



Impact Assessment Study of CSR Projects of **Gland Pharma Limited** **FY 2024-25**

Submitted by

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A C K N O W L E D G E M E N T

We are thankful to the executives of Gland Pharma Limited and Gland-Fosun Foundation (GFF) for taking the consultancy services of the Institute of Public Enterprise (IPE) for conducting Impact Assessment Study of CSR Projects of Gland Pharma Limited and GFF undertaken during FY 2024-25.

We are grateful to Capt K Raghuraman (Retd), Managing Trustee - GFF, Ms K Sujata, Trustee - GFF, and Mr P Sampath Kumar, Trustee - GFF and Company Secretary and VP (Compliance and CSR), Gland Pharma Limited, for providing us the opportunity to conduct the Impact Assessment Study.

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Executive Summary

Corporate Social Responsibility (CSR) in India has evolved from a largely voluntary, philanthropic practice to a mandatory, legally backed obligation. Under Schedule VII and Section 135 of the Companies Act, 2013, eligible companies are required to spend at least 2% of the average net profits of the previous three financial years on CSR activities aimed at social and economic development of communities.

CSR today is not only about spending but also about accountability and measurable impact. As per Rule 8(3) of the amended CSR Rules (2022), companies with an average CSR obligation of INR 100 Mn or more in the preceding three financial years must undertake mandatory impact assessments for CSR projects with an outlay of INR 10 Mn or more. Gland Pharma undertakes various CSR initiatives through its Foundation named Gland-Fosun Foundation (GFF).

Gland Pharma Limited has identified the broad areas and initiatives as per Schedule VII, Section 135 of the Companies Act, 2013. The major areas identified by the Foundation include educational infrastructure facilities, free breakfast program, primary health initiatives among school children of various government schools in Telangana and Andhra Pradesh. The projects' impact has been assessed through Organization for Economic Cooperation & Development (OECD) - Development Assistance Committee (DAC) framework. The project-wise summary is provided below:

Project 1: Free Breakfast for Government Schoolchildren

Since November 2019, Gland Pharma Limited has been offering free breakfast to selected government schools located in its operational areas of Hyderabad and Visakhapatnam. This program has effectively addressed classroom hunger by providing free breakfast to 11,987 schoolchildren across 49 government schools in Hyderabad, and to 3850 schoolchildren in 38 government schools and one Bhavitha centre in Visakhapatnam, during FY 2024-25. This initiative also provided free breakfast to 300 Anganwadi children and pregnant / lactating women across 6 Anganwadi Centres in Hyderabad. The total cost of the project was INR 43.76Mn.

The IPE team employed OECD-DAC framework of 'Relevance, Effectiveness, Efficiency, Impact, Sustainability' (REEIS) and conducted stakeholder perception level survey for finding key outcomes, impact and drawing a strategic road map for the implementation of project.

The key findings and observations of the project are as follows:

- In Hyderabad project location (headmasters and teachers' sample: 84): 96% of teachers observed reduction in classroom hunger as well as enhanced concentration levels in classroom teaching, 92% said increase in classroom enrolments, 95% acknowledged increase in classroom attendance, 90% reported improved students' academic performance and 94% recognized improvements in students' physical and mental growth.
- In Visakhapatnam project location (headmasters and teachers' sample: 54): 98% of teachers said reduction in classroom hunger, 93% reported increase in fresh enrolments, 94% identified increase in classroom attendance, 96% observed enhanced students' concentration levels, 91% acknowledged enhanced students' academic performances, 89% recognized enhanced students' physical and mental growth.
- Gland Pharma Limited not only provides free breakfast to students, but has also built permanent dining halls in several government schools in Hyderabad.
- All surveyed schools (21 in Hyderabad and 18 in Visakhapatnam) confirmed that they receive breakfast items according to the predetermined, school-specific schedules.
- In the Hyderabad project area, most primary school children show a strong preference for traditional breakfast items. About 90% of them like pulihora and idli, while 80% show interest in tomato rice. Nearly 70% relish khichdi (bisi bele bath), whereas only 50% of them accept semiya upma. Among high school children, food acceptance is even higher. Around 95% of them widely accept pulihora and idli. About 85% show interest in tomato rice and khichdi, while only 70% prefer semiya upma.
- Most schoolchildren from Visakhapatnam accept all food menu items by high schoolchildren, whereas primary schoolchildren like all breakfast menu items except Bombay Suji Upma, in which they show less interest; however, most students consume breakfast items due to their rich nutrients, motivated by school teachers.

