

Social Impact Evaluation for CSR Programmes

NTPC Ltd.

March 2025



Acknowledgement

The study has been conducted by Grant Thornton Bharat LLP (“Grant Thornton” or “GT”) for NTPC Ltd for CSR projects conducted in FY 2024-25 with the objective of providing a social impact evaluation of the NTPC’s CSR programmes through interactions with beneficiaries and various stakeholders.

We would like to thank NTPC Ltd for their continued support and assistance in carrying out the study. We are also grateful to the students, headmasters and teachers who met with us during the study.

Notice to the Readers

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The information collected for this study is through field visits, meetings with various stakeholders, information shared by respondents, secondary research and backend data provided by NTPC Ltd. We have relied on the information shared by these sources. Field visits were conducted in cognizance with NTPC Ltd. and field teams with the prior acceptance of the approach, methodology, coverage plan, survey tools and indicators.

Grant Thornton Bharat LLP was engaged to conduct an independent social impact evaluation of the CSR projects of NTPC Ltd for FY 2024-25 as per the agreed scope of work.

The scope of work here does not constitute an audit or due diligence of the information shared, hence information received from the various sources was believed to be accurate. This report should not be considered as an expression of opinion on any form of assurance on the financial statements of or on its financials or other information.

In the absence of baseline data, responses to retrospective questions are based on the respondents' ability to recall past information. Project and Result frameworks were not available for the programme for evaluation study, in absence of which, the study was conducted based on information and understanding provided by the programme team.

The recommendations provided as part of the assessment exercise may be implemented after an analysis of prioritization. The decision to implement the recommendations is the responsibility of NTPC Ltd.

Grant Thornton Bharat LLP accepts no liability in relation to the use by any third party of the analysis, findings or recommendations contained in this report. The report relies on responses provided by stakeholders and data provided by NTPC Ltd. We have not independently verified the accuracy or completeness of the information provided by the company or implementing partner or stakeholders covered or any other party involved, and results / references drawn basis the same.

Abbreviations

AIIMS	All India Institute of Medical Sciences
BPL	Below Poverty Line
CSR	Corporate Social Responsibility
ESG	Environmental, Social, Governance
FGD	Focus Group Discussion
GHSS	Government Higher Secondary School
GTBLLP	Grant Thornton Bharat LLP
IDI	In Depth Interview
MoU	Memorandum of Understanding
NCI	National Cancer Institute
NTPC Ltd.	National Thermal Power Corporation Ltd.
OECD- DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PSU	Public Sector Undertaking
SROI	Social Return on Investment

Executive summary

Established in 1975, NTPC Ltd is India's largest energy conglomerate with an installed capacity of 82,836 MW. Initially focused on fossil fuels, NTPC has diversified into fossil fuels, gas, hydro, wind, nuclear and solar energy. The company also engages in consultancy, power trading, rural electrification, ash utilization, and coal mining. Ranked 368 on the Forbes Global 2000 list in 2025, NTPC is recognized for its revenues, profits, assets, and market value. Additionally, in 2024, NTPC Limited achieved an impressive jump to 372nd place in the Forbes Global 2000 list.

The key findings for the projects are mentioned below:

1. Financial support for construction and equipment on the 3rd Floor & mobile cancer detection unit at National Cancer Institute, Nagpur, Maharashtra

Cancer Care Impact: NTPC's intervention improved accessibility by providing infrastructure, medical equipment, and mobile screening, ensuring early detection and timely referrals.

Patient Outcomes: Over 27,000 screenings led to increased hospital footfall, with structured referrals ensuring continuity of care efficiently.

Sustainability & Expansion: Integration with government schemes and proactive maintenance supports long-term impact, with future investments enhancing diagnostics and outreach.

2. Support for Construction and equipment of burn units at AIIMS Bhubaneswar under CSR

Bridging Healthcare Gaps: NTPC's intervention established Odisha's first dedicated Burn Unit at AIIMS Bhubaneswar, ensuring timely treatment for severe burn injuries that previously required referrals outside the state.

Improving Patient Care: With 21 inpatient beds and 15–20 outpatient cases daily, the unit has enhanced surgical interventions, intensive care, and recovery rates, streamlining service delivery.

3. Support for Development, Renovation and Advancement project of GHSS Munderi, District Kannur, Kerala under NTPC CSR

Enhancing School Infrastructure: NTPC's intervention addressed critical gaps in school infrastructure by constructing a dining block, overhead tank, fire tank, and septic tank, improving hygiene, safety, and overall learning conditions for students.

Improving Health and Safety: Access to clean water and fire safety measures have enhanced student well-being, reducing health risks and ensuring a safer learning environment while strengthening emergency preparedness.

Ensuring Long-Term Impact: The project aligns with national and global education and safety standards, with durable infrastructure and government-supported maintenance ensuring sustainability and continued benefits for students.

4. Financial support to Shree Ramakrishna Ashrama, M. Rampur, Kalahandi for construction of an English Medium School and for creation of assets

Expanding Access to Quality Education: NTPC's intervention in Kalahandi addressed a critical gap by constructing an English Medium School, providing

infrastructure, transportation, and furnishings to ensure safe, inclusive, and accessible learning for underserved students.

Enhancing Student Enrollment and Learning: Improved facilities and reliable transportation have led to increased enrollment, reduced dropout rates, and better academic outcomes, with students benefiting from structured learning environments and essential resources.

Ensuring Long-Term Impact: Durable infrastructure, institutional support, and alignment with national education policies ensure the project's sustainability, fostering long-term socioeconomic upliftment and continued educational opportunities for rural students.

5. Support for infrastructure augmentation by providing additional Furniture (Benches/Desks) to various Govt. Schools of Supaul, Bihar under NTPC

Improving Classroom Infrastructure: NTPC's intervention in Supaul addressed a critical gap by providing desks and benches to government schools, ensuring students no longer had to sit on the floor, thereby enhancing comfort, concentration, and the overall learning experience.

Enhancing Student Engagement and Accessibility: Better classroom conditions have improved student motivation, attendance, and enrollment, particularly benefitted economically disadvantaged students while promoting inclusive education.

6. Financial support to BBSLN for development of School Infrastructure at Govindnagar, Bankhedi, Hoshangabad M.P.

Strengthening Educational Infrastructure: NTPC's intervention in Govindnagar, Bankhedi, addressed critical gaps by constructing well-ventilated classrooms and a multipurpose assembly hall, enhancing learning spaces and supporting holistic student development.

Improving Learning and Student Engagement: Students now benefit from structured classrooms, cultural and academic events, and improved day-to-day operations, fostering better learning outcomes, participation, and overall engagement.

Ensuring Long-Term Sustainability: Durable infrastructure, local institutional support, and community engagement ensure continued functionality and accessibility, creating a sustainable model for quality education in rural areas.

7. Support to Archery Sports under NTPC CSR

Advancing Indian Archery: NTPC's initiative has strengthened archery by providing a structured pathway from grassroots training to elite competition, ensuring formal recognition, career growth, and national exposure for athletes.

Enhancing Training and Competitive Readiness: Improved access to equipment, greater exposure to high-level tournaments, and refined talent identification systems have significantly boosted athlete performance and inclusivity in the sport.

Ensuring Long-Term Development: Institutional backing, affordability measures, and international recognition have reinforced archery's sustainability.

Overall, it can be stated that through these interventions, NTPC's CSR objectives to actively contribute towards societal development have been successfully met. By addressing critical needs across multiple thematic areas-including education, healthcare, sports, the initiatives have created meaningful and lasting impacts. These projects have not only fulfilled their intended objectives but have also significantly enhanced the quality of life for beneficiaries, fostering a more inclusive and sustainable development model. The targeted interventions have strengthened local institutions, improved access to essential services, and empowered communities, ensuring long-term benefits and continued progress in the regions served.

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1. Background

1.1. About NTPC Noida

Established in 1975, NTPC Ltd is India's largest energy conglomerate with an installed capacity of 82,836 MW. Initially focused on fossil fuels, NTPC has diversified into fossil fuels, gas, hydro, wind, nuclear and solar energy. The company also engages in consultancy, power trading, rural electrification, ash utilization, and coal mining. Ranked 368 on the Forbes Global 2000 list in 2025, NTPC is recognized for its revenues, profits, assets, and market value. Additionally, in 2024, NTPC Limited achieved an impressive jump to 372nd place in the Forbes Global 2000 list.

1.2. About CSR at NTPC

Corporate Social Responsibility (CSR) has been an integral part of NTPC's business strategy. The CSR objectives of NTPC area:



NTPC's involvement in Community Development (CD) projects / CSR covers a diverse range of issues such as basic infrastructure development, education, community health and sanitation, capacity building and gender empowerment. The projects are customized based on specific local requirements and guided by extensive Need Assessment Surveys and consultations. The active participation / engagement and ownership of these initiatives by the local communities is the key to the smooth and successful implementation of these projects.

During the Covid-19 Pandemic, NTPC made significant contributions towards PM Cares fund in addition to providing support and relief measures such as establishing hospitals, isolation wards / beds, and distribution of protective equipment such as masks, PPE kits and sanitizers. Apart from this, financial support was also provided to various State / other authorities to provide masks, sanitizers, food, etc. for the needy.

1.3. Scope of Work for the Impact Assessment

Grant Thornton Bharat LLP (GTBLLP) was engaged by NTPC for conducting an independent social impact evaluation of 7 of their projects across Healthcare, Education and Sports, carried out in 2024-2025.

The scope of work for the assignment included:

1. To assess the achievement of outcomes committed under the project MOU
2. To assess the project impacts and sustainability of benefits generated.
3. Document relevant success stories and challenges.

2. Approach and methodology

2.1. Assessment framework

The aim of the study was to assess the activities, outputs and impact of the projects through discussions with relevant stakeholders. The study also documented the stakeholder's perception and feedback on the outcomes and impact of the project. Additionally, it also focused on capturing their suggestions for improvement.

The study was conducted through a pre-defined approach to assess the outcome/ impact of the project on the beneficiaries. Mixed methodology was used for the study including both qualitative and quantitative techniques of data collection and analysis.

The study followed the OECD-DAC indicators which helped us understand the project holistically and focused on six (06) key principles. The indicators are presented below along with the explanation:

Table 1 - OECD-DAC evaluation criteria

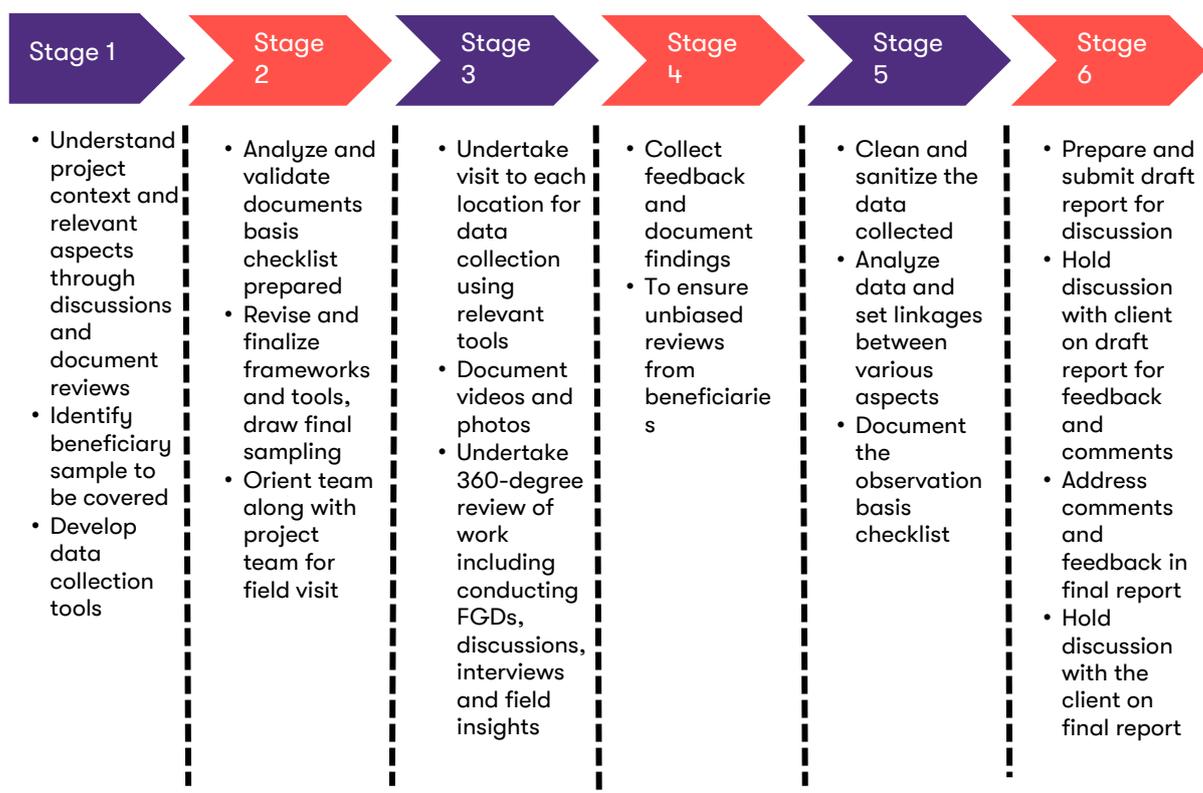
Principles	Principle explanation
Relevance	<ul style="list-style-type: none">• To what extent are the objectives of the project suitable as per the needs of the area?• Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?• Are the activities and outputs consistent with the intended impacts and effects?
Effectiveness	<ul style="list-style-type: none">• To what extent were the objectives achieved / are likely to be achieved?• What were the major factors influencing the achievement or non achievement of the objectives?
Efficiency	<ul style="list-style-type: none">• Has the process been documented thoroughly, with controls and checks in place?• Were objectives achieved on time?• Was the project implemented in the most efficient way compared to alternatives?
Coherence	<ul style="list-style-type: none">• How does the programme align with and supports existing national policies and strategies?• In what ways does the programme complement and enhance other ongoing initiatives and interventions in the same sector or region?• How effectively does the programme integrate with the broader goals and priorities of the target beneficiaries and stakeholders?
Impact	<ul style="list-style-type: none">• What has happened as a result of the project• What real difference has the activity made to the beneficiaries?• How many people have been affected?

Sustainability	<ul style="list-style-type: none"> • To what extent did the benefits of a project continue after donor funding ceased? • What were the major factors which influenced the achievement or non-achievement of sustainability of the project?
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2.2. Methodology for the study

The methodology followed to conduct the study was spread across six stages as follows:

Table 2 - Study Methodology



Stage 1: Understand Project Context and Relevant Aspects

In the initial stage, the focus was on gaining a comprehensive understanding of the project's context, objectives, and key aspects. This was achieved through detailed discussions with the NTPC team and a thorough review of relevant documents.

The project's goals, scope, and expected outcomes were clarified, and a document checklist was prepared based on the Memorandum of Understanding (MOU) to ensure all necessary materials are reviewed. This stage also involved identifying the beneficiary population and determining the sample size to be covered.

Data collection tools were developed for the identified stakeholders, ensuring they are tailored to capture the required information effectively. This foundational stage set

the groundwork for the subsequent phases by establishing a clear understanding of the project's framework and requirements.

Stage 2: Analyze and Validate Documents, Finalize Frameworks and Tools

During this stage, the documents collected in Stage 1 were analyzed and validated against the prepared checklist to ensure accuracy and completeness. The frameworks and tools for data collection were revised and finalized based on the insights gained from the document review. This included refining survey questionnaires, focus group discussion (FGD) guides, and interview protocols to align with the project's objectives. A final sampling plan was drawn up to ensure the data collected is representative and unbiased.

Additionally, the team was oriented on the project's goals, tools, and methodologies, and a field visit plan was prepared in collaboration with the NTPC team to ensure smooth execution of the data collection process.

Stage 3: Undertake Field Visits for Data Collection

This stage involved conducting field visits to each project location to collect data using the finalized tools. The team engaged with stakeholders to gather quantitative and qualitative data. A 360-degree review of the project's work was undertaken.

Field insights were documented through videos, photos, and detailed notes to provide a comprehensive understanding of the project's impact and challenges. This stage ensured that the data collected was robust, reliable, and reflective of the ground realities.

Stage 4: Collect Feedback and Validate Data

After the field visits, feedback was collected from beneficiaries and stakeholders to document their perceptions and experiences. A validation process helped identify any discrepancies or gaps in the data and ensures the findings are accurate and representative of the broader beneficiary population. The feedback and validation process also provided an opportunity to cross-check the initial findings and refine the analysis.

Stage 5: Clean, Analyze, and Document Data

In this stage, the collected data was cleaned and sanitized to remove any inconsistencies or errors. The data was then analyzed to identify trends, patterns, and linkages between various aspects of the project, such as training, access to equipment and other facilities. The analysis provided insights into the program's effectiveness, challenges, and areas for improvement, forming the basis for the final report.

Stage 6: Prepare and Finalize the Report

The final stage involved preparing a draft report that summarizes the findings, analysis, and recommendations. The draft report was shared with the NTPC team for feedback and comments. A discussion was held with the client to review the draft, address any concerns, and incorporate suggestions. The feedback was then integrated into the final report, ensuring it is comprehensive, accurate, and aligned with NTPC's expectations.

3. Healthcare

Financial support for construction and equipment on the 3rd Floor & mobile cancer detection unit at National Cancer Institute, Nagpur, Maharashtra

About the Programme

NTPC provided financial support for the construction and equipment at the 3rd Floor & mobile cancer detection unit at the National Cancer Institute, Nagpur, Maharashtra.

The initiatives included:

1. **Construction of an ICU Floor:** NTPC supported the development of a dedicated ICU facility to enhance critical care services for cancer patients.
2. **Procurement of Medical Equipment:** Financial assistance was provided for acquiring essential medical equipment to strengthen diagnostic and treatment capabilities.
3. **Deployment of Two Mobile Medical Vans:** Two mobile units were introduced to support cancer screening and awareness programs in remote and underserved areas.

NTPC is dedicated to advancing quality healthcare by making substantial investments in medical infrastructure and health-focused initiatives. Through the development of modern healthcare facilities and the provision of essential medical resources, NTPC aims to build a healthier, more equitable society-breaking barriers to access and empowering communities with the care they need to thrive.

List of Interactions

This section presents the details of the respondents covered under the impact assessment study. Below are the interactions conducted for the project:

Sl.No.	Stakeholder	Target	Achieved
1.	HOD – Internal Medicine	1	1
2.	GM-HR, Strategy & Corporate Relations	1	1
3.	Manager - Outreach Programme	1	1
4.	Sr. Executive - Hospital Operations	1	1
5.	Executive - Administration	1	1

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Alignment with Local Healthcare Needs: NTPC's intervention was designed to address critical healthcare disparities in the region, particularly the high incidence of oral, cervical, and breast cancers. Many communities in and around Nagpur lack access to specialized cancer care, making early detection difficult. By funding mobile screening units and infrastructure at the National Cancer Institute, the initiative brings essential services directly to underserved populations. This targeted approach ensures that early diagnosis and timely referrals are possible, significantly improving the chances of successful treatment and reducing the burden on tertiary care facilities.

100% doctors interviewed stated that there was a necessity for the equipment, the ICU floor and the cancer screening unit.

Strategic Use of Funding: NTPC's financial support was strategically directed toward three core areas: constructing an ICU-enabled floor, procuring essential medical equipment, and deploying two mobile medical vans. This focused investment ensures that both in-hospital and outreach services are strengthened. The infrastructure improvements enhance critical care capacity, while the mobile units extend the institute's reach into rural areas. Together, these components form a comprehensive intervention that aligns with the most urgent healthcare needs of the region, maximizing the impact of the funding.

Synergy with Government Efforts: The initiative complements existing public health programmes by integrating with government schemes like Ayushman Bharat and collaborating with local health authorities and Primary Health Centres (PHCs). This alignment ensures that patients benefit from both public and specialized services, creating a seamless continuum of care. The partnership enhances the efficiency of cancer detection and treatment pathways, reduces duplication of efforts, and strengthens the overall healthcare ecosystem. By working in tandem with government initiatives, the programme amplifies its reach and sustainability.

Effectiveness

Enhanced Early Detection: The mobile medical vans have significantly improved early cancer detection, screening over 27,000 individuals since the programme began. These units travel to remote areas, offering free screenings and raising awareness about cancer symptoms. Individuals with suspicious findings are promptly referred to the National Cancer Institute for further evaluation. This proactive approach has led to earlier diagnoses,

100% doctors interviewed agreed that they are better equipped at diagnosing cancer due to the unit.

which are crucial for improving treatment outcomes and survival rates, especially in communities that previously had limited access to such services.

Robust Referral Mechanism: A well-structured referral system ensures that individuals identified as at-risk during screenings are connected to diagnostic and treatment services without delay. The process is supported by ASHA workers and a dedicated follow-up team that tracks patient progress and ensures continuity of care. This mechanism is particularly vital for rural populations, where healthcare access is often fragmented. By maintaining strong links between outreach and institutional care, the programme ensures that no patient falls through the cracks.

Improved Service Delivery and Patient Engagement: The addition of the ICU floor and modern medical equipment has significantly improved the quality of care at the institute. Daily footfall has increased to 300–400 patients, including 32–35 new cases, reflecting growing trust in the facility. Enhanced infrastructure allows for better patient management, while the availability of advanced equipment ensures timely and accurate treatment. This has led to higher patient satisfaction and engagement, reinforcing the institute’s role as a reliable center for cancer care.

Efficiency

Optimal Resource Allocation: The programme demonstrates efficient use of NTPC’s funding by focusing on three high-impact areas: infrastructure, equipment, and mobile outreach. This targeted approach ensures that resources are not spread thin but are instead concentrated where they can make the most difference. Each component supports the others, creating a cohesive system that enhances both institutional capacity and community outreach. This strategic allocation maximizes the return on investment and ensures long-term benefits.

100%
doctors stated
that the funds
were allocated
and utilised
efficiently

Cost-Effective Implementation: The initiative has proven to be highly cost-effective. Operating the mobile units alone would have cost the institute approximately ₹70 lakhs if self-funded. NTPC’s support has significantly reduced this financial burden, allowing the institute to deliver comprehensive services without compromising quality. By leveraging external funding, the programme has expanded its reach and impact while maintaining financial sustainability, making it a model for public-private collaboration in healthcare.

Sustained Maintenance and Operational Readiness: To ensure long-term efficiency, the programme includes regular maintenance of infrastructure and equipment. Scheduled servicing minimizes downtime and prevents costly repairs, ensuring uninterrupted service delivery. This proactive approach to maintenance supports the reliability of both the ICU and mobile units, allowing the institute to consistently meet patient needs. Operational readiness is further enhanced by trained staff who manage equipment and logistics, ensuring smooth day-to-day functioning.

Coherence

Alignment with National Healthcare Priorities: The NTPC-supported initiative directly aligns with India's national healthcare priorities, particularly those outlined under the National Health Policy (2017) and flagship programmes like Ayushman Bharat. By constructing a dedicated ICU floor and equipping it with advanced medical infrastructure, the project strengthens tertiary care services—one of the key pillars of India's healthcare strategy. The deployment of mobile cancer detection units complements the government's focus on preventive and promotive healthcare, especially in rural and underserved regions where access to early diagnosis is limited.

Furthermore, the initiative supports the National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) by facilitating early cancer detection and timely referrals. This proactive approach not only reduces the burden on tertiary hospitals but also improves survival rates through early intervention. By integrating with local health systems and supporting outreach, the project enhances the continuum of care, a core objective of India's Universal Health Coverage roadmap.

Alignment with Global Development Goals: This intervention also contributes meaningfully to the United Nations Sustainable Development Goals (SDGs), particularly SDG 3: Good Health and Well-being. By improving access to quality cancer care and early detection services, the project addresses critical health inequities and promotes inclusive healthcare delivery. The mobile medical vans, in particular, help reach marginalized populations, aligning with the SDG target of ensuring healthy lives and promoting well-being for all at all ages.

Impact

Increased Patient Reach and Improved Health

Outcomes: The initiative has led to a substantial increase in patient reach and early cancer detection. Screening camps and mobile units have enabled timely diagnosis, which is critical for improving survival rates. By catching cancers in their early stages, the programme has significantly enhanced treatment outcomes. The increased patient volume at the institute reflects the growing trust in its services and the tangible health benefits experienced by the community.

100%

doctors agreed that health outcomes have significantly improved since the intervention.

Geographic Expansion and Institutional Reputation: The programme's impact extends beyond Nagpur, attracting patients from neighboring states like Madhya Pradesh, Uttar Pradesh, and Telangana. Many now prefer the National Cancer Institute over more expensive options in cities like Hyderabad. This expanded catchment area has elevated the institute's reputation as a center of excellence in cancer care. The growing patient base also underscores the effectiveness of the outreach and referral systems in place.

Community Awareness and Advocacy: Beyond clinical outcomes, the initiative has played a key role in raising awareness about cancer prevention and early detection. Through outreach programmes and free screening camps, communities have become more informed about cancer risks and the importance of regular check-ups. This has fostered a culture of proactive health management, encouraging individuals to seek care early and reducing stigma associated with cancer diagnoses.

Sustainability

Long-Term Infrastructure and Equipment Viability: The programme is built with sustainability in mind, incorporating regular maintenance schedules and quality control checks for all infrastructure and equipment. These measures ensure that the ICU and mobile units remain functional and effective over time. By planning for long-term viability, the institute can continue delivering high-quality care without frequent disruptions or costly replacements.

Integration with Government Schemes: By aligning national health schemes like Ayushman Bharat, the programme ensures continued support for economically disadvantaged patients. This integration not only makes treatment more affordable but also guarantees a steady flow of patients and funding. Embedding the initiative within existing government frameworks enhances its sustainability and ensures that it remains relevant and accessible in the long run.

Dedicated Human Resources and Operational Framework: The programme's success is underpinned by a committed team of healthcare professionals, including doctors, nurses, technicians, and outreach workers. Their expertise and dedication ensure that services are delivered efficiently and compassionately. A strong operational framework supports high patient volumes and ensures that follow-up care is maintained, even for those in remote areas. This human resource backbone is essential for sustaining the programme's impact.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the SROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC's. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.

2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs)	91,50,00,000
Total investment on programme	50,00,00,000
SROI Ratio: 1.83	

Conclusion

A figure over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.83 rupees and therefore, it may be concluded that the programme is "Very Good"

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	NTPC's targeted cancer care intervention addresses urgent local health gaps, strengthens infrastructure and outreach, and aligns with government schemes—ensuring high-impact, sustainable, and regionally relevant healthcare delivery.
Effectiveness	5	NTPC's initiative screened over 27,000 individuals via mobile vans, enabling early cancer detection and timely referrals. Daily footfall at the institute rose to 300–400

		patients, including 32–35 new cases , reflecting improved service delivery and trust.
Efficiency	5	NTPC’s funding saved the institute approximately ₹70 lakhs in mobile unit costs, while enabling ICU upgrades and equipment procurement. Regular maintenance ensures ≥90% uptime, maximizing resource utilization and sustaining high-quality care.
Coherence	5	The intervention aligns with national health priorities, NPCDCS, Ayushman Bharat, and SDG 3—strengthening tertiary care and preventive outreach while integrating seamlessly with public health systems and goals.
Impact	5	The initiative expands patient reach, improves survival rates, builds institutional reputation, and fosters community awareness—delivering tangible health outcomes and positioning the institute as a regional cancer care leader.
Sustainability	5	The programme ensures long-term viability through regular infrastructure maintenance, integration with government schemes, and a dedicated operational team—creating a resilient, accessible, and enduring model for cancer care delivery.

Infrastructure Checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Infrastructure	Status
Status of the building	5 (Proper and Functional)
Status of ICU	5 (Proper and Functional)
Status of equipment in ICU	5 (Proper and Functional)
Status of Mobile vans	5 (Proper and Functional)
Status of equipment in Mobile Vans	5 (Proper and Functional)

Way forward

Enhance Infrastructure and Technological Capabilities: It was observed that while the institute has significantly improved its physical setup by constructing an ICU-enabled floor and acquiring essential medical equipment, the diagnostic and monitoring technology remains limited in its capacity to meet evolving demands. This shortfall may lead to delays in early cancer detection and constrain the institute’s ability to scale efficiently as patient numbers rise. The hospital may consider advancing investments in cutting-edge cancer monitoring machinery while integrating digital health solutions—such as telemedicine and electronic health records—to modernize the diagnostic capabilities and ensure more timely and accurate patient evaluations.

Strengthen Community Outreach and Referral Networks: The mobile medical vans have successfully expanded the screening reach to remote areas, yet gaps in coverage and an inconsistent follow-up process have been evident in some regions. Consequently, these gaps can delay patient referrals and treatment initiation, which risks missing the critical window for early cancer intervention. The hospital may consider extending the operational routes of the mobile units and establishing a more robust digital referral system that streamlines the patient journey from screening to hospital care. Enhancing training efforts for community health workers would further strengthen this network, ensuring that every suspect case is promptly addressed.

