g., Odisha, Assam). The selection process emphasized inclusivity and prioritized children from economically marginalized communities.

## **Stakeholder Roles**

- *Prashanti Medical Services & Research Foundation* managed all on-ground operations: screening, treatment, follow-ups, logistics, and reporting to HPCL.
- *HPCL (under its CSR initiative)* financed the initiative and monitored progress, including field visits and impact assessments.
- *Sri Sathya Sai Hospitals* provided medical infrastructure and clinical expertise, ensuring high-quality and compassionate care.
- *Families* supported patients through pre and post-operative phases, contributed to care, and promoted the program within their communities.

## **Hospital Infrastructure and Care Facilities**

Both hospitals offered advanced cardiac surgical infrastructure, including modular operation theatres, heart-lung machines, cardiac ICUs, catheterization labs, and diagnostic imaging. NABH accreditation ensured high standards of safety and quality. Wards were designed for infection control and patient comfort. Dormitories and low-cost canteens supported families during hospitalization. A structured follow-up system, including free consultations and medicines post-discharge, ensured continuity of care.

## **Health Outcomes and Social Impact**

All 300 surgeries in FY 2022–23 was successful, leading to significant clinical improvements. Paediatric patients experienced growth, weight gain, and return to normal activity, while adult patients regained work capacity and health. The support ensured timely medical intervention, helping families stay focused on health outcomes. Beneficiary feedback reflected high satisfaction with medical care and holistic treatment. The project also raised awareness about heart disease and early treatment in underserved areas.

## **Voices of Beneficiaries**

- *Ramzan Ali (4, Rajasthan)*: Born with a complex defect, Ramzan was treated successfully in Ahmedabad. Post-surgery, he gained weight and returned to normal development.
- *Mustaq (45, Uttar Pradesh)*: A labourer with heart disease, Mustaq underwent free CABG in Rajkot and resumed work and regained normalcy in his daily routine.
- *Jhalak (12, Gujarat)*: A school dropout due to heart illness, Jhalak resumed school and dreams of becoming a nurse after free surgery.

### **Infrastructure Use**

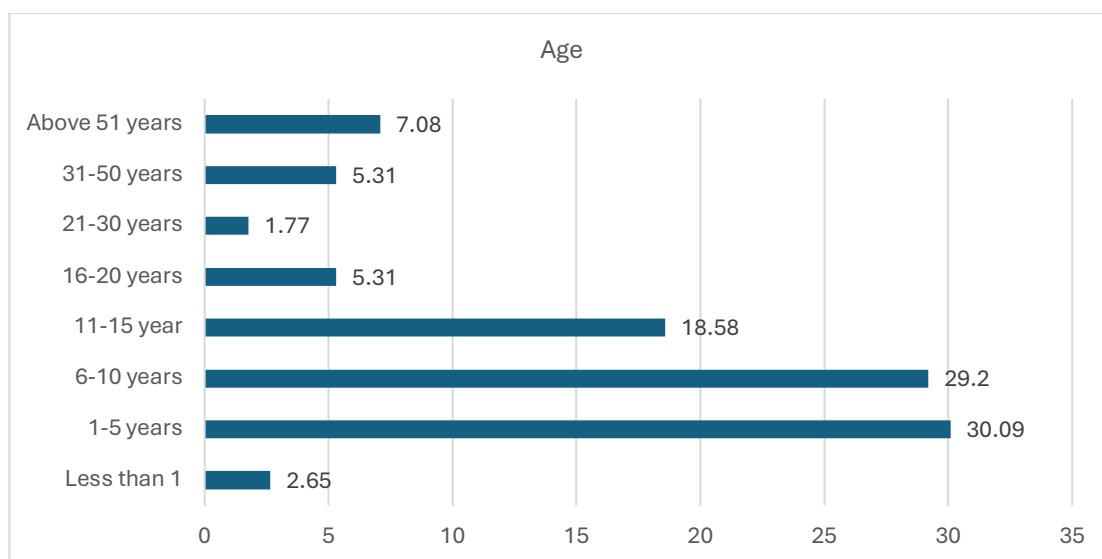
Efficient use of existing charitable infrastructure and skilled teams maximized throughput and maintained clinical excellence. Facilities were utilized at full capacity, enhancing both productivity and surgical outcomes.

### **Sustainability of the Model**

The model's sustainability is supported by its diversified funding (CSR, donations, government referrals), low operational costs, and community engagement. Hospitals operate on a not-for-profit basis, with efficient management and high clinical volumes. Continued partnerships with HPCL and state governments, as well as a growing alumni and volunteer network, ensure momentum. Transparency and documented impact maintain donor confidence. The project aligns with national health priorities and is scalable across regions.

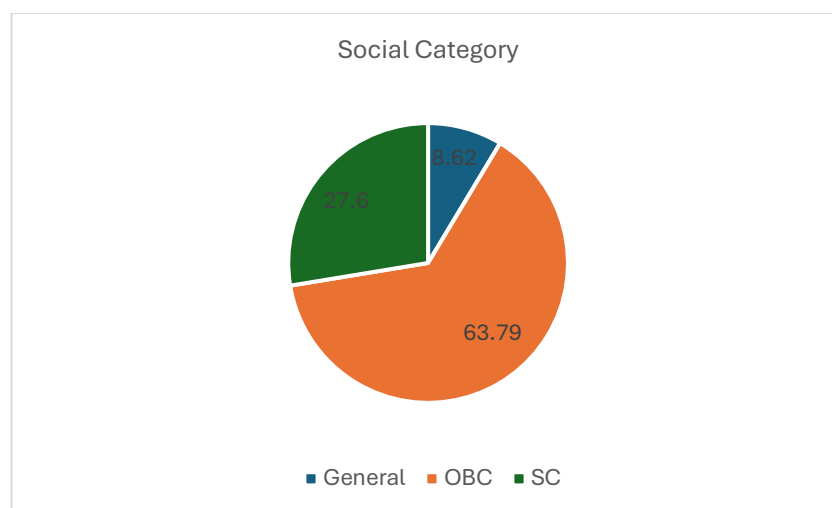
### **Findings**

The impact assessment of Project Dil Without Bill was conducted using a mixed-methods approach. Primary data collection involved semi-structured interviews with a total of 169 beneficiaries (patients and their family members), five representatives from the implementation partner and associated hospitals, and one representative from HPCL. The interview schedule included both open-ended and close-ended questions to capture qualitative insights and quantitative responses. Additionally, a desk review of relevant project records, documents, and reports was carried out to triangulate the findings and provide contextual understanding.



**Figure 3.55: Age of the Beneficiaries**

The age-wise distribution of beneficiaries under the *Dil Without Bill* initiative shows a clear focus on paediatric patients. A significant majority—over 59%—of the beneficiaries fall within the 1 to 10 years age range, with 30.09% aged between 1–5 years and 29.2% between 6–10 years. Additionally, 18.58% of the recipients are in the 11–15 years category, indicating that nearly four out of five beneficiaries are children below 15 years of age. Only a small percentage of individuals belong to the older age groups, with minimal representation in the adult and elderly categories. This distribution reflects the program’s primary objective of supporting young children from underprivileged backgrounds who are in need of life-saving cardiac interventions.



**Figure 3.56: Social category of the beneficiaries**

The social category-wise distribution of beneficiaries under the *Dil Without Bill* initiative highlights a strong focus on marginalized communities. A majority of the patients—**63.79%**—belong to the **Other Backward Classes (OBC)**, followed by **27.6%** from the **Scheduled Castes (SC)**. Only **8.62%** of the beneficiaries are from the **General** category. This indicates that the program has been successful in prioritizing socially and economically disadvantaged groups, ensuring that the benefits of the initiative reach those most in need.

### Parameter Assessment

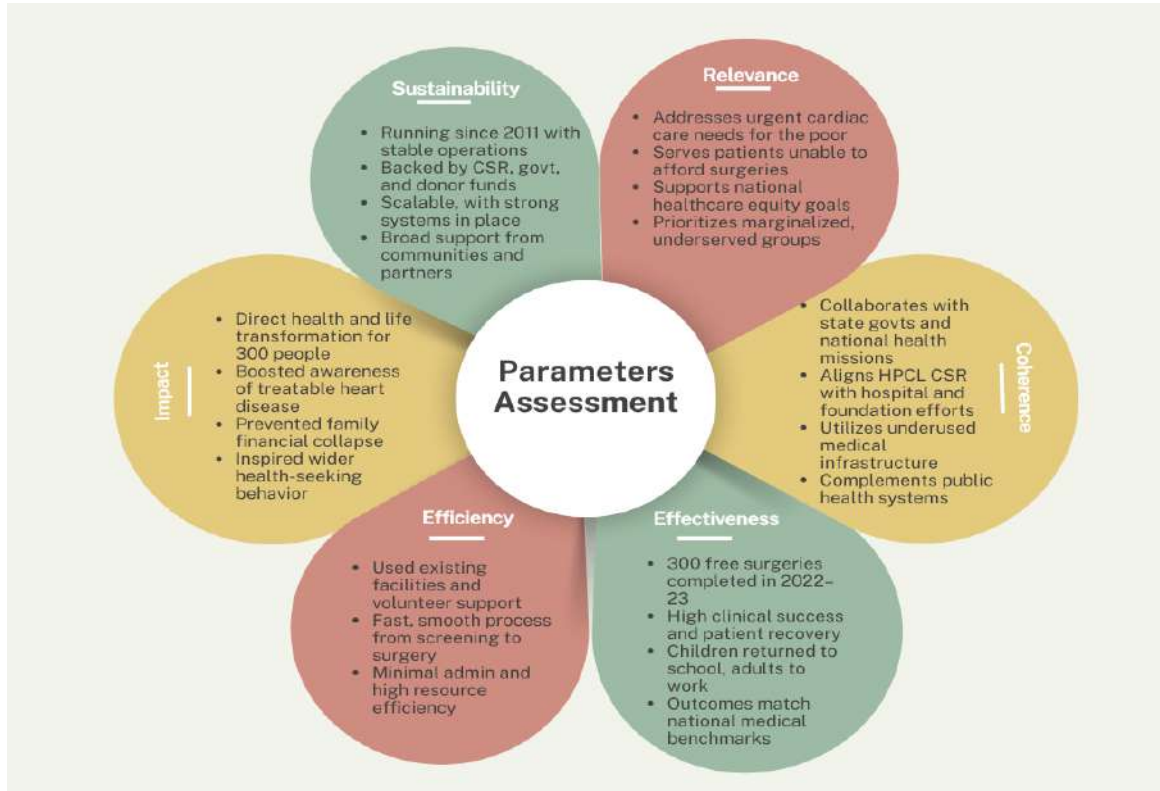
Project Name & Location: Dil without Bill		
Parameters	Detailed Observation/Comments	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their	<p>Dil without Bill demonstrates exceptional relevance through its targeted approach to provide free heart surgeries for needy patients across the country.</p> <p>It has great relevance to support poor marginalized groups for inclusive development as it provides benefits to all irrespective of their social community, caste, religion, etc.</p> <p>Dil without Bill project promoted inclusiveness and provided health care and well-being to underprivileged people.</p>	