- Anganwadi children show less interest in khichdi (bisi bele bath) and semiya upma. However, they regularly consume and widely accept other breakfast items such as idli, pulihora, and tomato rice.
- The breakfast program has encouraged positive habits among children, such as handwashing before and after meals, using clean water, and maintaining good hygiene.
- The impact study shows that the program has effectively reduced classroom hunger, supporting students' physical and mental health and overall wellbeing. This has led to better concentration, classroom participation, and academic performance, while also easing some socio-economic burdens on families.

Project 2: Developing Infrastructure in Government Schools

GFF undertook educational infrastructure projects, i.e., construction of multi-storeyed school buildings at various government schools. During FY 2024-25, the construction of MPPS Vennelagadda, MPPS Ram Reddy Nagar, and, ZPHS Balanagar, was completed. Along with the cost incurred on the construction of educational institutions under construction, the total amount spent on development of Infrastructure in Government schools / colleges was INR 134.01 Mn, during FY 2024-25. The scope of work encompassed the construction of new school facilities, additional classrooms, laboratories, stages, libraries, staff rooms, watchman's quarters, boundary walls, toilet blocks, drinking water areas, handwashing stations, dining and kitchen storage, provision of classroom and office furniture, and deployment of educational volunteers, among other tasks.

The IPE team employed OECD-DAC framework of REEIS and conducted stakeholder perception level survey for finding key outcomes, impact and drawing a strategically road map for the implementation of project.

The key findings and observations of the project are as follows:

- Gland-Fosun Foundation invested INR 134.01 Mn into a comprehensive CSR initiative focused on revitalizing nine government educational institutions and had completed three government schools out of them in Hyderabad: MPPS Ram Reddy Nagar, MPPS Vennelagadda, and ZPHS Balanagar. By constructing multi-storeyed buildings and modernizing educational infrastructure, the project overhauled the learning environment for 916 students in these three schools.
- MPPS Ram Reddy Nagar Survey Results (N=30 students): 97% of students confirmed the school building met quality construction standards and felt happy with a conducive learning environment. 90% acknowledged improved drinking water, sanitation and hand-washing stations. 93% expressed improvement in midday meals programs with enhanced separate kitchen shed, dining hall, and storeroom facilities. 100% appreciated improvement in safety and security for schoolchildren, as well as school physical assets. 90% observed improvement in their concentration levels, academic achievement, overall health and wellbeing as well as quality of school education.
- MPPS Vennelagadda Survey Results (N =30 students): 97% of the students appreciated improvement in entire school physical environment with quality of construction of school building, and reported positive changes in a conducive learning environment. 90% said better drinking water, sanitation and hand-washing stations. 93% indicated improvement in dining hall-cum-kitchen facilities for midday meals, 97% acknowledged enhanced facilities for morning prayers with morning assembly stage. 90% observed improvement in their academic performances as well as school quality of education levels. 93% reported better health and wellbeing.
- ZPHS Balanagar Survey Results (N=30 Students): 93% of the students observed improvement in classroom teaching and learning, 87% reported this project facilitated dedicated library&laboratory facilities, 97% acknowledged enhanced their educational and co-curricular activities with seminar hall facility. 90% identified improvements in co-curricular and extracurricular activities with various spaces including seminar hall, sports areas, adequate classrooms. 93% observed improved drinking water, hygienic toilets, and functional handwashing stations that promoted better sanitation practices and healthy habits among students. 97% were satisfied with improvements in midday meals programs with enhanced dining hall-cum-kitchen shed and storeroom. 93% felt more comfortable with morning assembly stage during morning prayers. 90% observed improved better academic performance as well as quality of school education levels. 93% recognized improvement in their health and well-being.
- The project received positive feedback in stakeholder perception surveys, with respondents encouraging GFF to continue similar efforts to strengthen the physical infrastructure of other government schools. Such initiatives can enhance the quality of the government education system, which primarily serves disadvantaged communities.

