



## Divi's Laboratories Ltd.

### IMPACT ASSESSMENT REPORT OF DIVI'S EDUCATIONAL PROJECT - *DEVELOPMENT OF MODEL SCHOOL, SIRICILLA*

#### A CSR INITIATIVE OF DIVI'S

Report Prepared by  
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# EXECUTIVE SUMMARY

## INTRODUCTION

Divi's Laboratories is a leading manufacturer of Active Pharmaceutical Ingredients (API) with its headquarters located in Gachibowli, Hyderabad, Telangana, India. Divi's believes and cares deeply in the Business-Society Ecosystem which forms the basis for its CSR component. Its involvement in the social welfare and philanthropic activities started within a few years of launching its business and has been actively contributing with the key objectives of enhancing quality of life and sustainable improvement in the social, economic and environmental conditions of the needy.

## DIVI'S CORPORATE SOCIAL RESPONSIBILITY

The Company's CSR component is focused mainly on an integrated business model with social and environment priorities to create shared value. These include sustainable growth activities combining charitable programmes and community services. Promoting Education, Empowering women, Rural development, Preventive health care, Safe drinking water, Animal welfare, Improving the standard of living of the community are the key priority areas for Divi's under their CSR wing. The development activities taken up are concentrated around the neighboring villages of the Company's manufacturing units, both in Telangana and Andhra Pradesh States, but not limiting to these areas. The company spends about 2.15% of the share from net profits of preceding 3 years towards CSR activities (Annual Report, 2020-2021).

### ***Promoting Children's Education***

The focus under this core area is on providing inclusive and equitable quality education. The team facilitates quality education in the schools around their manufacturing units by way of supporting scholarships, technical and vocational education to children, providing necessary infrastructure facilities, etc. Divi's wishes to provide children the opportunity to learn and grow, so they become healthy and responsible citizens of tomorrow. The activities towards empowering children are not limited to learning material alone but also include access to safe drinking water, nutritious food, regular health check-ups, appointment of teachers and setting up of new infrastructure necessary for advanced learning at schools.

## IMPACT ASSESSMENT

In line with the Government of India rules and regulations towards CSR work of the Companies/Corporates, Divi's planned for an impact Assessment of the Education component of its CSR initiatives. Zilla Parishad High School, Siricilla was identified for the

Impact Assessment study based on the required parameters. The company has supported the school by improving facilities, constructed buildings, football court, provided teaching learning material, CC cameras etc as part of their CSR activities. This was delivered on field through the organization, *Give Telangana Foundation*. To undertake this impact study and present a report, Divi's has identified and assigned the task to Deeksha - Centre for Learning and Action.

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### **RATIONALE**

According to the revised guidelines:

“The ultimate test of the success of any CSR and sustainability activity / project is the social, economic or environmental impact thereof. Every such activity is planned and implemented with some anticipated impact on society or environment. It is against such perception and expectation of impact that the completed activity / project should be measured to ascertain the degree of its success, or failure.” (Clause 1.8.1)

“While achievement of targets and expected outcomes can be a source of satisfaction, public sector companies should get an assessment done of the social / economic / environmental impact of their CSR and sustainability activities after the same are completed”. (Clause 1.8.3)

### **OBJECTIVE**

The main objective of the assessment is

- to study the impact of the CSR funds expended on the project and
- to assess the impact of the interventions on the students - their educational standards, career awareness and knowledge levels, comprehensively.

### **METHODOLOGY**

The study is designed in an interactive mode following the qualitative approach to understand the perceptions of different stakeholders - the students, parents and the teachers, and present it comprehensively in the report.

The methodology for collecting primary data included -

- Questionnaire: Identified sample is taken based on simple random sample method from the students for administering the questionnaire.
- Semi-Structured Interviews (SSI) with teachers: Selected teachers were interviewed using a pre-designed interview schedule.
- Focus Group Discussions (FGD) with students: Snowball sample method was used to identify the students for FGD.
- Small Group Discussion (SGD) with parents: It was held with the available parents.
- Telephonic Interview with the District Education Officer: was added to gather further information required for the impact assessment.
- Interaction with the coordinating team member of the project was also planned but could not be done due to their non-availability at this school.