<p>adaptability to changing circumstances.</p>	<ul style="list-style-type: none"> <li>• Strategic Intervention: Targets underprivileged patients, who is suffering from prolong heart diseases. Breaking the cycle of economic and social disadvantage among health care receivers.</li> <li>• Holistic Development: Support provided by HPCL under Dil without bill helped patients from marginalized and disadvantaged sections of the society to undergo heart surgery free of cost and start a new life. Overall, the findings of the study suggested that the project had played a crucial role in the lives of the people.</li> </ul>
<p><b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.</p>	<p>The program exhibits strong alignment with health care objectives:</p> <p>National Integration: Under this project, HPCL supported heart surgery of patients to integrate them with main stream of the society. Health services provided to people for equitable society.</p> <p>Social Justice: Aligns with the principles of inclusive health service and equitable society. Sri Sathya Sai hospital created the platform to address and mitigate the critical heart surgery issue with dignified manner.</p> <p>Strategic Partnership: Demonstrates effective collaboration between the Sri Sathya Sai Hospital, Rajkot, Ahmedabad and various State governments and union territories and other volunteer organizations.</p>
<p><b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve</p>	<p>without Bill Project has several key elements that contribute to its effectiveness:</p>

<p>its objectives and results, including any differential outcomes across groups.</p>	<p>Holistic Approach: Dil Without Bill project used a comprehensive approach for critical heart surgery treatment by addressing multiple barriers such as poverty, location, unavailability and inaccessibility of heart surgery hospitals. It focuses not only health treatment but also enhancing self-esteem, provide healthy and friendly environment in the hospital premises, before and after heart surgery to the patient and relatives.</p> <p>Long-Term Commitment: The project provides long-term support to heart surgery patients until their full recovery and provide mental support with full commitment and sincerity.</p> <p>Scalability: Dil Without Bill Project has demonstrated its ability to scale up its operations and reach out a significant number of heart surgery patients. This scalability ensures a wider impact and helps in addressing the heart surgery of most needy underprivileged population.</p> <p>Monitoring and Evaluation: The project emphasizes monitoring and evaluation to track the progress and impact of its interventions. This data-driven approach helps in assessing the effectiveness of the program and making necessary improvements in the health of the patients.</p> <p>Overall, Dil Without Bill Project has proven to be more effective in improving health conditions and empowering underprivileged patients across the country by addressing multiple dimensions of health issues.</p>
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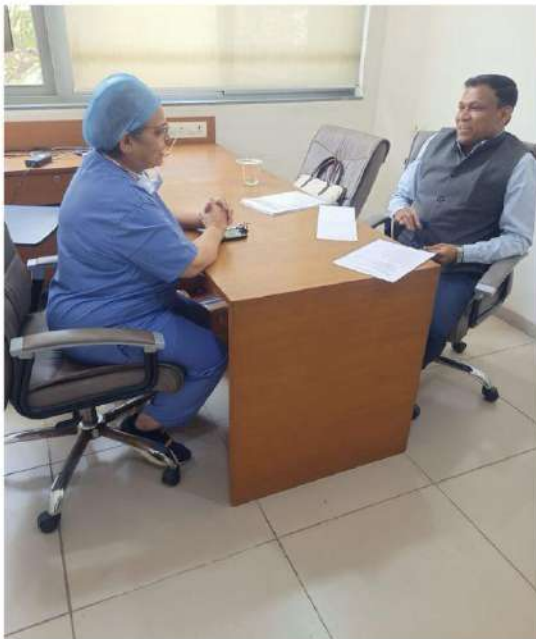
<p><b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.</p>	<p>Dil Without Bill programme demonstrates cost-effective and strategic approach for utilisation of modern facilities for better health care and heart surgery of patients</p> <p>Resource Optimization: Utilized cost effective methods for health treatment to minimize operational costs and other expenses for other infrastructure issue.</p> <ul style="list-style-type: none"> <li>• Targeted Investment: Focuses on underprivileged patients from remote village, hilly areas and urban slums.</li> <li>• Comprehensive Support: Provide heart surgery, without any financial burden on patients.</li> <li>• Strategic Planning: Select patients from marginalised groups in the state. .</li> </ul>
<p><b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.</p>	<p>Dil without Bill initiatives have significantly improved the lives of thousands of people in remote tribal and urban slum areas.</p> <ul style="list-style-type: none"> <li>• Enhanced Greater accessibility of heart surgery</li> <li>• Overall mental and emotional development</li> <li>• Improved the physical health conditions</li> <li>• Increased health accessibility</li> <li>• Reduce the financial burden on poor people for heart surgery.</li> <li>• Improved the social cohesiveness and Social Inclusion in the health sector</li> </ul>
<p><b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.</p>	<p>Overall, Dil Without Bill project demonstrates a strong commitment to inclusiveness by targeting marginalized communities by customizing support, promoting health awareness and ensuring geographical reach. These efforts help empower underprivileged poor from diverse</p>

	backgrounds and provide them with opportunities for a better future through education.
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**Figure 3.57 : Graphical Representation of parameter Assessment**





## **Project 8: Skill Development Institute, Visakhapatnam: Batch - FY 2022-23**

Skill Development Institute (SDI) Visakhapatnam, established under the Government of India's Skill India Mission, conceptualized by Ministry of Petroleum & Natural Gas, GOI, serves as a premier vocational training centre addressing youth unemployment through skill enhancement. Launched in 2016 and led by Hindustan Petroleum Corporation Ltd. (HPCL) in collaboration with seven other oil & gas PSUs, SDI Visakhapatnam is HPCL's flagship CSR project in skill development. The project in FY 2022-23 continued to offer free short-term training to underprivileged youth, aligning with national goals of employability and inclusive growth.

### **Training Programs Offered**

SDI Visakhapatnam offers over 40 skill development courses across 15 sectors including oil & gas, manufacturing, automotive, pharma, electronics, construction, and services. Key trades include Pipe Fitter, LPG Mechanic, Solar PV Installer, Lab Technician, Retail Sales Associate, and Customer Care Executive. Courses span 30-180 days and are aligned with the National Skill Qualification Framework (NSQF), with certification from NSDC and Sector Skill Councils. Training combines theory, practical sessions, soft skills, and workplace readiness. All services, including hostel accommodation and meals, are free.

### **Beneficiary Profile and Selection**

The institute targets unemployed youth aged 18–27, especially from low-income and rural backgrounds. Eligibility depends on educational qualification (typically 10th pass onwards) and economic need. Outreach is conducted via local media, village councils, and referrals. Special programs cater to tribal youth and prison inmates. In 2022-23, beneficiaries came largely from Andhra Pradesh districts like Srikakulam and Vizianagaram, with an inclusive gender and socio-economic profile.

## **Roles and Responsibilities**

- *SDI Administration*: Oversees operations, training quality, infrastructure, and student support.
- *HPCL (Lead Promoter)*: Provides CSR funding, strategic oversight, and administrative staff.
- *Other PSUs*: Contribute to governance and strategic support.
- *Training Partners*: Deliver sector-specific training and assessments.
- *Students*: Engage in rigorous training and contribute to campus discipline.
- *NSDC & APSSDC*: Provide curriculum alignment, mobilization support, and accreditation.
- *Industry Partners*: Offer lab setup support, internships, and placement opportunities.

## **Infrastructure and Facilities**

Situated on a 3-acre campus, SDI Vizag features modern classrooms, trade-specific labs (e.g., welding, plumbing, retail), hostels, dining facilities, and recreational areas. Satellite centres, including in prisons, extend reach. Equipment meets national standards, and partnerships with firms like Kemppi and Jaquar have enhanced lab quality. The institute also provides safety gear, IT tools, transport for visits, and medical assistance.

## **Outcomes and Placement**

In 2022-23, over 3,800 youth were trained. Around 75–85% secured employment in firms like Tech Mahindra, Flipkart, Divis Labs, and overseas companies in the Gulf. Certified trainees found jobs across manufacturing, pharma, service, and retail sectors. Others pursued internships or self-employment in trades like plumbing and electrical services. SDI's alumni network and placement cell ensure ongoing support.

## **Success Stories**

- *Kamal Sai*: A rural welder placed in Dubai, repaid family debts with his earnings.

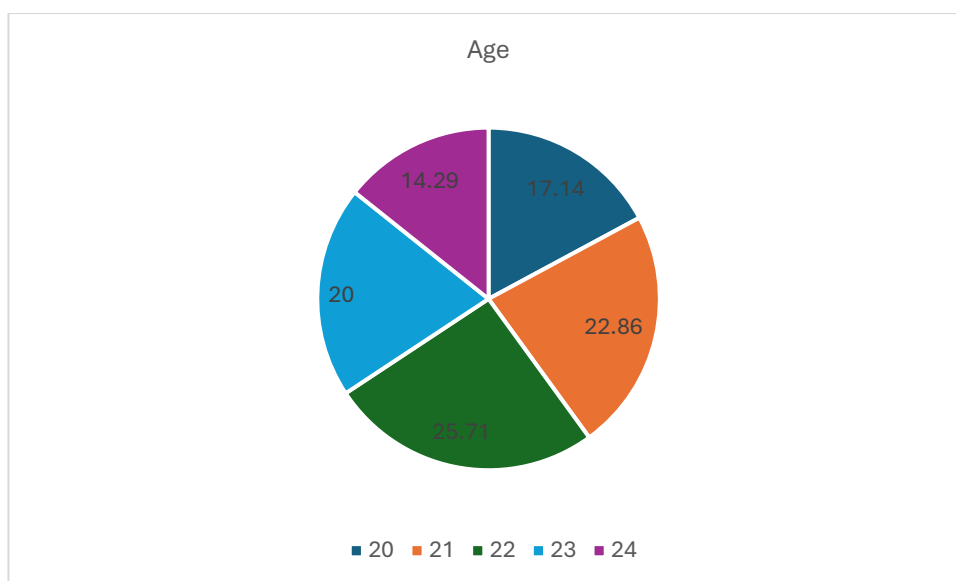
- *Padala Harika*: A village girl trained as a customer care executive, now works at Tech Mahindra.
- *T. Niranjan*: A fabrication fitter placed in an Indo-Japanese firm.
- *Kilaparthi Niranjan*: From housemaid's family to UAE placement in oil & gas.
- *Pappu Santhosh*: A 10th-pass youth trained in operations, now employed in Indore.

## **Sustainability and Impact**

SDI Vizag operates as a registered society backed by central Oil & Gas PSUs, ensuring stable funding and governance. HPCL has committed to its long-term operation, integrating it into core CSR plans. Continuous curriculum updates, diversified partnerships, and alignment with NSDC standards make the model adaptive and resilient. Strong community linkages, award recognition, and alumni advocacy sustain enrolment and impact. The project addresses unemployment promotes dignity of labour, and uplifts thousands annually through vocational empowerment.

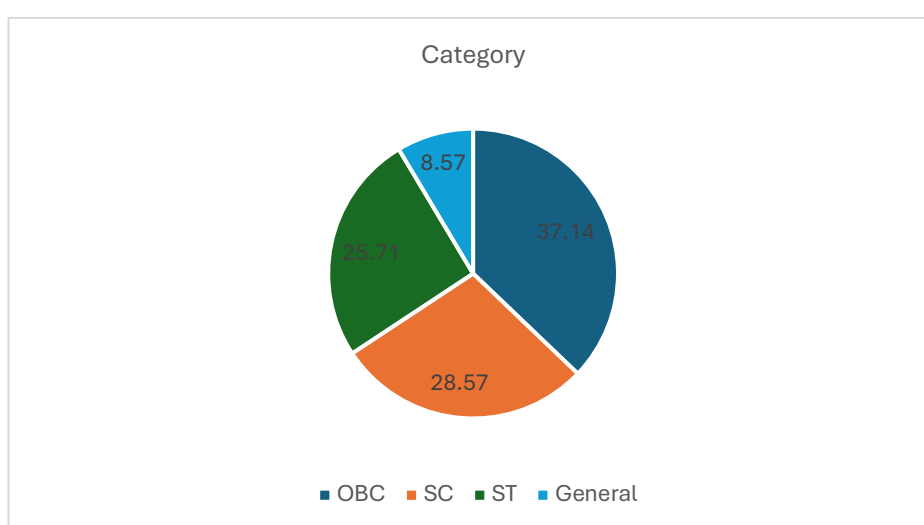
## **Findings**

The impact assessment of the Skill Development Institute (SDI), Visakhapatnam – Batch FY 2022–23 was carried out using a mixed-method approach, combining both quantitative and qualitative data. Semi-structured interviews, featuring a mix of close-ended and open-ended questions, were conducted with 350 beneficiaries or their family members, covering at least six different training sectors with a minimum of 50 participants from each. Additional interviews were held with five SDI administrative or training staff members and one representative from HPCL. The primary data collection was supplemented with a desk review of project records, including training documentation, placement data, and progress reports, to triangulate findings and ensure a comprehensive understanding of the project's implementation and impact.