Chapter-I

Introduction

Corporate Social Responsibility (CSR) in India has evolved from a largely voluntary, philanthropic practice to a mandatory, legally backed obligation. Under Schedule VII and Section 135 of the Companies Act, 2013, eligible companies are required to spend at least 2% of the average net profits of the previous three financial years on CSR activities aimed at social and economic development of communities.

CSR today is not only about spending but also about accountability and measurable impact. As per Rule 8(3) of the amended CSR Rules (2022), companies with an average CSR obligation of INR 10 crore or more in the preceding three financial years must undertake mandatory impact assessments for CSR projects with an outlay of INR 1 crore or more.

These impact assessments ensure that CSR funds are directed effectively toward projects that create sustainable and tangible community benefits. They also strengthen transparency and stakeholder accountability by providing clear, data-driven evidence on how CSR funds are utilized and what outcomes they achieve.

About Gland Pharma Limited

Gland Pharma Limited strives to transform the business environment in which it operates. It also works for the transformation of the society, by creating an environment that enhances opportunities for all the good things, better education and overall quality of living that life has to offer. The company designs its CSR initiatives in alignment with its objective of enhancing the quality of life in all aspects.

The main objectives of CSR are as follows:

- Ensure an increased commitment at all levels in the organization, operate its business in an economically, socially and environmentally sustainable manner, while recognizing the interests of all its stakeholders.
- Directly or indirectly take up programs that benefit the communities, preferably but not necessarily, in and around its plants and offices.

Through GFF, Gland Pharma Limited undertakes various CSR initiatives. GFF has identified all the broad areas and initiatives as detailed in Schedule VII of Section 135 of the Companies Act, 2013. The policy emphasizes issues relating to eradicating hunger, poverty and malnutrition, promoting healthcare including preventive healthcare and sanitation, promoting education, etc. During FY 2024-25, the company spent Mn 271.61 Mn on various CSR projects in CSR areas of Promoting Education, Healthcare, Ensuring Environmental Sustainability, Promoting Rural Sports and among others. GFF implemented a total of 24 CSR projects, impacting 60000 + lives.

Scope and Methodology

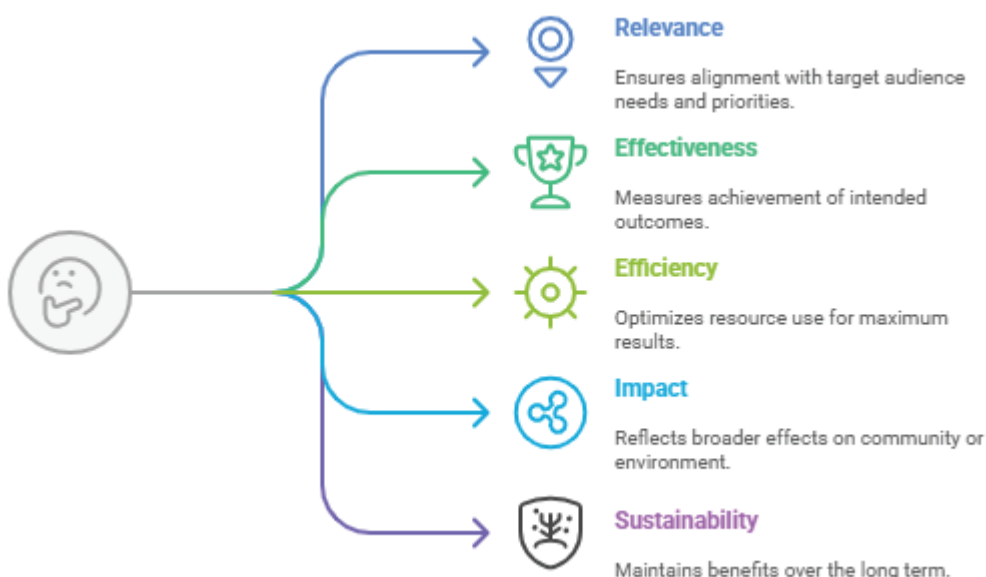
The study is descriptive in nature. A descriptive study essentially reviews whether the project has been operating as planned, scheduled and determines whether the project has achieved the desired objectives, and finally analyses the outcome of the project.