Photos

Figure 1: Mobile Cancer Van



Figure 2: HDU floor in Nagpur Cancer Institute



Tools

Financial support for construction and equipment at 3rd Floor & mobile cancer detection unit at National Cancer Institute, Nagpur, Maharashtra

Stakeholder: Doctor	
Question	Probe Areas
1. Basis your interactions with the beneficiaries, do you think the construction and equipment was needed to serve the patients better?	Existing issues in the community, alternative facilities to the mobile cancer unit
2. Similarly, was there a need for a mobile cancer detection unit?	
3. Are you aware of any existing health initiatives that this project could be in line with?	
4. What services and facilities do the mobile cancer unit provide?	Services, facilities, difference from earlier infrastructure, new equipment and its uses
5. What new services and facilities do the expanded unit offer?	
6. Has your ability to provide healthcare improved? How?	Any reduction in time due to new equipment or facility, increase in quality of medical equipment leading to better health outcomes
7. What are the observed changes in the cancer detection rate and early	How have patient health outcomes improved, is there a difference in - detection

treatment due to the mobile unit and expanded facility? 8. Has the project affected the overall quality of cancer care in Nagpur?	rate, time of treatment, precision of diagnosis
9. Do you think the effects of this intervention will outlast the project?	Are the health attitudes of people changing, are they inclined to take ownership post program

Stakeholder: Medical Administration	
Question	Probe Areas
1. Basis your interactions with the beneficiaries, do you think the construction and equipment was needed to serve the patients better? 2. Similarly, was there a need for a mobile cancer detection unit?	Existing issues in the community, alternative facilities to the mobile cancer unit
3. Are you aware of any existing health initiatives that this project could be in line with?	
4. What services and facilities do the mobile cancer unit provide? 5. What new services and facilities does the expanded unit offer?	Services, facilities, difference from earlier infrastructure, new equipment and its uses
6. Has your ability of managing the administration improved? How?	Any reduction in time due to new equipment or facility, increase in efficiency in documentation, MiS management
7. What are the observed changes in the cancer detection rate and early treatment due to the mobile unit and expanded facility? 8. Has the project affected the overall quality of cancer care in Nagpur?	How have patient health outcomes improved, is there a difference in - detection rate, time of treatment, precision of diagnosis
9. Do you think the effects of this intervention will outlast the project?	Are the health attitudes of people changing, are they inclined to take ownership post program

Infrastructure Checklist:

NOTE: Insufficient details provided in the MoU about the equipment, field assessor to check all equipment and input details

Item	Status
Mobile Detection Unit	<ul style="list-style-type: none"> • Unit in working condition • Checks for any damages/ wear and tear

<p>Medical equipment for the 3rd floor (A note is to be made for all the equipment and its status to be update)</p>	<ul style="list-style-type: none"> • All equipment in working condition • Checks for any damages/ wear and tear
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SROI Indicators

S.No.	Indicator	Amount
1.	Cost of construction for alternate mobile cancer detection unit	
2.	Cost of alternate medical equipment	
3.	Cost of installation of equipment	

Support for Construction and equipment of burn units at AIIMS Bhubaneswar under CSR

About the Programme

NTPC, under its Corporate Social Responsibility (CSR) initiative, extended critical support for the establishment of a state-of-the-art Burn Unit at AIIMS Bhubaneswar, Odisha. This intervention was designed to address the pressing need for specialized burn care in Eastern India, where access to advanced treatment facilities was previously limited. The support included:

- 1. Construction of a Dedicated Burn Care Block:** NTPC funded the development of a modern burn unit infrastructure within AIIMS Bhubaneswar, equipped to handle both emergency and long-term burn care cases.
- 2. Provision of Advanced Medical Equipment:** The unit was outfitted with high-end medical technologies including an ICU, Modular Operation Theatre, Laser therapy systems, Burn Bath, and Digital X-ray facilities, ensuring comprehensive treatment capabilities.
- 3. Enhanced Patient Care Capacity:** With 21 operational inpatient beds and the ability to manage 15–20 outpatient cases daily, the unit has already served over 1,050 patients, significantly improving access to quality burn care in the region.

This initiative has transformed AIIMS Bhubaneswar into a regional hub for burn treatment, offering critical care services to patients from Odisha and neighboring states, and reinforcing NTPC's commitment to inclusive and impactful healthcare development.

List of interactions

This section presents the details of the respondents covered under the impact assessment study. Below is the list of interactions:

Sl.No.	Stakeholder	Target	Achieved
1.	Doctor	2	2
2.	Project implementation team	1	1

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Addressing a Critical Healthcare Gap: Before the establishment of the Burn Unit, patients with severe burn injuries in Odisha and surrounding regions had limited access to specialized care. The Department of Burns & Plastic Surgery could only

provide conservative treatment, and patients with over 40% TBSA burns were often referred to other hospitals, sometimes outside the state. This created delays in treatment and increased the risk of complications or mortality. NTPC's intervention directly addressed this gap by funding the construction of a dedicated burn care facility at AIIMS Bhubaneswar. The unit now provides comprehensive, specialized treatment under one roof, ensuring timely and effective care. This has significantly improved the region's capacity to manage burn injuries and has reduced the dependency on external institutions for critical care.

100% doctors interviewed stated that there was a necessity for a burn unit at the hospital

Regional Relevance and Accessibility: The Burn Unit is strategically located in Bhubaneswar, making it accessible to patients from across Odisha and neighboring states. Burn injuries are common in both urban and rural settings due to domestic accidents, industrial hazards, and fire-related incidents. However, specialized burn care facilities are scarce in Eastern India, especially within government healthcare systems. By establishing a state-of-the-art unit within a premier public hospital, the intervention ensures that even economically disadvantaged patients can access high-quality treatment. The unit's presence in a government institution also aligns with public health goals, ensuring equitable access to care. This regional relevance enhances the overall healthcare infrastructure and supports the broader mission of inclusive and accessible medical services.

Efficiency

Optimal Use of CSR Funding: NTPC's CSR contribution was strategically utilized to construct a fully equipped burn care block at AIIMS Bhubaneswar. The funding covered not only the physical infrastructure but also the procurement of high-end medical equipment such as ICU setups, Modular Operation Theatres, Laser therapy devices, Burn Baths, and Digital X-ray machines. This comprehensive approach ensured that the unit was operationally ready from day one. The efficient allocation of resources allowed the hospital to avoid piecemeal development and instead launch a fully functional, integrated care facility. This has maximized the impact of the funding and ensured that the unit could immediately begin serving patients at full capacity.

100% doctors stated that the funds were allocated and utilised efficiently

Streamlined Service Delivery: The Burn Unit currently operates with 21 inpatient beds and manages 15–20 outpatient cases daily. This structured capacity allows for efficient patient flow and resource utilization. The integration of advanced equipment within the unit has streamlined diagnostic and treatment processes, reduced waiting times and improving patient outcomes. The centralized setup also minimizes the need for patients to move between departments, enhancing the overall care experience. By maintaining a balance between inpatient and outpatient services, the unit ensures that resources are neither underutilized nor overstretched. This operational efficiency is a testament to the thoughtful planning and execution of the intervention.

Effectiveness

Improved Patient Outcomes: The availability of specialized infrastructure and equipment has significantly improved clinical outcomes. Patients now receive timely surgical interventions, intensive care, and advanced therapies that were previously unavailable in the region. The unit's ability to manage complex cases locally has reduced the need for referrals and ensured continuity of care. This has led to better recovery rates, fewer complications, and increased patient satisfaction. The effectiveness of the unit is evident in its growing patient base and the positive health outcomes it continues to deliver.

Since its inception, the Burn Unit has treated over **1,050** patients through both inpatient and outpatient services.

Enhanced Institutional Capability: The establishment of the Burn Unit has strengthened AIIMS Bhubaneswar's overall capacity to handle trauma and emergency cases. It has added a critical dimension to the hospital's service offerings, enabling it to function as a comprehensive tertiary care center. The presence of high-end equipment and trained personnel has also enhanced the institution's ability to conduct research and training in burn management. This has long-term implications for medical education and the development of best practices in burn care. The unit's success has positioned AIIMS Bhubaneswar as a leader in specialized healthcare in Eastern India.

Coherence

Integration with Existing Services: The Burn Unit has been seamlessly integrated into the existing framework of AIIMS Bhubaneswar. It complements the services provided by the Department of Burns & Plastic Surgery, creating a cohesive care pathway for burn patients. This integration ensures that patients receive consistent and coordinated care from admission to discharge. The unit also works in tandem with other departments such as radiology, anesthesia, and critical care, enhancing multidisciplinary collaboration. This coherence within the hospital ecosystem improves operational efficiency and ensures that patients benefit from a holistic treatment approach.

Alignment with Public Health Objectives: The intervention aligns with national and state-level public health goals aimed at improving trauma care and reducing mortality from burn injuries. By establishing the only government-run, state-of-the-art burn unit in Eastern India, the initiative supports the broader objective of strengthening public healthcare infrastructure. It also aligns with NTPC's CSR vision of contributing to sustainable and inclusive development. The unit's services are accessible to all, including economically disadvantaged populations, thereby promoting health equity. This alignment ensures that the intervention is not only institutionally coherent but also socially and policy-wise relevant.

Impact

Expanded Access and Regional Influence: The Burn Unit has had a transformative impact on healthcare access in Eastern India. Patients from across Odisha and neighbouring states such as West Bengal, Jharkhand, and Chhattisgarh now travel to AIIMS Bhubaneswar for specialized burn care. The unit's reputation as a center of excellence has grown rapidly, attracting a diverse patient population. This expanded reach has reduced the burden on other tertiary care centers and ensured that more patients receive timely and effective treatment. The intervention has thus elevated the regional healthcare landscape and set a benchmark for similar initiatives.

100% of the doctors stated that they reached a larger number of patients due to the construction of the unit.

Improved Health Outcomes and Community Trust: The availability of specialized burn care has led to improved survival rates and reduced complications from delayed treatment. Patients and their families now have access to advanced care without the financial and logistical challenges of traveling to distant cities. This has fostered greater trust in public healthcare institutions and encouraged more people to seek timely medical attention. The unit's success has also inspired confidence among healthcare professionals, leading to better staff retention and morale. Overall, the intervention has had a profound and positive impact on both individual health outcomes and community well-being.

Capacity Building and Skill Development: The establishment of the Burn Unit has also contributed to the professional development of healthcare workers in the region. With access to advanced equipment and specialized treatment protocols, doctors, nurses, and paramedical staff have gained valuable hands-on experience in managing complex burn cases. This has enhanced the overall skill set of the medical workforce and created opportunities for training and research in burn care, further strengthening the healthcare ecosystem.

100% of the doctors agreed that due to the establishment of the burn unit

Reduction in Patient Migration and Financial Burden: Before the unit was established, many patients had to travel long distances—often to private hospitals in metro cities—for specialized burn treatment, incurring significant financial and emotional strain. The availability of a fully equipped burn care facility within a government hospital has drastically reduced the need for such migration. This has made quality care more affordable and accessible, especially for economically disadvantaged families.

Sustainability

Infrastructure and Equipment Longevity: The Burn Unit was designed with long-term sustainability in mind. Regular maintenance schedules and quality control protocols have been established to ensure that the infrastructure and equipment remain in optimal condition. This proactive approach minimizes downtime and extends the

lifespan of critical assets. The use of durable materials and high-quality medical devices further supports the unit’s long-term viability. These measures ensure that the unit can continue to deliver high-quality care without frequent disruptions or the need for costly replacements.

Institutional and Financial Sustainability: Being part of AIIMS Bhubaneswar, the Burn Unit benefits from institutional support in terms of staffing, training, and operational funding. Its integration into the hospital’s broader administrative and clinical framework ensures consistent oversight and resource allocation. Additionally, the unit’s alignment with government health schemes and NTPC’s CSR objectives opens avenues for continued financial support. Plans for future upgrades and expansion, including the potential for additional CSR funding, further enhance the unit’s sustainability. This ensures that the intervention remains relevant and impactful for years to come.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project’s impact. This analysis allows decision-makers to assess the program’s efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC’s. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.
2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs)	35,66,85,000

Total investment on programme	20,00,00,000
SROI Ratio: 1.78	

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.78 rupees and therefore, it may be concluded that the programme is "Good".

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	NTPC's intervention filled a critical healthcare gap in Eastern India by establishing a specialized burn unit at AIIMS Bhubaneswar, ensuring timely, equitable care for underserved patients.
Effectiveness	5	CSR funds were optimally utilized to build a fully equipped, operational burn care facility with 21 beds and advanced equipment, enabling streamlined service delivery and resource utilization from day one.
Efficiency	5	The unit has treated over 1,050 patients, delivering timely surgical care and reducing referrals. It has improved outcomes, enhanced institutional capability, and positioned AIIMS Bhubaneswar as a trauma care leader.
Coherence	5	The burn unit integrates seamlessly with AIIMS Bhubaneswar's services and aligns with national trauma care goals, ensuring institutional synergy, public health relevance, and equitable access for underserved populations.

Impact	5	The unit expands access across Eastern India, improves survival rates, builds community trust, reduces patient migration, and strengthens medical capacity—delivering transformative outcomes for individuals and the regional healthcare system.
Sustainability	5	With institutional support, regular maintenance, and alignment with government schemes and CSR priorities, the burn unit is built for long-term viability, operational continuity, and scalable impact in public healthcare.

Infrastructure checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Infrastructure	Status
Status of the building (Burn Unit)	5 (Proper and Functional)
Status of ICU	5 (Proper and Functional)
Status of Operation Theatre	5 (Proper and Functional)
Status of Laser therapy systems	5 (Proper and Functional)
Status of Burn Bath	5 (Proper and Functional)
Status of Digital X-Ray facilities	5 (Proper and Functional)

Way forward

Creation of a Dedicated Reserve Fund: It was noted that there is no dedicated financial provision for the maintenance of equipment, support for underprivileged patients, or staffing needs. Therefore, the unit may face operational challenges in the future, including equipment downtime, service interruptions, or limited access for economically disadvantaged patients. Finally, NTPC may consider creating a reserve fund to ensure the sustainability of infrastructure, patient support, and human resources.

Strengthening Outreach and Referral Systems: It was noted that while the Burn Unit serves a wide region, there is limited formal linkage with peripheral health centers and community-level awareness. Therefore, many burn cases may go unreported or reach the facility too late for optimal intervention. Finally, NTPC may consider supporting the development of a structured outreach and referral network, including awareness campaigns and partnerships with district hospitals.

Strengthening Human Resource Capacity: It was noted that the current staffing levels may not be sufficient to meet the growing demand for specialized burn care services. Therefore, the quality and continuity of care could be affected, especially during peak periods or emergencies. Finally, NTPC may consider supporting the recruitment, training, and retention of skilled healthcare professionals to ensure consistent and high-quality service delivery.

Photos

Figure 3: Burn unit at AIIMS Bhubhaneshwar



Figure 4: Commemoration of burn unit at AIIMS Bhubhaneshwar



Tools

Support for Construction and equipment of burn unit at AIIMS Bhubaneswar

Qualitative tool for stakeholders: Doctors and medical administration

Stakeholder: Doctor	
Question	Probe Areas
1. Basis your interactions with the beneficiaries, do you think the construction and equipment was needed to serve the patients better?	Existing issues in the community, alternative facilities to the burn unit
2. Are you aware of any existing health initiatives that this project could be in line with?	
3. What services and facilities does the burn unit provide? 4. What new services and facilities does the expanded unit offer?	Services, facilities, difference from earlier infrastructure, new equipment and its uses
5. Has your ability of providing healthcare improved? How?	Any reduction in time due to new equipment or facility, increase in quality of medical equipment leading to better health outcomes
6. What are the observed changes in the burn treatment due to construction? 7. Has the project affected the overall quality of care for burns in the target area?	How have patient health outcomes improved, is there a difference in - time of treatment, precision of diagnosis, health outcomes
8. Do you think the effects of this intervention will outlast the project?	Are the health attitudes of people changing, are they inclined to take ownership post program

Stakeholder: Medical Administration	
Question	Probe Areas
1. Basis your interactions with the beneficiaries, do you think the construction and equipment was needed to serve the patients better?	Existing issues in the community, alternative facilities to the burn unit
2. Are you aware of any existing health initiatives that this project could be in line with?	

3. What services and facilities do the burn unit provide?	Services, facilities, difference from earlier infrastructure, new equipment and its uses
4. What new services and facilities does the expanded unit offer?	
5. Has your ability of managing the administration improved? How?	Any reduction in time due to new equipment or facility, increase in efficiency in documentation, MIS management
6. What are the observed changes in the cancer detection rate and early treatment due to the mobile unit and expanded facility?	How have patient health outcomes improved, is there a difference in - time of treatment, precision of diagnosis
7. Has the project affected the overall quality of burn care in the target area?	
8. Do you think the effects of this intervention will outlast the project?	Are the health attitudes of people changing, are they inclined to take ownership post program

Infrastructure Checklist:

Item	Status
Burn Unit	<ul style="list-style-type: none"> • Unit in working condition • Checks for any damages/ wear and tear • Exposed wiring • Cracks in ceilings
Medical equipment	<ul style="list-style-type: none"> • All equipment in working condition • Checks for any damages/ wear and tear
Skin Bank	<ul style="list-style-type: none"> • Unit in working condition • Exposed wiring • Cracks in ceilings • Checks for any damages/ wear and tear

SROI Indicators

S.No.	Indicator	Amount
1.	Cost of construction for alternate burn unit	
2.	Cost of alternate medical equipment	
3.	Cost of installation of equipments	

4. Education

Support for Development, Renovation and Advancement project of GHSS Munderi, District Kannur, Kerala under NTPC CSR

About the Programme

The support for the development, renovation and advancement project of GHSS Munderi, Kerala was an infrastructure support project provided to Government Higher Secondary School, Mundari, Kerala. The project included the following components:

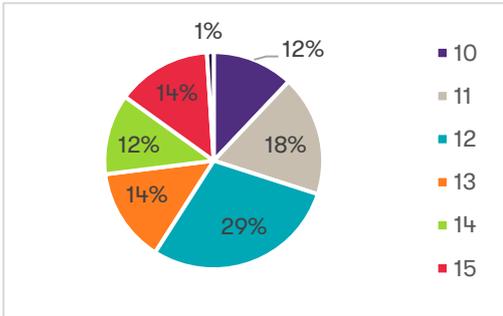
- 1. Construction of Dining block:** This facility aims to provide a comfortable and hygienic space for students to have their meals, promoting better health and well-being.
- 2. Construction of Overhead tank:** This tank ensures a reliable supply of water for various needs, including drinking, sanitation, and other daily activities within the school.
- 3. Construction of Fire Tank:** This tank is a crucial safety feature, providing a dedicated water source for firefighting purposes, thereby enhancing the overall safety of the school premises.
- 4. Construction of Septic Tank:** This tank is essential for managing waste effectively, ensuring a clean and sanitary environment for students and staff.

NTPC is committed to ensuring quality education by investing significantly in educational infrastructure and initiatives. By enhancing educational infrastructure and resources, NTPC strives to create an inclusive and progressive society, breaking the cycle of poverty and empowering future generations

Coverage

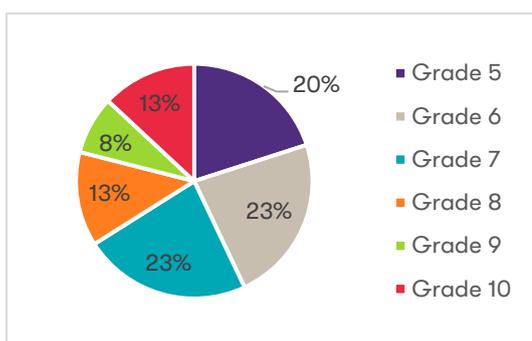
This section presents the details of the respondents covered under the impact assessment study. A total of 100 beneficiaries were covered, with 68 being male and 32 being female. Additionally, 30 non beneficiaries were covered, out of which 20 were male and 10 were female. Below are the demographic details of the respondents:

Figure 5: Age-wise distribution of respondents



The distribution of respondents across grades shows that the majority were from Grades 5 to 7, with Grade 5 at 20%, and Grades 6 and 7 each at 23%. Participation declined in higher grades, with Grade 8 and Grade 10 each contributing 13%.

Figure 6: Grade-wise distribution of respondents



The age-wise distribution of respondents indicates that the majority were aged 12, making up 29% of the total. This is followed by age 11 at 18%, and ages 13 and 15 each at 14%. Ages 10 and 14 both account for 12%.

List of interactions

Presented below is a list of interactions held for the assessment:

Sl.No.	Stakeholder	Sample Target	Sample Achieved
1.	Students (Beneficiaries)	100	100
2.	Students (non-beneficiaries)	30	30

In addition to students, interactions were also held with two teachers/ school principals at the intervention and control schools.

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Addressing Basic Infrastructure Needs in Education: The project is highly relevant to the immediate and essential needs of the intervention area. By constructing a dining block, overhead tank, fire tank, and septic tank, the initiative directly addresses critical aspects of student health, hygiene, safety, and sanitation. These components are foundational to creating a safe and supportive learning environment in schools.

100% teachers interviewed stated that the project was highly relevant to the needs of the school.

Promoting Student Well-being and Learning Outcomes:

The inclusion of facilities like a dining area and reliable water supply contributes significantly to students' physical well-being, which is closely linked to academic performance and attendance. The project reflects a deep understanding of the

broader determinants of educational success, making it highly relevant to the goal of improving both the quality and accessibility of education in rural Kerala.

Effectiveness

Improvement in availability of Water: The construction of an overhead water tank at GHSS Munderi has significantly improved the availability of water available to students and staff. The new tank ensures a steady flow of clean water for drinking and sanitation, supporting better hygiene and reducing the incidence of waterborne illnesses. This improvement directly contributes to a healthier school environment.

100%
beneficiaries interviewed stated that the water tank had significantly improved the availability of water

Improved Safety in School: The installation of a dedicated fire tank at GHSS Munderi has significantly enhanced the school's safety infrastructure. This critical addition ensures that a reliable water source is readily available in the event of a fire, enabling quicker response times and reducing potential risks to students and staff. It aligns with national safety standards and instills a greater sense of security within the school community. By proactively addressing fire preparedness, the school has taken a vital step toward creating a safer learning environment, where students can focus on their education without concerns about emergency readiness.

Efficiency

Targeted Investment in High-Impact Areas: The project demonstrates efficiency through its focused investment in infrastructure components that have immediate and long-term utility. By addressing core needs such as sanitation, water supply, and fire safety in a single initiative, NTPC ensured that resources were used strategically to maximize impact without unnecessary duplication or delays.

100%
beneficiaries interviewed stated that the project was carried out in an efficient manner.

Leveraging Existing Institutional Frameworks: The project exemplifies efficient use of resources by leveraging the existing institutional framework of a government school. Rather than investing in new administrative structures, it utilized the school's established systems, staff, and logistical networks to streamline implementation. This approach reduced overhead costs, accelerated timelines, and ensured that funds were directed toward high-impact infrastructure upgrades. By building on familiar protocols and relationships, the intervention achieved greater efficiency and effectiveness without duplicating efforts.

Coherence

Support for National and State-Level Priorities: This initiative is in line with national programmes such as the Samagra Shiksha Abhiyan, which promotes comprehensive school development, and the Swachh Bharat Abhiyan, which emphasizes sanitation and hygiene in schools. Additionally, it supports the National Education Policy (NEP) 2020, which advocates safe, inclusive, and well-equipped learning environments. The

project also aligns with Kerala’s state-level focus on improving public education infrastructure.

Compliance with NCPDR Fire and Safety Guidelines: The inclusion of a dedicated fire tank in the project ensures that GHSS Munderi is better aligned with the fire safety norms outlined by the National Commission for Protection of Child Rights (NCPDR). These guidelines mandate that schools must have adequate fire safety infrastructure, including accessible water sources for firefighting. The fire tank provides a critical resource in case of emergencies, enhancing the school’s preparedness and ensuring the safety of students and staff.

Alignment with Global Development Priorities: The infrastructure development project at GHSS Munderi aligns strongly with global development priorities, particularly those outlined in the United Nations Sustainable Development Goals (SDGs). Most notably, it supports SDG 4: Quality Education by enhancing the physical learning environment, which is essential for inclusive and equitable education. The construction of sanitation and hygiene facilities also contributes to SDG 6: Clean Water and Sanitation, ensuring that students have access to safe and hygienic conditions. Additionally, the inclusion of a fire tank as a safety measure aligns with SDG 3: Good Health and Well-being, by promoting a secure school environment.

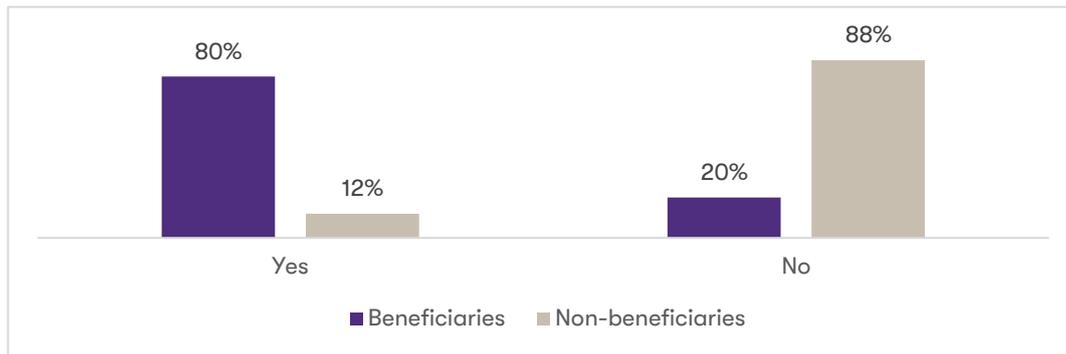
Demonstrated Impact on Education Standards: The initiative significantly advanced the objectives of key government education schemes by directly improving the physical and safety infrastructure of GHSS Munderi. Through targeted upgrades—such as sanitation facilities, fire safety systems, and water supply—the project elevated the standard of the learning environment in measurable ways. These enhancements not only fulfilled compliance requirements under programmes like Samagra Shiksha Abhiyan and NEP 2020 but also created conditions more conducive to student attendance, retention, and overall well-being. The intensity of support is evident in the comprehensive nature of the intervention, which addressed multiple policy priorities in a single, integrated effort—setting a replicable model for future school infrastructure development.

Impact

Health and Hygiene Infrastructure Improvements: The new infrastructure at GHSS Munderi has significantly elevated the school’s health and hygiene standards. The construction of a dedicated dining block has provided students with a clean, organized space to eat, promoting better eating habits and reducing exposure to unhygienic conditions. Additionally, the installation of a septic tank has improved waste management, ensuring a cleaner and more sanitary environment for both students and staff. These developments contribute to a healthier school atmosphere and support the overall well-being of the student body.

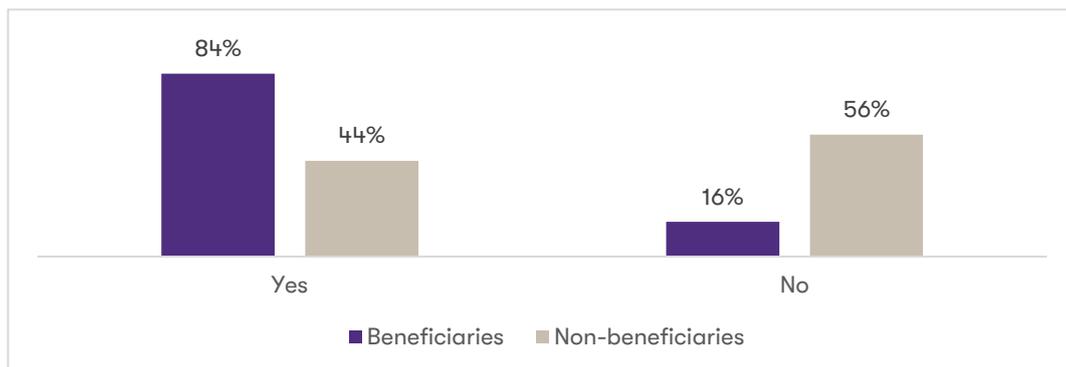
There was a **33%** decrease in absenteeism due to decrease in incidents of ill health post intervention

Figure 7: Students on whether the dining block in their school had improved access to health and hygiene



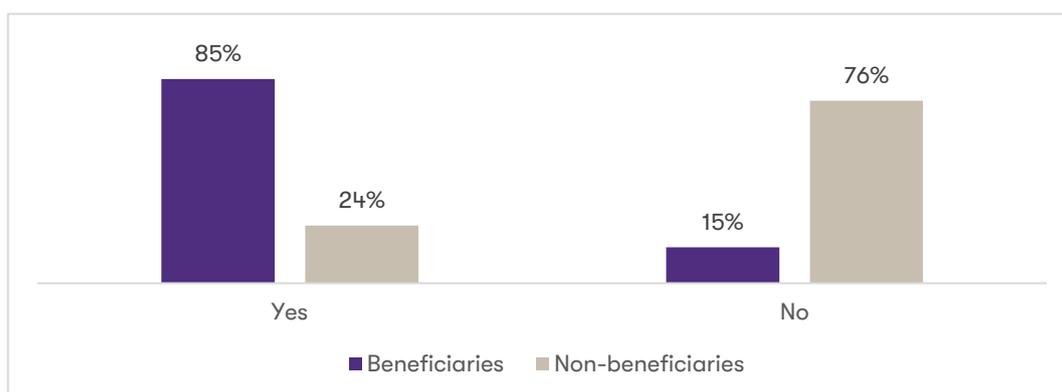
Improved Access to Clean Water: The installation of the overhead water tank has addressed a longstanding issue of inconsistent water supply at GHSS Munderi. Previously, students faced serious challenges due to the lack of running water, which affected drinking water availability, toilet use, and handwashing practices. With the new tank in place, students now have access to clean water throughout the school day. This improvement has not only enhanced hygiene but also boosted student satisfaction and comfort, as they no longer worry about basic water needs during school hours.

Figure 8: Students on whether the quality of water in their school is good



Enhanced Safety and Emergency Preparedness: The construction of a dedicated fire tank has strengthened the school's capacity to respond to emergencies. This addition is a critical safety measure, especially in a densely populated school environment. It ensures that water is readily available for firefighting, reducing potential risks to students and staff. The presence of such infrastructure also raises awareness about safety protocols and preparedness among the school community. This impact extends beyond physical safety, fostering a sense of security that supports a stable and focused learning atmosphere.

Figure 9: Beneficiaries on whether they believe that their school is safe



Long-Term Educational Benefits: By improving the physical environment, the project has created a more supportive and inclusive space for learning. Clean, safe, and well-equipped facilities contribute to higher student morale and engagement. These conditions are essential for sustaining long-term educational outcomes, particularly for students from underprivileged backgrounds. The project also supports broader goals of equity in education by ensuring that government school students have access to infrastructure comparable to private institutions. Over time, such investments can help reduce dropout rates and improve academic performance, contributing to systemic educational improvement.