Secondary data pertaining to the school and the support extended by Divi's as part of their CSR component was gathered to compliment the primary data collection and analysis.

### **SAMPLE**

1. Students - 10% of the total strength for administering the questionnaire
2. Students - 5% of the total strength for FGD
3. Teachers - 1 per each class of 6<sup>th</sup> to 10<sup>th</sup> classes, the Head Teacher and the PET
4. Parents - 18-20 members (50% mothers & 50% fathers) for SGD
5. Project Staff - 2 persons from the project coordinating staff of Divi's
6. Officials - 1 Mandal or District Educational Officer

### **STUDY PROCESS**



### **LIMITATION OF THE STUDY**

- Since this impact assessment is a short time project, the focus was mainly on understanding the direct impact of the CSR support received from Divi's. Longitudinal case analysis could not be taken up given the time limit.

- Students, except class 10, were not available due to vacation. Only few local students could be mobilised for the assessment. Also, parents from Siricilla town only could be invited to interact with as part of the study.
- Teachers availability and situational needs necessitated some changes in the sample.

### PROJECT DETAILS

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<b>PROJECT :</b> Educational Project Enlisted in the list of activities under Schedule VII of the Companies Act, 2013 (ii) promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects	Development of Model School to enable the children from rural areas and socio-economically backward classes access equitable and quality education.  Divi's has adopted this school for development on the request of the State Minister.
<b>IMPLEMENTING AGENCY</b>	Divi's Laboratories Ltd through Give Telangana Foundation
<b>PROJECT COST</b>	Rs. 3,18,68,686/-
<b>ASSESSMENT YEAR</b>	Financial Year 2020-21
<b>LOCATION OF THE PROJECT</b>	Siricilla, Rajanna Siricilla District, Telangana

### PROJECT DESCRIPTION

Divi's adopted this school for integrated development of infrastructure, science and technology labs, digitisation of classrooms and sports facility with a view to enable the students from disadvantaged sections to access quality education.

### THE NEED

Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. Despite these policies, education is still a mirage to many, especially from marginalised sections. A large number of children from poor economic and social conditions tend to discontinue education due to multiple reasons, viz., poverty, accessibility, social & gender discrimination, poor amenities in the schools, etc.

The outbreak of COVID 19 disrupted the lives of everyone, especially the most marginalised including the children and young people. Long closure of the schools led to learning loss among the students. There is a variation in the academic status among the rural and urban children where the rural children were the worst affected by the newer modes of distance

learning. The already suffering education has further become fragile. In this situation the Divi's initiative of comprehensive development of the school is noteworthy.

The Zilla Parishad High School (ZPHS) is one of the old Government schools in Rajanna Siricilla district running classes from VI to X with a current strength of 928 (504 girls & 424 boys). Majority of these students belonged to backward caste groups and economically marginalised sections. It caters to a large number of students coming from rural areas. Hence, the support becomes highly significant.

### **EDUCATION INITIATIVES—SOCIAL IMPACT AND RETURNS**

The focus under this core area is on providing inclusive and equitable quality education. The team facilitates quality education in the schools around their manufacturing units by way of supporting scholarships, technical and vocational education to children, providing necessary infrastructure facilities, etc. Divi's wishes to provide children the opportunity to learn and grow, so they become healthy and responsible citizens of tomorrow. The activities towards empowering children are not limited to learning material alone but also include access to safe drinking water, nutritious food, regular health check-ups, appointment of teachers and setting up of new infrastructure necessary for advanced learning at schools.

### **SUPPORT PROVIDED BY DIVIS**

Major areas of support were renovating the old building, construction of new buildings for classrooms, dining hall with furniture, classroom amenities, digital equipment, infrastructure for teachers, lab equipment, computers, CC cameras, football court, etc. Presently the school is known and recognized as one of the best schools in the district and nearby mandals of neighboring districts. The construction activities were started during Covid period when classes were not held physically and thus it was possible to finish the task in limited period.