Objectives, Method of Study and Sample

The major objective of this study is to conduct an Impact Assessment of the projects funded by Gland Pharma Limited or GFF during FY 2024-25. The present study has considered 10% of the sample for studying the perspectives and drawing the project outcomes.

OECD–DAC Framework

To achieve the above objectives, the impact assessment criteria adopted is that of the OECD–DAC Framework. The project's impact is assessed with the help of five parameters.



The parameters to be included for impact assessment of CSR projects are as tabulated below:

SI No	Assessment Parameter	Salient Features
1	Relevance	Refers to the extent to which the objectives and design of a development intervention align with the project
2	Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved
3	Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economical and timely way.
4	Impact	The positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended
5	Sustainability	Long-term sustainability of the project

The following is the impact matrix that has been drawn from the framework:

Very Low	Low	Moderate	High	Very high
<50%	50% – 59%	60%-69%	70%-79%	80% >

Scope of Work

As per the provisions of Rule 8 (3) (a) of the amended Companies (CSR Policy) Rules, impact assessment of CSR projects has to be undertaken by companies. The scope of the study covers the following:

- Impact assessment of the CSR project
- Case studies from the initiatives along with photographs from projects

Chapter-II

Project-Wise Analysis

The chapter projects a detailed analysis of projects in terms of their background, implementation process, details of implementing agencies, cost incurred, stakeholders and beneficiaries, impact and observations.

Project 1: Free Breakfast for Government Schoolchildren

Project Details

Project cost	INR 43.76Mn
Start date and end date	FY 2024-25
Implementing agency	Gland Pharma Limited
CSR thematic area	Eradicating hunger, poverty and malnutrition, promoting healthcare (Schedule VII, Section 135, Item 1) Promoting Education (Schedule VII, Section 135, Item 2)
SDG Goals	
Project Objective	To alleviate classroom hunger in selected government schools in Hyderabad and Visakhapatnam by providing free breakfast to children.
Beneficiaries	Hyderabad: 11,987 school children (49 government schools); 300 Anganwadi children and pregnant / lactating women (6 Anganwadi centres) Total: 12,287 beneficiaries Visakhapatnam: 3850 school children (38 government schools and one Bhavitha Centre)

1.1 About the Project

Since November 2019, Gland Pharma Limited has been offering free breakfast to selected government schools located in its operational areas of Hyderabad and Visakhapatnam. This program has effectively addressed classroom hunger by providing free breakfast to 49 government schools, 6 Anganwadi Centres in Hyderabad and 38 government schools and one Bhavitha centre in Visakhapatnam, at a total project cost of INR 43.76Mn during FY 2024-25.

1.2 Need for the Project

90% of students studying in government schools come from underprivileged socio-economic backgrounds, with many of them belonging to migrant families. These students often attend school without breakfast due to a lack of access to nutritious food at their homes, which negatively impacts their attendance, academic performance, and physical development. Recognizing the need, Gland Pharma Limited initiated a free breakfast program in November 2019 to support these students in Hyderabad and Visakhapatnam, partnering with The Akshaya Patra Foundation (TAPF).

1.3 Project Initiatives

Breakfast Supply Details During FY 2024-25

Parameter	Hyderabad	Visakhapatnam
Covering Districts	Medical-Malkajgiri and Sangareddy Districts	Kaanapali and Visakhapatnam districts
Total number of schools	55 (35 Primary Schools, 3 Upper Primary Schools, 11 Zilla Parishad High Schools and 6 Anganwadi Centres)	39 (30 Primary Schools, 2 Upper Primary schools, 6 Zilla Parishad High Schools and 1 Bhavitha Centre)
Total Feeding (Meals) – Cumulative	2,235,689	804,539
Total number of beneficiaries	11,987 students 300 Anganwadi Children and pregnant / lactating women)	3,850 students
Cost Per Meal	INR 14/-	INR 14/-
Number of days of serving	214	225