Sustainability

Durable Infrastructure for Long-Term Use: The construction of permanent facilities such as the dining block, overhead tank, fire tank, and septic tank ensures that the school will benefit from these assets for years to come. These structures are designed to meet long-term needs, reducing the frequency and cost of future repairs or replacements, and ensuring continued functionality.

Institutional Ownership and Maintenance Capacity: As a government-run institution, GHSS Munderi has the administrative framework in place to maintain and manage the new infrastructure. The school's integration into the public education system ensures that there will be ongoing oversight and budgetary provisions for maintenance. This institutional support, combined with community involvement, enhances the sustainability of the project's outcomes.

100% teachers interviewed stated that the infrastructure provided through the project was of a high quality and would last for a long time

Holistic Sustainability and Inclusive Impact: The project reflects a multidimensional approach to sustainability. Environmentally, the inclusion of water-efficient systems and proper waste management infrastructure—such as the overhead and septic tanks—supports responsible resource use and reduces ecological strain. Social and health sustainability are addressed through improved sanitation and hygiene facilities, which contribute to better student health outcomes and reduce absenteeism. The initiative also fosters strong community impact by engaging local stakeholders in the planning and maintenance process, encouraging shared ownership and long-term stewardship. Importantly, the infrastructure is designed to

create an inclusive and safe learning environment for all genders, with facilities that ensure privacy, dignity, and accessibility—reinforcing the school’s role as a secure and equitable space for education.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project’s impact. This analysis allows decision-makers to assess the program’s efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC’s. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.
2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs) for 3 years	4,58,50,000
Total investment on programme for 3 years	2,50,00,000
SROI Ratio: 1.83	

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC’s programme has generated social value of 1.83 rupees and therefore, it may be

concluded that the programme is “Very Good”

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	The project addressed urgent infrastructure gaps—sanitation, water, and safety—essential for student health and learning. It aligns with rural education needs and supports inclusive, quality schooling in Kerala.
Effectiveness	5	The new overhead tank improved water availability, supporting hygiene and reducing illness. The fire tank enhanced emergency preparedness, aligning with national safety standards and creating a safer learning environment for students and staff.
Efficiency	5	NTPC’s investment targeted high-impact areas—sanitation, water, and safety—without duplication. By leveraging the school’s existing systems and staff, the project minimized overheads and accelerated implementation, ensuring optimal use of resources.
Coherence	5	The project aligns with national schemes like Samagra Shiksha and Swachh Bharat, complies with safety norms, and supports SDGs—ensuring policy relevance and institutional integration for school infrastructure.
Impact	5	The project led to a 33% drop in absenteeism, improved hygiene, water access, and safety—creating a healthier, more inclusive learning environment that supports long-term educational outcomes.

Sustainability	5	Durable infrastructure, institutional ownership, and community engagement ensure long-term functionality, responsible resource use, and inclusive impact—making the intervention environmentally, socially, and operationally sustainable.
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Infrastructure checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Indicator	Status
Status of Dining Block	5 (Proper and Functional)
Status of Overhead block	5 (Proper and Functional)
Status of Fire tank	5 (Proper and Functional)
Status of Septic Tank	5 (Proper and Functional)

Way forward

Maintenance and Sustainability: It was observed that while the infrastructure was successfully constructed, there is no formal maintenance mechanism in place. Therefore, the risk of deterioration over time could reduce the long-term utility of the facilities. Finally, NTPC may consider supporting the formation of a school-level maintenance committee and providing periodic technical or financial assistance to ensure sustainability.

Capacity Building and Awareness: It was observed that students and staff have not received structured orientation on the use and upkeep of the new facilities. Therefore, the lack of awareness may lead to misuse or underutilization of the infrastructure. Finally, NTPC may consider organizing regular training and awareness sessions to promote responsible usage and hygiene practices.

Integration of Digital Infrastructure: It was observed that the project focused solely on physical infrastructure without integrating digital learning tools. Therefore, students may continue to face limitations in accessing modern educational resources. Finally, NTPC may consider complementing the existing infrastructure with digital classrooms, e-learning tools, or ICT labs to enhance learning outcomes.

Monitoring and Evaluation: It was observed that there is no system in place to monitor the long-term impact of the infrastructure on student well-being and academic performance. Therefore, it becomes difficult to measure outcomes or replicate the model effectively. Finally, NTPC may consider establishing a monitoring and evaluation framework to track progress and inform future interventions.

Annexures

Photos

Figure 10: GHSS Munderi Campus



Tools

Support for Development, Renovation, and Advancement of GHSS Munderi, District Kannur, Kerala under NTPC CSR

Quantitative Tool for students

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			

4.	Age			
5.	Class			
B. Relevance				
6.	Do you think the new school infrastructure was needed ?	Yes, it was very much needed	1	
		It was needed, but not urgently	2	
		No, it was not needed	3	
7.	Does the dining hall and classrooms have everything you need to study and eat comfortably?	Yes, everything is there	1	
		Some things are missing	2	
		No, so many things are missing	3	
8.	If no in Q.7, please specify what is missing?		99	
C. Effectiveness				
9.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The new school classrooms made it easier for me to focus on my studies		
		The desks, chairs and other furniture in my school and classroom is very comfortable and useful		
		The dining hall is comfortable and hygienic for me to eat		
D. Efficiency				
10.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	There were no delays or interruptions, the school was ready on time for my studies		
		The classrooms and dining hall are of good quality		
		The electrical facilities like lights and fans are working properly		

		The handwash system is working properly		
E.	Impact			
11.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	More students have started studying after this school was made		
		I am doing much better in my studies		
		My parents give more importance to my studies now		
F.	Sustainability			
12.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	Everything is well-maintained in the school		
		Dining hall is being taken care properly		
		There are enough teachers and staff to take care of the school		
G.	Feedback			
13.	How satisfied are you with the school and facilities provided in the school?	Highly satisfied	1	
		Satisfied	2	
		Neutral	3	
		Dissatisfied	4	
		Highly dissatisfied	5	

Qualitative Tools

Stakeholder: Administrations	
Question	Probe areas
1. Was there a lack of infrastructure before the intervention?	Existing infrastructure, any needs to support learning

2. Does this project complement other school infrastructure development initiatives in the region? Or the school's policies or vision?	
3. What changes have been observed in student enrollment, attendance, and learning outcomes after the development of the school's infrastructure? 4. Has the new infrastructure improved the teaching and learning experience at the school?	Changes in attendance, drop out rates, attentiveness in class, students growth
5. Were there any delays or challenges in implementation?	Timely construction, did the construction disrupt school workings
6. What impact has the improved infrastructure had on the quality of education, community perception of the school, and overall student well-being?	Are parents more satisfied, are children enjoying learning more
7. What measures are in place to ensure the long-term maintenance and utilization of the developed infrastructure at the school?	How is the infrastructure being maintained, are there any follow ups required

Stakeholder: Students	
Question	Probe areas
1. Was there a lack of infrastructure before the intervention?	Existing infrastructure, any needs to support learning, needs for renovation
2. Does this project complement other school infrastructure development initiatives in the region? Or the school's policies or vision?	
3. What changes have been observed in student enrollment, attendance, and learning	Changes in attendance, drop out rates, attentiveness in class, students growth

<p>outcomes after the development of the school's infrastructure?</p> <p>4. Has the new infrastructure improved the teaching and learning experience at the school?</p>	
<p>5. Were there any delays or challenges in implementation?</p>	<p>Timely construction, did the construction disrupt school workings</p>
<p>6. What impact has the improved infrastructure had on the quality of education, community perception of the school, and overall student well-being?</p>	<p>Are parents more satisfied, are children enjoying learning more</p>
<p>7. What measures are in place to ensure the long-term maintenance and utilization of the developed infrastructure at the school?</p>	<p>How is the infrastructure being maintained, are there any follow ups required</p>

SROI

S.No.	Indicator	Amount
1.	Cost of alternate construction of 15 rooms	
2.	Cost of alternate construction of dining hall	

Infrastructure Checklist:

Item	Status
Dining Hall	<ul style="list-style-type: none"> Floors that slope or feel uneven when walking. Visible sagging or dipping in the floor. Leaks or water stains in the roof Cracks on the roof Cracks on the walls Blocked or non functional fire exits Accessible and hygienic wash basin Exposed wiring
Classrooms	<ul style="list-style-type: none"> Proper ventilation with windows/vents Some ventilation

- | | |
|--|--|
| | <ul style="list-style-type: none">• Poor ventilation• Adequate natural and artificial lighting• Some lights not functioning properly• Poor lighting |
|--|--|

Financial support to Shree Ramakrishna Ashrama, M. Rampur, Kalahandi for construction of an English Medium School and for creation of assets

About the Programme

The financial support to Shree Ramakrishna Ashrama, M. Rampur, Kalahandi for construction of an English Medium School and for creation of assets was an infrastructure support project. The project included the following components:

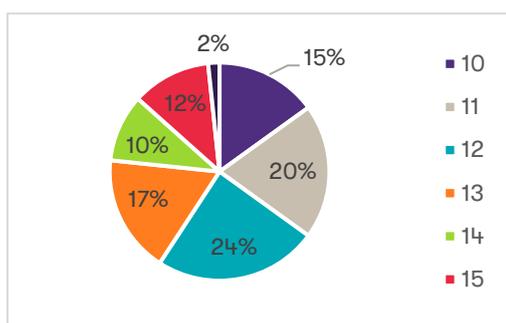
1. **Construction of Roof:** Ensuring a safe and durable structure for the school.
2. **Construction of Plastering, Doors, Windows, Painting, Electrical Fitting, and Plumbing:** Completing the essential interior and exterior works to make the school fully functional.
3. **Procurement of Bus:** Providing transportation facilities for students.
4. **Procurement of Furniture Items:** Equipping the school with the necessary furniture for classrooms and offices.

NTPC is dedicated to promoting quality education through substantial investments in educational infrastructure and initiatives. By improving these resources, NTPC aims to foster an inclusive and progressive society.

Coverage

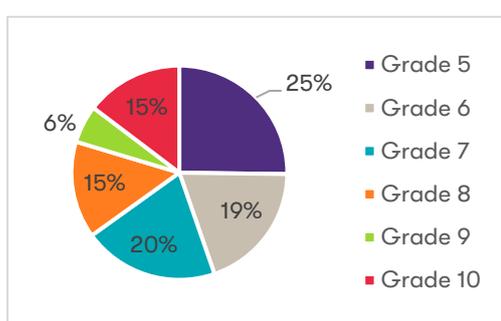
This section presents the details of the respondents covered under the impact assessment study. Below are the demographic details of the respondents:

Figure 11: Age-wise distribution of respondents



The age-wise distribution reveals that most individuals fall within the 11 to 13 age range. Specifically, age 12 has the highest representation at 24%, followed by age 11 at 20%, and age 13 at 18%. The youngest group, age 10, accounts for 15%.

Figure 12: Grade-wise distribution of respondents



The grade-wise distribution of respondents shows that the largest group is from Grade 5 at 25%. Grades 6 and 7 each contribute 20% each. Grade 8 and Grade 10 both account for 15%, while Grade 9 has the smallest share at just 6%.

List of interactions

Presented below is a list of interactions held for the assessment:

Sl.No.	Stakeholder	Sample Target	Sample Achieved
1.	Students (Beneficiaries)	100	100
2.	Students (non-beneficiaries)	30	30

In addition to students, interactions were also held with two teachers/ school principals at the intervention and control schools.

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Addressing Local Educational Needs: The project aligns closely with the developmental needs of the region, particularly in the context of Kalahandi, which has historically faced socio-economic challenges. By supporting the construction of an English Medium School, NTPC addresses a critical gap in access to quality education, especially in rural and underserved areas. The construction of 2nd & 3rd floors ensures that the school is not only built but is also safe, functional, and conducive to learning.

100%
beneficiaries agreed that the new school was necessary in the area due to the lack of English medium schools

Holistic Educational Support: The project's focus on providing transportation and furniture demonstrates a comprehensive understanding of educational needs. These components are essential for ensuring that students from remote areas can attend school regularly and learn in a comfortable environment. Beneficiaries stated that before the provision of bus services by the school, many of them would have to either walk or cycle a long distance to the schools. Several female students shared that before the intervention, they did not feel safe going and coming back from school as they would not have to travel long distances on their own.

Effectiveness

Creation of a Functional Learning Environment: The construction of well-ventilated, structurally sound classrooms and essential facilities significantly enhanced the overall learning environment at the school. These new classrooms provide students with a safe, comfortable, and distraction-free space conducive to focused academic engagement. Prior to the intervention, students often had to study in overcrowded or poorly maintained spaces, which negatively impacted their ability to concentrate and learn effectively. With the new infrastructure in place, teachers reported improved classroom management and student attentiveness, contributing to a more structured and productive educational experience.

Enhanced Accessibility through Transportation: The procurement of a dedicated school bus was a transformative addition to the project, particularly for students living in remote or geographically challenging areas. Many children in the region previously faced long and difficult commutes, which often led to irregular attendance or complete withdrawal from school. The availability of reliable transportation has not only reduced absenteeism and dropout rates but has also encouraged more families to enroll their children in school. This intervention has played a crucial role in bridging the gap between rural households and formal education, ensuring that distance is no longer a barrier to learning.

100%
beneficiaries stated that the availability of a bus service has made it easier for them to come to school

Operational Readiness of the School: Beyond the construction of physical structures, the project ensured that the school was fully equipped and ready for immediate operation. The inclusion of essential amenities such as furniture, electrical fittings, and plumbing systems meant that the school could begin functioning without delay. Classrooms were furnished with desks, chairs, and storage units, while proper lighting

and sanitation facilities were installed to support daily academic and administrative activities. This comprehensive approach to infrastructure development reflects a high level of implementation effectiveness, as it addressed both the physical and functional requirements necessary for delivering quality education from day one.

Efficiency

Integrated Implementation Approach: The project demonstrates efficiency through its integrated approach—combining construction, furnishing, and transportation within a single initiative. This bundling of components likely reduced administrative overhead and allowed for streamlined procurement and implementation processes. Beneficiaries stated that the programme was carried out in an efficient manner and that the infrastructure development was done on time.

100%

beneficiaries interviewed stated that the project was carried out in an efficient manner.

Use of Targeted Resource Allocation: The project demonstrates efficient use of resources by focusing investments on high-impact areas such as infrastructure, transportation, and essential furnishings. By prioritizing these components, NTPC ensured that the funds directly contributed to creating a functional and accessible educational environment, minimizing waste and maximizing value for money.

Coherence

Alignment with Government of India's Educational Policies: The project is highly coherent with the Government of India's flagship initiatives such as the Samagra Shiksha Abhiyan, which aims to ensure inclusive and equitable quality education from pre-primary to senior secondary levels. By supporting the development of an English Medium School in a rural and underserved area, the project contributes to the goals of improving learning outcomes, enhancing infrastructure, and reducing regional disparities in education. It also complements the objectives of the National Education Policy (NEP) 2020, which emphasizes universal access to education, integration of technology, and the creation of learner-friendly environments.

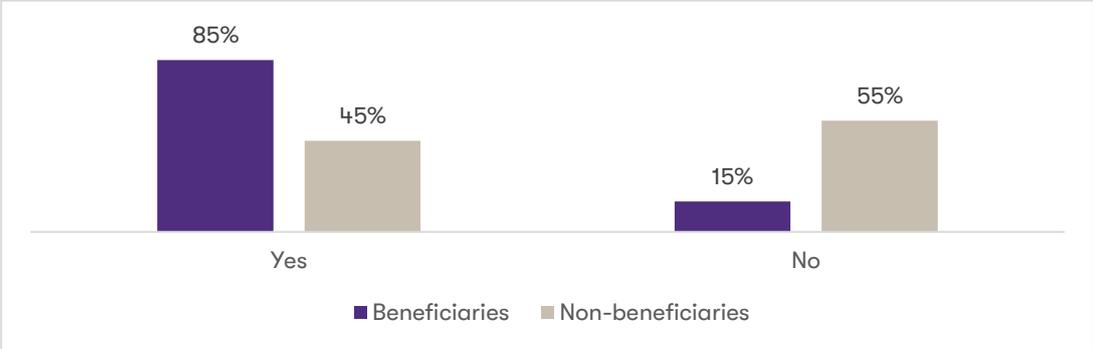
Contribution to Global Development Agendas: The initiative fits well within the framework of sustainable development goals (SDGs), particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). The coherence between NTPC's internal objectives and external development agendas enhances the legitimacy and strategic value of the intervention.

Impact

Increased student enrollment: A significant difference was observed in school enrollment trends between beneficiaries and non-beneficiaries of the project. 85% beneficiaries reported an increase in student enrollment following the intervention, compared to only 45% among non-beneficiaries. The improved infrastructure, including the construction of well-equipped classrooms and the provision of

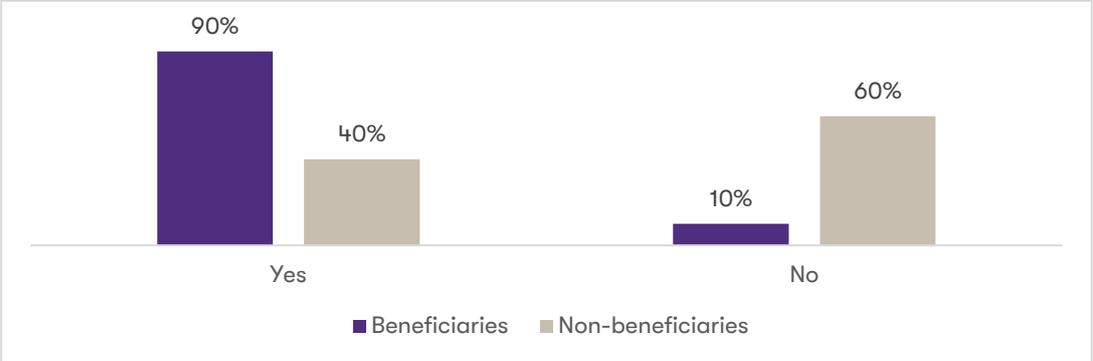
transportation facilities, played a pivotal role in enhancing access to education—particularly for students from disadvantaged and remote areas. Teachers also noted that the establishment of the English Medium School generated greater interest in learning among students, contributing to a marked reduction in dropout rates and fostering a more consistent pattern of school attendance.

Figure 13: Increased enrolment in school



Improved Learning Outcomes: 90% beneficiaries stated that due to the opening of the English medium school, they were able to learn better as compared to their earlier school. In comparison, only 40% non-beneficiaries who were not studying in the English medium school stated that they were doing well in their studies. With better classroom environments and access to essential resources, students experienced improved concentration, participation, and academic performance, contributing to long-term educational gains.

Figure 14: Improved learning outcomes among students



Long-Term Socioeconomic Upliftment: By enabling access to quality education through the development of essential school infrastructure and transportation facilities, the project has laid a strong foundation for long-term socioeconomic transformation in the region. Education is widely recognized as a key driver of upward mobility, and the establishment of a well-equipped English Medium School has opened new pathways for students—particularly those from marginalized and economically disadvantaged backgrounds—to pursue higher education and skilled employment opportunities. With improved access to structured learning environments, students are now better positioned to acquire the knowledge, competencies, and confidence required to compete in a rapidly evolving job market. Over time, this is expected to contribute to a more educated and skilled local workforce, reduce intergenerational poverty, and foster inclusive economic growth.

within the community. The project not only addresses immediate educational needs but also serves as a catalyst for broader social and economic empowerment.

Sustainability

Durable Infrastructure and Long-Term Utility: The sustainability of the project is reinforced by the creation of durable infrastructure and the provision of essential assets that will serve the community for years to come. The use of quality materials and comprehensive construction (including roofing, plumbing, and electrical fittings) ensures that the school will require minimal maintenance in the near term, reducing future financial burdens.

Institutional Commitment and Operational Continuity: The involvement of a reputed institution like Shree Ramakrishna Ashrama suggests a strong likelihood of continued operational support. Their commitment to education and community service increases the chances that the school will remain functional and impactful over the long term. The provision of a school bus and furniture further supports sustainability by ensuring that logistical and operational needs are met from the outset.

100%
beneficiaries
agreed that the
new school
infrastructure was
of good quality

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC's. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.
2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC

4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs) for 3	1,60,48,600
Total investment on programme for 3 years	1,00,00,000
SROI Ratio: 1.64	

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.64 rupees and therefore, it may be concluded that the programme is "Good"

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	The project addresses critical educational gaps in rural Kalahandi by constructing a safe, functional English Medium School and providing transport and furniture to support inclusive access and student well-being.
Effectiveness	5	New classrooms and amenities created a focused learning environment, while the school bus improved attendance and accessibility. The school was fully operational from day one, ensuring immediate educational impact.
Efficiency	5	By integrating construction, furnishing, and transport in one initiative, NTPC minimized overheads and maximized value. Beneficiaries

		confirmed timely execution and strategic resource allocation in high-impact areas.
Coherence	5	The project aligns with Samagra Shiksha Abhiyan, NEP 2020, and SDGs 4 and 10—supporting national and global goals for equitable, quality education and reduced regional disparities.
Impact	5	Enrollment rose among 85% of beneficiaries, and 90% reported improved learning outcomes. The intervention fosters long-term socioeconomic upliftment by enabling access to structured, quality education for marginalized students.
Sustainability	5	Durable infrastructure, institutional support from Shree Ramakrishna Ashrama, and provision of essential assets ensure long-term functionality, operational continuity, and inclusive educational impact.

Infrastructure checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Indicator	Status
Status of School Building	5 (Proper and Functional)
Status of Plastering and painting	5 (Proper and Functional)
Status of Roof	5 (Proper and Functional)
Status of Floors	5 (Proper and Functional)
Status of Ventilation in the Classroom	5 (Proper and Functional)
Status of natural and artificial lighting	5 (Proper and Functional)
Status of desks and chairs	5 (Proper and Functional)
Status of toilet	5 (Proper and Functional)

Status of handwashing station	5 (Proper and Functional)
Status of drainage facility	5 (Proper and Functional)
Status of drinking water facilities	5 (Proper and Functional)
Status of Electrical facilities	5 (Proper and Functional)
Status of transportation facilities	5 (Proper and Functional)

Way forward

Sustaining Transportation Services: The school bus has proven to be a vital asset in improving access to education, particularly for students from remote areas. Currently, the vehicle is operational and serving its intended purpose effectively. However, given the limited financial and technical resources available locally, there is a potential risk that maintenance challenges may arise in the future. To safeguard the long-term utility of this service, the school may consider the development of a basic maintenance protocol or facilitating linkages with local transport authorities or service providers. This would help ensure uninterrupted transportation support without placing undue strain on the school's operational budget.

Strengthening Infrastructure Support Mechanisms: To strengthen infrastructure support mechanisms, the school can implement targeted capacity-building initiatives and leverage NTPC's technical assistance for upcoming projects, ensuring staff are well-equipped to manage and maintain facilities effectively. These efforts not only address immediate infrastructure needs but also enhance the long-term sustainability, adaptability, and resilience of the school system.

Photos

Figure 15: Shree Ramakrishna Ashrama, Kalahandi



Figure 16: School Building at Shree Ramakrishna Ashrama, Kalahandi



Tools

Financial support to Shree Ramakrishna Ashrama, M.Rampur, Kalahandi for construction of an English Medium School and for creation of assets

Beneficiaries: Quantitative questionnaire

Sl. no	Question	Response	Code	Skip
A. Demographic Details				
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			
4.	Name of Plant			
5.	Age			
6.	Class	Class 5	1	
		Other (Specify)	99	
7.	What type of school do you go to?	Government	1	
		Private	2	
8.	Parent's occupation	Farmer	1	
		Labourer	2	
		Shopkeeper	3	
		Private job	4	
		Government employee	5	
		Other (specify)	99	
B. Programme participation and inputs				
9.	How did you get to know about this school?	School	1	
		Parents	2	
		Community outreach	3	
		Other (Specify)	99	
C. Relevance				
10.	Do you think the school was needed in your area?	Yes, it was very much needed	1	
		It was needed, but not urgently	2	
		No, it was not needed	3	
11.	Does the school building and classrooms have	Yes, everything is there	1	
		Some things are missing	2	

	everything you need to study comfortably?	No, so many things are missing	3	
12.	If no in Q.12, please specify what is missing?		99	
13.	Is it easy for you to come to this school everyday?	Yes	1	
		No	2	
D.	Effectiveness			
14.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The new school building made it easier for me to focus on my studies		
		The desks, chairs and other furniture in my school and classroom is very comfortable and useful		
		The transportation facility/bus provided by the school help me in reaching school easily		
E.	Efficiency			
15.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	There were no delays or interruptions, the school was ready on time for my studies		
		The classrooms, furniture and bus are of good quality		
		The electrical facilities like lights and fans are working properly		
		The washrooms and water system is working properly		
F.	Impact			
16.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	More students have started studying after this school was made		
		I am doing much better in my studies		
		My parents give more importance to my studies now		

G.	Sustainability			
17.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	Everything is well-maintained in the school		
		School bus is being taken care properly		
		There are enough teachers and staff to take care of the school		
H.	Feedback			
18.	How satisfied are you with the school and facilities provided in the school?	Highly satisfied	1	
		Satisfied	2	
		Neutral	3	
		Dissatisfied	4	
		Highly dissatisfied	5	

Non-beneficiaries: Quantitative questionnaire

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			
4.	Name of Plant			
5.	Age			
6.	Class	Class 5	1	
		Other (Specify)	99	
7.	What type of school do you go to?	Government	1	
		Private	2	
8.	Parent's occupation	Farmer	1	
		Labourer	2	
		Shopkeeper	3	
		Private job	4	
		Government employee	5	
		Other (specify)	99	

B		Relevance		
9.	Do you think the school is required in your area?	Yes	1	
		No	2	
10.	Do you think the school has improved the area for children like you?	Yes	1	
		No	2	
11.	If you had the chance, would you like to study in this school?	Yes	1	
		No	2	
C		Effectiveness		
12.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The school has helped children from my area to learn better	1	
		The school has inspired me and my family to think more about education	2	
		Many children want to continue their studies now	3	

SROI

S.No.	Indicator	Amount
1.	Cost of private school fees (average annual fees)	
2.	Cost of infrastructure development	
3.	Travel cost/ Cost of private transportation	
4.	Cost of school bus fees	
5.	Cost of classroom furniture (desks, benches, chairs, board etc.)	
6.	Cost of teaching aids and tools	
7.	Cost of electricity installation and maintenance	
8.	Cost of installing water systems, washrooms and maintenance	

Beneficiaries: Qualitative questionnaire

Sl. no	Question	Response
1.	Do you feel more comfortable in studying here? Why or why not?	
2.	What do you like most about the school facilities such as classrooms, furniture etc.?	
3.	Is there anything you feel could be better in school?	
4.	Do you feel safe and secure in the school? Why or why not?	
5.	How do you feel about the transportation facility provided by the school? Does it make easier for you to attend school regularly?	
6.	Have you noticed any changes in your life or your family's attitude towards education after this school was built?	
7.	Is there anything you want to change or improve in the school (Infrastructure related)?	

Teachers: Qualitative questionnaire

Sl. no	Question	Response
1.	How has the new school and its facilities impacted your teaching experience?	
2.	Do you think infrastructure supports effective teaching?	
3.	What do you think about the quality and availability of infrastructure resources such as classrooms, furniture etc.?	
4.	Have you noticed any changes in the attendance of students after the school was built?	
5.	How do you find the maintenance and upkeep of the school infrastructure?	
6.	Do you face any challenges while using the school's infrastructure resources or facilities?	

NTPC - Infrastructure checklist for schools

Note: Please take GPS pictures of all the infrastructure mentioned below.

Item	Status
School building	<ol style="list-style-type: none"> 1. Well-constructed and sturdy 2. Check for cracks/damages 3. Structural issues
Plastering and painting	<ol style="list-style-type: none"> 1. Walls fully plastered and painted 2. Walls partially plastered and painted 3. Walls not plastered and painted
Roof	<ol style="list-style-type: none"> 1. Leak proof and in good condition 2. Minor leaks and damages 3. Significant leaks and damages
Floors	<ol style="list-style-type: none"> 1. Properly tiled or cemented and clean 2. Some areas cracked and damaged 3. Uneven or unsafe flooring
Classrooms	<ol style="list-style-type: none"> 1. Proper ventilation with windows/vents 2. Some ventilation 3. Poor ventilation 4. Adequate natural and artificial lighting 5. Some lights not functioning properly 6. Poor lighting
Furniture	<ol style="list-style-type: none"> 1. Desks and chairs in good condition 2. Some desks and chairs broken 3. Majority of desks and chairs are broken or unavailable
Sanitation facilities	<ol style="list-style-type: none"> 1. Separate, clean toilets for boys and girls 2. Toilets available but not clean 3. Toilets unavailable 4. Functional handwashing units 5. Handwashing units available but not functional 6. No handwashing units available 7. Proper drainage system in place 8. Poor or no drainage system
Drinking water facilities	<ol style="list-style-type: none"> 1. Safe and clean drinking water available 2. Drinking water available but not clean 3. No drinking water available
Electrical facilities	<ol style="list-style-type: none"> 1. Properly installed and functional wiring and fixtures 2. Poor or unsafe wiring/fixtures

	<ol style="list-style-type: none">3. Fully functional fans and lights in all classrooms4. No fans or lights in classrooms
Transportation facilities	<ol style="list-style-type: none">1. School bus for students available2. No school bus available3. School bus is well-maintained and functional4. Poor condition of bus and unsafe

Support for infrastructure augmentation by providing additional Furniture (Benches/Desks) to various Govt. Schools of Supaul, Bihar under NTPC

About the Programme

The support for infrastructure augmentation by providing additional Furniture (Benches/Desks) to various Govt. Schools of Supaul, Bihar was an infrastructure support project aimed to provide critical infrastructure required for the functioning of schools. The project included the following components:

1.Provision of desk-benches: Ensuring that multiple schools across Supaul which did not have the necessary classroom infrastructure were provided with the necessary desks and benches.

NTPC prioritizes quality education by heavily investing in educational infrastructure and initiatives. By upgrading these resources, NTPC strives to cultivate an inclusive and progressive society, breaking the cycle of poverty and empowering future generations.