**Figure 3.58: Age of the Respondents**

Most participants (25.71%) were 22 years old, followed by 21-year-olds at 22.86%. Those aged 23 made up 20% of the group, while 20-year-olds accounted for 17.14%. The smallest age group was 24-year-olds, comprising 14.29% of the sample. This distribution indicates that the training program predominantly attracted youth in their early twenties, with a slightly higher concentration in the 21–22 age range, reflecting the typical profile of individuals seeking vocational skill development post-secondary education.



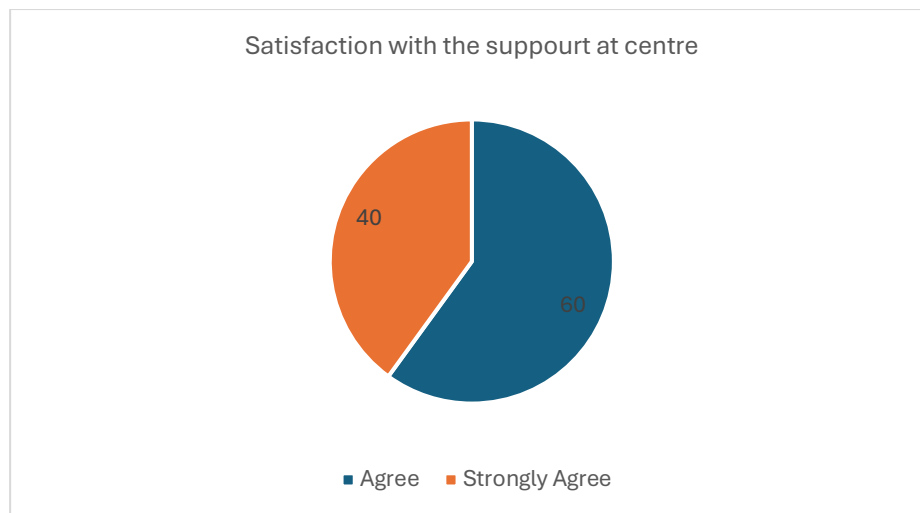
**Figure 3.59 Category of the Respondents**

A significant portion of the participants belonged to the OBC category, comprising 37.14% of the total, followed by SC participants at 28.57% and ST participants at 25.71%. The General category had the least representation at 8.57%. This distribution reflects the institute's inclusive approach, with a strong focus on reaching out to socially and economically disadvantaged communities, aligning with the broader goals of equitable access and empowerment through skill development.



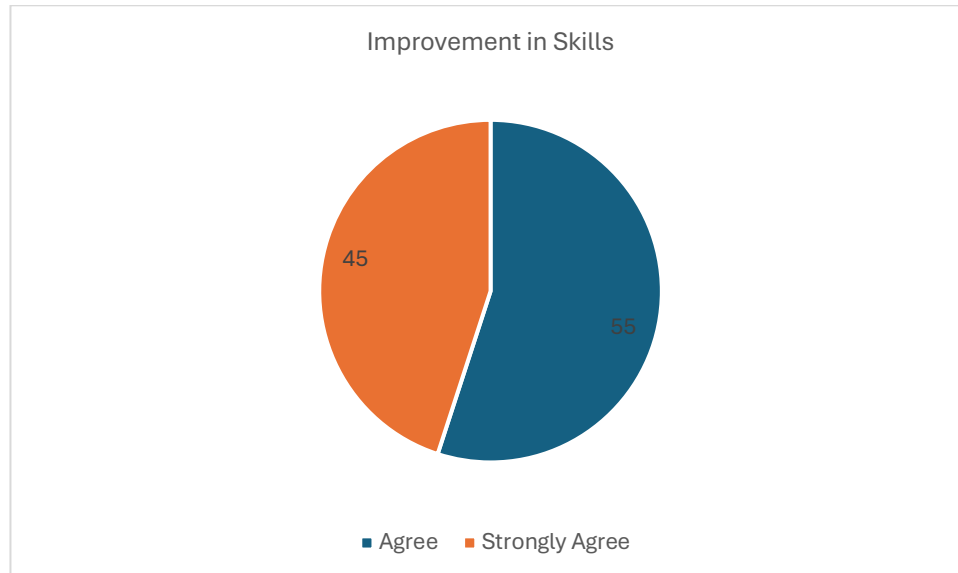
**Figure 3.60: Data on the help of training in getting job**

A majority—58%—**agreed** that the training helped them in getting a job, while 42% **strongly agreed** with the statement. This high level of affirmation demonstrates the effectiveness of the program in enhancing employability and indicates that most trainees experienced tangible job-related outcomes as a result of their participation.



**Figure 3.61: Data on satisfaction with the support**

A majority—60%—**agreed** that they were satisfied with the support received, while 40% **strongly agreed**. These results indicate a generally positive experience, with most participants acknowledging the centre’s effective guidance, mentorship, and assistance during their training journey.



**Figure 3.62: Data on the improvement of skills**

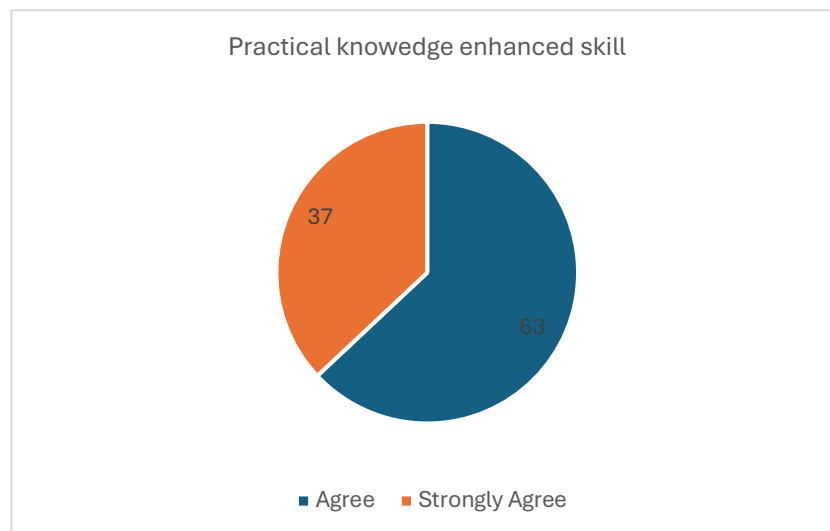
A majority of respondents—55%—**agreed** that there was a noticeable improvement in their skill levels, while 45% **strongly agreed**. This balanced yet positive response suggests that the training was effective in enhancing practical and technical

competencies among participants, contributing meaningfully to their personal and professional development.



**Figure 3.63: Data on the cost effectiveness of the training**

The responses are evenly split, with **50% agreeing** and **50% strongly agreeing** that the training was cost-effective. This unanimous positive sentiment highlights that participants found the program affordable and of good value, reinforcing its appeal and accessibility to rural youth seeking skill development opportunities.



**Figure 3.64: Data on the improvement of skills due to practical exposure**

A substantial majority—**63%—agreed**, while **37% strongly agreed** that the practical exposure significantly improved their skills. This indicates that hands-on

learning was a core strength of the program, reinforcing the importance of experiential training in effective skill development.

### Parameters Assessment

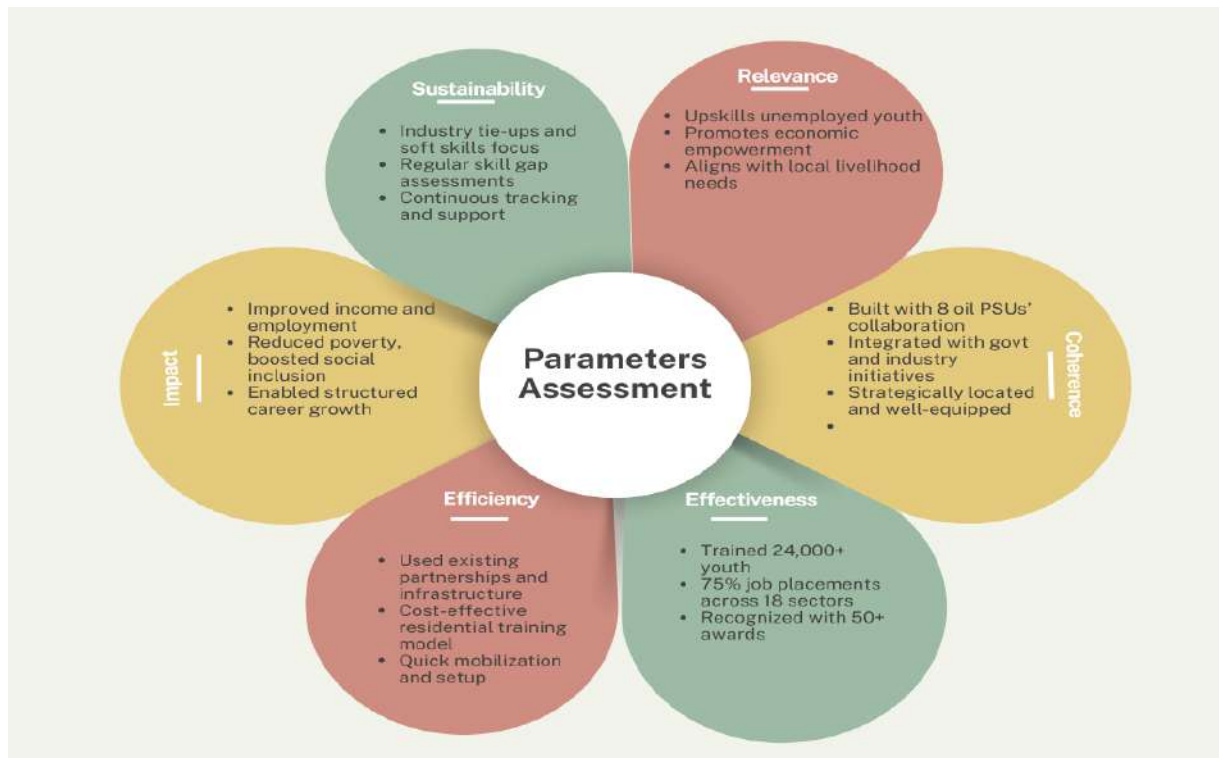
<b>Project Name &amp; location: Skill Development Institute, Visakhapatnam</b>		
<b>Parameters</b>	<b>Detailed Observation/Comments</b>	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.	The project's main goals are to upskill the current workforce and provide skills to young people without jobs. By doing this, the Skill Development Institute can meet the community's demand by giving thousands of young people jobs and a means of subsistence for themselves and their families.	
<b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.	The initiative taken from the very beginning, whether establishing a corporation, charitable trust, or society, demonstrates the coherence of the SDI. After examining several choices and taking legal and other requirements into account, SDI-Society was established and registered in a record amount of time. This required a number of meetings with eight representatives of the oil industry (at the board level), the preparation of a draft application, the drafting of bylaws, and meetings with auditors, attorneys, and other relevant organizations. But HPCL was able to overcome the first hurdle effectively within a short period of time. Some of the challenges faced by SDI and how it was overcome can also be seen as below:	