Source: TAPF Operations Department – Hyderabad and Visakhapatnam

Menu Items:

Free Breakfast Menu Served in Hyderabad and Visakhapatnam during FY 2024-25

Day	Hyderabad	Visakhapatnam
	Menu Item (Route I and Route II)	Menu Items
Monday	Semiya Upma/ Tomato Chutney (All four routes)	Bombay Suji Upma, FG Dhal Chutney
Tues Day	Tomato Rice/ Ridge guard Chutney (Two routes) and Idli / idli Sambar (Two routes)	Idly, Bombay Chutney
Wednesday	Pulihora Rice / Tomato Chutney (Two routes) and Idli / idli Sambar (Two routes)	Daliya Upma, Pickle
Thursday	Bisibelebath / Snacks (All four routes)	Semia Upma
Friday	Pulihora Rice / Tomato Chutney (Two routes) Idli / idli Sambar (Two routes)	Idly, Sambar
Saturday	Pulihora Rice/ Tomato Chutney (Two routes) Idli/idli Sambar (Two routes)	Bombay Suji Upma, Pickle

Source: TAPF Operations Department – Hyderabad and Visakhapatnam

Breakfast Project in Government Schools, Hyderabad



Anganwadi Centre, Shambirpur



MPPS Shambirpur



ZPHS Isnapur



MPPS Gundlapochampally



MPUPS Dommarapochampally



MPPS Laxminagar



MPPS Cherlagudem

Breakfast Project in Government Schools, Visakhapatnam



MPPS Pinamadaka



ZPHS Pinamadaka



MPPS Duvvada



MPPS Appikonda



MPPS Kanithi



MPPS Kurmanapalem



ZPHS Parawada (Girls)



MPPS Kondayavalasa

1.4 Project Methodology

Initially the team had interactions with officials from Gland Pharma Limited to understand the project framework and to collect relevant documentation, including details of the project implementing agency, the list of beneficiary schools, and the identification of direct and indirect beneficiaries of the breakfast program. The team had detailed discussions with TAPF to understand the project execution. Primary data collection tools were designed, schools were selected for the study, and field visits were conducted to collect primary data for assessing key project outcomes and impacts. The process concluded with data analysis and the preparation of the draft report.

Key Steps of the Data Collection and Project Report Processes:

Step 1: Initial interactions and review of project documents

Step 2: Discussions with project implementing agency for project execution

Step 3: Preparation of primary data collection tools

Step 4: Data Collection - Selection of schools and Field Visits

Step 5: Data analysis and preparation of the draft report

1.4.1 Data Collection Method

Primary data was collected through a structured questionnaire. A mixed research method was used for analysing the data. Primary data was collected from 21 schools and three Anganwadi centres in Hyderabad and 18 schools and one Bhavitha centre in Visakhapatnam. The beneficiaries include schoolchildren and Anganwadi children, while indirect beneficiaries comprised HMs, teachers, Anganwadi teachers, Aayas and parents.

The study was conducted in two phases. In the first phase, the project's impact was evaluated using the OECD–DAC framework of five core dimensions – relevance, efficiency, effectiveness, impact, and sustainability. The second phase involved analysing primary data to study stakeholders' perceptions and satisfaction levels.

Type of stakeholders, data collection and research approach details

Sl. No.	Stakeholders	Primary Data Collection Tools	Type of Data Research Approach
1	Students	Individual, Focused Group Discussions and Questionnaires	Qualitative and Quantitative
2	Headmasters / headmistress and Teachers	Individual, Focused Group Discussions and Questionnaires	Qualitative and Quantitative
3	Anganwadi teachers, Aayas	Individual discussions	Qualitative
4	Parents	Individual discussions	Qualitative