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Addressing Basic Infrastructure Gaps: The provision of desks and benches to government schools in Supaul directly addressed a critical gap in basic educational infrastructure. Many schools in the region lacked adequate seating arrangements, forcing students to sit on the floor, which negatively impacted their comfort, concentration, and overall learning experience. By supplying essential furniture, the project responded to an urgent and clearly identified need, making it highly relevant to the local educational context.

100%
beneficiaries
agreed that their
school required
desk benches

Supporting Inclusive and Equitable Education: This intervention is particularly relevant in promoting inclusive education, as it benefits students from economically disadvantaged backgrounds who often attend under-resourced public schools. By improving classroom conditions, the project contributes to creating a more equitable learning environment where all students, regardless of socioeconomic status, have access to the basic facilities necessary for effective learning.

Effectiveness

Improved Classroom Functionality and Learning

Conditions: The provision of desks and benches significantly improved the functionality of classrooms across multiple government schools in Supaul. Prior to the intervention, many students were forced to sit on the floor, which not only caused physical discomfort but also hindered their ability to focus and engage in classroom activities. With the introduction of proper seating arrangements, students experienced a more organized and comfortable learning environment, which directly contributed to better classroom discipline, attentiveness, and participation—key indicators of effective educational delivery.

100%

beneficiaries stated that the provision of desk benches improved their learning experience in classrooms.

Timely and Targeted Delivery of Support: The intervention was effectively implemented by targeting schools that lacked basic furniture, ensuring that the support reached the most underserved institutions. The timely distribution of desks and benches allowed schools to accommodate growing student numbers and conduct classes more efficiently. This responsiveness to local needs and the immediate usability of the resources provided reflect a high degree of implementation effectiveness.

Efficiency

Targeted and Cost-Effective Intervention: The project focused on a single, high-impact component—furniture provision—which allowed for efficient use of resources. By concentrating efforts on supplying desks and benches, NTPC ensured that the intervention could be implemented quickly and at scale, reaching multiple schools without the complexities of large-scale construction or infrastructure development.

100%

beneficiaries interviewed stated that the project was carried out in an efficient manner.

Leveraging Existing School Networks: By working through existing government school systems, the project avoided the need for new administrative structures or delivery mechanisms. This streamlined approach likely reduced overhead costs and facilitated faster distribution and installation of furniture, ensuring that the benefits reach students in a timely and efficient manner.

Coherence

Support for National Educational Priorities: This intervention is also coherent with national initiatives such as the Samagra Shiksha Abhiyan, which aims to improve the quality of school education through infrastructure support. It also aligns with the Right to Education Act, which mandates the provision of adequate facilities in schools. By ensuring that students have proper seating, the project contributes to the fulfillment of these national policy objectives.

Advancing Global Development Goals: The project meaningfully supports the realization of several United Nations Sustainable Development Goals, with a primary focus on SDG 4: Quality Education. By equipping rural schools with essential infrastructure such as classrooms and assembly halls, the initiative strengthens the foundation for inclusive and equitable learning opportunities. It ensures that children in underserved areas have access to safe, supportive, and engaging educational environments. Additionally, the project contributes to SDG 10: Reduced Inequalities by narrowing the gap in educational resources between urban and rural communities, promoting fairness and equal opportunity in access to quality education.

Impact

Enhanced Student Dignity and Engagement: The availability of proper seating has had a profound impact on student morale and dignity. Students now feel more valued and respected, which has translated into increased motivation and engagement in their studies. This psychological upliftment, though subtle, plays a crucial role in shaping students' attitudes toward education and their long-term academic aspirations.

Increased Enrollment and Attendance: Improved classroom infrastructure has made schools more appealing to both students and parents, contributing to increased enrollment and regular attendance. In communities where educational facilities are often under-resourced, visible improvements such as new furniture serve as a strong signal of institutional support and quality, encouraging more families to send their children to school.

100% teachers stated that due to the desk-benches more students were able to come to school

Support for Inclusive Education: The intervention has particularly benefited students from marginalized and economically weaker sections, who are most likely to attend government schools. By ensuring that all students have access to basic classroom infrastructure, the project has helped reduce disparities in the learning environment and supported the broader goal of inclusive education.

Long-Term Educational Gains: By improving the physical learning environment, the project has laid the groundwork for long-term educational improvements. Better classroom conditions contribute to stronger foundational learning, which in turn enhances students' ability to progress through higher levels of education. Over time, this can lead to improved academic outcomes, greater employability, and broader social mobility for students in the region.

Sustainability

Durable and Long-Lasting Impact: The desks and benches provided are expected to serve students for several years, making the intervention sustainable in terms of physical longevity. Quality furniture reduces the need for frequent replacements and ensures that future batches of students will also benefit from the improved classroom environment.

Institutional Ownership and Maintenance: As the furniture has been integrated into government schools, the responsibility for its upkeep naturally falls within the purview of the school administration. This institutional ownership increases the likelihood of regular maintenance and responsible use, thereby supporting the long-term sustainability of the intervention's outcomes.

100% teachers stated that the desk benches provided were of good quality and would last a long time.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC's. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.
2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs) for 3 years	1,83,76,140
Total investment on programme for 3 years	1,28,32,500
SROI Ratio: 1.43	

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.43 rupees and therefore, it may be concluded that the programme is "Good"

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	The project addressed a critical infrastructure gap by providing desks and benches to under-resourced government schools, promoting equitable access and improving learning conditions for disadvantaged students.
Effectiveness	4	Classroom functionality and student attentiveness improved with proper seating. Timely delivery to the most underserved schools ensured immediate usability, though long-term learning outcomes are still emerging.
Efficiency	4	By focusing on a single high-impact component and leveraging existing school systems, the project minimized overheads and enabled quick, cost-effective implementation across multiple institutions.
Coherence	5	The intervention aligns with Samagra Shiksha Abhiyan, the Right to Education Act, and SDGs 4 and 10—reinforcing national and global priorities for inclusive, quality education infrastructure.
Impact	4	The project enhanced student dignity, boosted attendance, and supported inclusive education. While foundational gains are evident, broader academic and socioeconomic outcomes will evolve over time.

Sustainability	5	Durable furniture and institutional ownership ensure long-term utility and maintenance, embedding the intervention within the public education system for continued benefit across student cohorts.
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Infrastructure checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Indicator	Status
Status of desk-benches	5 (Proper and Functional)

Way forward

Optimize Classroom Space for Furniture Utilization: It was observed that while the provision of desks and benches addressed a critical infrastructure gap, some schools lacked adequate storage or classroom space to accommodate the new furniture efficiently. This may lead to overcrowding or underutilization of the resources provided. NTPC may consider working with local education authorities to assess space optimization needs and support minor classroom modifications or reorganization to ensure that the furniture is fully and effectively utilized.

Promote Maintenance Awareness and Responsible Use: It was observed that there is limited awareness among school staff and students about the proper care and maintenance of the newly provided furniture. Without basic upkeep practices, the durability and usability of the desks and benches may decline over time. NTPC may consider supporting awareness sessions or providing simple maintenance guidelines to schools, encouraging responsible use and extending the lifespan of the infrastructure.

Complement Infrastructure with Academic Support: It was observed that the intervention focused primarily on physical infrastructure, with limited integration of complementary educational support such as learning materials or teacher capacity-building. While furniture improves the learning environment, its impact can be amplified when paired with academic enrichment. NTPC may consider exploring opportunities to complement infrastructure support with soft interventions—such as providing basic learning kits or facilitating teacher training—to enhance the overall quality of education.

Annexures

Photos

Figure 17: Supaul Higher Secondary School



Tools

Support for infrastructure augmentation by providing additional Furniture (Benches/Desks) to various Govt. Schools of Supaul, Bihar under NTPC

Beneficiaries: Quantitative questionnaire

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			
4.	Name of Plant			
5.	Age			
6.	Class	Class 5	1	
		Other (Specify)	99	
7.	What type of school do you go to?	Government	1	
		Private	2	
8.	Parent's occupation	Farmer	1	
		Labourer	2	

		Shopkeeper	3	
		Private job	4	
		Government employee	5	
		Other (specify)	99	
B.	Programme participation and inputs			
9.	How did you get to know about this school?	School	1	
		Parents	2	
		Community outreach	3	
		Other (Specify)	99	
C.	Relevance			
10.	Do you think the benches/desks were needed in your school?	Yes, they were very much needed	1	
		They were needed, but not urgently	2	
		No, they were not needed	3	
11.	Does the school building and classrooms have everything you need to study comfortably?	Yes, everything is there	1	
		Some things are missing	2	
		No, so many things are missing	3	
12.	If no in Q.12, please specify what is missing?		99	
13.	Do you use the desks/benches daily?	Yes	1	
		No	2	
D.	Effectiveness			
14.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The new desks/benches made it easier for me to focus on my studies		
		The desks, chairs and other furniture in my school and classroom is very comfortable and useful		
E.	Efficiency			
15.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	There were no delays or interruptions, the furniture desks/benches) were provided on time		
		The desks and benches are of good quality		
F.	Impact			

16.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	Students has started coming to school regularly after new desks and benches were provided		
		I am doing much better in my studies		
		I like coming to school daily now		
G.	Sustainability			
17.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	Everything is well-maintained in the school		
		Desks/benches are being taken care properly		
		There are enough teachers and staff to take care of the furniture		
H.	Feedback			
18.	How satisfied are you with the furniture provided in the school?	Highly satisfied	1	
		Satisfied	2	
		Neutral	3	
		Dissatisfied	4	
		Highly dissatisfied	5	

Non-beneficiaries: Quantitative questionnaire

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			
4.	Name of Plant			
5.	Age			
6.	Class	Class 5	1	
		Other (Specify)	99	
7.	What type of school do you go to?	Government	1	
		Private	2	
8.	Parent's occupation	Farmer	1	
		Labourer	2	

		Shopkeeper	3	
		Private job	4	
		Government employee	5	
		Other (specify)	99	
B	Relevance			
13.	Do you think the desks and benches are required in your school?	Yes	1	
		No	2	
14.	Do you think the desks and benches can improve the condition of school?	Yes	1	
		No	2	
15.	If you had the chance, would you like to study in the school where desks and benches are available?	Yes	1	
		No	2	
C	Effectiveness			
16.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The school has helped children from my area to learn better	1	
		The school has inspired me and my family to think more about education	2	
		Many children want to continue their studies now	3	

SROI

S.No.	Indicator	Amount
1.	Cost of private school fees (average annual fees)	
2.	Cost of infrastructure development	
3.	Travel cost/ Cost of private transportation	
4.	Cost of school bus fees	
5.	Cost of classroom furniture (desks, benches, chairs, board etc.)	
6.	Cost of teaching aids and tools	
7.	Cost of electricity installation and maintenance	
8.	Cost of installing water systems, washrooms and maintenance	

Beneficiaries: Qualitative questionnaire

Sl. no	Question	Response
1.	Do you feel more comfortable in studying here? Why or why not?	
2.	What do you like most about the school facilities such as classrooms, furniture etc.?	
3.	Is there anything you feel could be better in school?	
4.	How do you feel about the furniture provided by the school? Does it make easier for you to study?	
5.	Have you noticed any changes in your life or your family's attitude towards education after the furniture was provided in school?	
6.	Is there anything you want to change or improve in the school (furniture related)?	

Teachers: Qualitative questionnaire

Sl. no	Question	Response
1.	How has the new furniture impacted your teaching experience?	
2.	Do you think furniture supports effective teaching?	
3.	What do you think about the quality and availability of furniture?	
4.	Have you noticed any changes in the attendance of students after the furniture was provided?	
5.	How do you find the maintenance and upkeep of the school furniture?	
6.	Do you face any challenges while using the school's infrastructure resources or furniture?	

NTPC - Infrastructure checklist for schools

Note: Please take GPS pictures of all the infrastructure mentioned below.

Item	Status
School building	<ol style="list-style-type: none"> 1. Well-constructed and sturdy 2. Check for cracks/damages 3. Structural issues
Plastering and painting	<ol style="list-style-type: none"> 1. Walls fully plastered and painted 2. Walls partially plastered and painted 3. Walls not plastered and painted
Roof	<ol style="list-style-type: none"> 1. Leak proof and in good condition 2. Minor leaks and damages

	<ol style="list-style-type: none"> 3. Significant leaks and damages
Floors	<ol style="list-style-type: none"> 1. Properly tiled or cemented and clean 2. Some areas cracked and damaged 3. Uneven or unsafe flooring
Classrooms	<ol style="list-style-type: none"> 1. Proper ventilation with windows/vents 2. Some ventilation 3. Poor ventilation 4. Adequate natural and artificial lighting 5. Some lights not functioning properly 6. Poor lighting
Furniture	<ol style="list-style-type: none"> 1. Desks and chairs in good condition 2. Some desks and chairs broken 3. Majority of desks and chairs are broken or unavailable
Sanitation facilities	<ol style="list-style-type: none"> 1. Separate, clean toilets for boys and girls 2. Toilets available but not clean 3. Toilets unavailable 4. Functional handwashing units 5. Handwashing units available but not functional 6. No handwashing units available 7. Proper drainage system in place 8. Poor or no drainage system
Drinking water facilities	<ol style="list-style-type: none"> 1. Safe and clean drinking water available 2. Drinking water available but not clean 3. No drinking water available
Electrical facilities	<ol style="list-style-type: none"> 1. Properly installed and functional wiring and fixtures 2. Poor or unsafe wiring/fixtures 3. Fully functional fans and lights in all classrooms 4. No fans or lights in classrooms
Transportation facilities	<ol style="list-style-type: none"> 1. School bus for students available 2. No school bus available 3. School bus is well-maintained and functional 4. Poor condition of bus and unsafe

Financial support to BBSLN for development of School Infrastructure at Govindnagar, Bankhedi, Hoshangabad M.P.

About the Programme

The financial support to BBSLN for development of School Infrastructure at Govindnagar, Bankhedi, Hoshangabad M.P was an infrastructure support project aimed to provide critical infrastructure required for the functioning of schools. The project included the following components:

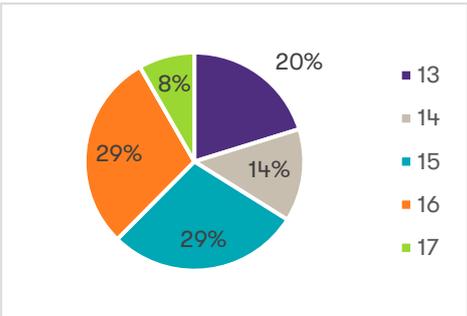
1. **Construction of rooms:** Establishing well-structured and ventilated classrooms to provide a conducive learning environment for students, ensuring that academic activities can be carried out effectively and comfortably.
2. **Construction of Assembly halls:** Creating large, multipurpose spaces to host school gatherings, cultural programs, community events, and extracurricular activities, thereby promoting holistic development and fostering a sense of unity and collaboration among students and staff.

NTPC prioritizes quality education by heavily investing in educational infrastructure and initiatives. By upgrading these resources, NTPC strives to cultivate an inclusive and progressive society, breaking the cycle of poverty and empowering future generations.

Coverage

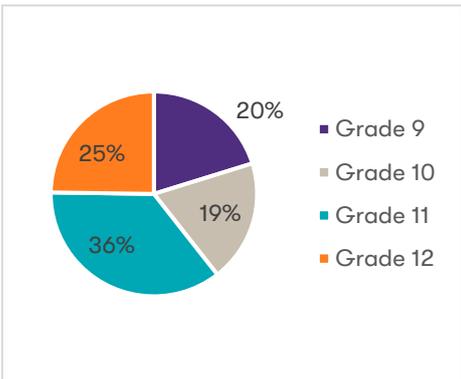
This section presents the details of the respondents covered under the impact assessment study. Below are the demographic details of the respondents:

Figure 18: Age-wise distribution of respondents



The age-wise distribution of respondents indicates that the majority are between 15 and 16 years old, accounting for 57% of the total, with age 16 being the most represented at 29%.

Figure 19: Grade-wise distribution of respondents



The grade-wise distribution shows that most respondents are in Grade 11 (36%), followed by Grade 12 (25%). Grades 9 and 10 have nearly equal representation, at 20% and 19% respectively.

List of interactions

Presented below is a list of interactions held for the assessment:

Sl.No.	Stakeholder	Sample Target	Sample Achieved
1.	Students (Beneficiaries)	100	100
2.	Students (non-beneficiaries)	30	30

In addition to students, interactions were also held with two teachers/ school principals at the intervention and control schools.

Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

Relevance

Meeting Local Educational Needs: The project is highly relevant to the educational and developmental needs of the Govindnagar region in Bankhedi, Hoshangabad, Madhya Pradesh. This area, like many rural parts of India, faces challenges in accessing quality educational infrastructure. By constructing well-ventilated classrooms and multipurpose assembly halls, the project directly addresses the lack of adequate learning spaces, thereby improving the overall learning environment for students.

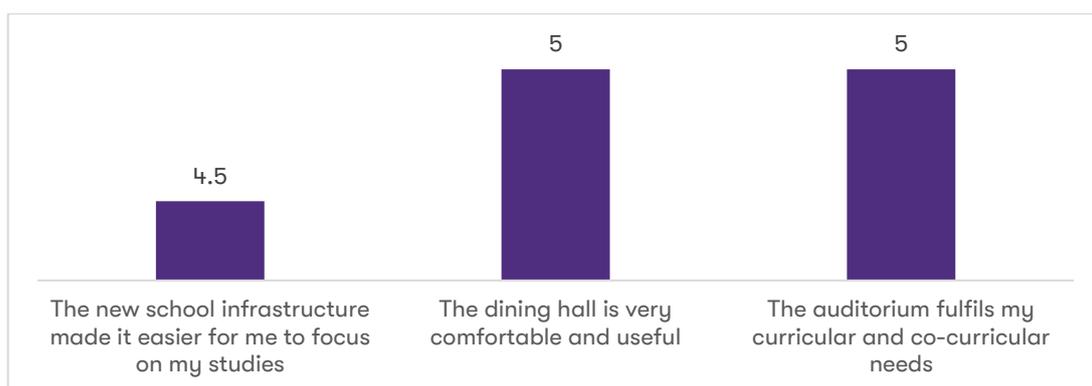
100%
beneficiaries
agreed that the
new school
infrastructure was
required

Supporting Holistic Student Development: The inclusion of assembly halls alongside classrooms reflects a comprehensive understanding of education that goes beyond academics. These spaces enable cultural, social, and extracurricular activities, which are essential for the all-round development of students. This approach aligns with the aspirations of local communities for a more enriching and inclusive educational experience, making the project highly relevant to both immediate and long-term educational goals.

Effectiveness

Functional Multipurpose space: The construction of the assembly hall in school has enabled the school to host various cultural, academic and community events supporting holistic student development. Students reported that before the construction of the assembly hall, they would have to hold assembly outside. Now students stated that they were able to hold assembly as well as other cultural activities such as republic day and Independence Day inside. On the auditorium. Students gave the construction a rating of 5 out of 5.

Figure 20: Rating on effectiveness of interventions done in the school



Improved day-to-day operations: On the construction of the dining hall in the school, students and teachers stated that the construction of the dining hall was extremely useful as they are now able to congregate in one location for their lunch breaks. Students stated that before the intervention they would have their lunch in the classrooms and not go out. This has made the school's operations easier on a day-to-day basis as the students have a different space to study and a different space to eat their lunch and interact with each other. On the comfort and usefulness of the dining hall students gave it a rating of 5.

Efficiency

Optimized Resource Utilization: The project demonstrates efficiency through its focused investment in critical infrastructure components. By simultaneously developing classrooms and assembly halls, NTPC ensured that the school would be fully operational upon completion, avoiding the inefficiencies of phased construction. This integrated approach reduced costs and implementation time, maximizing the impact of the financial support provided.

100% beneficiaries interviewed stated that the project was carried out in an efficient manner.

Effective Collaboration with Local Institutions: Partnering with BBSLN, a local educational organization, allowed NTPC to leverage existing community networks and institutional knowledge. This collaboration likely streamlined project execution, minimized administrative overhead, and ensured that the infrastructure was tailored to the specific needs of the school and its students. Such partnerships enhance the cost-effectiveness and timeliness of development interventions.

Coherence

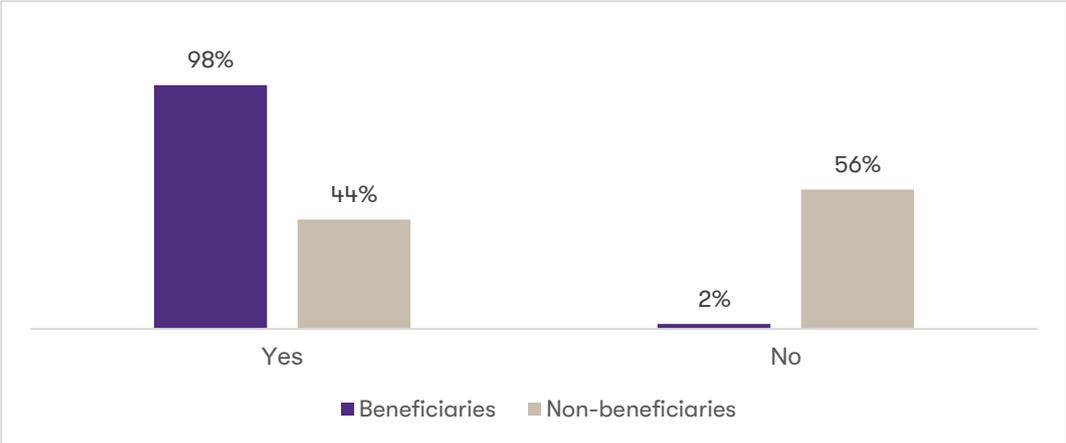
Support for National Educational Policies: This initiative aligns with the Government of India's Samagra Shiksha Abhiyan, which promotes equitable access to quality education and infrastructure development in rural areas. It also supports the objectives of the National Education Policy (NEP) 2020, which advocates for holistic, student-centered learning environments. By creating modern, inclusive educational spaces, the project contributes to national goals of reducing disparities and enhancing learning outcomes across the country.

Contribution to the Sustainable Development Goals (SDGs): The project directly contributes to the achievement of several United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education. By constructing well-equipped classrooms and assembly halls, the project enhances access to inclusive, equitable, and quality education for children in rural areas. It also supports SDG 10: Reduced Inequalities by bridging the urban-rural divide in educational infrastructure.

Impact

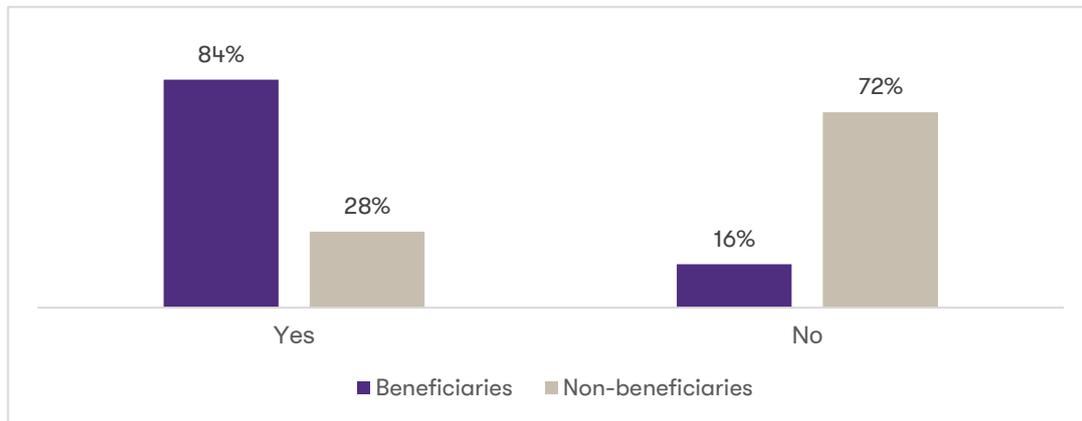
Increased educational access: The development of essential infrastructure, including well-structured classrooms and a multipurpose assembly hall, has significantly improved access to education. The availability of safe, comfortable, and functional learning spaces has increased students' interest in education. On being asked whether they are interested in studying, 98% beneficiaries and only 44% non-beneficiaries stated that they were interested in studying in their current school while 56% non-beneficiaries stated that they were not interested in studying.

Figure 21: Students on being asked whether they are interested in studying



Improved learning outcomes: With the construction of ventilated classrooms and dedicated spaces for academic and extracurricular activities, students now benefit from a more structured and engaging learning environment. Teachers are better able to deliver lessons without the disruptions caused by inadequate infrastructure, and students are more focused and motivated. These improvements have likely contributed to enhanced academic performance, better comprehension, and increased participation in classroom activities. Over time, such outcomes are expected to translate into higher pass rates, improved progression to higher education, and stronger foundational skills among students.

Figure 22: Students on whether their learning has improved since the intervention



Holistic student development: The addition of a multipurpose assembly hall has enabled the school to host a wide range of cultural, academic, and community events, fostering the holistic development of students. Activities such as Republic Day and Independence Day celebrations, school assemblies, and talent showcases now take place in a dedicated indoor space, promoting student confidence, teamwork, and leadership. This exposure to non-academic experiences is essential for nurturing well-rounded individuals who are socially aware and emotionally resilient. The infrastructure has thus played a pivotal role in shaping not just academic success, but also the personal growth and social development of the students.

Sustainability

Long-Term Infrastructure Durability: The construction of permanent, well-designed classrooms and assembly halls ensures that the infrastructure will serve the community for many years. The use of quality materials and adherence to safety and design standards reduces the need for frequent repairs, thereby lowering long-term maintenance costs and ensuring continued usability.

Community Engagement and Institutional Support: The involvement of BBSLN in the project enhances its sustainability by ensuring local ownership and ongoing operational support. As a community-rooted institution, BBSLN is well-positioned to maintain the infrastructure and ensure its effective use. This local stewardship, combined with NTPC's initial investment, creates a sustainable model for educational development that can continue to benefit future generations.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs)	1,72,35,800
Total investment on programme	1,00,00,000
SROI Ratio: 1.72	

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the programme conducted in various NTPC's. However, regarding the programme, these factors were not applicable due to the following reasons.

1. Deadweight is not considered as none of these outcomes would have happened in the absence of the programme.
2. Displacement is not considered, as the programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as the entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.72 rupees and therefore, it may be concluded that the programme is "Very Good".

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	The project addressed critical infrastructure gaps in rural Madhya Pradesh by constructing classrooms and assembly halls, supporting

		both academic and holistic student development in an underserved region.
Effectiveness	5	New dining and assembly halls improved daily operations and student engagement. Beneficiaries rated the interventions highly, with enhanced functionality and support for cultural and academic activities.
Efficiency	5	Integrated construction and collaboration with BBSLN ensured timely execution, reduced costs, and tailored infrastructure delivery—maximizing the impact of NTPC’s investment.
Coherence	5	The initiative aligns with Samagra Shiksha Abhiyan, NEP 2020, and SDGs 4 and 10—advancing national and global goals for inclusive, equitable, and holistic education.
Impact	5	98% of beneficiaries reported increased interest in studying. Improved infrastructure boosted learning outcomes, participation, and personal development, fostering a more engaged and confident student body.
Sustainability	5	Durable infrastructure and local stewardship by BBSLN ensure long-term usability, maintenance, and community ownership—creating a lasting model for rural educational development.

Infrastructure checklist

Assessment of the quality of infrastructure assets—both existing and under development—based on the agreed Quality Rating Framework (QRF), using a scale from 1 (lowest) to 5 (highest).

Indicator	Status
Status of Classrooms	5 (Proper and Functional)
Status of Assembly Hall	5 (Proper and Functional)

Way forward

Repairs and maintenance: It was observed that there is currently no structured plan in place for the regular maintenance of the newly developed infrastructure, including classrooms and the assembly hall. Over time, this could lead to deterioration of the facilities, reducing their effectiveness and lifespan. NTPC may consider supporting the school in developing a basic maintenance framework or encouraging collaboration with local authorities to ensure that upkeep is integrated into the school's routine operations.

Digital literacy: It was observed that while the infrastructure has improved the physical learning environment, there is limited integration of digital or modern teaching tools within the classrooms. This may restrict the ability of teachers to deliver interactive and technology-enhanced lessons, which are increasingly important for 21st-century learning. NTPC may consider encouraging the school to explore opportunities for incorporating basic digital resources or facilitating teacher training programs that promote innovative and inclusive teaching practices.

Parents and SMC involvement: It was observed that the involvement of parents and the School Management Committee (SMC) in the planning and utilization of the new infrastructure remains limited. This lack of engagement may reduce the sense of shared responsibility and hinder the long-term sustainability of the facilities. NTPC may consider encouraging the school to strengthen parent-SMC collaboration by organizing regular meetings, feedback sessions, and participatory planning activities to ensure that the infrastructure continues to meet the evolving needs of the students and the school community.

Photos

Figure 24: Toilets at BBSLN School, Hoshanaabad



Figure 23: School building at BBSLN School, Hoshangabad



Tools

Financial Support to BBSLN for Development of School Infrastructure at Govindnagar, Bankhedi, Hoshangabad, M.P.