Different components of the support provided by Divi's are as under:

<b>Civil Infrastructure</b>	<b>Classroom ambience</b>	<b>Digitization, Teaching Learning Material</b>	<b>Sports &amp; Security</b>
Construction of additional classrooms 13, Toilets	Dual desk benches 120	32 computer systems with furniture	Football court & turf
Painting of all old buildings	Green wall-mounted writing boards	Science lab equipment	11 CC Cameras and monitors

Compound wall and entrance gate	Minor repairs and coloring of the old classrooms	Projector	-
Staffroom & Office room renovation	Chairs, tables and sofas for teachers	LED TV	-
Dining hall with 50 long tables and benches	Lights & Fans	Library	-

### **IMPACT**

The overall impact was remarkably positive towards promoting quality education of children which was one major objective of the CSR initiative of Divi's. This indicates the exact areas wherein the government, corporate companies (through their CSR funds) and the community including the parents should focus if children particularly in rural areas are to be benefitted truly and access quality education through Government schools.

### **KEY FINDINGS**

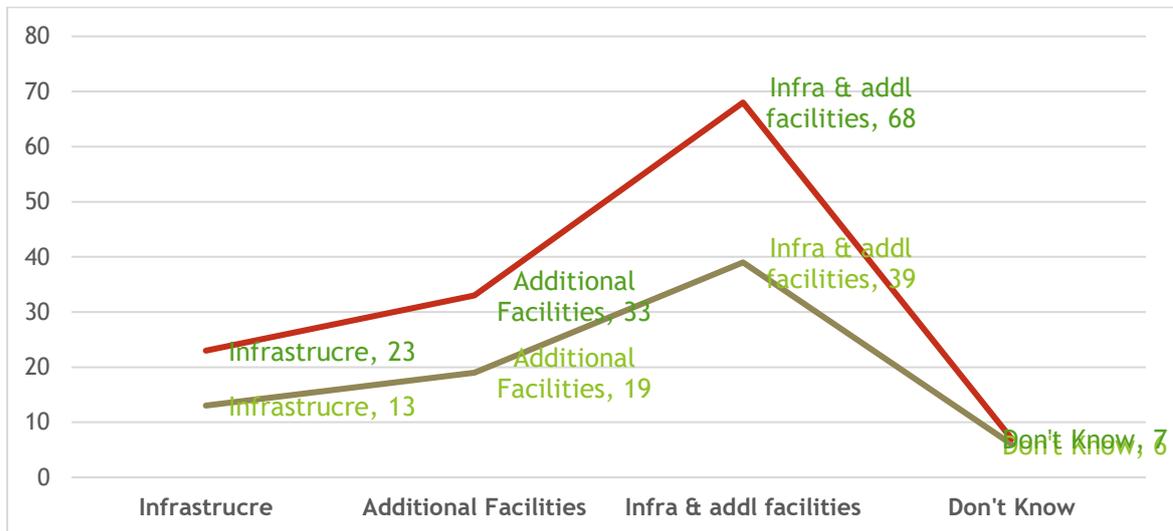
Summary of the findings of the study is presented below:

- ✓ The Zilla Parishad High School is one of the old schools in the district running classes from VI to X. it was established in the year 1956 as a girls' high school but later changed to co-education but the girls' strength still continues to be more than the boys. The current strength is 928 with 504 girls and 424 boys. Majority of the students belonged to backward caste groups and economically marginalised sections. It caters to a large number of students coming from rural areas.
- ✓ A total of 57 students (24 girls & 33 boys) were interviewed from different classes ranging from class 7 to class 10. Maximum sample was from class 10 (77%). They were of different caste groups but BC category dominates the rest (51 out of 57) as the school has a majority of BC students. Their ages range from 11 to 17 years. 43 children of the sample are in the age group 15-16 years (75%). 4 students are of 17 years, only 1 child is of 11 years and 3 each are in their 12,13,14 years of ages respectively.
- ✓ The school is graded as Grade A by the State Education Department, Government of Telangana. The impact of the intervention is directly reflected on the increased demand for admissions. The different beneficiaries - teachers, students and parents are all very contented with the support received to the school by the company.
- ✓ It is clearly evident from the interactions that students, parents and teachers are equally impressed with the transformed school campus where the buildings look splendid. Many students claimed that the changed school ambience and the new facilities have contributed towards their improved academic performance, including excelling in the