School-wise sample for various stakeholders

Sampling technique: Purposive

Project Location: Hyderabad

School Code	School Name	Stakeholders – Students		Stakeholders Headmasters / Headmistress and Teachers	Stakeholders – Parents
		Total Sample Size	Survey Participated Classes	Total Sample Size	Total Sample Size
S1	MPPS Bachupally	30 (15 boys and 15 girls)	IV and V classes	4	5
S2	MPPS Rajiv Gandhi Nagar	30 (15 boys and 15 girls)	IV and V classes	4	5
S3	MPPS Bowrampet	30 (15 boys and 15 girls)	IV and V classes	4	5

School Code	School Name	Stakeholders – Students		Stakeholders Headmasters / Headmistress and Teachers	Stakeholders – Parents
		Total Sample Size	Survey Participated Classes	Total Sample Size	Total Sample Size
S4	MPPS Dundigal	30 (15 boys and 15 girls)	IV and V classes	4	5
S5	MPPS Mallampet	30 (15 boys and 15 girls)	IV and V classes	4	5
S6	MPPS Shambipur	30 (15 boys and 15 girls)	IV and V classes	4	5
S7	MPPS Sriram Nagar	30 (15 boys and 15 girls)	IV and V classes	4	5
S8	MPPS Indrakaran	30 (15 boys and 15 girls)	IV and V classes	4	5
S9	MPPS Dulapally (Weaker Sections)	30 (15 boys and 15 girls)	IV and V classes	4	5
S10	MPPS Lakshmi Nagar	30 (15 boys and 15 girls)	IV and V classes	4	5
S11	MPPS Chitkul	30 (15 boys and 15 girls)	IV and V classes	4	5
S12	MPPS Chitkul W/C	30 (15 boys and 15 girls)	IV and V classes	4	5
S13	MPUPS Dommara-pochampally	30 (15 boys and 15 girls)	VI and VII classes	4	5
S14	ZPHS Bachupally	30 (15 boys and 15 girls)	IX and X classes	4	5
S15	ZPHS Bowrampet	30 (15 boys and 15 girls)	IX and X classes	4	5
S16	ZPHS Dundigal	30 (15 boys and 15 girls)	IX and X classes	4	5
S17	ZPHS Indrakaran	30 (15 boys and 15 girls)	IX and X classes	4	5
S18	ZPHS Dulapally	30 (15 boys and 15 girls)	IX and X classes	4	5
S19	ZPHS Gundla-pochampally	30 (15 boys and 15 girls)	IX and X classes	4	5
S20	ZPHS Chitkul	30 (15 boys and 15 girls)	IX and X classes	4	5
S21	ZPHS Isnapur	30 (15 boys and 15 girls)	IX and X classes	4	5

Anganwadi Teachers

Sl. No.	Name of the Anganwadi Centre	Interaction Details	Primary Data Collection Tools	Type of Data Research Approach
1	Anganwadi centre, Shambirpur	Anganwadi teacher and Aaya	Individual discussions	Qualitative
2	Anganwadi centre – Rajeev Gandhi Nagar – Bachupally centre	Anganwadi teacher and Aaya	Individual discussions	Qualitative
3	Anganwadi centre – Bowrampet II centre	Anganwadi teacher and Aaya	Individual discussions	Qualitative

Project Location: Visakhapatnam

School Code	School Name	Stakeholders – Students		Stakeholders Headmaster/ Headmistress and Teachers	Stakeholders – Parents
		Total Sample Size	Survey Participated Classes	Total Sample Size	Total Sample Size
S1	MPPS Mangalapalem	20 (10 boys and 10 girls)	IV and V classes	3	3
S2	MPPS Appikonda	20 (10 boys and 10 girls)	IV and V classes	3	3
S3	MPPS Kurmanapalem	20 (10 boys and 10 girls)	IV and V classes	3	3
S4	MPPS Vadlapudi	20 (10 boys and 10 girls)	IV and V classes	3	3
S5	MPPS Kanithi	20 (10 boys and 10 girls)	IV and V classes	3	3
S6	MPPS Duvvada RHC	20 (10 boys and 10 girls)	IV and V classes	3	3
S7	MPPS EaralavaniPalem	20 (10 boys and 10 girls)	IV and V classes	3	3
S8	MPPS Kondayavalasa	20 (10 boys and 10 girls)	IV and V classes	3	3
S9	MPPS Pinamadaka	20 (10 boys and 10 girls)	IV and V classes	3	3
S10	MPPS Lemarthi Agraharam	20 (10 boys and 10 girls)	IV and V classes	3	3
S11	MPPS Gangiredla Colony	20 (10 boys and 10 girls)	IV and V classes	3	3
S12	MPPS Thanam	20 (10 boys and 10 girls)	IV and V classes	3	3
S13	ZPHS Thanam	20 (10 boys and 10 girls)	VI and VII classes	3	3
S14	ZPHS Pinamadaka	20 (10 boys and 10 girls)	IX and X classes	3	3