Quantitative Tool for Students

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Name of Village			
3.	Name of District			
4.	Age			
5.	Class			
C.	Relevance			
6.	Do you think the new school infrastructure was needed ?	Yes, it was very much needed	1	
		It was needed, but not urgently	2	
		No, it was not needed	3	
7.	Does the dining block, auditorium and other infrastructure have everything you need?	Yes, everything is there	1	
		Some things are missing	2	
		No, so many things are missing	3	
8.	If no in Q.7, please specify what is missing?		99	
D.	Effectiveness			
9.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The new school infrastructure made it easier for me to focus on my studies		
		The dining hall is very comfortable and useful		
		The auditorium fulfils my curricular and co-curricular needs		
E.	Efficiency			
10.	Rate the impact of the programme on the following aspects on a scale of 1 to 5:	There were no delays or interruptions, the school was ready on time for my studies		

	(1 being the highest and 5 being the lowest)	The infrastructure is of good quality		
		The facilities in the dining block are working adequately		
		The facilities in the auditorium are working adequately		
F.	Impact			
11.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	I like going to school		
		I am doing much better in my studies		
		My parents give more importance to my studies now		
G.	Sustainability			
12.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	Everything is well-maintained in the school		
		Auditorium and dining hall are taken care of properly		
		There are enough teachers and staff to take care of the school		
H.	Feedback			
13.	How satisfied are you with the facilities provided in the school?	Highly satisfied	1	
		Satisfied	2	
		Neutral	3	
		Dissatisfied	4	
		Highly dissatisfied	5	

Qualitative tool for stakeholders: Administration, students

Stakeholder: Administrations	
Question	Probe areas
1. Was there a lack of infrastructure before the intervention?	Existing infrastructure, any needs to support learning
2. Does this project complement other school infrastructure development initiatives in the region? Or the school's policies or vision?	

<p>3. What changes have been observed in student enrollment, attendance, and learning outcomes after the development of the school's infrastructure?</p> <p>4. Has the new infrastructure improved the teaching and learning experience at the school?</p>	Changes in attendance, drop out rates, attentiveness in class, students growth
5. Were there any delays or challenges in implementation?	Timely construction, did the construction disrupt school workings
6. What impact has the improved infrastructure had on the quality of education, community perception of the school, and overall student well-being?	Are parents more satisfied, are children enjoying learning more
7. What measures are in place to ensure the long-term maintenance and utilization of the developed infrastructure at the school?	How is the infrastructure being maintained, are there any follow ups required

Stakeholder: Students	
Question	Probe areas
1. Was there a lack of infrastructure before the intervention?	Existing infrastructure, any needs to support learning
2. Does this project complement other school infrastructure development initiatives in the region? Or the school's policies or vision?	
<p>3. What changes have been observed in student enrollment, attendance, and learning outcomes after the development of the school's infrastructure?</p> <p>4. Has the new infrastructure improved the teaching and learning experience at the school?</p>	Changes in attendance, drop out rates, attentiveness in class, students growth
5. Were there any delays or challenges in implementation?	Timely construction, did the construction disrupt school workings
6. What impact has the improved infrastructure had on the quality of education, community perception of the school, and overall student well-being?	Are parents more satisfied, are children enjoying learning more

7. What measures are in place to ensure the long-term maintenance and utilization of the developed infrastructure at the school?	How is the infrastructure being maintained, are there any follow ups required

Infrastructure Checklist:

Item	Status
Auditorium	<ul style="list-style-type: none"> • Auditorium in usable condition • Auditorium safe for use for children • Accessible to students • Horizontal or vertical cracks in walls. • Cracks in the ceiling or around door/window frames. • Cracks in the foundation or load-bearing walls. • Floors that slope or feel uneven when walking. • Visible sagging or dipping in the floor. • Blocked or non-functional fire exits
Dining block	<ul style="list-style-type: none"> • Hygienic and safe for use for children • Floors that slope or feel uneven when walking. • Visible sagging or dipping in the floor. • Leaks or water stains in the roof • Cracks on the roof • Cracks on the walls • Blocked or non functional fire exits • Accessible and comfortable for students • Accessible and hygienic wash basin
OH Tank Septic Fire Tank Septic Tank	<ul style="list-style-type: none"> • In working condition • Sanitary and safe to use • Cracks in the tank walls or base • Leaks at joints • Clogged pipes

S.No.	Indicator	Amount
1.	Cost of alternate construction of auditorium	
2.	Cost of alternate construction of dining hall	
3.	Cost of alternate construction of tanks	

5. Sports

Support to Archery Sports under NTPC CSR

About the Programme

The project is a pioneering initiative under NTPC's Corporate Social Responsibility (CSR) framework aimed at revolutionizing Indian archery. This comprehensive program is designed to elevate the sport from grassroots participation to elite competition, ensuring sustainable excellence through a structured, multi-pronged development strategy.

At its core, the Support to Archery Sports Project is built upon seven key initiatives, each meticulously crafted to strengthen different layers of the archery ecosystem:

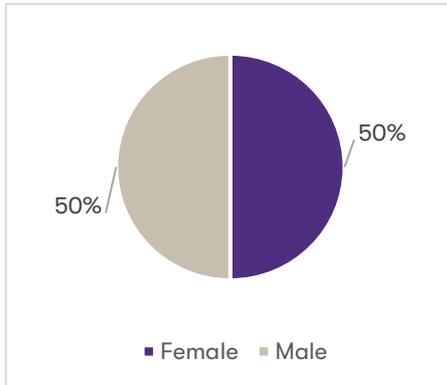
1. **Human Resource Development:** The program invests in international-level coaches, coaching certification workshops, and skill enhancement for existing Indian coaches. By integrating global training methodologies, it seeks to raise the benchmark of archery coaching in India.
2. **Support to Academies:** This initiative strengthens grassroots infrastructure, particularly in tribal, rural, and remote areas, using a tier-based funding model. It includes partnerships with 50 Eklavya Model Residential Schools (EMRS) under the Ministry of Tribal Affairs, enhanced training facilities, and the establishment of High-Performance Centres.
3. **Scholarships for Talented Archers:** To prevent dropouts and ensure continuous training, financial assistance is awarded based on performance, motivating young athletes to compete at higher levels.
4. **Talent Identification:** Expanding the talent pool, the programme organizes city-level, zonal, and national competitions such as NTPC Open Archery Tournaments and NRATs. Special assessment trials for para-archers aim to create a pipeline of high-potential athletes from underrepresented regions.
5. **Talent Development:** World-class archery equipment is provided to top-performing archers in various age groups and categories, including those transitioning from Indian Round to modern archery. The goal is to shape potential international medalists.
6. **Sporting Excellence:** To expose Indian archers to global standards, the programme facilitates international training camps and exposure trips in renowned archery hubs like Korea, Italy, Germany, and Switzerland. These experiences prepare athletes for major tournaments, including the Olympics and World Championships.
7. **Administrative Support & Contingencies:** The program includes provisions for hiring key personnel, funding operational expenses, conducting publicity campaigns, and covering miscellaneous costs associated with international events.

With a holistic approach to talent nurturing, the NTPC Support to Archery Sports Project stands as a transformative initiative, empowering archers across India and paving the way for international sporting success.

Coverage

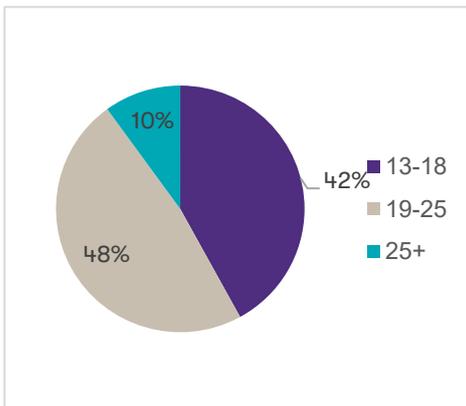
This section presents the details of the respondents covered under the impact assessment study. Below are the demographic details of the respondents:

Figure 25: Gender wise distribution of respondents



The gender distribution among archery athletes in this assessment is evenly split, with female athletes comprising 50% and male athletes making up the remaining 50%. This balance reflects a strong participation from both genders, highlighting the inclusivity and universal appeal of the programme.

Figure 26: Age wise distribution of respondents



Regarding age demographics, most athletes fall within the 13-25 age range, with 42% between 13-18 years old and 48% between 19-25 years old. This trend suggests that archery enjoys significant interest among younger individuals, likely driven by school and collegiate-level participation as well as emerging professional opportunities.

Key Findings

The evaluation of activities under the NTPC Support to Archery Sports Project was guided by the OECD-DAC principles, offering clear insights into its strengths and areas for improvement. The following observations elaborate on relevance, impact, effectiveness, efficiency, and sustainability based on qualitative feedback and performance data.

Relevance

Bridging the Gap in Indian Archery: The project directly addresses a longstanding gap in Indian archery by introducing a structured pathway from grassroots development to elite competition. This progress is backed by both quantitative data and qualitative discussions, demonstrating the impact of a systematic approach in nurturing talent and ensuring sustained growth in the sport.

100%

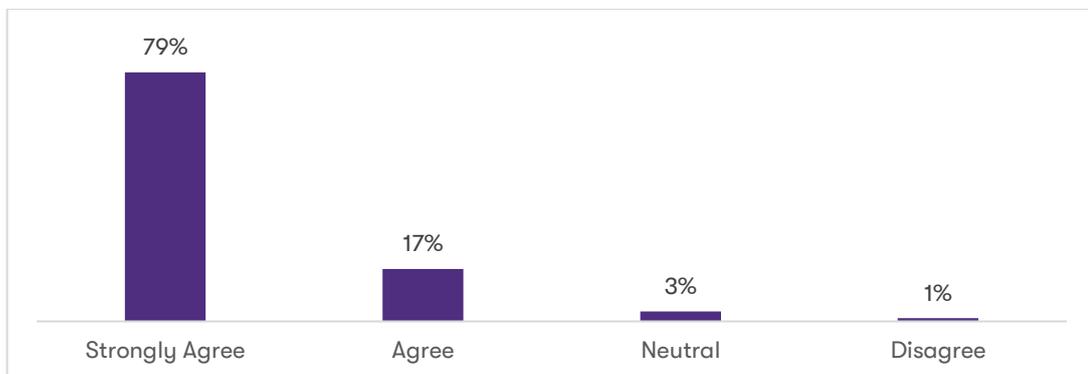
beneficiaries agreed that the project interventions were needed

Formal Recognition and Career Advancement: Through NTPC-sponsored events and NTPC-Khelo India partnership games, respondents receive certificates that significantly enhance their prospects in higher education and employment. This formal recognition not only validates their dedication but also strengthens archery as a viable career option—an essential shift given that many talented archers previously abandoned the sport due to the lack of national exposure.

Effectiveness

Improved Access to Equipment: Most respondents (79% strongly agree and 17% agree) reported having more equipment than before the intervention, highlighting the project's commitment to providing world-class gear. However, feedback indicates that while significant strides have been made, timely equipment updates remain a concern. As elite archery continues to evolve, ensuring athletes have access to the latest technology will be essential to maintain competitive standards.

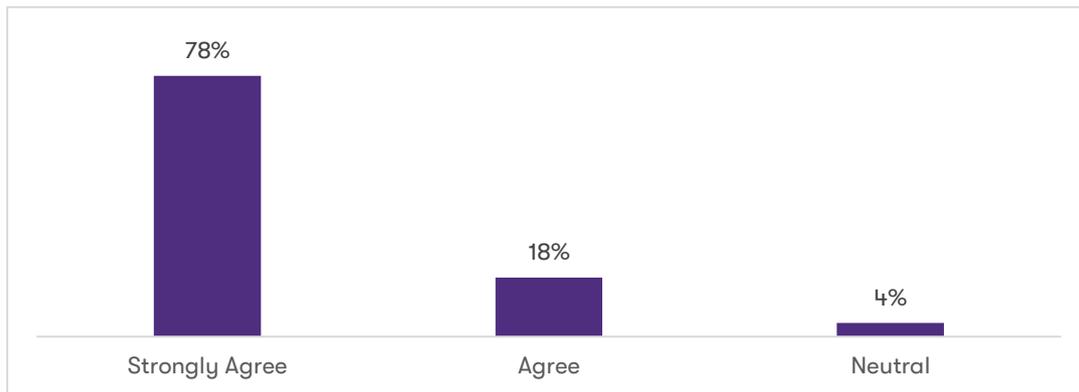
Figure 27: Respondents on whether the project improved access to equipment



Increased Competitive Exposure: Every respondent (100% strongly agrees) acknowledged gaining more exposure to competitions than before. This alignment has provided archers with access to advanced training environments and invaluable exposure to international competition standards. Respondents have reported noticeable improvements in their performance over time, demonstrating the programme's effectiveness in bridging the gap between domestic and global competitive benchmarks.

Enhanced Talent Identification: The talent identification process has seen marked improvements, with 78% strongly agreeing and 18% agreeing. The initiative's systematic approach, including city-level, zonal, and national competitions, has expanded opportunities for promising athletes. Specialized assessments for para-archers further ensure inclusivity in talent development. Feedback suggests that athletes who once lacked visibility now have structured pathways to progress, reinforcing the programme's role in creating sustainable growth in Indian archery.

Figure 28: Respondents on whether talent identification has improved

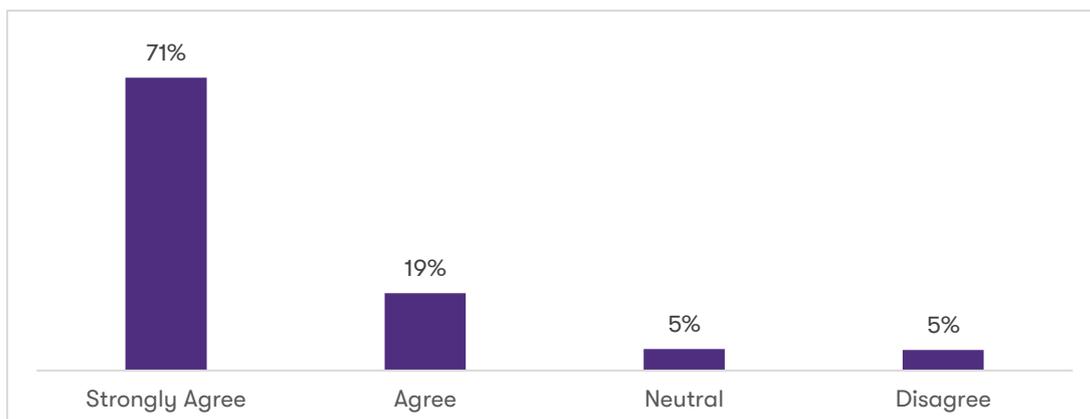


By integrating structured development with competitive exposure, the NTPC Support to Archery Sports Project has revolutionized archery in India. While its impact has been overwhelmingly positive, addressing the need for timely equipment upgrades will be crucial to maintaining its effectiveness in the long term.

Efficiency

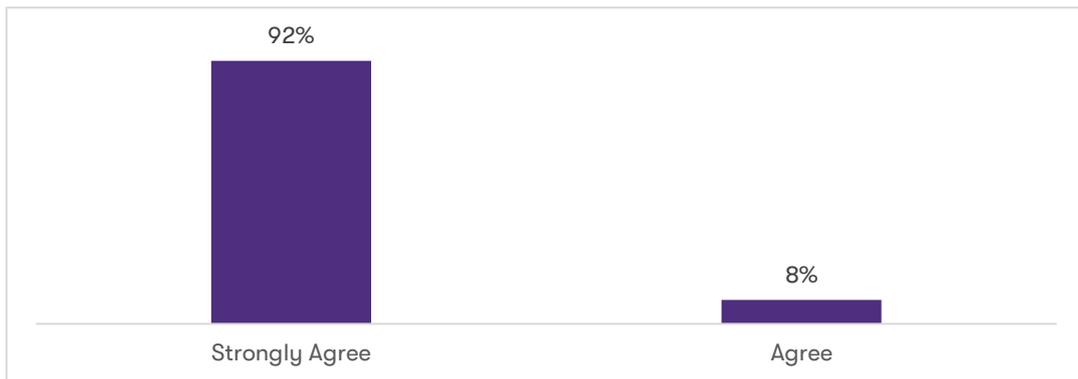
Accessibility of Benefits: Most respondents found the intervention’s benefits readily accessible, with 71% strongly agreeing and 19% agreeing. This demonstrates the programme’s success in reaching athletes across different levels, providing structured pathways for development. However, a small percentage (5% neutral, 5% disagree) indicates that further improvements could enhance consistency in accessibility, particularly for athletes in remote regions.

Figure 29: Respondents on whether the programme's benefits are easily accessible



Equipment Quality and Replacement Challenges: Importantly, by supplying world-class gear at no cost, the programme is significantly reducing financial strain on athletes. Archers typically face high expenses for essential equipment—arrows, which require replacement every six months, can cost around ₹60,000, while bows, upgraded every 1.5 years, range from ₹3 lakhs, with full upgradation costs reaching ₹5 lakhs. By covering these costs, the initiative allows athletes to focus solely on training and competition without financial burdens, making elite archery more accessible to promising talents from diverse backgrounds.

Figure 30: Respondents on whether the equipment was of good quality



Accommodation Improvements and Areas for Refinement

The programme has notably enhanced accommodation standards, transitioning from overcrowded dormitories to more comfortable hotel stays. While these improvements have been well received, ensuring consistency across all events remains a priority. Athletes have expressed the need for further enhancements to maintain uniform quality, ensuring optimal living conditions that complement rigorous training schedules.

Coherence

Alignment with National Sports Policy: The National Sports Policy 2024 focuses on broadening sports participation and achieving excellence at the global level. It prioritizes talent identification, infrastructure development, and financial support for athletes, which aligns with NTPC's structured approach to archery training and competition.

Strengthening the Sports Ecosystem: By reducing financial barriers and increasing accessibility to high-quality equipment, training, and competitions, the intervention contributes to a more inclusive and competitive sports environment in India. The project fosters long-term athlete growth, supporting both emerging and elite archers, while also promoting archery as a viable career option through formal recognition and structured talent development.

Impact

Career Advancement and Athlete Development

Every respondent has acknowledged that the equipment provided through the programme has directly supported their career growth. By eliminating financial barriers associated with high-quality gear, athletes have been able to focus entirely on skill refinement and competitive performance. This support has led to noticeable improvements, with archers consistently achieving higher standards in both training and tournaments.

100%

beneficiaries agreed that the equipment provided through the programme has directly supported their career growth

Strengthening Archery as a Sport

The programme's various components have significantly contributed to the promotion of archery, with 100% of respondents strongly agreeing. The introduction of structured competition frameworks, training camps, and talent identification initiatives has reinvigorated participation across different levels. Archers now benefit from elite-level challenges, fostering a more competitive environment that enhances their strategic approach to the sport.

100% beneficiaries agreed that the different programme components have supported the promotion of archery as a sport

Expansion to National and International Platforms

The initiative's verified status has led to major breakthroughs, allowing NTPC tournament results to be considered by the World Cup selection committee. This recognition has opened international doors for Indian archers, solidifying the project's impact on the sport. Additionally, the increased frequency of national-level competitions has strengthened the domestic competitive ecosystem, ensuring sustained excellence and long-term growth for athletes.

Sustainability

By creating a verifiable, nationally recognized platform for archers, the initiative lays a solid foundation for the long-term growth of the sport in India. The programme's holistic approach - from grassroots tournaments to elite international exposure - ensures that archery is not only accessible but also sustainable as a career option. The introduction of certification and affiliation with prestigious bodies such as the World Cup selection committee underlines this commitment. To further solidify sustainability, future strategies could explore innovative funding models and partnerships to address the recurring high costs associated with maintaining cutting-edge equipment and facilities.

SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the Support to Archery Sports programme conducted in various NTPC's. However, for the Support to Archery Sports programme, these factors were not applicable due to below reasons.

1. Deadweight is not considered as none of these outcomes would have happened in absence of the Support to Archery Sports programme.

2. Displacement is not considered, as the Support to Archery Sports programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs)	1,86,64,50,000
Total investment on programme	115,00,00,000
SROI Ratio: 1.623	

Conclusion

A figure of over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's programme has generated social value of 1.62 rupees and therefore, it may be concluded that the programme is "Very Good"

Summary as per OECD-DAC Parameters

For this study, the project was assessed using the OECD-DAC parameters. Projects were rated on a scale of 1-5, with 5 being the highest. Mentioned below are the scores and the justification for the rating provided.

Parameter	Rating	Justification
Relevance	5	The project bridges a critical gap in Indian archery by creating structured pathways from grassroots to elite levels, promoting career advancement and formal recognition for aspiring athletes.
Effectiveness	5	Improved access to equipment (96% positive), competitive exposure (100%), and talent identification (96%) reflect strong outcomes. Timely gear upgrades remain a key area for future enhancement.

Efficiency	4.5	By covering high equipment costs and improving accommodation, the project reduces financial strain and supports athlete focus. Most respondents (90%) found benefits accessible, though consistency can improve.
Coherence	5	The initiative aligns with the National Sports Policy 2024 and strengthens India's sports ecosystem by promoting inclusivity, infrastructure, and career viability—reinforcing national goals for excellence.
Impact	5	All respondents reported career growth and improved performance. NTPC tournaments now influence World Cup selection, expanding archers' reach to national and international platforms and elevating the sport's profile.
Sustainability	5	A nationally recognized, certification-backed framework ensures long-term viability. Continued success depends on strategic partnerships and funding models to support equipment upgrades and elite training standards.

Way forward

Streamline Equipment Management and Upgrades: Delays in equipment distribution and outdated gear have occasionally hindered athlete performance. Without timely access to modern equipment, archers may struggle to maintain competitive standards, affecting their overall training and tournament readiness. Establishing a strict, real-time schedule for equipment distribution would ensure archers always have the latest gear. Implementing a review cycle with athlete feedback can help guide timely, need-based updates and address issues with outdated equipment.

Enhance Facility and Accommodation Standards: While accommodation has improved, inconsistencies remain across different events, leading to varying living conditions for athletes. This impacts their ability to rest, recover, and perform at their best during competitions. Upgrading accommodation facilities would provide a comfortable, conducive environment that supports athletes' well-being. Standardizing quality across all events would help ensure a consistent and reliable experience for all competitors.

Expand and Strengthen Tournament Ecosystem: National-level tournaments have grown significantly, but broader participation and global recognition could still be

strengthened. Limited exposure to high-caliber competitions may restrict athletes' competitive experience, reducing their chances of international selection. Scaling national-level tournaments that are verified and recognized by governing bodies such as the World Cup selection committee would help maintain and grow participation. Certificates earned through NTPC-sponsored events and Khelo India partnership games could be further integrated with educational institutions and employment programs, incentivizing athletes to pursue archery professionally.

Deepen Capacity Building and Talent Development: Coaching quality has improved, but sustained development efforts are essential to maintain progress. Without ongoing investment, coaching standards may plateau, and emerging talent—especially in underrepresented regions—may lack proper support, limiting the sport's inclusivity and long-term growth. Strengthening the capacity of Indian archery coaches through international workshops and certifications would sustain high coaching standards. Expanding talent identification programmes, particularly in underrepresented regions, would ensure emerging athletes have structured pathways for training, exposure, and sponsorship. Tailored support for para-archers would further enhance inclusivity within the sport.

Photos

Figure 31: NTPC National Ranking Archery



Figure 32: Archery ground for tournament



Tools

Support to Archery Sports under NTPC CSR

Quantitative tool for archers

Sl. no	Question	Response	Code	Skip
A.	Demographic Details			
1.	Name of Respondent			
2.	Location			
3.	Age			
B.	Programme participation and inputs			
4.	How did you get to know about this facility?	School	1	
		Parents	2	
		Community outreach	3	
		Friends	4	
		Other (Specify)	99	
C.	Relevance			
5.	Do you think the project interventions were needed?	Yes, it was very much needed	1	
		It was needed, but not urgently	2	
		No, it was not needed	3	
6.	Does the archery institute have everything you need?	Yes, everything is there	1	
		Some things are missing	2	
		No, so many things are missing	3	
7.	If no in Q.6, please specify what is missing?		99	
D.	Effectiveness			
8.	On a scale of 1 to 5, rate the following statements: (1 being the highest and 5 being the lowest)	The quality of training has improved since the intervention		
		I have more equipment than before the intervention		
		I have more exposure to competitions than before		
		The talent identification process has improved		

E. Efficiency				
9.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	The intervention's benefits were easily accessible		
		The equipment provided were of adequate quality		
F. Impact				
10.	Rate the impact of the programme on the following aspects on a scale of 1 to 5: (1 being the highest and 5 being the lowest)	The training provided through the programme has improved my skill		
		The equipment provided have helped me in my career		
		The different programme components have supported the promotion of archery as a sport		
G. Sustainability				
11.	On a scale of 1 to 5 , how sustainable is the project intervention? (Do you see yourself benefitting from the project even after the project duration?)			
H. Feedback				
12.	How satisfied are you with facilities provided to you?	Highly satisfied	1	
		Satisfied	2	
		Neutral	3	
		Dissatisfied	4	
		Highly dissatisfied	5	

Qualitative Tool for Stakeholders: sports authority, archers, coaches

Stakeholder: Archers	
Question	Probe Areas
1. Was there scope for more support for your athletic career? Did you face any resource gaps? Did the project help with the same?	Lack of equipment, lack of training facilities, scope of

	improvement in quality of resources
2. Are you aware if the project in any way complements other initiatives in promoting archery?	
3. What improvements have been observed in the quality of tournaments, talent identification processes, and access to training facilities because of the project?	Pre post assessment of tournaments, improvement in training, performances
4. Has the project affected your personal performance?	
5. Did training provided prove beneficial to you? Were you satisfied with the quality of kits and other equipment?	training details, how as the training implemented in personal performance, quality of resources
6. Do you know if intervention has had any impact in archers' careers progression?	Any potential improvements in talent identification of archers, any outreach initiatives for promotion of archery
7. Has the project influenced the visibility of archery as a sport and inspired broader community participation?	
8. How sustainable is the project intervention? Do you see yourself benefitting from the project even after the project duration?	Is the support provided potentially creating a long-lasting impact?

Stakeholder: Coaches	
Question	Probe Areas
1. Was there scope for more support for your coaching? Did you face any resource gaps? Did the project help with the same?	Lack of equipment, lack of training facilities, scope of improvement in quality of resources
2. Are you aware if the project in any way complements other initiatives in promoting archery?	
3. What improvements have been observed in the quality of tournaments, talent identification processes, and access to training facilities because of the project?	Pre post assessment of tournaments, improvement in training, performances
4. Has the project affected the archers' performance?	
5. Did training provided prove beneficial to the archers? Were you satisfied with the quality of kits and other equipment?	training details, how has the training been implemented in personal performance, quality of resources
6. Do you know if intervention has had any impact in archers' careers progression?	Any potential improvements in talent identification of archers, any outreach initiatives for promotion of archery

7. Has the project influenced the visibility of archery as a sport and inspired broader community participation?	
8. How sustainable is the project intervention? Do you see yourself and the archers benefitting from the project even after the project duration?	Is the support provided potentially creating a long-lasting impact? What aspects of the project would you be incorporating into your coaching method

Stakeholder: Sports Authority	
Question	Probe Areas
1. Was there scope for more support for the authority? Did you face any resource gaps? Did the project help with the same?	Lack of equipment, lack of training facilities, scope of improvement in quality of resources
2. Are you aware if the project in any way complements other initiatives in promoting archery?	
3. What improvements have been observed in the quality of tournaments, talent identification processes, and access to training facilities because of the project?	Pre post assessment of tournaments, improvement in training, performances
4. Has the project affected the archers' performance?	
5. Did training provided prove beneficial to the archers? Were you satisfied with the quality of kits and other equipment?	training details, how has the training been implemented in personal performance, quality of resources
6. Do you know if intervention has had any impact in archers' careers progression?	Any potential improvements in talent identification of archers, any outreach initiatives for promotion of archery
7. Has the project influenced the visibility of archery as a sport and inspired broader community participation?	
8. How sustainable is the project intervention? Do you see the authority benefitting from the project even after the project duration?	Is the support provided potentially creating a long-lasting impact? What aspects of the project would the authority be utilizing going forward?

SROI Indicators

S.No.	Indicator	Amount
1.	Cost of alternate advanced training	
2.	Cost of equipment	
3.	Cost of alternate exposure to competitions	



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Social Impact Evaluation for GEM Programme

NTPC Ltd.

March 2025



Acknowledgement

The study has been conducted by Grant Thornton Bharat LLP (“Grant Thornton” or “GT”) for NTPC Ltd with the objective of providing a Social Impact Evaluation of the GEM programmes conducted in 2024-25 through interactions with beneficiaries and various stakeholders.

We would like to thank NTPC Ltd for their continued support and assistance in carrying out the study. We are also grateful to the students, headmasters and teachers who met with us during the study.

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The information collected for this study is through field visits, meetings with various stakeholders, information shared by respondents, secondary research and backend data provided by NTPC Ltd. We have relied on the information shared by these sources. Field visits were conducted in cognizance with NTPC Ltd. and field teams with the prior acceptance of the approach, methodology, coverage plan, survey tools and indicators.

Grant Thornton Bharat LLP was engaged to conduct an independent social impact evaluation of the project as per the agreed scope of work.

The scope of work here does not constitute an audit or due diligence of the information shared, hence information received from the various sources was believed to be accurate. This report should not be considered as an expression of opinion on any form of assurance on the financial statements of or on its financials or other information.

The recommendations provided as part of the assessment exercise may be implemented after an analysis of prioritization. The decision to implement the recommendations is the responsibility of NTPC Ltd.

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Abbreviations

BPL	Below Poverty Line
CSR	Corporate Social Responsibility
ESG	Environmental, Social, Governance
FGD	Focus Group Discussion
GEM	Girl Empowerment Mission
GTBLLP	Grant Thornton Bharat LLP
IDI	In Depth Interview
MoU	Memorandum of Understanding
NTPC Ltd.	National Thermal Power Corporation Ltd.
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PSU	Public Sector Undertaking
SROI	Social Return on Investment

Executive summary

Established in 1975, NTPC Ltd is India's largest energy conglomerate with an installed capacity of 82,836 MW. Initially focused on fossil fuels, NTPC has diversified into fossil fuels, gas, hydro, wind, nuclear and solar energy. The company also engages in consultancy, power trading, rural electrification, ash utilization, and coal mining. Ranked 368 on the Forbes Global 2000 list in 2025, NTPC is recognized for its revenues, profits, assets, and market value. Additionally, in **2024**, **NTPC Limited** achieved an impressive jump to **372nd** place in the *Forbes Global 2000* list.