- Establishing a suitable infrastructure for the Institute – HPCL leveraged its resources and goodwill in the city of Visakhapatnam and successfully obtained approvals for allotment of Greater Visakhapatnam Municipal Corporation buildings and start its journey from this interim campus. Various meetings were held with Commissioner-GVMC and District Collector-Visakhapatnam and HPCL could get the approval including cost benefit in terms of nominal monthly rentals through obtaining special approval from AP govt. Today due to its presence in 1 Lakh SFT Building in the city centre with state of art laboratories, classrooms, infrastructure has been become an Icon institute in the field skill training and development.
- Next challenge was to understand various norms as per National Skill Development Corporation (NSDC) requirements, Qualification Packs, National Occupational Standards, Sector Skill Councils etc. SDI was determined to operate its new Training Institute in a unique and innovative way, and provide maximum training facility to its students and also minimum of 8-10 trades. In this connection, SDI signed MoU with APSSDC / NSDC and obtained support & guidance to meet the prescribed norms & standards.
- Getting Tax concessions under Section 80G, 12A from Commissioner-Income Tax was a challenging task, but with timely and justified submission of intended purpose, HPCL successfully overcame this challenge. Similarly, contacting various equipment manufactures for training equipment (welding, plumbing), was a challenge in itself. Several trips were made to cities like Chennai, Bangalore and long meetings resulted in bringing on-board leading brands like Jaguar & Kemppi to partner with SDI-Visakhapatnam.

	<ul style="list-style-type: none"> <li>• A new entity in the field of skill development with no prior experience of imparting skill development training, more particularly in a residential-model. Therefore, it was a challenge to spread the awareness about SDI-Visakhapatnam into the rural areas and attract youth to join the Institute for residential programs. However, SDI-Visakhapatnam in successful partnership with its Training Partners under the aegis of Andhra Pradesh Skill Development Corporation, overcame the challenge of enlisting students for residential programs, thereby this innovative scheme bore fruits instantly.</li> <li>• Benchmarking the procedures - Another challenge was to obtain Accreditation under the NSDC process for PMKVY affiliation which SDI successfully overcame and obtained 5-Star rating with Government Institute Status.</li> </ul> <p>SDI-Visakhapatnam went thru a rigorous process of Registration, submission of online application (over 200 pages), Site readiness (infrastructure &amp; training facilities), facilitation for Inspection by Independent agency, physical Verification of data &amp; facility at site, Live capture and upload of data / photos of facilities (CCTV cameras &gt; Biometric devices, approach roads, buildings, classrooms, dust bins, projectors etc.). All these challenges were overcome by HPCL and today SDI-Visakhapatnam is a 5-star rated PMKVY Centre, gaining credibility in the field of Skill Development Training</p>
<b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and	SDI Vizag achieved the intent effectively and is summarized as below:

<p>results, including any differential outcomes across groups.</p>	<ul style="list-style-type: none"> <li>● Matching job needs with trained youth: The project has helped make unemployed youth ready for the job market.</li> <li>● Trained over 24,000 youth: In the past 8 years, they have trained over 24,000 unemployed youth, even during the COVID-19 lockdowns, making them employable both in India and abroad.</li> <li>● Job opportunities for 75% of trainees: About 75% of the trained youth have found jobs.</li> <li>● Model Institute for South India: It has become a leading institute in South India, offering skill training in over 25 job roles across 18 sectors.</li> <li>● Mass participation in Swachh Abhiyan: They have carried out 205 Swachh Abhiyan activities in 3 years, with nearly 9 lakh participants.</li> <li>● Received over 50 awards: The institute has been awarded more than 50 times by world-renowned organizations, mainly for their community impact through CSR activities in the last 6 years.</li> </ul> <p>Hence, HPCL by its officials posting exclusively for this activity ensured that trainings are being carried out efficiently in line with NSDC Guidelines and NSQF curriculum.</p>
<p><b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results</p>	<p>Skill Development Institute Visakhapatnam initiative has significantly contributed to community welfare by providing livelihoods and creating a skilled workforce. Job opportunities have reduced poverty, ensuring economic</p>

in an economical and timely manner.	security and improved living standards for many. Training and development programs have equipped individuals with essential skills, making them competitive in the job market. This, in turn, fosters economic growth and empowers people to pursue better career opportunities. Overall, the initiative has brought about holistic improvement, laying the foundation for sustainable growth and prosperity.
<b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	<p>The following list demonstrates how SDI Visakhapatnam's skill training initiatives have significantly improved the lives of people in several domain:</p> <ul style="list-style-type: none"> <li>• More chances for employment</li> <li>• Greater income levels</li> <li>• Better Life Quality</li> <li>• Increased Knowledge and skills</li> <li>• Improved Quality of Life</li> <li>• Social Inclusion</li> </ul>
<b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.	<p>The following adjustments were made to ensure that the Skill Development Institute Visakhapatnam project could continue to thrive and assist the community:</p> <ul style="list-style-type: none"> <li>• Assessment of the Community and the Skill Gaps</li> <li>• Enhanced Industry Partnerships</li> <li>• Training in Soft Skills</li> <li>• Growth in Course Offerings to Encourage Local Employment</li> <li>• Placement facilitation and post-training support</li> <li>• Impact monitoring through placement tracking for more than three months.</li> </ul>



**Figure 3.65 Graphical Depiction of Parameters Assessment**





## **Project 9: Facilities at Sri Ramakrishna Math Rural Development Project, Meyyur**

The Sri Ramakrishna Math Rural Development Project in Meyyur (Thiruvallur District, Tamil Nadu) is a CSR initiative by Hindustan Petroleum Corporation Ltd. (HPCL) aimed at upliftment of a socially and economically backward rural communities. Implemented between July 2022 and June 2023, the project focused on constructing training and education infrastructure. HPCL directly executed the project with a sanctioned budget of ₹1.28 crore, partnering with Sri Ramakrishna Math, Chennai, who provided the land and operational support. The primary goal was to create a hub for skill training, computer education, and academic support to benefit local youth and women.

### **Infrastructure Development**

Two buildings—the HPCL Block (Computer Training Centre) and the Vasanth Chandrasekharan Block—were constructed and inaugurated in August 2023. The HPCL Block houses a computer lab with internet-enabled workstations for digital literacy training programs. The second building accommodates classrooms, a tailoring training unit with sewing machines, and space for vocational and community programs. The buildings include power backup, restrooms, potable water, and multipurpose training halls. These additions significantly enhanced the Meyyur Rural Centre’s capacity for delivering developmental services and providing holistic support.

### **Training and Educational Programs**

Programs launched using the new infrastructure include:

- **Academic Tutoring:** Free after-school tuition for ~100 local schoolchildren. The intended output has been to improve academic performance and ensure continuity of education, thereby reducing dropout rates. In addition to classes, a daily nutritious meal is provided to prioritise health and wellbeing.
- **Computer Literacy:** Courses for students, unemployed youth, and women cover MS Office, internet use, and digital basics. Certification partnerships are planned.

- **Tailoring Training:** Free courses for rural women (especially widows) teach garment-making. Over 200 women trained so far, with ~70 sewing machines distributed to support home-based income generation.
- **Vocational Skills:** Additional programs like incense-stick making and handicrafts are offered, with plans for future courses in nursing, electrical work, and food processing.
- **Non-Formal Education:** Literacy and bridge courses for dropouts and adult learners ensure inclusive education.
- **Cultural and Values Education:** Weekly sessions instil discipline, spirituality, and values among children through bhajans, stories, and group activities.
- **Health Awareness:** Workshops on hygiene, maternal health, and nutrition complement ongoing medical camps by the Math.

### **Stakeholder Roles**

- **HPCL:** Funded construction, monitored progress, and ensured infrastructure utilization aligned with CSR goals.
- **Sri Ramakrishna Math:** Implemented and now operates the centre, organizing training, recruiting instructors, and managing facilities.
- **Trainers:** Tutors and vocational trainers (some local, some volunteers) conduct the classes and mentor beneficiaries.
- **Community:** Actively involved through leadership support, volunteering, and participation in planning and daily operations.
- **District Administration:** Supported the initiative with presence at key events and potential integration with government schemes.

### **Community Engagement Strategies**

- Built on three decades of the Math's presence in Meyyur, fostering trust.
- Community consultations ensured the centre addressed actual local needs.
- Village leaders were actively involved in project planning and promotion.
- Local youth and women contributed labour and continue to volunteer in centre operations.

- Outreach through door-to-door awareness, school collaborations, and local events ensured participation across demographics.

## **Impact and Outcomes**

- **Education:** Over 100 children receiving daily academic support. Dropout rates are declining. Exposure to computers and values education has improved confidence and academic performance.
- **Livelihoods:** Trained women have started earning through tailoring. Youth with digital skills have secured jobs in nearby towns. A one-year Nursing Assistant course sponsored separately also enabled rural girls to find healthcare jobs.
- **Women's Empowerment:** Tailoring and micro-enterprise training have improved household incomes and women's decision-making roles. Informal cooperatives are emerging among trainees.
- **Health and Welfare:** Weekly medical camps and hygiene education are improving health awareness. 60 senior citizens receive daily meals.
- **Personal Growth:** Youth are becoming more articulate, focused, and aspirational. Some alumni volunteer to teach or run clubs, indicating a shift from passive beneficiaries to active changemakers.
- **Community Pride:** Meyyur is now recognized as a model for rural development. The centre is regarded as a shared community asset.

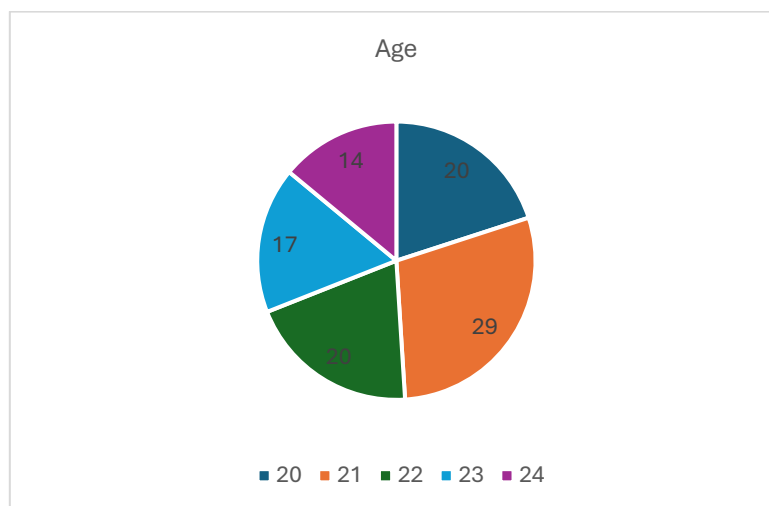
## **Sustainability Factors**

- **Institutional Commitment:** Backed by Sri Ramakrishna Math's long-term vision and presence.
- **Community Ownership:** Residents participate in planning, upkeep, and volunteering.
- **Diverse Support:** Funded by HPCL, supplemented by private donors, and supported by district authorities.
- **Flexible Infrastructure:** Multi-use design allows adaptation to future community needs.