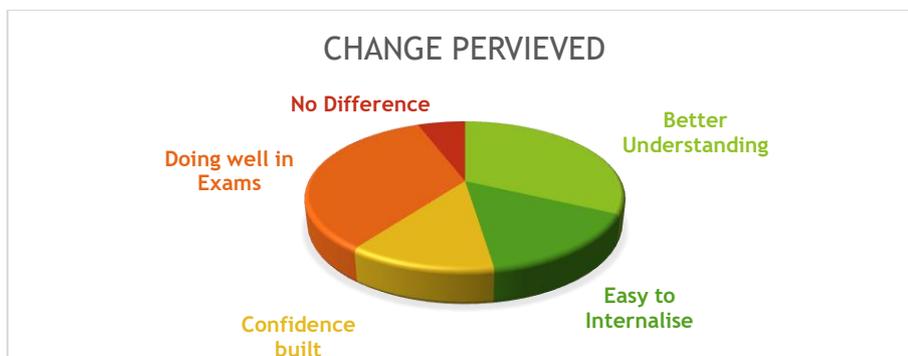
science fairs and competitions. More than half of the students also shared that they could appropriately apply the newly acquired knowledge in their day-to-day lives.

**ANALYSIS BASED ON PRIMARY DATA**

- ✓ Almost all (82%) of the students reported change in seating facility, followed by interactive teaching learning methods (35 of 57 including those who gave multiple preferences). Majority of the respondents - 88% (50 out of 57) claimed that the availability of teaching learning material increased and 10 students stated that accessibility also improved.
- ✓ 55 out of 57 (96%) students reported that there has been difference in their academic performance. The reasons for the change as reported by 68% were both infrastructure development and provision of additional facilities. It is interesting to note that 6 children could not specify the contributing factor.

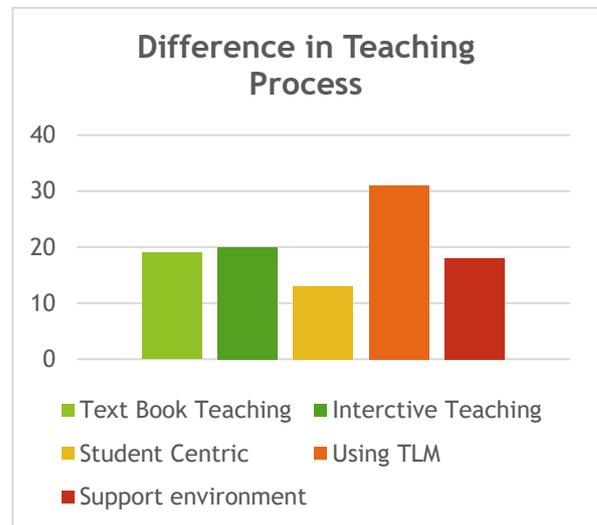


- ✓ More than 61% (35) of the sample perceived change in their well performance in assessment tests and almost a similar number (33) of students said that they can understand better now with the additional and improved facilities.

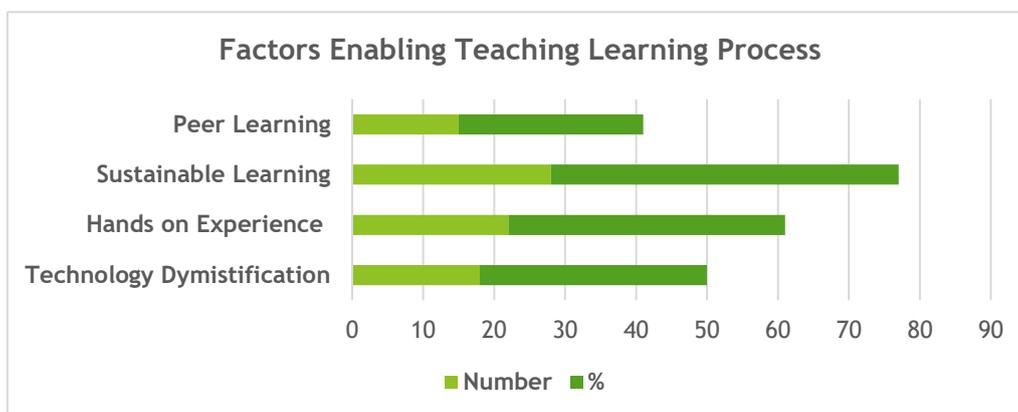


✓ Digital learning / lab was the most fascinating factor in class room learning to 30 out of 57 respondents. It was the seating arrangement, green boards in the classroom, paintings and colourful walls and the changed school ambiance for 18 children. Good teachers, new learning methods, computer and science labs were in the next order.