The Girl Empowerment Mission (GEM) by NTPC is a CSR initiative launched in 2018 to uplift young girls from underprivileged backgrounds. Benefiting over 10,000 girls across 42 locations, GEM aligns with the "Beti Bachao, Beti Padhao" initiative, addressing gender inequality. The four-week residential workshop for girls aged 10 to 12 provides holistic education, life skills, and extracurricular activities, fostering self-reliance and confidence. Despite pandemic challenges, GEM has expanded its reach, receiving positive feedback from beneficiaries and communities. NTPC's commitment to GEM underscores its dedication to gender equality and inclusive growth, creating a brighter future for the next generation.

Presented below are the key findings basis the OECD-DAC principles for the study conducted for GEM programmes across multiple plants in 2024-25:

Table 1 - Key findings

Principles	Key Findings
Relevance	Before the programme, 68% of the girls reported lacking awareness about body care, and 70% felt hesitant to speak to peers, teachers, or individuals outside their immediate circle. Additionally, 68% had never experienced smart class technology, and 59% had never used a computer. This data highlights the critical need for the GEM programme, which provides students with essential 21st-century skills in a safe and supportive environment, addressing significant gaps in their education and personal development.
Effectiveness	97% respondents expressed satisfaction with the supportiveness of teachers and staff and 93% stated that the books and kits received during the programme were useful. This indicates that the GEM programme was carried out by all locations in an effective manner and all the arrangements and trainings provided during the programme were to the satisfaction of the participants.
Efficiency	74% of the respondents (Strongly Agree & Agree) indicated that there were no delays or interruptions during the programme. 95% of the respondents (Strongly Agree & Agree) indicated that all the classes and activities were held on time. This indicates that the GEM programme was carried out in an efficiently and was implemented in a timely manner.
Coherence	GEM aligns well with the Government of India's "Beti Bachao, Beti Padhao" initiative, which aims to address gender inequality and

	promote the education and empowerment of girls. By offering a four-week residential workshop for girls aged 10 to 12, GEM provides holistic education, life skills, and extracurricular activities, fostering self-reliance and confidence among young girls from underprivileged backgrounds.
Impact	The GEM programme had a significant impact beneficiaries' comfort and knowledge in speaking English and in their mother tongues. It also improved understanding of basic cyber safety principles. A notable 62% of beneficiaries felt comfortable communicating in English, compared to only 22% of non-beneficiaries. Regarding online safety, 70% of beneficiaries felt knowledgeable, while only 12% of non-beneficiaries shared this sentiment. This underscores the GEM project's positive impact on beneficiaries.
Sustainability	The GEM programme has positively influenced participants' enthusiasm for learning and sharing knowledge. An impressive 92% of respondents indicated they share what they learn with family and friends, while 93% expressed a desire to continue learning new things in the future. This demonstrates the project's success in fostering a culture of continuous learning and knowledge dissemination among its participants, ensuring the sustainability of its impact.

SROI Findings

Social Return on Investment (SROI) for the project measures and accounts for the value created by the project's outcomes. It assigns monetary value to the intangible benefits, such as access to coaching, personal development, recruitment opportunities etc. allowing stakeholders to understand the true impact and value generated. The SROI ratio for the project was calculated to be 3.75.

Conclusion

NTPC's GEM programme has had a profound impact by providing necessary information and skills to young girls at a crucial stage of their development. Through a meticulously designed curriculum and tailored teaching sessions, the programme bridges a crucial gap present within the education system. By addressing challenges such as lack of access to information, gender inequality and skill gaps, the NTPC's initiative exemplifies an inclusive and impactful programme.

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1. Background

1.1. About NTPC Limited

Established in 1975 to accelerate power development in India, NTPC Ltd is India's largest energy conglomerate. The total installed capacity of the company is 82,836 MW. From fossil fuels-based electricity generation, the company has forayed into Gas, Nuclear, Hydro, Wind and Solar energy sources. To strengthen its core business, the corporation has diversified into the fields of consultancy, power trading, rural electrification, ash utilization and coal mining.

The company has been ranked **368 on the Forbes Global 2000** list in the year 2025 of the World's Largest Public companies based on revenues, profits, assets and market value. Additionally, in **2024, NTPC Limited** achieved an impressive jump to **372nd** place in the *Forbes Global 2000* list.

1.2. About CSR at NTPC

Corporate Social Responsibility (CSR) has been an integral part of NTPC's business strategy. The CSR objectives of NTPC are:



NTPC's involvement in Community Development (CD) projects / CSR covers a diverse range of issues such as basic infrastructure development, education, community health and sanitation, capacity building and gender empowerment. The projects are customised based on specific local requirements and guided by extensive Need Assessment Surveys and consultations. The active participation / engagement and ownership of these initiatives by the local communities is the key to the smooth and successful implementation of these projects.

NTPC is also active in National programmes and other community development activities such as Swachh Vidyalaya, NTPC Utkarsh Scholarship scheme, Information and Communication Technology centres, etc.

During the Covid-19 Pandemic, NTPC made significant contributions towards PM Cares fund in addition to providing support and relief measures such as establishing hospitals, isolation wards / beds, and distribution of protective equipment such as masks, PPE kits and sanitizers. Apart from this, financial support was also provided to various State / other authorities to provide masks, sanitizers, food, etc. for the needy.

1.3. About GEM Programme

The Girl Empowerment Mission (GEM) by NTPC is a flagship Corporate Social Responsibility (CSR) initiative aimed at uplifting and empowering young girls from underprivileged backgrounds. Launched as a pilot project in 2018, GEM has grown into a nationwide movement, benefiting over 7,000 girls across 41 locations in India. The program aligns with the Government of India's "Beti Bachao, Beti Padhao" initiative, addressing gender inequality by nurturing girls' potential and fostering their ability to explore boundless opportunities.

GEM is a four-week residential workshop designed for girls aged 10 to 12 years, selected from government schools near NTPC projects and stations. The workshop provides a safe and secure environment where respondents receive holistic education, including academic learning, life skills, and extracurricular activities. The curriculum focuses on skill development, confidence-building, and mentorship, equipping girls with the tools they need to become self-reliant and confident in all walks of life.

Objectives of the programme:

1. To create awareness about the importance of higher education and personal development among young girls.
2. To enhance their confidence, self-esteem, and ability to articulate effectively.
3. To equip them with knowledge about adolescence, health, nutrition, menstrual hygiene, and social skills.
4. To foster teamwork, self-reliance, and independence to enable them to become leaders in their communities.

Key Features of GEM:

Residential Workshops: The program includes a 4-week residential workshop during summer vacations, providing a safe and enriching environment for learning and growth.

Comprehensive Support: The program covers boarding, lodging, learning kits, uniforms, and a safe environment, ensuring no financial burden on the respondents' families.

Sustainability: NTPC has ensured the long-term viability of the GEM program by depositing funds into the NTPC Foundation, enabling it to operate annually through accrued interests.

Impact of GEM:

Since its inception, the GEM program has transformed the lives of over 7,424 girls nationwide. Key outcomes include improved confidence, enhanced knowledge in critical life skills, and increased ability to contribute positively to their families and communities.

Starting as a pilot project in 2018 at three locations (Rihand, Singrauli, and Vindhyaachal), GEM has grown exponentially, reaching 41 locations and benefiting over 2,700 respondents in 2024. The program's success has led to its replication across NTPC's operational areas, marking a significant milestone in NTPC's commitment to women's empowerment and social development. By empowering girls, GEM not only enhances their individual prospects but also contributes to the broader goal of gender equality and social development. NTPC's commitment to this cause underscores its dedication to driving inclusive growth and creating a brighter future for the next generation.

1.4. Scope of Work for the Impact Assessment

Grant Thornton Bharat LLP (GTBLLP) was engaged by NTPC for conducting an independent social impact evaluation of their GEM project activities carried out in 2024-2025.

The scope of work for the assignment included:

1. To assess the achievement of outcomes committed under the project MOU
2. To assess the project impacts and sustainability of benefits generated.
3. Document relevant success stories and challenges.

2. Approach and methodology

2.1. Assessment framework

The aim of the study was to assess the activities, outputs and impact of the projects through discussions with relevant stakeholders. The study also documented the stakeholder's perception and feedback on the outcomes and impact of the project. Additionally, it also focused on capturing their suggestions for improvement.

The study was conducted through a pre-defined approach to assess the outcome/ impact of the project on the beneficiaries. Mixed methodology was use for the study including both qualitative and quantitative techniques of data collection and analysis.

The study followed the OECD-DAC indicators which helped understand the project holistically and focuses on five (05) key principles. The indicators are presented below along with the explanation:

Table 2 - OECD-DAC evaluation criteria

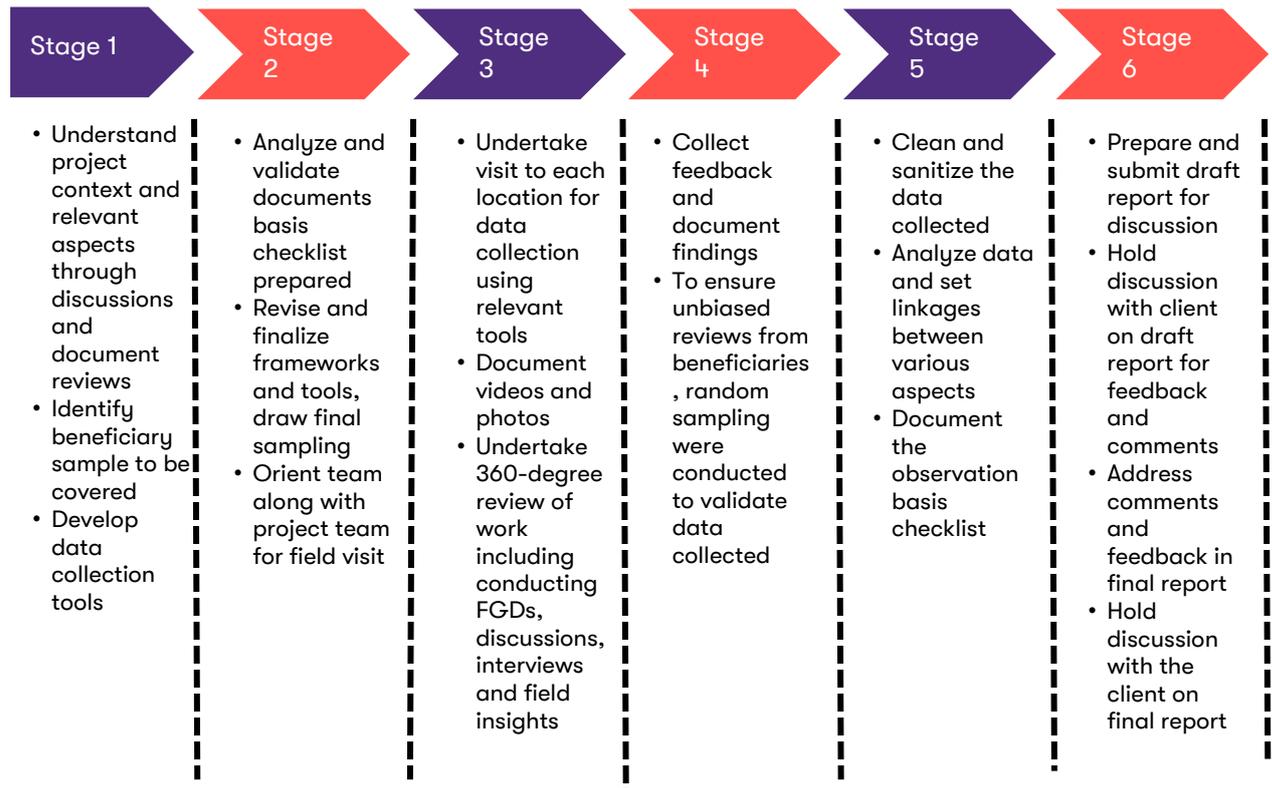
Principles	Principle explanation
Relevance	<ul style="list-style-type: none"> To what extent are the objectives of the project suitable as per the need of the area? Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives? Are the activities and outputs consistent with the intended impacts and effects?
Effectiveness	<ul style="list-style-type: none"> To what extent were the objectives achieved / are likely to be achieved? What were the major factors influencing the achievement or non achievement of the objectives?
Efficiency	<ul style="list-style-type: none"> Has the process been documented thoroughly, with controls and checks in place? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives?
Coherence	<ul style="list-style-type: none"> How does the programme align with and support existing national policies and strategies? In what ways does the programme complement and enhance other ongoing initiatives and interventions in the same sector or region? How effectively does the programme integrate with the broader goals and priorities of the target beneficiaries and stakeholders?
Impact	<ul style="list-style-type: none"> What has happened as a result of the project What real difference has the activity made to the beneficiaries? How many people have been affected?
Sustainability	<ul style="list-style-type: none"> To what extent did the benefits of a project continue after donor funding ceased?

- What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

2.2. Methodology for the study

The methodology followed to conduct the study was spread across six stages as follows:

Table 3 - Study Methodology



Stage 1: Understand Project Context and Relevant Aspects

In the initial stage, the focus was on gaining a comprehensive understanding of the project’s context, objectives, and key aspects. This was achieved through detailed discussions with the NTPC team and a thorough review of relevant documents.

The project’s goals, scope, and expected outcomes were clarified, and a document checklist was prepared based on the Memorandum of Understanding (MOU) to ensure all necessary materials are reviewed. This stage also involved identifying the beneficiary population and determining the sample size to be covered.

Data collection tools were developed for the identified stakeholders, ensuring they are tailored to capture the required information effectively. This foundational stage sets the groundwork for the subsequent phases by establishing a clear understanding of the project’s framework and requirements.

Stage 2: Analyze and Validate Documents, Finalize Frameworks and Tools

During this stage, the documents collected in Stage 1 were analyzed and validated against the prepared checklist to ensure accuracy and completeness. The frameworks and tools for data collection were revised and finalized based on the insights gained from the document review. This included refining survey questionnaires, focus group discussion (FGD) guides, and interview protocols to align with the project's objectives. A final sampling plan was drawn up to ensure the data collected is representative and unbiased.

Additionally, the team was oriented on the project's goals, tools, and methodologies, and a field visit plan was prepared in collaboration with the NTPC team to ensure smooth execution of the data collection process.

Stage 3: Undertake Field Visits for Data Collection

This stage involved conducting field visits to each project location to collect data using the finalized tools. The team engaged with stakeholders to gather quantitative and qualitative data. A 360-degree review of the project's work was undertaken.

Field insights were documented through videos, photos, and detailed notes to provide a comprehensive understanding of the project's impact and challenges. This stage ensured that the data collected was robust, reliable, and reflective of the ground realities.

Stage 4: Collect Feedback and Validate Data

After the field visits, feedback was collected from beneficiaries and stakeholders to document their perceptions and experiences. To ensure the data's credibility and eliminate bias, random sampling were conducted to validate data collected. This validation process helped identify any discrepancies or gaps in the data and ensures the findings are accurate and representative of the broader beneficiary population. The feedback and validation process also provided an opportunity to cross-check the initial findings and refine the analysis.

Stage 5: Clean, Analyze, and Document Data

In this stage, the collected data was cleaned and sanitized to remove any inconsistencies or errors. The data was then analyzed to identify trends, patterns, and linkages between various aspects of the project, such as training, access to equipment and other facilities. The analysis provided insights into the program's effectiveness, challenges, and areas for improvement, forming the basis for the final report.

Stage 6: Prepare and Finalize the Report

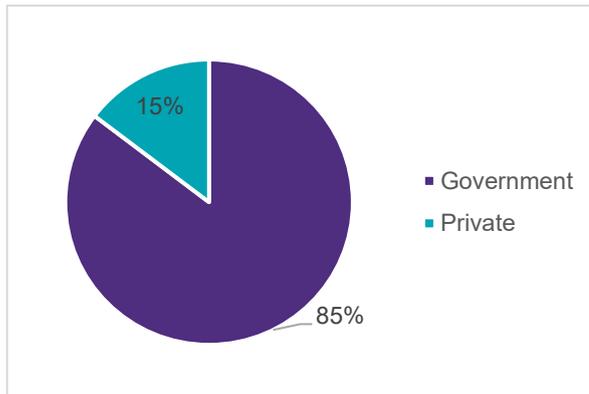
The final stage involved preparing a draft report that summarizes the findings, analysis, and recommendations. The draft report was shared with the NTPC team for feedback and comments. A discussion was held with the client to review the draft, address any concerns, and incorporate suggestions. The feedback was then integrated into the final report, ensuring it is comprehensive, accurate, and aligned with NTPC's expectations. A final discussion was held with NTPC's team to present the report and discuss its implications for the project's future. This stage

ensures that the assessment's outcomes are clearly communicated and actionable.

2.3. Coverage

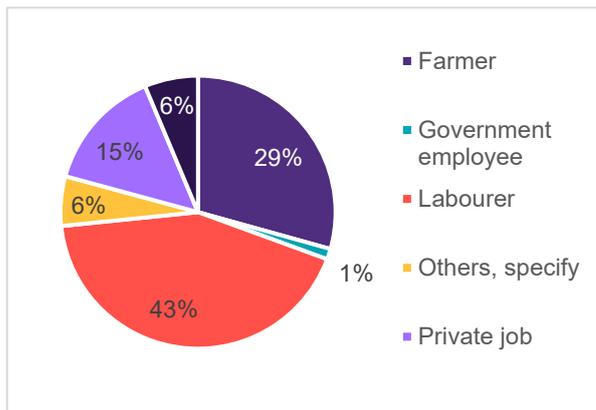
This section presents the details of the respondents covered under the impact assessment study. Below are the demographic details of the respondents:

Figure 1: Type of school



85% of respondents attend government schools, while 15% go to private schools.

Figure 2: Parents Occupation



Regarding parental occupation, 43% of respondents' parents are labourers, 29% are farmers, 14% work in private jobs, 6% are shopkeepers, another 6% fall into other unspecified occupations, and only 1% are government employees. This data highlights a predominant reliance on public education and a diverse range of parental occupations, with a significant portion engaged in labour-intensive and agricultural work.

3. Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

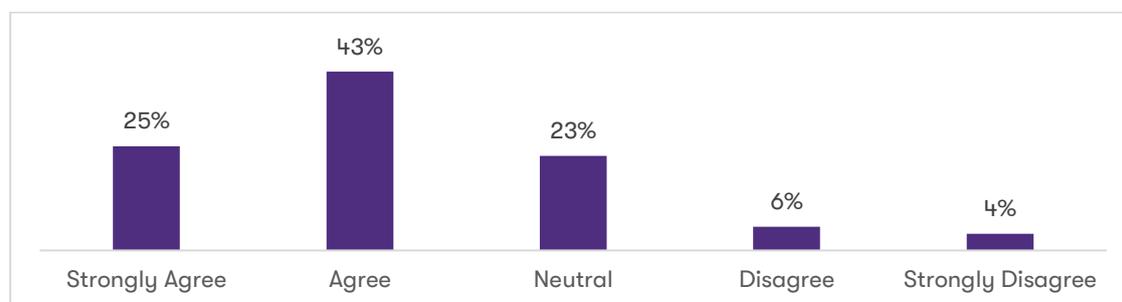
Relevance

The following section provides the pre-programme awareness of respondents regarding key aspects of the programme such as awareness regarding healthcare, digital literacy and life skills.

Health & Personal Well-being

To assess pre-programme awareness of respondents regarding health and personal wellbeing, respondents were asked whether they were aware about basic health, hygiene and nutrition.

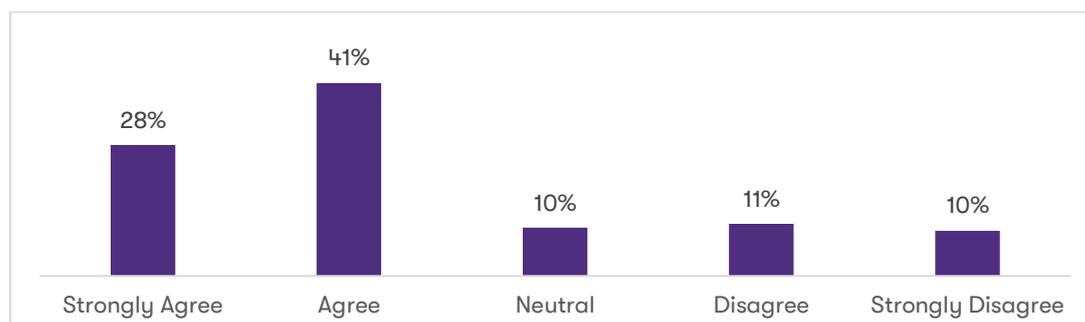
Figure 3: 'I didn't know how to take care of my body'. (n=450)



68% respondents (Strongly Agree & Agree) reported that they lacked awareness about how to take care of their body before the programme. Only 10% (Disagree & Strongly Disagree) felt confident in their knowledge regarding proper bodily health and hygiene before joining the GEM programme. This indicates that many respondents felt unprepared or were uninformed about how to take care of their body in terms of health and hygiene, prior to their involvement in the GEM programme.

The data highlights a gap in awareness and education on hygiene and healthcare among the respondents before they joined the GEM programme. This underscores the importance of such initiatives in providing essential knowledge and boosting confidence in personal care for girls who would otherwise not have had access to essential health related information

Figure 4: 'I was not aware about personal/menstrual hygiene' (n=450)

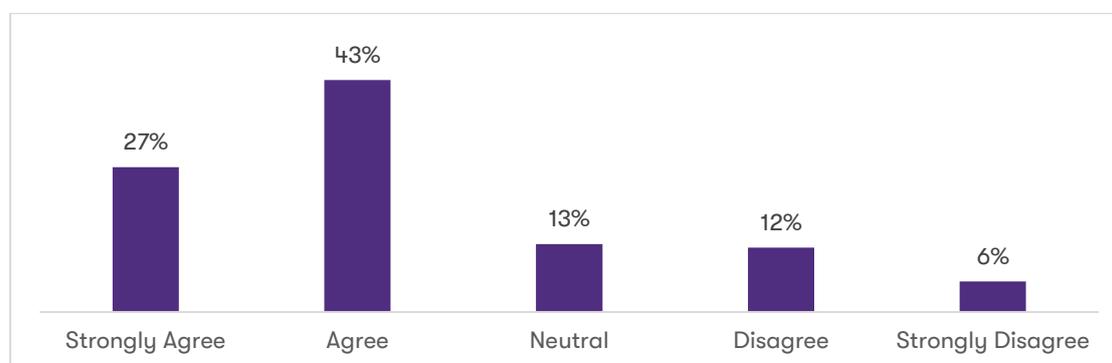


The data highlights that 69% respondents mentioned that they did not have sufficient knowledge regarding menstrual hygiene practices before the programme. While 21% reported some awareness, this was primarily limited to the use of menstrual hygiene products like sanitary pads, tampons, or menstrual cups. However, even among those with some awareness, there was limited understanding of related practices, such as personal hygiene during menstruation and the proper disposal of menstrual products.

“I used to rely on old cloth during my periods because I didn’t know about sanitary napkins. No one had ever spoken to me about it, and I was too embarrassed to ask.”

- Beneficiary, GEM Programme, NTPC Barh

Figure 5: ‘I lacked information about health & nutrition’ (n=450)

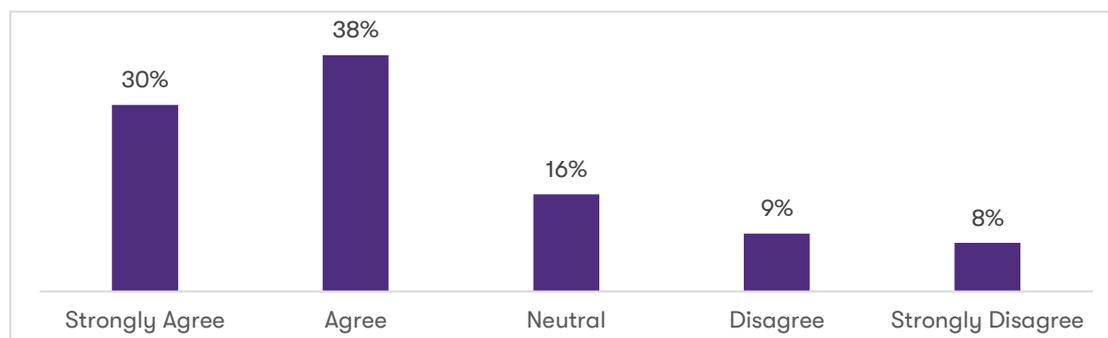


The data shows that **70% of respondents** (Strongly Agree & Agree) had minimal understanding of nutrition and its impact on health before the programme. This indicates a widespread lack of knowledge about the importance of nutrition, what constitutes a balanced diet, what foods are good for the body and what foods to avoid and how it affects overall health. In contrast, only **18% of respondents** (Disagree & Strongly Disagree) claimed to have some prior knowledge about maintaining a balanced diet.

Educational & Technological Awareness

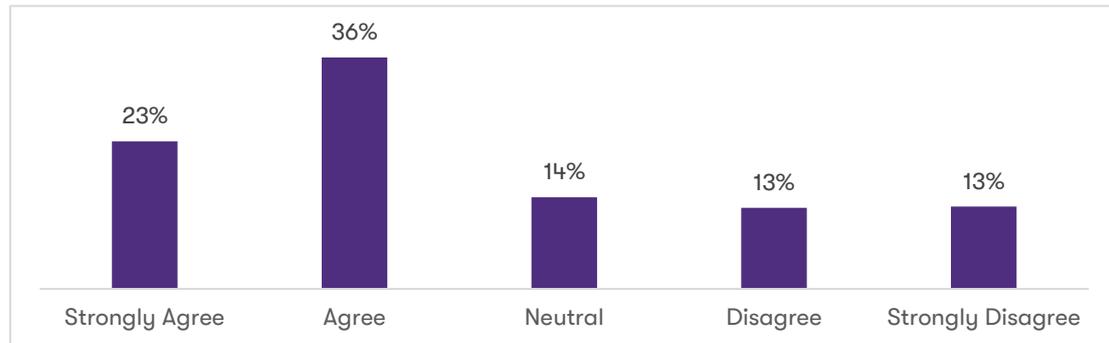
A core component of GEM is to bridge the digital divide by introducing girls to smart classes and computer literacy. Respondents were asked to assess their familiarity with digital devices before the intervention.

Figure 6: 'I was not aware of smart classes' (n=450)



Before the programme, 68% respondents had never sat in a smart class, and 59% had never used a computer. Respondents stated that many of them were not aware of digital classrooms as many of their schools did not even have a single digital classroom or even if a TV/ Smartboard was present within the school, it was not utilized. Further students stated that though computers were present within the schools, many lacked functionalities and hence were not used.

Figure 7: 'I didn't know how to use a computer before the programme' (n=450)

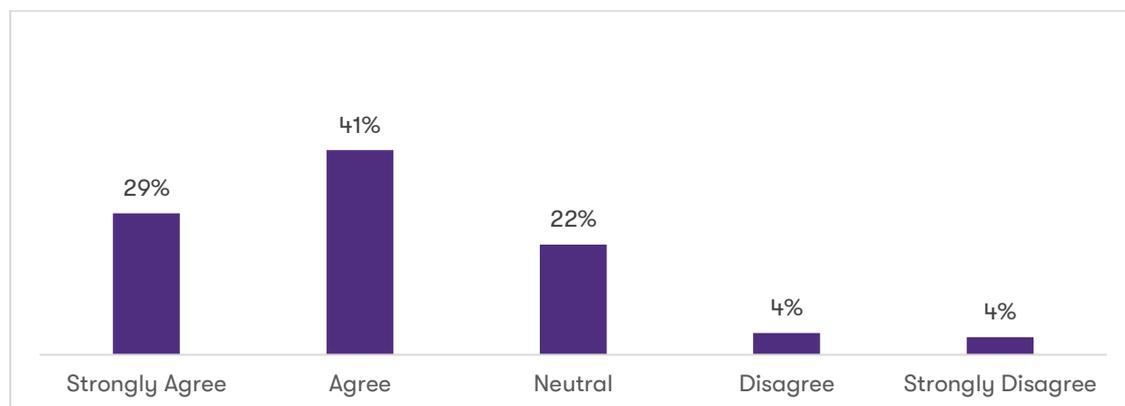


Respondents stated that while they had some previous exposure to digital devices as some of their parents did own smartphones, many had only used it sparingly. They stated that before the programme they were unaware of all the learning materials and newer methods of learning that could be utilized in the classroom. This, therefore, highlights the digital divide whereby students, before the GEM programme were missing out on interactive learning experiences that could enhance their educational experience.

Confidence & Communication

Building confidence and communication skills is a key focus of the GEM programme, helping girls overcome shyness and develop leadership abilities. Respondents were asked about their public speaking skills.

Figure 8: Before the programme, I was hesitant to speak in class and to other people” (n = 450)



Initially, 70% of respondents reported feeling hesitant in speaking to peers, teachers, or individuals outside their immediate circle, while only 8% felt confident in expressing themselves. This stark contrast highlights the significant challenges respondents faced in their communication skills.

The high percentage of respondents reporting pre-programme deficiencies in health awareness, confidence, and digital literacy strongly validates GEM’s relevance and necessity.

Plant-wise Score: Relevance

To assess the relevance of the GEM programme across different NTPC locations, an analysis was conducted using responses from respondents on six key indicators: confidence in speaking, computer literacy, body care awareness, familiarity with smart classes, knowledge of menstrual hygiene, and understanding of health and nutrition. Respondents were asked to assess their understanding of each of these aspects before the programme on a scale of 1 to 5 with 1 indicating that they were largely unaware of the various indicators and 5 indicating that they were largely aware of the various aspects of the GEM programme. Each NTPC plant was assigned a score, calculated as the average of respondent responses across these indicators.