- **Operational Sustainability:** Cost-effective staffing, volunteer involvement, and ongoing donations ensure low running costs.
- **Monitoring and Evaluation:** HPCL and the Math track impact metrics (beneficiaries trained, jobs secured, education outcomes), guiding continuous improvement.
- **Cultural Sustainability:** Values-based education ensures long-term social cohesion and community stewardship.

## Findings

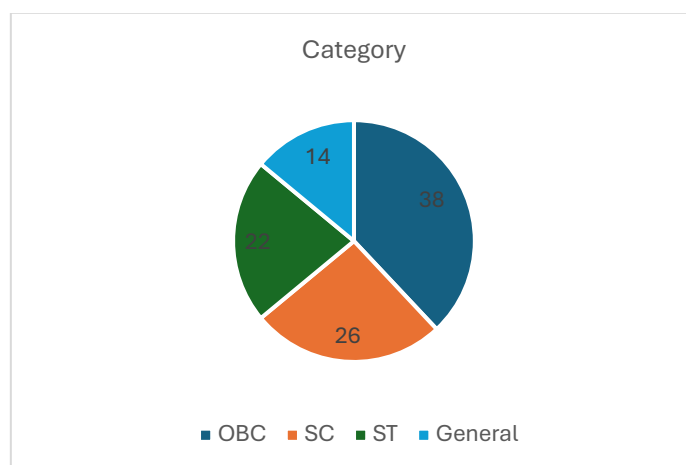
The impact assessment of the facilities at Sri Ramakrishna Math Rural Development Project, Meyyur was conducted using a mixed-method approach, combining both quantitative and qualitative data. Semi-structured interviews, comprising close-ended and open-ended questions, were administered to 278 trainee students to capture their experiences and outcomes. Additionally, interviews were conducted with 3 representatives from Sri Ramakrishna Math and 1 representative from HPCL to gather institutional insights. The primary data collection was complemented by a desk review of project documents, including training records, attendance sheets, and progress reports, to ensure a comprehensive evaluation of the project's implementation and impact.



**Figure 3.66: Age of the Respondents**

The largest segment of participants (29%) were aged 21, followed by those aged 20 and 22, each comprising 20% of the total. Participants aged 23 accounted for 17%,

while the smallest group, at 14%, were 24 years old. This spread indicates that the majority of trainees were in their early twenties, a common age bracket for individuals seeking vocational training and skill development opportunities to enhance their employment prospects.



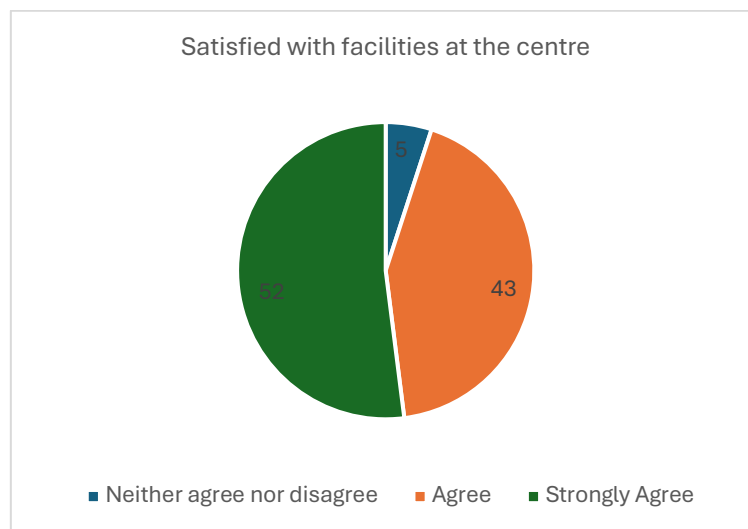
**Figure 3.67: Social Category of the Respondents**

A majority of the participants (38%) belonged to the OBC category, followed by 26% from the SC category and 22% from the ST category. The General category accounted for the smallest proportion, at 14%. This distribution indicates a strong outreach towards socially and economically disadvantaged communities, aligning with the project's objective of inclusive rural development and equitable access to skill-building opportunities.



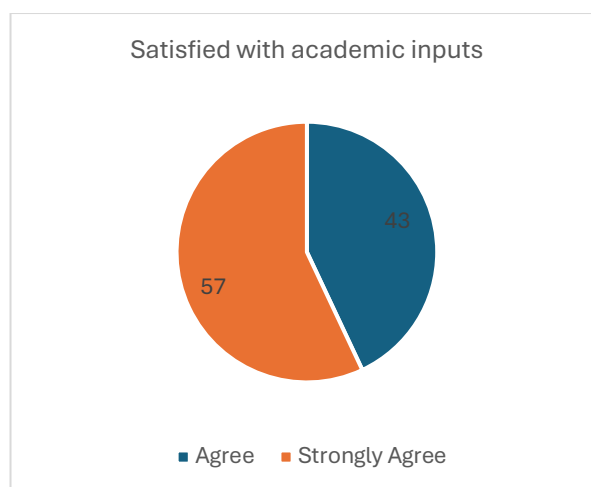
**Figure 3.68 Data on effectiveness of training program**

A significant majority—57.5%—**strongly agreed** with the statement, while the remaining 42.5% **agreed**. This overwhelmingly positive feedback indicates that the training programs were effective in imparting relevant and practical skills, reinforcing the value of the institute’s curriculum and its impact on enhancing employability among the trainees.



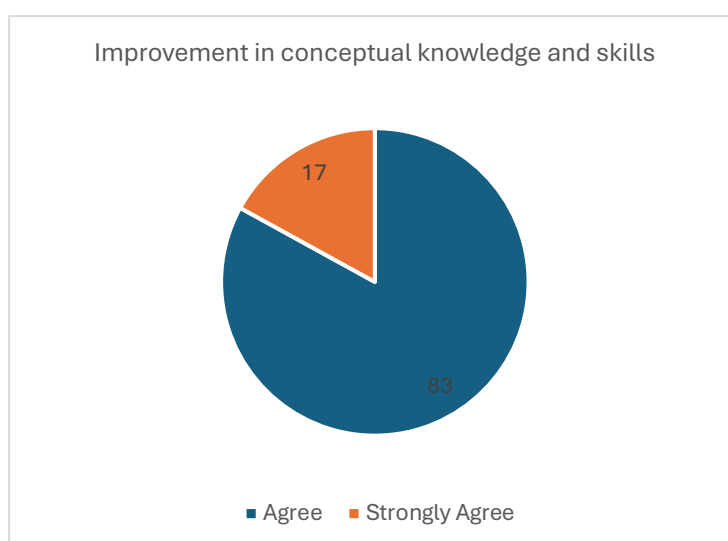
**Figure 3.69: Data on satisfaction with the facilities**

A majority—52%—**strongly agreed** that they were satisfied with the facilities provided at the centre, while 43% **agreed**, and a small segment of 5% **neither agreed nor disagreed**. These responses suggest a high level of overall satisfaction, indicating that the infrastructure and resources at the institute largely met the expectations and needs of the trainees.



**Figure 3.70: Data on satisfaction with the academic input**

Most respondents (57%) **strongly agreed** that they were satisfied with the academic content and instruction, while 43% **agreed**. This feedback indicates a high level of satisfaction with the quality of teaching and curriculum, suggesting that the institute effectively delivered relevant and engaging academic inputs to support the trainees' learning and skill development.



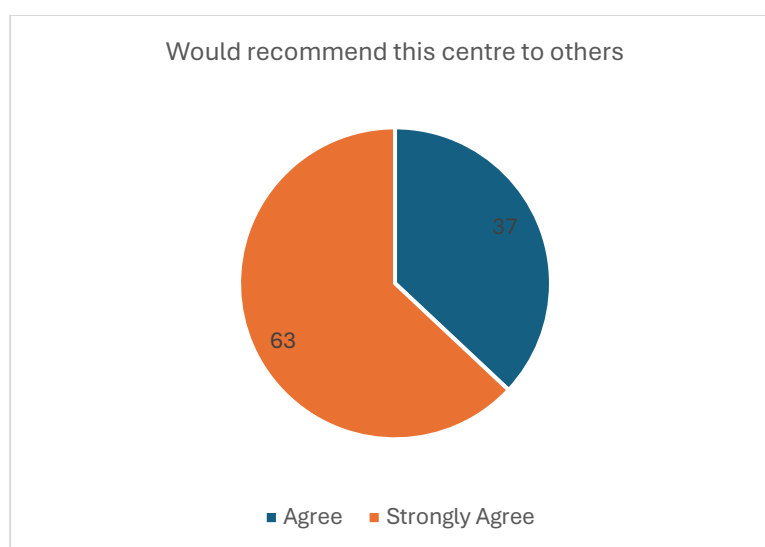
**Figure 3.71: Data on improvement in conceptual knowledge and skills**

A vast majority, 83%, **agreed** that their understanding and skills had improved, while 17% **strongly agreed**. This suggests that the training program was largely effective in enhancing the conceptual foundation of the learners, although there may be scope to further strengthen the depth of knowledge to increase the proportion of participants who feel strongly confident in their learning outcomes. Some quotations from the field-

**Beneficiary 1:** *After learning about this centre in 2024, I made the decision to learn how to sew in order to provide for my family. In the past year, I have not only achieved financial independence but also increased my self-confidence to face life's obstacles.*

**Beneficiary 2:** *I joined this centre to help my kids with their education, and my husband works as a mason. This centre has given us a source of income, and we are all proud of it.*

**Beneficiary 3:** *I work as a trainer here and teach four other women in my community. I live 15 kilometres distant from this centre but I still continue to come here as I feel that this is my mother's home.*



**Figure 3.72: Data on whether beneficiaries would recommend centre to others**

A vast majority, 83%, **agreed** that their understanding and skills had improved, while 17% **strongly agreed**. This suggests that the training program was largely effective in enhancing the conceptual foundation of the learners, although there may be scope to further strengthen the depth of knowledge to increase the proportion of participants who feel strongly confident in their learning outcomes.