✓ A little more than half of the respondents (54%) stated that interactive teaching learning methods including computer labs, science labs as the noticeable change reflected compared to earlier times. The number of respondents who felt that change is reflected in the categories of text book teaching (19 children), interactive teaching methods (20), student centric teaching (13) and supportive environment for better understanding (18) has almost been equal.

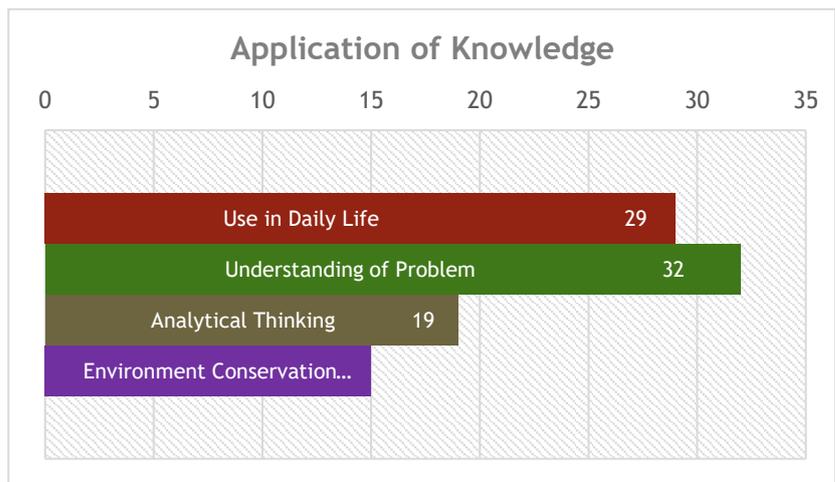


✓ Almost all the students (91%) opined that the new facilities are supporting the teaching learning process. Of these, about 49% respondents stated that it is helping in sustainable learning while 38% felt that they are getting hands on experience. Next in order was demystification of technology (18 students) and peer learning (15).



✓ 56 out of 57 participants stated that the transformation of knowledge is happening with these new changes and further improved compared to earlier times. When enquired as to what could be the contributing factor, 52 % checked the option all factors, while the rest of them varied between good class room environment (14), joyful learning (16) and computer lab (10).

- ✓ As regards application of knowledge gained, 56% of the sample students felt that they could apply the knowledge gained in better understanding of the problems and another 50% could apply it in their everyday lives. Analytical thinking and environment conservation were the next.



- ✓ As part of non-academic aspects and co-curricular activities, 50% participants checked all options of football ground, dining hall, CC cameras, computers, painting the school and overall ambience while 36% checked the dining hall. Football ground followed next (15 students).
- ✓ 33 out of 57 students acknowledged that they learnt computer knowledge, 34 said digital technology while 12 others stated that they could learn exploring web sites and 11 students learnt to access information online.

- ✓ 92% of the sample were confident that they can plan their career through this acquired learning. Further, they felt that it supports them in understanding their aspirations (20), goal setting (22), continue higher education (24) and deciding their career options (20).



- ✓ Most of the students (34) felt that the recognition they got reflected in the respected or dignity they gained in the neighbourhood while 30 felt that they are given importance in the family/neighbourhood.
- ✓ The best liked amenities for almost 50% respondents was the football ground, class room seating arrangement, TV and dining hall, while others voted for teachers, computer and other labs, digital classroom, painting to the school building.

- ✓ 74% of the students rated Divi's intervention as excellent, while 16% of the students felt that it has a very good effect and only 4 students expressed that the effectiveness of the interventions is fair enough.