Table 4: Plant-wise score - Relevance

Plant Name	Score
NTPC - Kudgi - Bijapur	1
NTPC Auraiya	1
NTPC Barh - Patna	1
NTPC Darlipalli, Sundergarh	2
NTPC Gadarwara - Narsinghpur	2
NTPC Khargone	1.5
NTPC Lara - Raigarh	1
NTPC Mouda - Nagpur	1
NTPC Nabinagar - Aurangabad	1.5
NTPC Simhadri - Ankapally	2
NTPC Solapur	1
NTPC Tanda - Ambedkarnagar	1
NTPC Unchahar - Rai Bareli	1.5

As indicated by the data, in most locations where the programme was conducted, respondents were largely unaware of the various key components of the programme. In most locations, students have provided an average score of ‘1’ indicating that they were unaware of various aspects of digital literacy, health and hygiene and did not possess the necessary life skills taught by the GEM programme. The notable exceptions to the trend being NTPC Darlipalli, Gadarwara and Simhadri where it was seen that students had some awareness of the various components of the GEM programme.

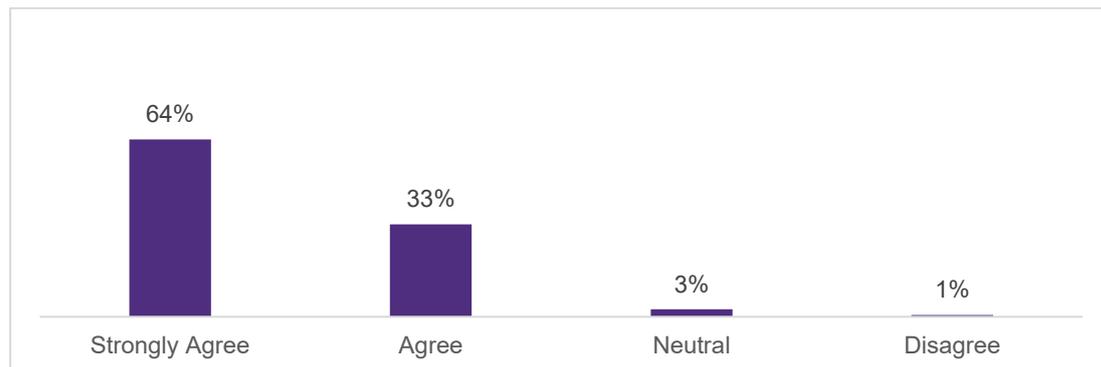
Effectiveness

The following section provides details of the beneficiaries on the effectiveness of the programme. It covers aspects of the programme such as teacher behaviour, residence, materials utilised for the training and feedback on activities conducted.

Quality of Mentorship and Support

A key factor in the success of GEM is the role of teachers and staff in creating a supportive learning environment. Respondents were asked whether they thought the teachers were helpful.

Figure 9: 'Teachers and staff were kind and helpful' (n = 450)

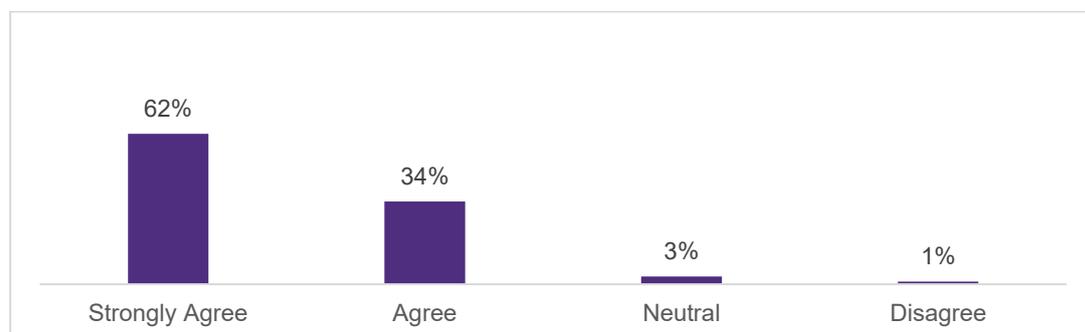


97% respondents (Strongly Agree & Agree) expressed satisfaction with the supportiveness of teachers and staff. This underscores the programme's success in creating a nurturing environment, critical for girls from backgrounds where they may lack access to mentors. This highlights the positive role played by mentors in being able to effectively deliver the GEM curriculum and support the overall development of children during the programme.

Safety and Comfort of Living Arrangements

As GEM is a residential program, ensuring a safe and comfortable living environment is crucial to its effectiveness. Respondents rated their experience with the statement: "The place where I stayed was safe and comfortable."*

Figure 10: The place where I stayed was safe and comfortable (n = 450)



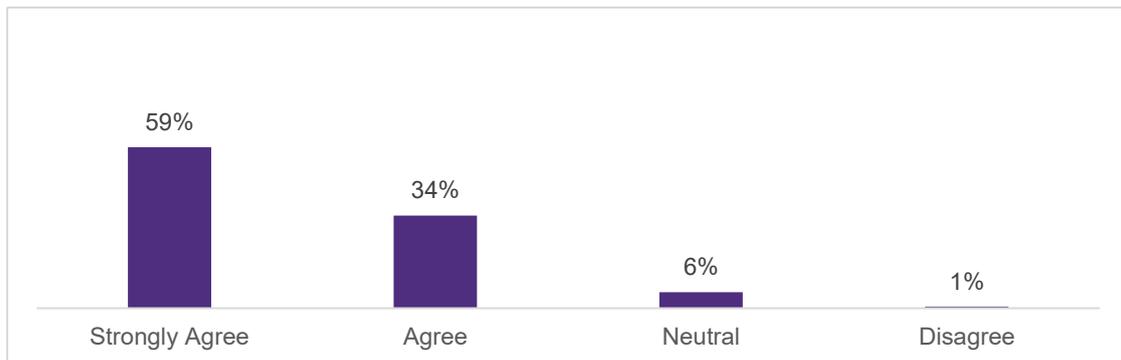
96% of respondents validated the safety and comfort of their accommodations, reflecting NTPC's success in managing parental concerns. This achievement is crucial, as a secure environment allowed girls to focus on learning without anxiety. The data validates NTPC's logistical investments, such as secure

boarding facilities and round-the-clock supervision, which were essential for gaining community trust and ensuring sustained participation.

Utility of Educational Resources

The provision of educational materials such as books and kits play a significant role in enhancing the learning experience. Respondents provided feedback on the statement: "The books and kits I received were useful."

Figure 11: The books and kits i received were useful (n = 450)

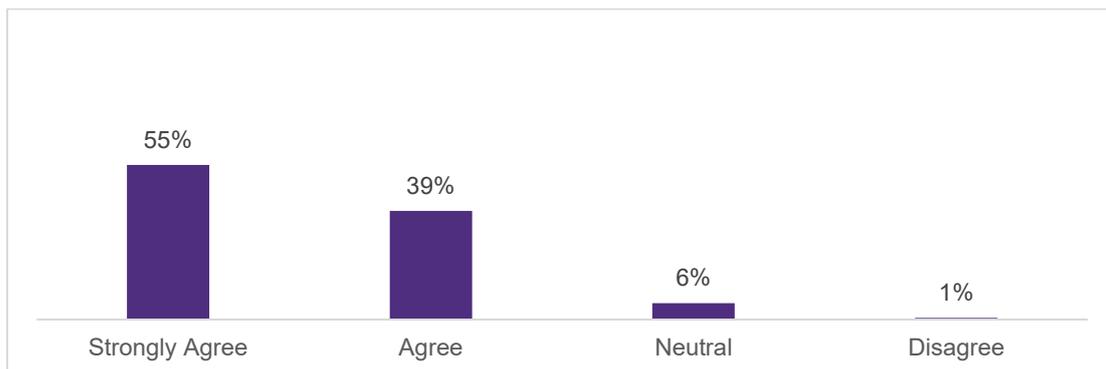


93% of respondents found the learning materials beneficial, indicating effective alignment with the programme's goals. The kits empowered girls to apply knowledge post-workshop. The 7% dissatisfaction rate suggests opportunities to customize materials for regional or educational disparities.

Engagement and Comprehension of Activities

An essential element of the GEM program is its interactive learning approach. Respondents were asked to rate the statement: "The activities were fun and easy to understand."

Figure 12: The activities were fun and easy to understand (n = 450)



94% of respondents found activities engaging and accessible, highlighting GEM's success in moving beyond traditional pedagogy. Workshops on teamwork, smart-class navigation, and health debates were designed to be participatory, ensuring that complex topics like nutrition or digital literacy were demystified. The high approval rate reflects the programme's ability to balance education with enjoyment, a key factor in sustaining interest among young learners.

Plant-wise Score: Effectiveness

To assess the effectiveness of the GEM programme across different NTPC locations, an analysis was conducted using responses from respondents on key indicators: such as teacher behaviour, residence provided, materials utilised for the training and feedback on activities conducted. Respondents were provided a series of statements and asked to rate the various components of the programme on a scale of 1 to 5 with 1 indicating that they strongly agreed with the statement and 5 indicating that they disagreed with the statement. Each NTPC plant was assigned a score, calculated as the average of respondent responses across these indicators.

Table 5: Plant-wise score - Effectiveness

Plant Name	Score
NTPC - Kudgi - Bijapur	1
NTPC Auraiya	1
NTPC Barh - Patna	1
NTPC Darlipalli, Sundergarh	2
NTPC Gadarwara - Narsinghpur	2
NTPC Khargone	1.5
NTPC Lara - Raigarh	1
NTPC Mouda - Nagpur	1
NTPC Nabinagar - Aurangabad	1.5
NTPC Simhadri - Ankapally	2
NTPC Solapur	1
NTPC Tanda - Ambedkarnagar	1
NTPC Unchahar - Rai Bareli	1.5

As indicated by the data, the GEM programme has demonstrated high efficiency across various NTPC locations. Respondents rated the programme on indicators such as delivery within set timelines, provision of food, overall organization, and health and sanitation facilities. The final efficiency scores reflect the programme's success in these areas.

In most locations, such as NTPC Kudgi, Auraiya, Barh, Lara, Mouda, Solapur, and Tanda, students provided an average score of 1, indicating strong agreement with the efficiency of the programme. These scores suggest that the programme was delivered on time, food was provided adequately, the organization was effective, and health and sanitation facilities were satisfactory. Other locations like Khargone, Nabinagar - Aurangabad, and Unchahar - Rai Bareli had average scores around 1.5, reflecting a positive impact but with some room for improvement.

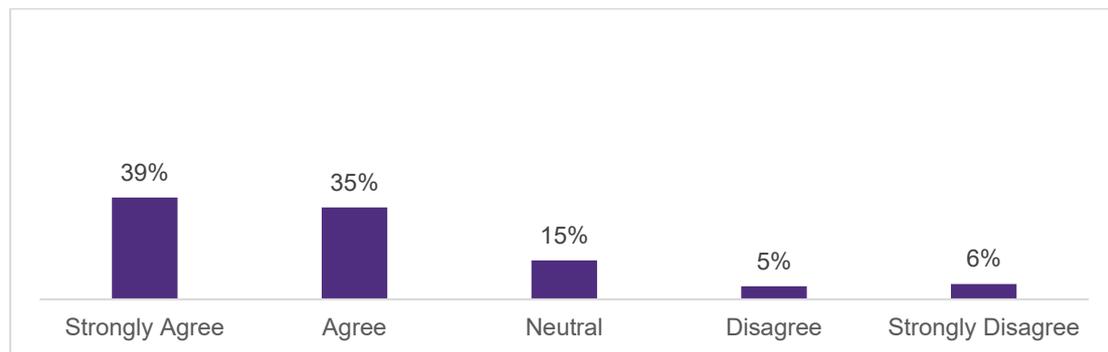
Efficiency

The following section provides details regarding the efficiency of the programme. It covers aspects such as whether the programme was delivered within the set timelines, provision of food, overall organization and health and sanitation facilities made available to learners.

Programme implementation

Respondents were asked to provide their feedback on the efficiency of the programme implementation. To do so, they were asked whether there were any delays or interruptions in the programme.

Figure 13: There were no delays or interruptions during the programme (n= 450)

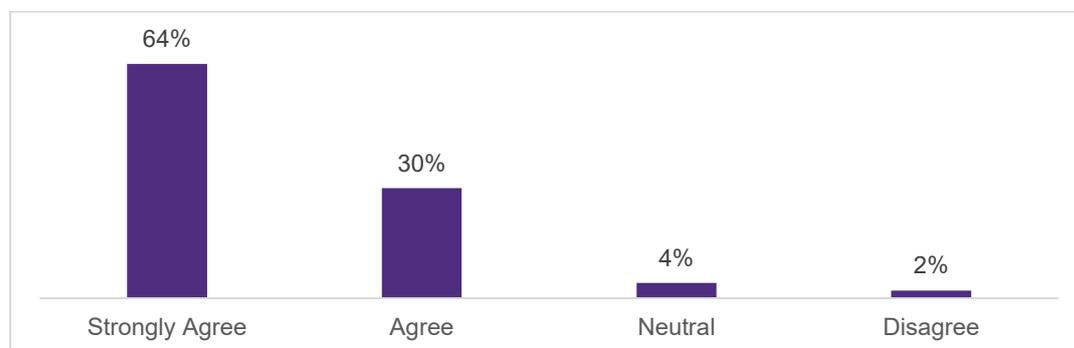


74% respondents (Strongly Agree & Agree) indicated that there were no delays or interruptions during the programme. This suggests a high level of satisfaction with the programme's smooth execution. Conversely, 11% (Disagree & Strongly Disagree) felt that there were disruptions, indicating a minority who experienced issues. Overall, most respondents perceived the programme as well-organized and uninterrupted, reflecting positively on its management and delivery.

Food and water

Respondents were asked on whether provisions for food and water were made and whether the same was provided in a timely manner.

Figure 14: The food during the programme was provided on time (n = 450)

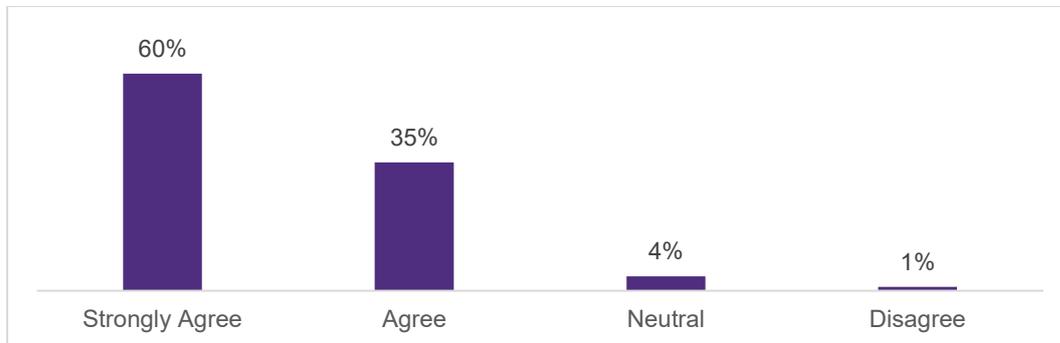


94% respondents (Strongly Agree & Agree) indicated that during the programme, the food was provided on time, and adequate arrangements were made for food and water. Respondents stated that the programme was successful in ensuring timely food provision, contributing to a positive participant experience.

Classes and activities

Respondents were asked whether classes and activities were conducted in a timely manner.

Figure 15: All the classes and activities were held on time (n = 450)

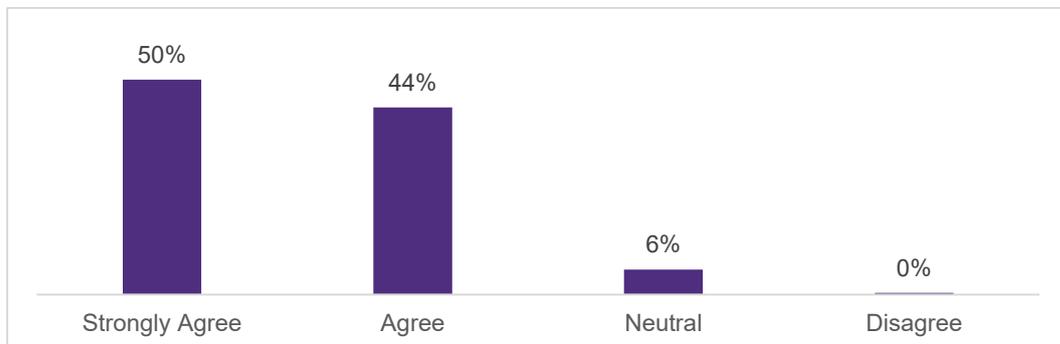


Based on the provided data, 95% of the respondents (Strongly Agree & Agree) indicated that all the classes and activities were held on time. The programme was successful in maintaining a timely schedule for all classes and activities, contributing to a positive participant experience.

Overall programme organization

Respondents were asked whether the programme was well organised and easy to keep up with.

Figure 16: The programme was well-organised and easy to keep up with (n = 450)



Based on the provided data, 94% of the respondents (Strongly Agree & Agree) indicated that the programme was well-organised and easy to keep up with. Respondents had a positive response towards the overall organization and manageability of the programme. They further stated that it was well-structured and easy to follow. Overall, the programme was successful in its organization and ease of participation, contributing to a positive experience for the respondents.

Plant-wise Score: Efficiency

To assess the efficiency of the GEM programme across different NTPC locations, an analysis was conducted using responses from respondents on key indicators: such as teacher behaviour, residence provided, materials utilised for the training and feedback on activities conducted. Respondents were provided a series of statements and asked to rate the various components of the programme on a scale of 1 to 5 with 1 indicating that they strongly agreed with the statement and 5

indicating that they disagreed with the statement. Each NTPC plant was assigned a score, calculated as the average of respondent responses across these indicators.

Table 6: Plant-wise score - Efficiency

Plant Name	Score
NTPC - Kudgi - Bijapur	1
NTPC Auraiya	1.5
NTPC Barh - Patna	1
NTPC Darlipalli, Sundergarh	1.5
NTPC Gadarwara - Narsinghpur	2
NTPC Khargone	1.5
NTPC Lara - Raigarh	1
NTPC Mouda - Nagpur	1
NTPC Nabinagar - Aurangabad	1.5
NTPC Simhadri - Ankapally	1.5
NTPC Solapur	1
NTPC Tanda - Ambedkarnagar	1
NTPC Unchahar - Rai Bareli	2

As indicated by the data, the GEM programme has demonstrated high efficiency across various NTPC locations. Respondents rated the programme on indicators such as delivery within set timelines, provision of food, overall organization, and health and sanitation facilities. The final efficiency scores reflect the programme's success in these areas.

In most locations, such as NTPC Kudgi, Barh, Lara, Mouda, Solapur, and Tanda, students provided an average score of 1, indicating strong agreement with the efficiency of the programme. These scores suggest that the programme was delivered on time, food was provided adequately, the organization was effective, and health and sanitation facilities were very satisfactory. Other locations like NTPC Auraiya, Darlipalli, Khargone, Nabinagar, and Simhadri had average scores around 1.5, reflecting a positive impact but with some room for improvement.

Coherence

The following section provides details on the coherence of the programme. It highlights the way the GEM programme aligns itself with current govt. policies and programmes while at the same time addressing key socio-economic issues.

The Girl Empowerment Mission (GEM) by NTPC demonstrates coherence as defined by the OECD-DAC principles for impact assessment, which emphasise alignment and complementarity with other interventions and policies. GEM aligns well with the Government of India's "Beti Bachao, Beti Padhao" initiative, which aims to address gender inequality and promote the education and empowerment of girls. By offering a four-week residential workshop for girls aged 10 to 12, GEM provides holistic education, life skills, and extracurricular activities, fostering self-reliance and confidence among young girls from underprivileged backgrounds.

The programme's coherence is further highlighted through its alignment with the National Education Policy (NEP 2020). This alignment ensures that the programme not only meets the immediate needs of its beneficiaries but also contributes to broader national goals of economic upliftment and social development.

Additionally, GEM's implementation strategy, which includes selecting respondents from government schools near NTPC projects and stations, ensures that the programme reaches those who are most in need. This targeted approach enhances the programme's relevance and effectiveness, as it directly addresses the specific challenges faced by girls in these communities. The positive feedback from beneficiaries and their communities underscores the programme's impact and its ability to foster a supportive environment for girls' growth and development.

In summary, the GEM programme by NTPC demonstrates strong coherence by aligning with key government initiatives and policies, addressing critical societal issues, and effectively reaching its target audience. This alignment enhances the programme's impact and ensures its sustainability and long-term success in empowering young girls and promoting gender equality in India.

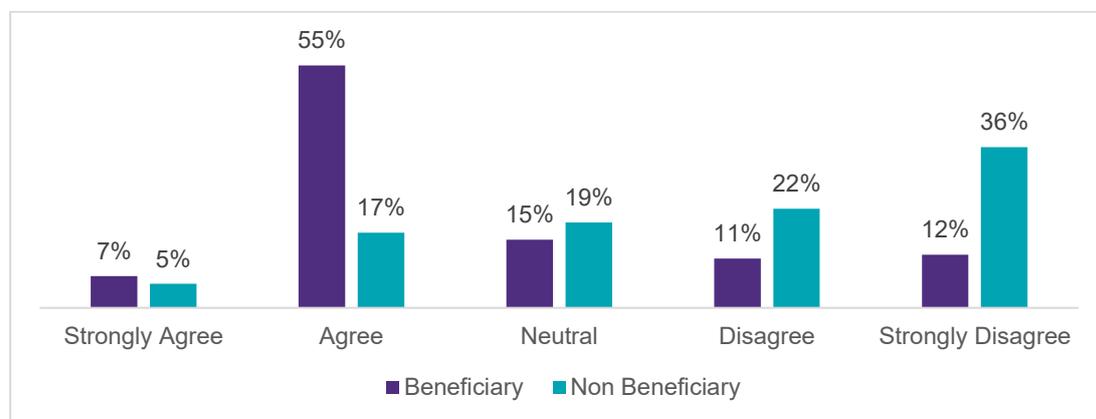
Impact

The following section provides details regarding the impact of the programme. It covers aspects such as confidence in communication, digital literacy, awareness regarding health and hygiene including physical safety and awareness regarding balanced diet after the implementation of the programme. To highlight the impact of the programme, the data has been presented in a comparative manner with students who did not attend the GEM programme.

Communication Skills

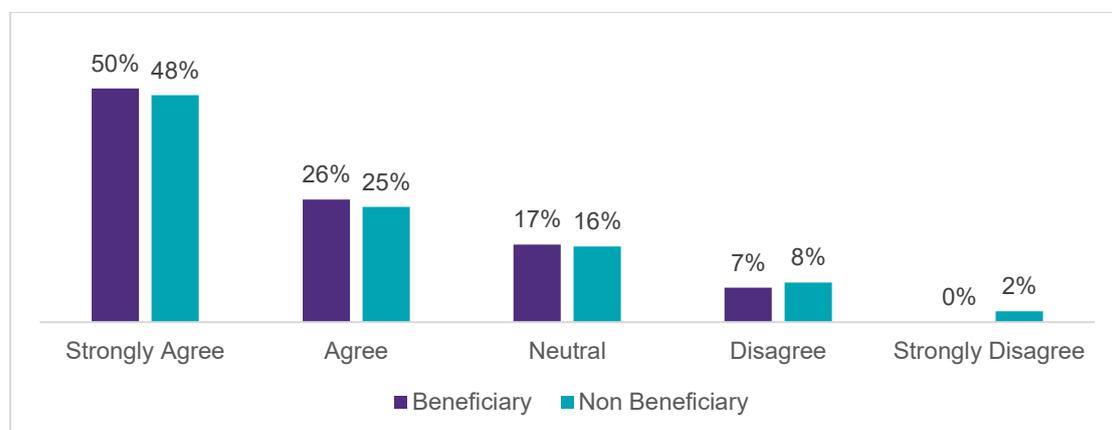
To understand the impact of the GEM programme on participants communication skills, respondents were asked whether they were confident in their ability to communicate in English and a vernacular language.

Figure 17: I am comfortable communicating in English (n = 450,150)



62% beneficiaries (Strongly Agree & Agree) felt comfortable communicating in English, while only 22% of non-beneficiaries shared this sentiment. This indicates that beneficiaries generally felt more comfortable communicating in English, while non-beneficiaries were more likely to experience difficulties, highlighting a disparity in language proficiency or confidence between the two groups. Beneficiaries stated that the GEM programme not only taught them how to speak in English but also gave them the confidence to speak the language in front of others.

Figure 18: I am comfortable communicating in my mother tongue (n = 450,150)

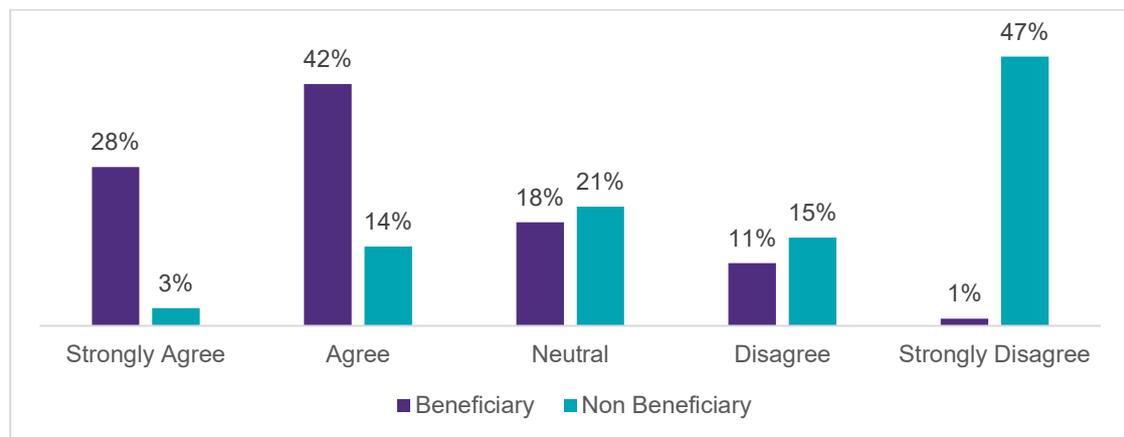


Among beneficiaries, 76% (Strongly Agree & Agree) felt comfortable communicating in their mother tongues, closely mirrored by 73% of non-beneficiaries. While both beneficiaries and non-beneficiaries were comfortable speaking in their mother tongues, several beneficiaries stated that the training during the GEM programme provided them with the confidence to speak in their native languages in front of others.

Digital Literacy

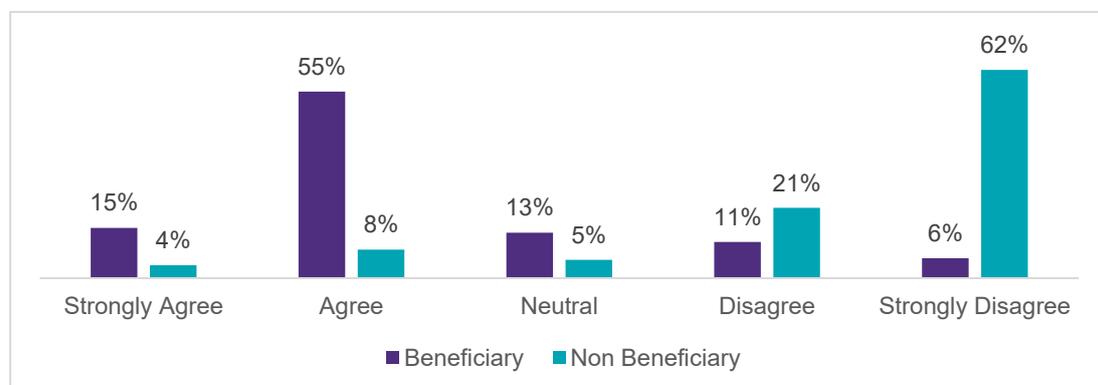
On beneficiaries' understanding of digital literacy, respondents were asked whether they were comfortable using a computer and whether they knew the basics of cyber safety.

Figure 19: I can use a computer confidently in class (n = 450,150)



Based on the data, there is a significant difference in confidence levels with using a computer in class between beneficiaries and non-beneficiaries. Among beneficiaries, 70% (Strongly Agree & Agree) felt confident using a computer in class, while only 17% of non-beneficiaries shared this sentiment. Conversely, a substantial 62% of non-beneficiaries (Disagree & Strongly Disagree) expressed a lack of confidence, compared to 12% of beneficiaries. Beneficiaries generally felt more confident using a computer in class as compared to non-beneficiaries highlighting a disparity in digital literacy or confidence between the two groups.

Figure 20: I know how to be safe online when using a computer (n = 450,150)



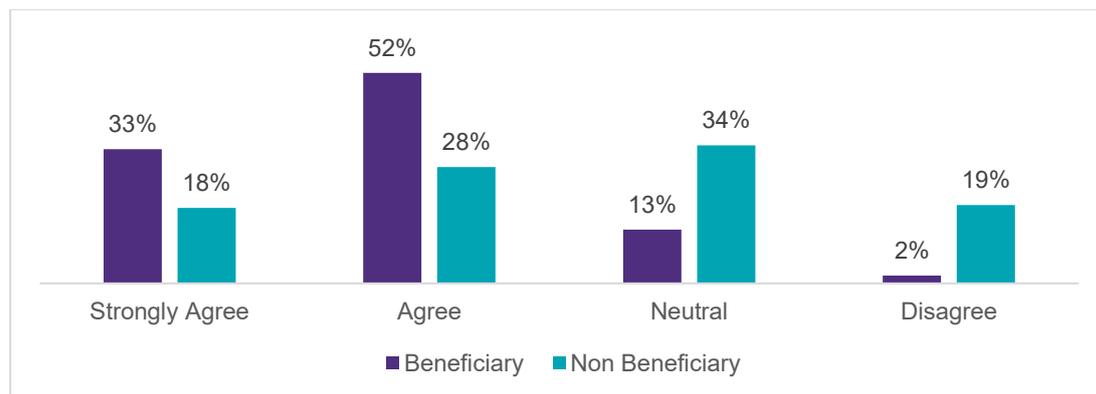
70% beneficiaries (Strongly Agree & Agree) felt they knew how to be safe online when using a computer, while only 12% of non-beneficiaries shared this sentiment. Conversely, a significant 83% of non-beneficiaries (Disagree & Strongly Disagree)

expressed a lack of knowledge about online safety, compared to 17% of beneficiaries. Beneficiaries stated that because of the programme, they were now better aware of the dos and don'ts of browsing the internet.