### Parameters Assessment

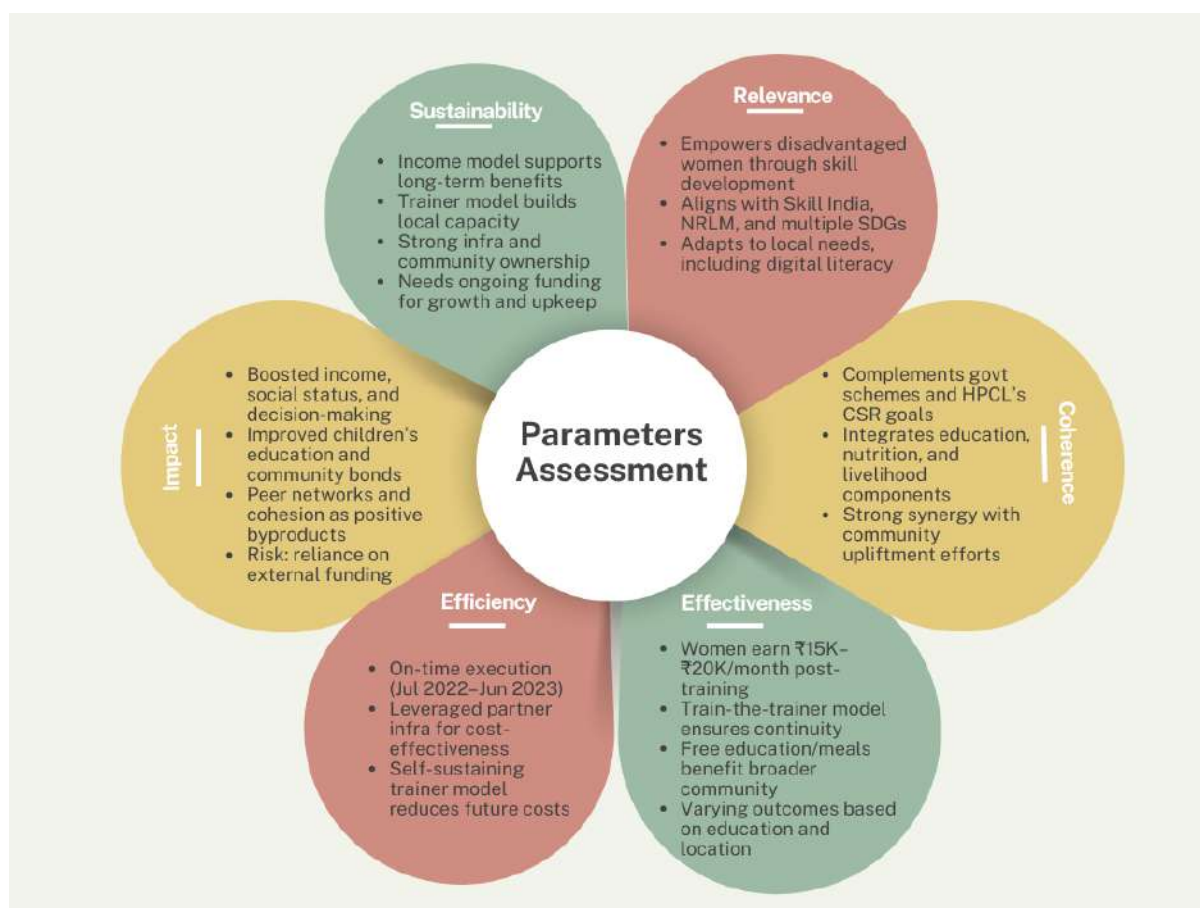
Project Name & location: Facilities At Sri Ramakrishna Math Rural Development Project, Meyyur (Project 9)		
Parameters	Detailed Observation/Comments	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their	The project is highly relevant as it aligns with the pressing needs of socially and economically disadvantaged women by providing them with marketable skills, financial independence, and social empowerment. Its design caters to the immediate and long-term priorities of beneficiaries by addressing unemployment, poverty, and lack of education through structured skill development and educational programs. The intervention aligns with national policies promoting women's empowerment, skill development, and	

adaptability to changing circumstances.	inclusive growth, reinforcing government initiatives like Skill India and Beti Bachao Beti Padhao. On a global scale, the project supports Sustainable Development Goals (SDGs), particularly SDG 1 (No Poverty), SDG 4 (Quality Education), and SDG 5 (Gender Equality). Its partnership with HPCL and Sri Ramakrishna Math enhances resource mobilization, ensuring sustainability and efficient implementation. Furthermore, the project demonstrates adaptability by responding to evolving socio-economic challenges, such as the need for digital literacy and financial independence, ensuring long-term impact and community upliftment.
<b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.	The intervention is highly compatible with other initiatives in India aimed at skill development, women's empowerment, and community upliftment. It complements national programs such as <i>Skill India</i> , <i>National Rural Livelihood Mission (NRLM)</i> , and <i>Beti Bachao Beti Padhao</i> , which focus on enhancing employability, promoting financial independence, and supporting marginalized women. Within the education sector, it aligns with efforts to improve access to quality learning for underprivileged children, reinforcing initiatives like the <i>Samagra Shiksha Abhiyan</i> . Additionally, the intervention aligns with corporate social responsibility (CSR) strategies of public sector enterprises like HPCL, ensuring collaborative efforts toward sustainable development. By integrating skill training and education, the project functions as a holistic model that complements and enhances the impact of existing interventions at institutional, sectoral, and national levels.
<b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve	The intervention has largely achieved its objectives of empowering women from disadvantaged backgrounds by providing them with access to proficiency in marketable skills, financial independence, and social upliftment. By

its objectives and results, including any differential outcomes across groups.	training women in tailoring the initiative has enabled them to earn between ₹15,000 and ₹20,000 per month, significantly improving their economic stability. The train-the-trainer model ensures the program's sustainability by creating a continuous cycle of learning and skill transfer. Additionally, the provision of free education and meals has enhanced community well-being, particularly benefiting children and vulnerable sections of society. While it is undeniable that the initiative has successfully transformed the lives of many women, differential outcomes exist, as women with prior education or exposure to technology may adapt more quickly to the training than those with no prior experience.
<b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.	The intervention has been implemented in an economical and timely manner, ensuring maximum impact with efficient resource utilization. With an outlay of ₹1.28 crore, the project successfully established a well-equipped training centre, and meal programs under one roof. The partnership with Sri Ramakrishna Math has enabled cost-effective execution, leveraging existing infrastructure and community networks to optimize expenses. The train-the-trainer model further enhances cost efficiency by creating a self-sustaining cycle of knowledge transfer, reducing long-term dependency on external trainers. The project was completed within its planned timeline from July 2022 to June 2023, demonstrating effective project management. However, continued investment is necessary for maintaining infrastructure, upgrading equipment, and expanding training programs. While the initiative has been successful within its budget and timeframe, securing additional funding would ensure long-term sustainability and allow for scalability without compromising cost-effectiveness.

<p><b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.</p>	<p>The intervention has generated significant positive higher-level effects by fostering economic empowerment, social inclusion, and community well-being. By equipping women with employable skills, the project has enabled them to achieve financial independence, breaking cycles of poverty and dependency. The train-the-trainer model has created a ripple effect, allowing knowledge to be passed down, multiplying the program's impact beyond initial beneficiaries. Additionally, the provision of free education and meals has improved children's academic engagement and overall health, contributing to long-term community development. An unintended but positive outcome is the creation of a safe and supportive space for women, particularly those from abusive or exploitative backgrounds, fostering resilience and mutual support. However, there is a potential risk of dependency on external funding, which may affect the sustainability of the initiative if not addressed. Overall, the intervention has had transformative effects on individuals and the broader community, with the potential for long-term socio-economic progress if adequately supported</p>
<p><b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.</p>	<p>The net benefits of the intervention are likely to continue over time due to its sustainable design, including the <i>train-the-trainer</i> model, which ensures continuous skill transfer and empowerment. By equipping women with marketable skills, the initiative has created pathways for financial independence, reducing long-term dependency on external aid. The well-structured training facility and infrastructure investments, such as tailoring machines, further support the program's longevity. Additionally, the integration of free education and meal programs enhances community resilience by addressing fundamental needs beyond skill</p>

	<p>development. However, the long-term sustainability of the initiative depends on continued funding for infrastructure maintenance, training expansion, and equipment upgrades. If additional support from HPCL or other stakeholders is secured, the program can scale up and maintain its impact. Without sustained investment, there is a risk of declining resources and reduced outreach. Nonetheless, given its strong foundation and community-driven approach, the initiative has a high likelihood of generating lasting benefits.</p>
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**Figure 3.73 Graphical Representation of Parameter Assessment**

## **Project 10: Stipend To Apprentices Engaged By Corporation Under 'The Apprenticeship Act, 1961' in FY 2022-23**

HPCL's CSR-supported Apprenticeship Stipend Support Program (Project ID: 142794) leveraged provisions under the Apprentices Act, 1961 to expand skill development beyond statutory requirements. Implemented in FY 2022–23 with a CSR budget of ₹17.34 crore, the initiative supported stipends for apprentices engaged over and above the 2.5% mandatory quota. The program aligned with the Skill India Mission, aiming to enhance youth employability by providing structured, industry-relevant training across HPCL's facilities, including refineries and marketing terminals.

### **Apprenticeship Structure**

Apprenticeships were offered to fresh engineering graduates (Graduate Apprentice Trainees), diploma holders (Technician Apprentices), and ITI-certified trade apprentices. Fields included Mechanical, Electrical, Chemical, Civil, Instrumentation, Computer Science, and Safety Engineering. Training duration was one year. Graduate apprentices received ₹25,000/month (with government co-funding), diploma apprentices ₹15,000–20,000, and ITI apprentices around ₹12,000. Stipends for the additional apprentices were fully covered by HPCL's CSR funds.

### **Intake and Training**

Recruitment was merit-based via public notifications and government portals like NATS. Selection criteria included recent graduation, academic merit, and age eligibility. Selected candidates signed formal contracts and received practical, supervised training in real industrial settings. Refineries provided exposure to operations, maintenance, safety, and quality control. Marketing terminals focused on supply chain, depot operations, and automation.

### **Roles and Responsibilities**

- **Apprentices:** Attend training diligently, maintain discipline, and complete evaluations.

- **Supervisors:** Provide day-to-day mentoring, assign tasks, and evaluate progress.
- **Location In-charges:** Coordinate deployment, compliance, and performance tracking.
- **HPCL CSR/HR Teams:** Plan, monitor, and report project outcomes while aligning with national skill priorities.

## Outcomes and Impact

Over 200 apprentices were trained across Mumbai Refinery, Visakhapatnam Refinery, and Budge Budge Terminal. Apprentices gained hands-on skills in process control, equipment handling, IT systems, and safety protocols. Many reported increased confidence, employability, and job offers post-training. HPCL's policy to provide age relaxation and exam score benefits in future recruitment also added long-term value. The industry gained from a skilled talent pipeline familiar with sector-specific operations.

## Site Highlights

- **Mumbai Refinery:** 100 graduate apprentices trained across technical departments. Some supported energy optimization projects.
- **Visakhapatnam Refinery:** Apprentices participated in the refinery modernization project. Diverse disciplines included Safety and Petrochemical Engineering.
- **Budge Budge Terminal:** Trainees gained multi-role exposure in storage, dispatch, and safety systems.

## Human Impact

Apprentices like Rohan (Vizag) and Priya (Budge Budge) shared testimonials on gaining technical expertise and professional confidence. Stipends provided financial relief. Many secured jobs or continued studies with stronger profiles.

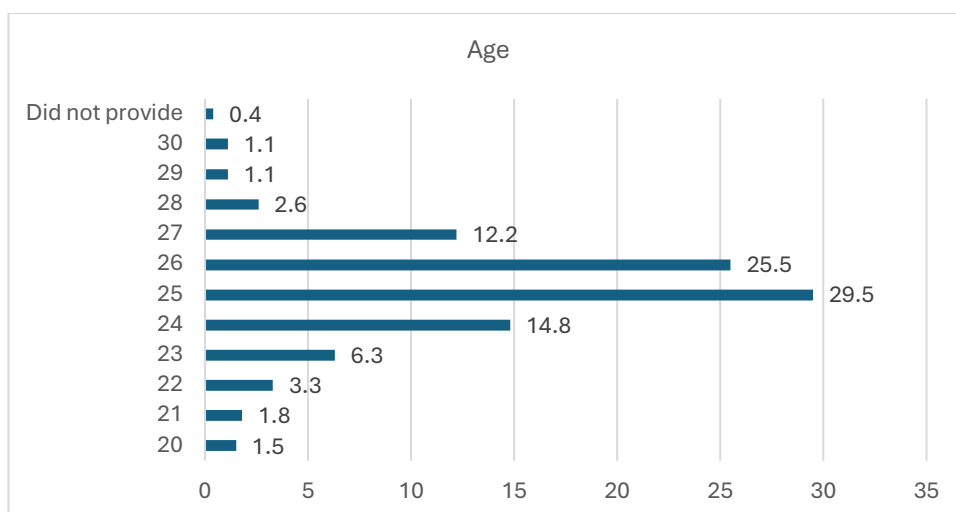
## Sustainability and Long-Term Value

This model showcases how CSR can complement statutory training to address youth unemployment and industry skill gaps. It strengthens the apprenticeship ecosystem, improves workforce readiness, and supports national development agendas like Make in India and Skill India. By embedding feedback loops and stakeholder engagement, HPCL's initiative stands as a scalable, replicable model for future CSR in skill development.