### **ANALYSIS BASED ON FOCUS GROUP DISCUSSION WITH ALL THE STAKEHOLDERS**

- ❖ Majority of the students voted for digital learning/digital lab as their most fascinating factor in classroom learning after Divi's support. And are best received by the students and parents, equally. Almost all the students felt encouraged with the availability of technology and facilities for exploring new knowledge. They stated that they can confidently plan their career through this acquired learning. However, some of the students expressed that the facilities are yet to be accessed and utilised by all the students.
- ❖ Dual desks in the classroom, comfortable tables and benches in the large new dining hall, digital classroom and the ambience of the school campus itself are encouraging factor for children to attend school regularly. The transformation of the school infrastructure and amenities have created a huge demand for admissions.
- ❖ The football court and the turf are greatly welcomed by the students and parents. However, all of them expressed the need for a coach to enable the students learn the sport professionally and participate in the competitions to win prizes for the school.
- ❖ Teachers took pride in sharing the experience of mentoring students from this school those are identified as cyber ambassadors. The computers provided by Divi's are being utilised by these ambassadors to gain knowledge on cyber safety / security and transfer it to the students effectively.
- ❖ Installation of CC Cameras in the school compound created a sense of security to the students while it has been instrumental towards a positive change in the behaviour of mischievous boys and prankers. Also, the girls are getting a safe feeling now with CC cameras watching around. It was the same feeling expressed by the parents too.
- ❖ Teachers claimed that Divi's intervention had exemplary impact on the students and teachers as well. Students are feeling pride to study here. Teachers finding it easy to transfer knowledge using digital technology. The ambience and additional amenities provided in the school proved to be the best motivating factors for the students. The infrastructure facilities, digital classrooms and the TLM contributed towards enhancing the quality education among the students. All this would have not possible without Divi's support.

- ❖ It was amazing to see the parents' enthusiasm and interest in sharing about the school and their children's growth. It was heartening to note that the parents from working class take pride in attending the parent teacher meetings or any other meetings conducted in the school and feel gratified to introduce their children as students of this school, to their employers or superiors or co-workers in their worksites.
- ❖ A great sense of ownership is observed among the parents when the facilitator raised the point of their contribution to the school. The initial long silence when posed the question and the subsequent response reveals that it triggered a thought in them and created great enthusiasm towards creating a corpus at school level towards sustaining the development brought by Divi's efforts. Parents and SMC committee members were keen to adopt the school and sustain the change for long in the interest of the next generations.
- ❖ There were positive vibes across with the happiness and energy of parents who were feeling blessed to have their children studying here. All of them have high regards towards Divi's who has provided all the facilities and enabling the students to grow academically and the families gain better social status in the society.

### **OBSERVATIONS**

Divi's invested more than Rs.3.18 crores towards development of the school. The contribution was phenomenal. It transformed the little old school in defiance of corporate schools and is much appreciated by the students, parents and teachers alike. The impact of the intervention is directly reflected on the increased competition in the admissions. Also, the constructions themselves are a proof of the positive reinforcement and reflection of the interest of the company to use its CSR in accordance with the company's goals and objectives, more importantly - Giving back to the community....

The different beneficiaries are all contented with the support received and it was reflected in each of their group discussions. Each of the groups made an appeal to Divi's that if it can be kind enough to fill the gaps by providing the further requirements, the students would not only make this school top performing but will be indebted to Divi's forever.

### **RECOMMENDATIONS**

Towards further requirement for quality education and sustainability, majority of the students sought support from Divi's for Cycle stand and books in the library. Divi's may consider the idea of deploying volunteers to build social and life-skills among the students and to create awareness on various societal issues, spoken English, career guidance, child

rights and various support systems. Therefore, a long-term strategic plan can be evolved towards sustainability in a public-private-partnership mode.

### **CONCLUSION**

Thus, the efforts, the amount of money and energies spent by Divi's to develop the school to the present status need to be acknowledged as adhering to the true sense of Corporate Social Responsibility objectives.

Appreciating this, the assessment team is of the feeling that the onus is also on the community, faculty and management of the school to sustain the efforts and to take the spirit forward. The need to make their own efforts to fulfil further requirements should be realised and bring into force. The State too has the responsibility towards it. This goes a long way to continue the initiatives set by the Company and sustain them through public private partnership. Same time the dependency can be lessened greatly. This way the company will be able to move on to other areas focussing on putting similar efforts in the schools.

### **PHOTO GALLERY**



**Pic 1 - Football turf**



**Pic 2 - School building**



**Pic 3 - Dining hall**



**Pic 4 - Infrastructure in Staff room**



**Pic 5 - Toilets & new building**

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