Health and Wellbeing

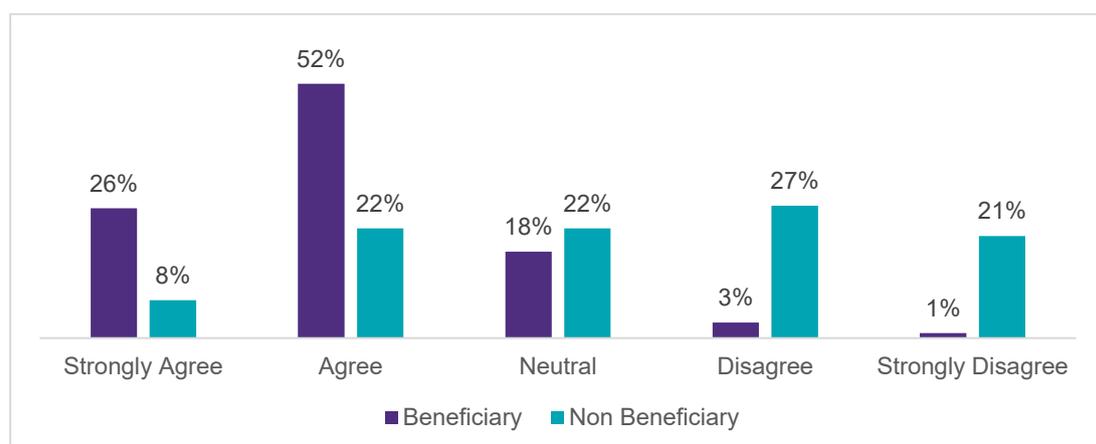
To understand beneficiaries' improvement in knowledge on health and wellbeing as well as proper health practices. Beneficiaries were asked whether they knew how to be clean and healthy, their awareness regarding proper and safe menstrual hygiene practices, whether they understood what constituted good touch and bad touch and whether they know about a balanced diet.

Figure 21: I know how to keep my body clean and healthy (n = 450, 150)



There is a notable difference in knowledge about keeping the body clean and healthy between beneficiaries and non-beneficiaries. Among beneficiaries, 85% (Strongly Agree & Agree) felt they knew how to keep their body clean and healthy, while only 46% of non-beneficiaries shared this sentiment. Conversely, 19% of non-beneficiaries (Disagree) expressed a lack of knowledge, compared to only 2% of beneficiaries. Beneficiaries stated that they were more knowledgeable about maintaining bodily cleanliness and health after the completion of the programme.

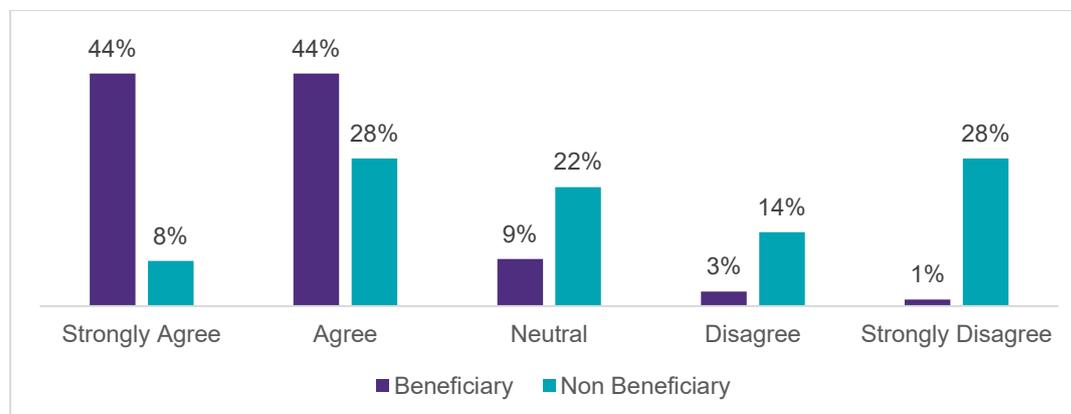
Figure 22: I am aware of proper and safe menstrual hygiene practices (n = 450,150)



78% beneficiaries (Strongly Agree & Agree) were more aware of proper and safe menstrual hygiene practices, while only 30% of non-beneficiaries shared this sentiment. Conversely, a substantial 48% of non-beneficiaries (Disagree & Strongly Disagree) expressed a lack of awareness, compared to only 4% of beneficiaries. This indicates that beneficiaries generally felt more informed about

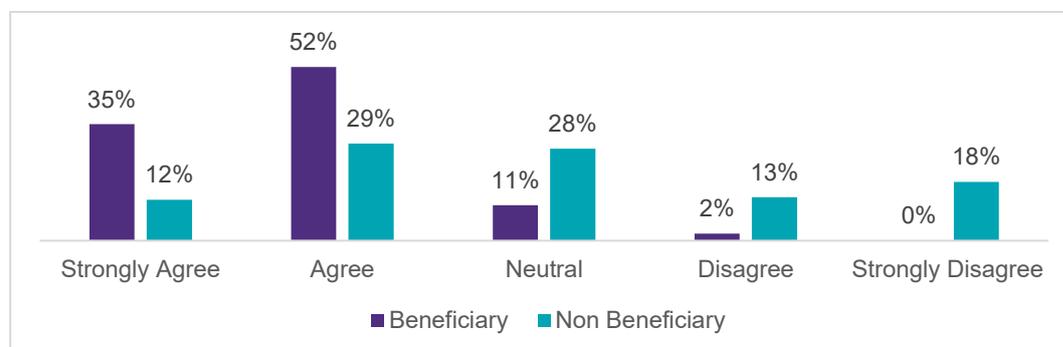
menstrual hygiene practices, while non-beneficiaries were more likely to feel unprepared or uninformed, highlighting a disparity in menstrual health education between the two groups.

Figure 23: I am aware of what constitutes good touch/bad touch (n = 450,150)



88% (Strongly Agree & Agree) beneficiaries were aware of what constitutes good touch and bad touch, while only 36% non-beneficiaries shared this sentiment. Conversely, a substantial 42% non-beneficiaries (Disagree & Strongly Disagree) expressed a lack of awareness, compared to only 4% beneficiaries. This indicates that beneficiaries generally felt more informed about recognizing good touch and bad touch, while non-beneficiaries were more likely to feel uncertain or uninformed.

Figure 24: I know what constitutes healthy food and a balanced diet (n = 450,150)

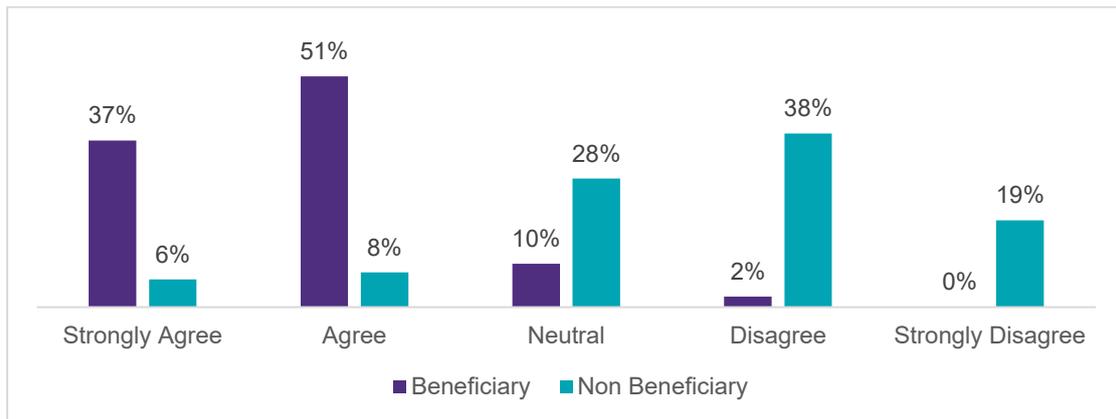


Among beneficiaries, 87% (Strongly Agree & Agree) felt they knew what constitutes healthy food and a balanced diet, while only 41% non-beneficiaries shared this sentiment. This indicates that beneficiaries generally felt more knowledgeable about healthy eating and balanced diets, while non-beneficiaries were more likely to feel uncertain or uninformed, highlighting a disparity in nutritional education between the two groups.

Life skills

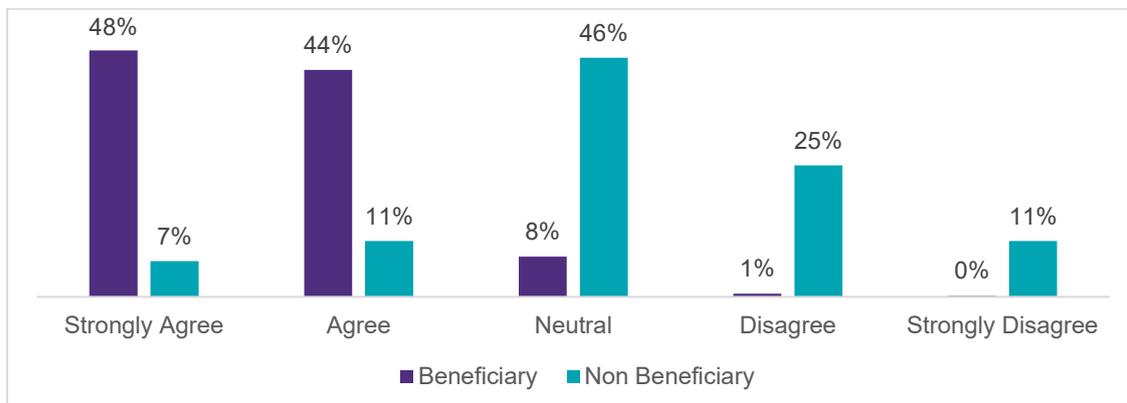
To understand how the programme improved life skills, respondents were asked on their confidence speaking in front of call, whether they can make new friends easily, whether they feel safe sharing their thoughts and feelings with others and is aware of how to defend themselves in conflict situations.

Figure 25: I can speak confidently in class and in front of others (n = 450,150)



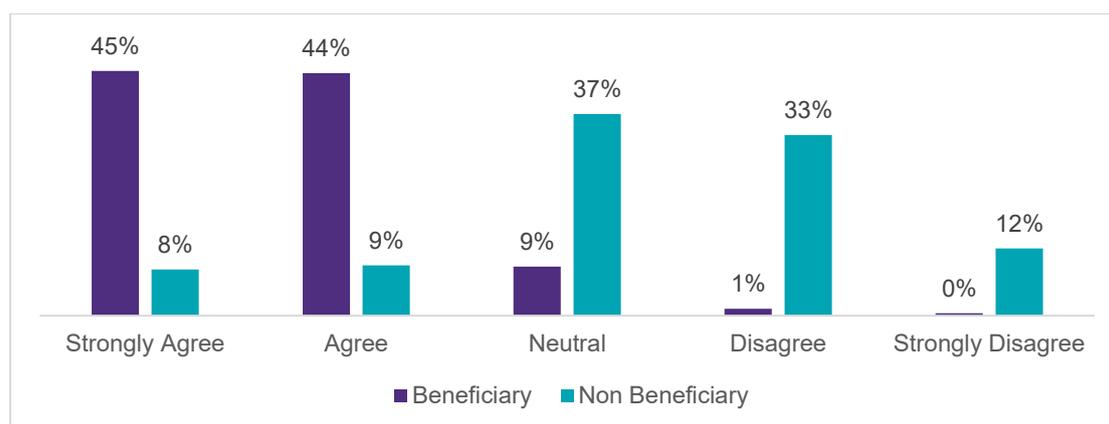
Among beneficiaries, 88% (Strongly Agree & Agree) felt confident speaking in class and in front of others, while only 14% of non-beneficiaries shared this sentiment. This indicates that beneficiaries generally felt more confident in their public speaking abilities, while non-beneficiaries were more likely to experience difficulties, highlighting a disparity in communication skills between the two groups.

Figure 26: I can make new friends easily (n = 450,150)



92% (Strongly Agree & Agree) beneficiaries felt they could make new friends easily, while only 18% of non-beneficiaries shared this sentiment. This indicates that beneficiaries generally felt more confident in their social skills such as speaking confidently in front of others and sharing their thoughts and feelings with their friends, parents and teachers, while non-beneficiaries were more likely to experience difficulties when sharing their thoughts and feelings with others.

Figure 27: I feel safe sharing my thoughts and feelings with others (n = 450,150)

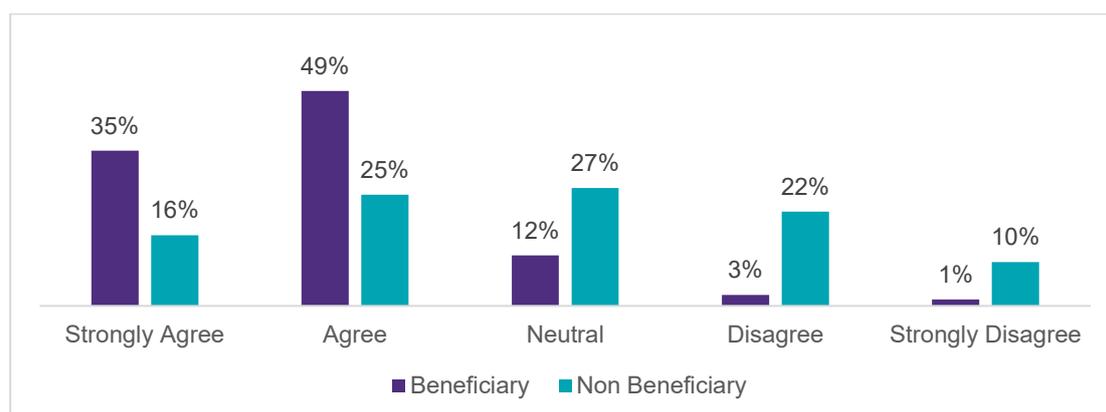


“The teachers didn’t just teach—they listened to us. For the first time, I felt my voice mattered.”

– Beneficiary, GEM Programme, Solapur

89% (Strongly Agree & Agree) beneficiaries felt safe sharing their thoughts and feelings with others, while only 17% of non-beneficiaries shared this sentiment. Conversely, a substantial 45% of non-beneficiaries (Disagree & Strongly Disagree) expressed discomfort in sharing their thoughts and feelings, compared to only 1% of beneficiaries. This indicates that beneficiaries generally felt more secure in expressing themselves, while non-beneficiaries were more likely to feel hesitant or unsafe, highlighting a disparity in emotional safety and openness between the two groups.

Figure 28: I am aware of how to defend myself (n - 450,150)



Among beneficiaries, 84% (Strongly Agree & Agree) felt aware of how to defend themselves, while only 41% of non-beneficiaries shared this sentiment. Conversely, 32% of non-beneficiaries (Disagree & Strongly Disagree) expressed a lack of awareness, compared to only 4% of beneficiaries. This indicates that beneficiaries generally felt more knowledgeable about self-defence, while non-beneficiaries were more likely to feel uncertain or uninformed, highlighting a disparity in self-defence awareness between the two groups.

Plant-wise Score: Impact

To assess the impact of the GEM programme across different NTPC locations, an analysis was conducted using responses from respondents on key indicators: confidence in communication, digital literacy, awareness regarding health and hygiene including physical safety and awareness regarding balanced diet after the implementation of the programme. Respondents were provided a series of statements and asked to rate the various components of the programme on a scale of 1 to 5 with 1 indicating that they strongly agreed with the statement and 5 indicating that they disagreed with the statement. Each NTPC plant was assigned a score, calculated as the average of respondent responses across these indicators.

Table 7: Plant-wise score - Impact

Plant Name	Score
NTPC - Kudgi - Bijapur	1
NTPC Auraiya	2
NTPC Barh - Patna	2
NTPC Darlipalli, Sundergarh	2.5
NTPC Gadarwara - Narsinghpur	2
NTPC Khargone	3
NTPC Lara - Raigarh	1
NTPC Mouda - Nagpur	1.5
NTPC Nabinagar - Aurangabad	1.5
NTPC Simhadri - Ankapally	2
NTPC Solapur - Solapur	2
NTPC Tanda - Ambedkarnagar	1.5
NTPC Unchahar - Rai Bareli	2

As indicated by the data, the GEM programme has demonstrated significant impact across various NTPC locations. Respondents rated the programme on indicators such as confidence in communication, digital literacy, awareness regarding health and hygiene including physical safety, and awareness regarding a balanced diet after the implementation of the programme.

The scores reflect the programme's success in these areas. In locations such as Kudgi and Lara, students provided an average score of 1, indicating strong agreement with the positive impact of the programme. These scores suggest that participants experienced significant improvements in their confidence in communication, digital literacy, health and hygiene awareness, and understanding of a balanced diet. Other locations like Mouda, Nabinagar, and Tanda had average scores around 1.5, reflecting a positive impact but with some room for improvement. Overall, the data highlights the GEM programme's effectiveness in delivering its intended outcomes, with most locations showing strong positive responses.

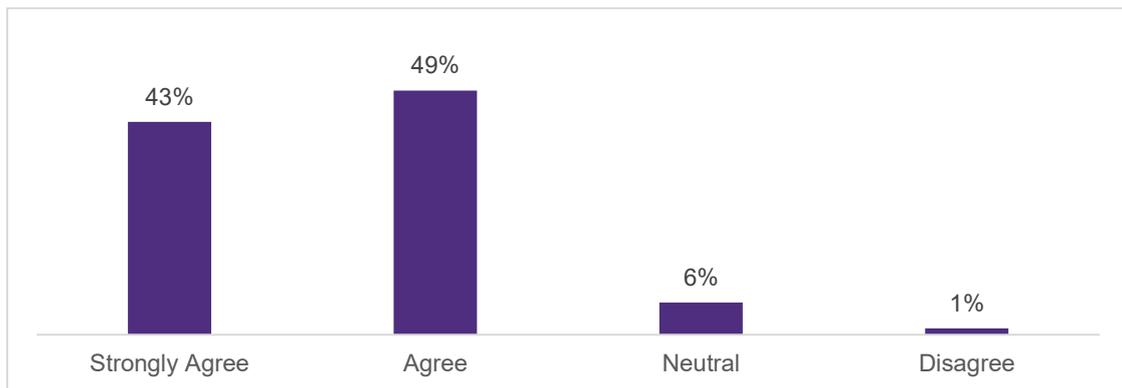
Sustainability

The following section shall highlight the sustainability of the programme. It covers aspects such as their interest in learning, future benefits, application to daily life and benefits beyond the programme.

Interest in Learning

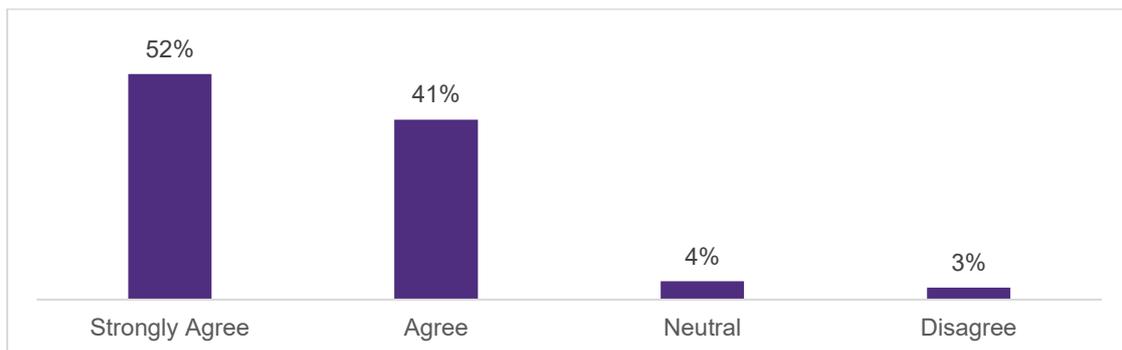
Respondents were asked whether the GEM programme instilled an interest in learning and whether they would continue learning about the topics taught in the programme.

Figure 29: I share what I learn with my family and friends (n = 450,150)



92% of respondents (Strongly Agree & Agree) indicated that they share what they learn with their family and friends. Only 1% disagreed, and 6% were neutral. This suggests that most participants actively disseminate their knowledge within their social circles, reflecting the programme's effectiveness in encouraging knowledge sharing.

Figure 30: I want to keep learning new things in the future (n = 450,150)

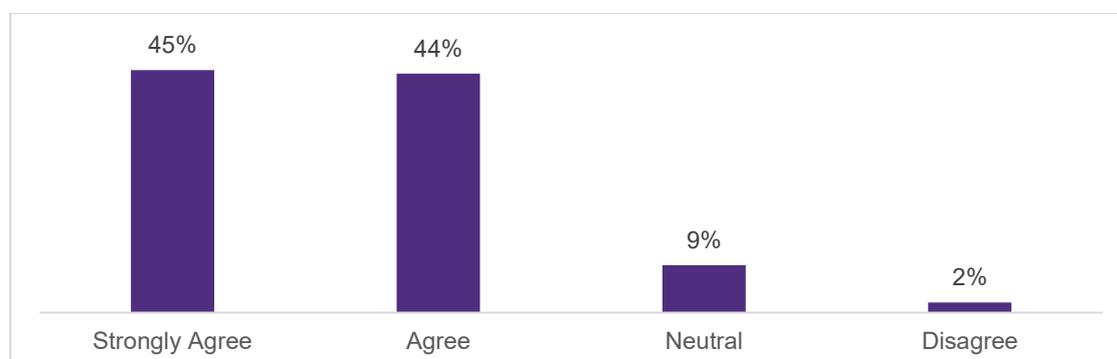


93% of respondents (Strongly Agree & Agree) expressed a desire to keep learning new things in the future. Only 3% disagreed, and 4% were neutral. This highlights the programme's success in fostering a lifelong learning mindset among participants, with the vast majority showing a strong inclination towards continuous learning.

Future benefits

Respondents were asked whether the learnings from the programme were useful and would help them in the future.

Figure 31: The things I learned here will help me when I grow up (n = 450,150)

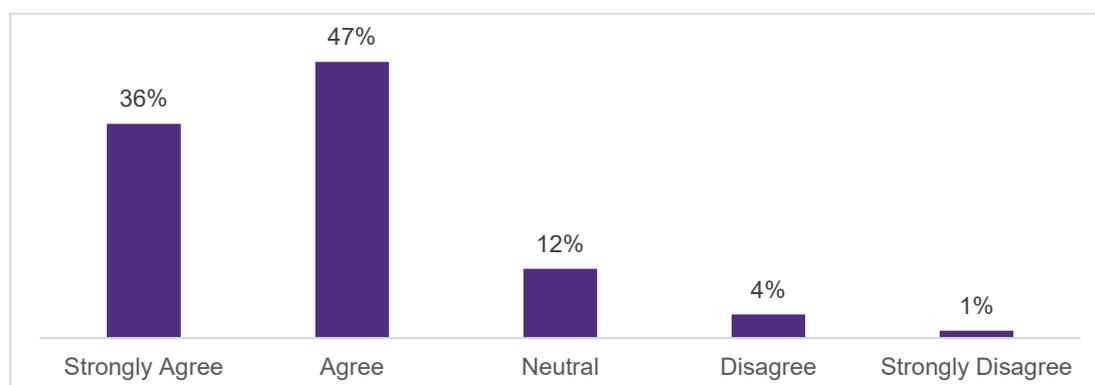


89% of respondents (Strongly Agree & Agree) believed that the things they learned will help them when they grow up. Only 2% disagreed, and 9% were neutral. This highlights the programme's effectiveness in equipping participants with valuable skills and knowledge for their future, with most participants recognizing the long-term benefits of their learning.

Application to daily life

Respondents were asked whether they would apply the learnings of the programme to their daily lives.

Figure 32: I apply what I learn to my daily life (n = 450,150)



83% respondents (Strongly Agree & Agree) indicated that they apply what they learn to their daily life. Only 5% disagreed (4% disagreed and 1% strongly disagreed), and 12% were neutral. This suggests that the programme's teachings are practical and relevant to the participants' daily lives, with the majority actively using their acquired knowledge in everyday situations.

Benefits beyond the programme

The GEM programme equips girls with essential life skills, such as effective communication, confidence in public speaking, and knowledge about health and hygiene. These skills are not only immediately beneficial but also crucial for their long-term personal and professional development. The high percentage of participants who continue to apply what they have learned in their daily lives and

share this knowledge with their families and communities indicates a ripple effect, amplifying the programme's impact. By fostering a mindset of continuous learning and self-improvement, the GEM programme ensures that its participants are better prepared to face future challenges, thereby contributing to their sustained empowerment and success.

Plant-wise Score: Sustainability

To assess the sustainability of the GEM programme across different NTPC locations, an analysis was conducted using responses from respondents on key indicators: interest in learning, future benefits, application to daily life and benefits beyond the programme. Respondents were provided a series of statements and asked to rate the various components of the programme on a scale of 1 to 5 with 1 indicating that they strongly agreed with the statement and 5 indicating that they disagreed with the statement. Each NTPC plant was assigned a score, calculated as the average of respondent responses across these indicators.

Table 8: Plant-wise score - Sustainability

Plant Name	Score
NTPC - Kudgi - Bijapur	1
NTPC Auraiya	1.5
NTPC Barh - Patna	1
NTPC Darlipalli, Sundergarh	2
NTPC Gadarwara - Narsinghpur	2
NTPC Khargone	2
NTPC Lara - Raigarh	1
NTPC Mouda - Nagpur	1
NTPC Nabinagar - Aurangabad	1.5
NTPC Simhadri - Ankapally	2
NTPC Solapur - Solapur	1.5
NTPC Tanda - Ambedkarnagar	1
NTPC Unchahar - Rai Bareli	2

As indicated by the data, the GEM programme has demonstrated strong sustainability across various NTPC locations. Respondents rated the programme on indicators such as interest in learning, future benefits, application to daily life, and benefits beyond the programme. The final sustainability scores reflect the programme's success in these areas.

In locations such as Kudgi, Barh, Lara, Mouda, and Tanda, students provided an average score of 1, indicating strong agreement with the sustainability of the programme. These scores suggest that participants showed a high interest in learning, recognized future benefits, applied their learning to daily life, and perceived long-term benefits beyond the programme. Overall, the data highlights the GEM programme's effectiveness in fostering sustainable learning outcomes, with most locations showing strong positive responses.

4. SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

To establish impact, the cumulative value of impacts is adjusted against the deadweight, displacement, attribution and drop off factor. The result obtained provides the net social value created only by the GEM programme conducted in various NTPC's. However, for the GEM programme, these factors were not applicable due to below reasons.

1. Deadweight is not considered as none of these outcomes would have happened in absence of the GEM programme.
2. Displacement is not considered, as the GEM programme is not displacing any other benefits which are outcomes of any other projects started by other agencies / NGOs
3. Attribution is not considered as entire activity is being funded by NTPC
4. Drop Off is not considered in the model as the future estimation of social value generation has not been covered in this study

SROI estimation for value created	
SROI	Net Social Value Created/ Investment
Net Social Value (in Lakhs) for 3 years	2,27,55,251
Total investment on GEM programme for 3 years	60,68,067
SROI Ratio: 3.75	

Conclusion

A figure over 1 rupee for every rupee spent is a good SROI. For every 1 rupee spent, NTPC's GEM programme has generated social value of 3.75 rupees and therefore, it may be concluded that the GEM programme is "Very Good"

5. Way forward

The study evaluated the progress and highlighted the impact of the program. The project undertaken was deemed highly relevant and were well-received by beneficiaries and other stakeholders.

The project aligns with the OECD-DAC principles of relevance, effectiveness, impact, and sustainability, addressing critical needs in the disabilities sector. primary beneficiaries expressed satisfaction with the implementation of the projects.

The program's implementation teams and management, who are experts in their respective fields, demonstrated high motivation and expertise. Their efforts resulted in a substantial positive impact on both the beneficiaries and the broader community. The efficient and effective execution of the projects exceeded the initial parameters set for the program, showcasing the teams' proficiency and dedication. For further improvement, NTPC may consider the following recommendations to make the programme more efficient:

Scale Up: It was observed that the GEM programme has had a significant positive impact on participants, with high levels of satisfaction and reported benefits. NTPC may consider scaling up the GEM programme to reach a larger number of girls. Expanding the programme will amplify its impact, allowing more girls to benefit from the life skills, health education, and confidence-building activities that have proven effective. This can be achieved through partnerships with additional schools, community organizations, and leveraging digital platforms to extend the programme's reach.

Regularization of programme: It was noted that integrating the GEM programme into the regular school curriculum could enhance its sustainability and effectiveness. NTPC may consider regularizing the GEM programme within schools. Regularization will provide a structured and consistent framework for delivering the programme's content, ensuring that all students have access to its benefits. This can be achieved by collaborating with educational authorities to incorporate the programme into the school timetable, providing dedicated time for life skills and health education sessions.

Teacher Orientation to enhance sustainability:

It was found that the role of educators is crucial in delivering the GEM programme and supporting students' learning. NTPC may consider conducting regular orientation and training sessions for teachers to ensure the sustainability of the programme. By equipping teachers with the necessary skills and knowledge, they can effectively facilitate the programme and reinforce its principles in their daily interactions with students. This can be achieved through workshops, continuous professional development, and creating a support network for teachers involved in the programme.

6. Annexures

List of interactions

Presented below is the total sample of respondents interviewed for the study:

Location/ Plant	Sample Size - Participant	Sample Size - Comparative	Total Achieved
NTPC Darlipalli, Sundergarh	50	10	60
NTPC Lara - Raigarh	30	10	40
NTPC Gadarwara - Narsinghpur	50	10	60
NTPC Khargone	30	10	40
NTPC Tanda - Ambedkarnagar	30	10	40
NTPC Unchahar - Rai Bareli	50	10	60
NTPC Auraiya	30	10	40
NTPC Barh - Patna	30	10	40
NTPC Nabinagar - Aurangabad	30	10	40
NTPC Simhadri - Ankapally	50	10	60
NTPC Mouda - Nagpur	30	10	40
NTPC Solapur - Solapur	30	10	40
NTPC - Kudgi - Bijapur	30	10	40
Total	470	130	600



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