## **Findings**

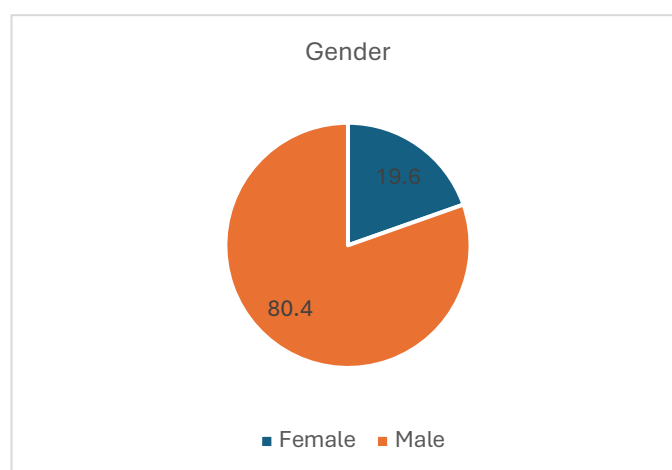
The data collection methodology involved extensive telephonic interviews with apprentices distributed across various locations pan-India. In total, telephonic interviews were successfully conducted with 270 apprentices, ensuring a comprehensive and geographically representative dataset. Additionally, in-person interviews were carried out with supervisors and location in-charges to gain deeper insights and contextual understanding. These site visits included structured interactions at the Mumbai Refinery, Vizag Refinery, and one selected Marketing Location, adhering strictly to the predetermined schedule.

The interview process utilized a carefully designed semi-structured interview schedule comprising both closed-ended and open-ended questions. This mixed-method approach facilitated the collection of robust quantitative data for statistical analysis and rich qualitative insights to capture nuanced perspectives and experiences, thereby providing a holistic evaluation of the project's impact and effectiveness.



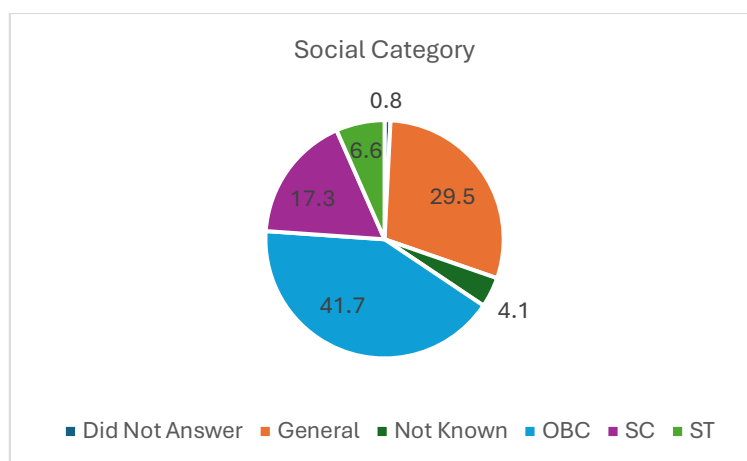
**Figure 3.74: Age of the Respondents**

The age distribution of apprentices interviewed indicates that the majority were between the ages of 24 to 26 years. Specifically, 29.5% were aged 25, followed by 25.5% aged 26, and 14.8% aged 24. Apprentices aged 27 constituted 12.2% of the respondents. The representation of apprentices younger than 23 and older than 27 was relatively limited, with smaller percentages ranging between 0.4% and 6.3%. Only a minimal 0.4% of respondents did not provide their age, underscoring the comprehensiveness of the collected demographic information.



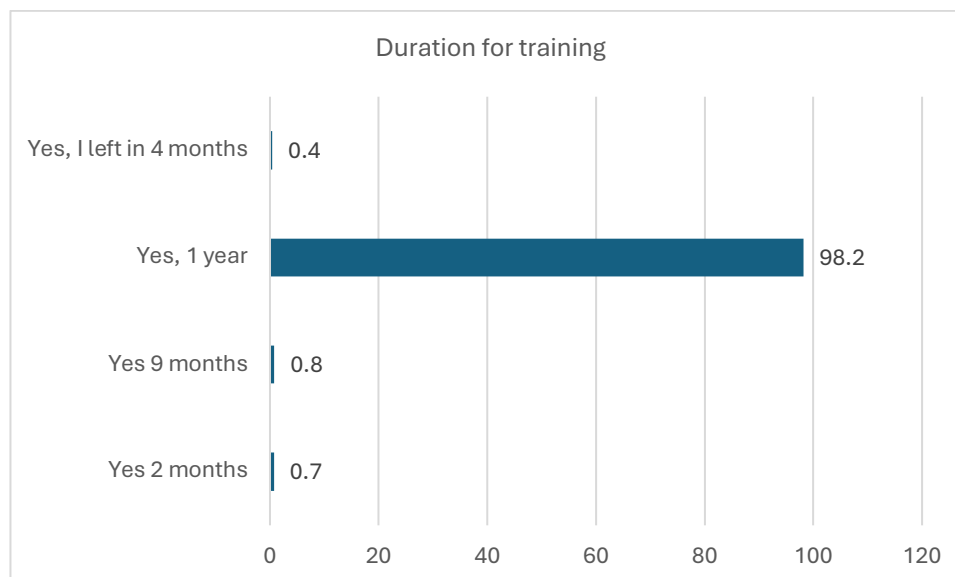
**Figure 3.75: Sex of the Respondents**

The gender composition of the apprentices interviewed was predominantly male, with males accounting for 80.4% of respondents, while females represented 19.6%. This highlights a significant gender disparity within the group of apprentices surveyed, reflecting the overall gender distribution of participants in the program.



**Figure 3.76: Social Category of the Respondents**

The social category distribution of the apprentices reveals that the largest group belonged to the Other Backward Classes (OBC), constituting 41.7% of respondents. This was followed by the General category at 29.5%. Apprentices from the Scheduled Castes (SC) represented 17.3%, while Scheduled Tribes (ST) accounted for 6.6%. A small fraction of respondents (4.1%) did not provide their social category, and for an even smaller group (0.8%), this information was unknown. This distribution illustrates a diverse representation of social categories among the surveyed apprentices.



**Figure 3.77: Data on the duration for which training was attended**

The data on training duration reveals that an overwhelming majority of the apprentices—98.2%—completed the full one-year training program. A very small proportion exited earlier: 0.8% completed nine months, 0.7% left after two months, and 0.4% discontinued after four months. This indicates a high retention rate and suggests strong engagement and commitment among the apprentices throughout the training period.

### Parameters Assessment

<b>Project Name &amp; location: Facilities At Sri Ramakrishna Math Rural Development Project, Meyyur (Project 9)</b>		
<b>Parameters</b>	<b>Detailed Observation/Comments</b>	
<b>Relevance:</b> The alignment of intervention objectives and design with the needs, policies, and priorities of beneficiaries, global, country, and partner institutions, and their adaptability to changing circumstances.	<p>Apprenticeship training provides industry exposure to apprentices and facilitates in learning the importance of workplace discipline, workplace etiquettes, and hands-on experience of operational procedures. The training facilitates in the development of technical skills and soft skills. The training helps in learning operational and administrative processes. The project prepares apprentices to manage tasks efficiently and hone the employable skills and prepare them for future job roles. Given below is the relevance of being an Apprentice with HPCL:</p> <ol style="list-style-type: none"> <li>1. <b>Industry Exposure to Professional Culture</b> <ul style="list-style-type: none"> <li>• Both employers and apprentices acknowledge that the program serves as an introduction to workplace etiquette, structured work environments, and professional communication.</li> <li>• Apprentices gain hands-on experience with operational procedures, learning from mentors and supervisors.</li> </ul> </li> </ol>	

	<p><b>2. Skill Development</b></p> <ul style="list-style-type: none"> <li>• According to Supervisors, Apprentice develop technical skills, particularly in software like MS Word and MS Excel, and was emphasized by the apprentices as well. They gain familiarity with documentation, data entry, and report preparation. The apprentices also become familiarized with key operations such as terminal automation, safety protocols, and LPG bottling, tank calibration, and automation monitoring, pipeline operations.</li> <li>• The apprentices learn about inventory handling, vendor coordination, and event management that contributes to a well-rounded workplace experience that makes them proficient in Business and Administrative Processes.</li> <li>• The year-long apprenticeship training strengthens the soft skills, such as communication, teamwork, and interpersonal abilities through continuous interactions with supervisors and colleagues.</li> </ul> <p><b>3. Hands-on Learning and Practical Experience</b></p> <ul style="list-style-type: none"> <li>• Employers highlight the structured exposure to operational processes, which includes understanding workplace procedures across different departments.</li> <li>• Apprentices confirmed that tasks like preparing reports, handling automation systems, and participating in logistics and field operations contribute significantly to their learning.</li> </ul>
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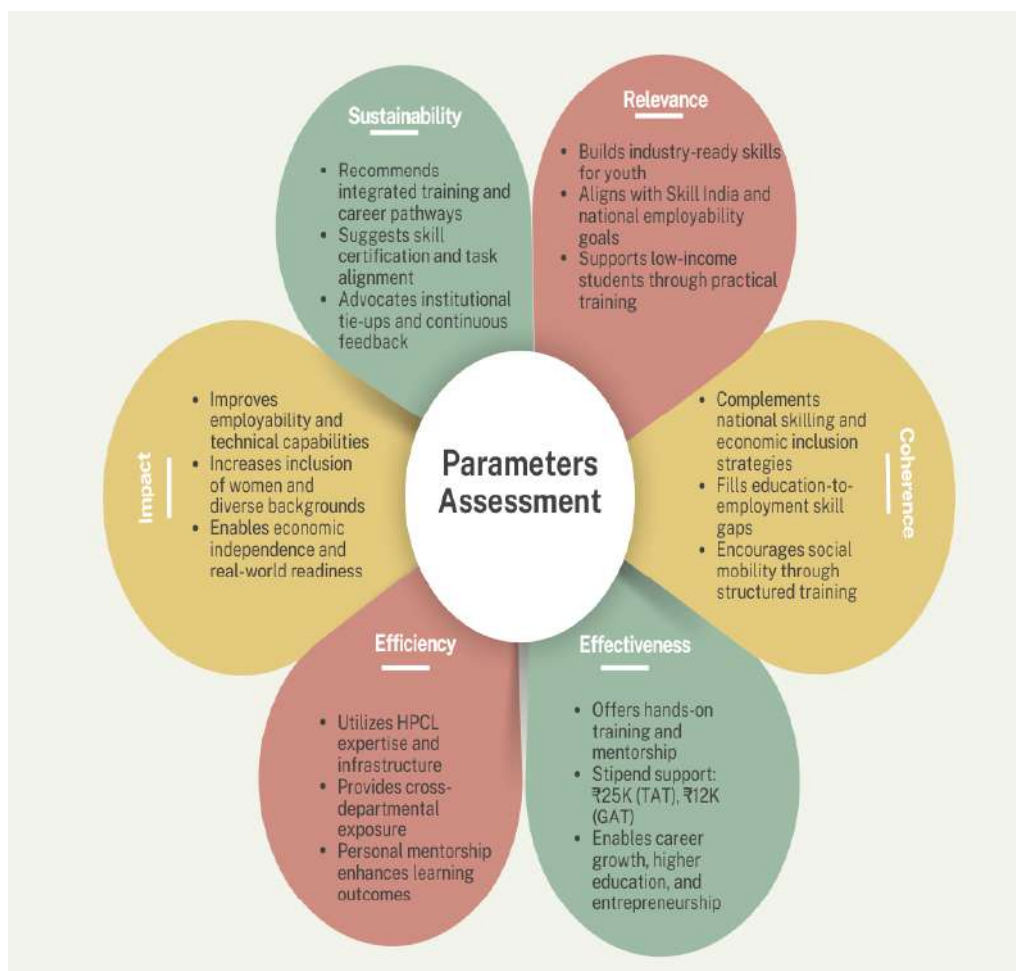
	<p><b>4. Employability and Career Advancement</b></p> <ul style="list-style-type: none"> <li>• The employer sees the program as a steppingstone for future employment, enhancing candidates' ability to succeed in job interviews.</li> <li>• Apprentices appreciate HPCL's policy of offering a 5% relaxation in recruitment exams, providing them with a direct pathway into permanent roles.</li> </ul>
<p><b>Coherence:</b> The compatibility of the intervention with other interventions in a country, sector, or institution.</p>	<p>The apprenticeship training inculcates professional skills required for employability as well as instils attitude, behaviour, and confidence and addresses the financial needs of students from a low-income background. It supports the objectives of the flagship program of skill development of the Government of India. The coherent nature of the project is described with the help of the following points:</p> <p><b>1. Professional and Practical Exposure</b></p> <ul style="list-style-type: none"> <li>• Both perspectives agree that apprentices gain hands-on training, bridging the gap between academic learning and real-world application.</li> <li>• Fresh graduates particularly benefit from exposure to corporate culture, operational processes, and teamwork dynamics.</li> </ul> <p><b>2. Financial and Social Empowerment</b></p> <ul style="list-style-type: none"> <li>• The stipend provides financial assistance, especially for apprentices from low-income backgrounds.</li> </ul>

	<ul style="list-style-type: none"> <li>Some apprentices transition into micro-entrepreneurship, benefiting from HPCL's vendor selection process.</li> </ul> <p><b>3. Skill Development and Recognition</b></p> <ul style="list-style-type: none"> <li>Apprentices develop workplace skills, including communication, documentation, and operational knowledge.</li> <li>The prestige of HPCL as a Maharatna PSU enhances their resumes, increasing their employability in other organizations.</li> <li>Many find the program transformative in terms of attitude, behaviour, and professional confidence.</li> </ul>
<p><b>Effectiveness:</b> The extent to which the intervention achieved or is expected to achieve its objectives and results, including any differential outcomes across groups.</p>	<p>The project is effective for young graduates as they develop sense of confidence, motivation, besides being equipped with professional skills. The multiple ways to ensure that the project is effective are mentioned below:</p> <ul style="list-style-type: none"> <li>The apprenticeship program enhances employability by providing trainees with practical experience. Many apprentices secure jobs, while others use their training as a foundation for higher education. According to Supervisors, many apprentices secure jobs, some of them become vendors of HPCL, while others use their training as a foundation for higher education.</li> <li>The program equips trainees with both technical and non-technical skills, making them more competitive in the job market while offering a stipend (TAT:</li> </ul>

	<p>₹25,000, GAT: ₹12,000), offering financial support and helping them develop financial awareness.</p> <ul style="list-style-type: none"> <li>• The Trainees become acquainted with corporate etiquettes such as time Management and developing a strong sense of workplace discipline.</li> </ul>
<p><b>Efficiency:</b> The degree to which the intervention delivers or is likely to deliver results in an economical and timely manner.</p>	<p>All the trainees are mentored by able staff members of the HPCL in different departments. Many trainees are mentored each year, out of which some proceed for higher education, some become micro-entrepreneurs, and many get decent jobs in other organizations and even in HPCL. Over the years, there has been a noticeable increase in female participation and engagement from the Muslim community, reflecting greater inclusivity and diversity in the program.</p>
<p><b>Impact:</b> The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.</p>	<p>The apprenticeship training is instrumental in providing professional and practical exposure, which bridges the gap between academic learning and real-world application. The impact of the project is described below:</p> <ul style="list-style-type: none"> <li>• The apprenticeship training brings a visible transformation in the behaviour and personality of the apprentices.</li> <li>• The program has contributed to the company's workforce, with many apprentices securing jobs post-training.</li> <li>• The program has been successfully equipping the trainees with both technical and non-technical skills, making them more competitive in the job market.</li> <li>• There has been a noticeable increase in female participation and engagement from the diverse communities, reflecting greater inclusivity and diversity in the program.</li> </ul>

	<ul style="list-style-type: none"> <li>Financial and social empowerment is created because the stipend received is a form of financial assistance, especially for apprentices from a low-income background. Apprentices receive a stipend (TAT: ₹25,000, GAT: ₹12,000), offering financial support and helping them develop financial awareness. Some apprentices have transitioned into micro-entrepreneurship, benefiting from HPCL's vendor selection process.</li> </ul>
<p><b>Sustainability:</b> The likelihood that the net benefits of the intervention will continue over time.</p>	<p>The project can be sustainable by following a structured learning &amp; training approach by integrating live classroom sessions along with practical on-the-job training for a well-rounded learning experience. Some specific suggestions for sustainability as suggested by the stakeholders are:</p> <ol style="list-style-type: none"> <li><b>Structured Learning &amp; Training</b> <ul style="list-style-type: none"> <li>Both employers and apprentices suggest integrating live classroom sessions along with practical on-the-job training to ensure a well-rounded learning experience.</li> <li>Apprentices also propose increased field visits, particularly for technical roles.</li> </ul> </li> <li><b>Better Job Alignment</b> <ul style="list-style-type: none"> <li>Employers and apprentices agree that task allocation should align with educational backgrounds (e.g., engineers working on technical projects rather than administrative tasks).</li> </ul> </li> <li><b>Career Progression Opportunities</b> <ul style="list-style-type: none"> <li>A dedicated recruitment drive for former apprentices is widely supported to retain skilled workers.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Some employers suggest offering apprentices preference in vendor partnerships if direct hiring is not feasible.</li> </ul> <p><b>4. Improved Certification System</b></p> <ul style="list-style-type: none"> <li>• A grading system on certificates is recommended to differentiate skill levels rather than providing a generic certificate.</li> <li>• Employees also suggest industry accreditation for the apprenticeship certificate to improve its job market value.</li> </ul> <p><b>5. Increased Awareness &amp; Outreach</b></p> <ul style="list-style-type: none"> <li>• More university-level promotion and collaboration with higher education institutions to attract quality candidates.</li> <li>• Employers emphasize educating students about the Apprenticeship Act of 1961, while apprentices suggest career guidance sessions before starting the</li> <li>• program.</li> </ul>
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**Figure 3.78 Graphical Depiction of Parameters Assessment**

## **Chapter 4:**

# **Impact Assessment Overview & Recommendations**

## **Project 1: White Knight Centre (Medical & Engineering), J&K – Batch 1**

### **Impact Overview:**

Provided high-quality residential coaching to underprivileged students in Rajouri & Poonch, enabling them to compete in NEET/JEE and other national exams. Built aspirations and academic preparedness in conflict-affected districts.

### **Recommendations:**

- Extend the program to more batches.
- Introduce career counselling and mental health support.
- Create alumni tracking for long-term impact measurement.

## **Project 2: Nanhi Kali – Odisha (Angul)**

### **Impact Overview:**

Empowered 5,000 marginalized girls with education support in three locations. Increased community engagement and reduced school dropouts.

### **Recommendations:**

- Collaboration with local government schools to align academic support with the state curriculum should be strengthened. Engagement with teachers and school management committees should be enhanced for coordinated planning. This will increase institutional support, ensure continuity, and improve learning outcomes for the girls.
- Explore vocational bridge modules for older girls.
- Introduce quarterly health checkups alongside academic support.

### **Project 3 : Nanhi Kali – Andhra Pradesh (ASR & Visakhapatnam)**

#### **Impact Overview:**

Supported 7,500 girl students from tribal/slum areas with academic, material, and emotional resources. Improved attendance, retention, and learning outcomes.

#### **Recommendations:**

- Incorporate digital learning tools.
- More sessions with parents, especially mothers, to educate them on the value of girls' education, health, and future opportunities. Their continuous involvement can help reduce dropouts and encourage consistent school attendance..
- Implement simple, district-wise tracking systems to monitor attendance, performance, and learning gaps. This would enable timely interventions and better resource allocation.

### **Project 4: Kargil Ignited Minds Super 50 – Batch 1**

#### **Impact Overview:**

Trained 52 girls from Kargil in medical and engineering entrance preparation, promoting gender inclusion in competitive education.

#### **Recommendations:**

- Continue new batches.
- Create linkages with colleges for aiding scholarships.
- Include confidence-building and English-speaking modules.

### **Project 5: Ladakh Ignited Minds Super 45 – Batch 2 (Leh)**

#### **Impact Overview:**

Developed academic capacity of 48 students from Leh region through residential

coaching, expanding STEM access.

**Recommendations:**

- Set up a preparatory foundation year.
- Partner with national edtech platforms for supplemental learning.
- Provide post-exam mentorship and transition support.

**Project 6: Kashmir Super 50 (Medical) – Batch 5**

**Impact Overview:**

Built a focused pipeline of 50 underprivileged students toward medical careers.

Improved performance and confidence in national exams.

**Recommendations:**

- Institutionalize an alumni network for mentorship.
- Strengthen linkages with hospitals for exposure visits.
- Include soft skills and personal hygiene modules.

**Project 7: Dil Without Bill (Heart Surgeries, Gujarat)**

**Impact Overview:**

Enabled life-saving heart surgeries for 300 poor patients (mostly children) at Rajkot and Ahmedabad. Reduced health inequality.

**Recommendations:**

- Expand outreach to more districts.
- Implement a robust follow-up care mechanism.
- Document beneficiary stories for stakeholder engagement.

**Project 8: Skill Development Institute, Visakhapatnam (Batch 2022–23)**

**Impact Overview:**

Trained 3,800+ youth in industry-relevant trades. Enhanced employability and technical capabilities among underprivileged youth.

**Recommendations:**

- Strengthen placement tracking and employer feedback.
- Introduce entrepreneurship modules.
- Consider hybrid (offline + online) learning formats for remote students.

### **Project 9: Sri Ramakrishna Math Rural Development Centre, Meyyur (TN)**

#### **Impact Overview:**

Built infrastructure for long-term rural upliftment – computer centre, tailoring unit, classrooms. Reached 1,000+ beneficiaries annually.

#### **Recommendations:**

- Expand programs based on local economic trends.
- Encourage community-led sustainability efforts.
- Set up digital MIS for monitoring impact.

### **Project 10: Stipend to Apprentices (Pan India, under Apprentices Act)**

#### **Impact Overview:**

Supported 882 apprentices beyond statutory minimum, enhancing their employability and bridging the academia-industry gap.

#### **Recommendations:**

- Expand to more locations (marketing, pipeline divisions).
- Integrate soft skill and interview preparation modules.
- Track post-apprenticeship employment outcomes more systematically.

HPCL's CSR projects in FY 2022–23 displayed a clear alignment with national development priorities: education, healthcare, and skill development. The interventions were inclusive, scalable, and impactful – reaching over 17,000+ beneficiaries across geographies. Projects empowered marginalized groups (especially women, youth, and children) with tools for long-term socio-economic transformation.

**Department of Social Work**  
**Jamia Millia Islamia**