School Code	School Name	Stakeholders – Students		Stakeholders Headmaster/ Headmistress and Teachers	Stakeholders – Parents
		Total Sample Size	Survey Participated Classes	Total Sample Size	Total Sample Size
S15	ZPHS Lankelapalem	20 (10 boys and 10 girls)	IX and X classes	3	3
S16	ZPHS Boys Parawada	20 (10 boys and 10 girls)	IX and X classes	3	3
S17	ZPHS Girls Parawada	20 (10 boys and 10 girls)	IX and X classes	3	3
S18	ZPHS Lemarathi Agraharam	20 (10 boys and 10 girls)	IX and X classes	3	3

“Gland Pharma’s breakfast project has significantly lowered iron deficiency rates among girl schoolchildren. The prevalence of anaemia dropped from 20% to just 2%, with only 3 out of 131 girl students currently affected by low nutrition levels.”

- R. Nageshwar Rao (HM, ZPHS Lankelapalem)

1.4.1.1 Phase I: Impact Analysis Matrix

The IPE team employed the OECD-DAC framework of various parameters to analyse the impact of the CSR project, and the findings are outlined below.

- **Relevance:** This project is highly relevant as it not only addressed classroom hunger but also tackled nutritional deficiencies among students by providing free breakfast to primary and high school children in selected government schools near Gland Pharma Limited’s manufacturing units in Hyderabad and Visakhapatnam, thereby contributing to improved child health and educational outcomes. The project extends its reach to Anganwadi centres, delivering essential nutrition to Anganwadi children, pregnant women, and lactating mothers to ensure a comprehensive approach to maternal and child health.
- **Efficiency:** TAPF receives designated CSR funding from Gland Pharma Limited to procure premium quality food grains and prepare pre-set breakfast items for selected schools in Hyderabad and Visakhapatnam. To ensure daily efficiency and quality food, TAPF utilizes its state-of-the-art kitchens and dedicated manpower to prepare and deliver hot breakfast to project schools on time. This menu is highly accepted by the beneficiary schoolchildren, contributing significantly to their health, well-being, and academic achievement.
- **Effectiveness:** This initiative successfully met its objectives by providing free breakfast to 11,987 schoolchildren enrolled in 49 government schools, as well as 140 Anganwadi children, pregnant women, and lactating women who benefited from the free breakfast program at 6 Anganwadi centres in Hyderabad. The project also served breakfast to 3,850 schoolchildren enrolled in 38 government schools and one Bhavitha Centre in Visakhapatnam during FY 2024-25. Overall, this project influenced children’s health, wellbeing and educational outcomes.
- **Impact:** The Breakfast project has strengthened the socio-economic conditions of families with children in the urban slums of Hyderabad and Visakhapatnam. By providing nutritious morning meals, the program addressed classroom hunger while supporting children’s physical growth, cognitive development, and overall wellbeing. Regular access to breakfast has improved attendance, classroom participation, and academic performance. It has also encouraged greater parental involvement in education, contributing to reduced dropout rates.
- **Sustainability:** The project’s continuity is secured through the following core pillars:
 1. The implementing agency leverages its core competencies to prepare hygienic, high-quality, and nutritious meals tailored to the needs of the beneficiaries.

2. Rigorous monitoring mechanisms and feedback loops are in place to ensure transparency, safety, and continuous improvement.
3. High levels of acceptance from schoolchildren, parents, and community stakeholders validate the project's value and justify its ongoing expansion.

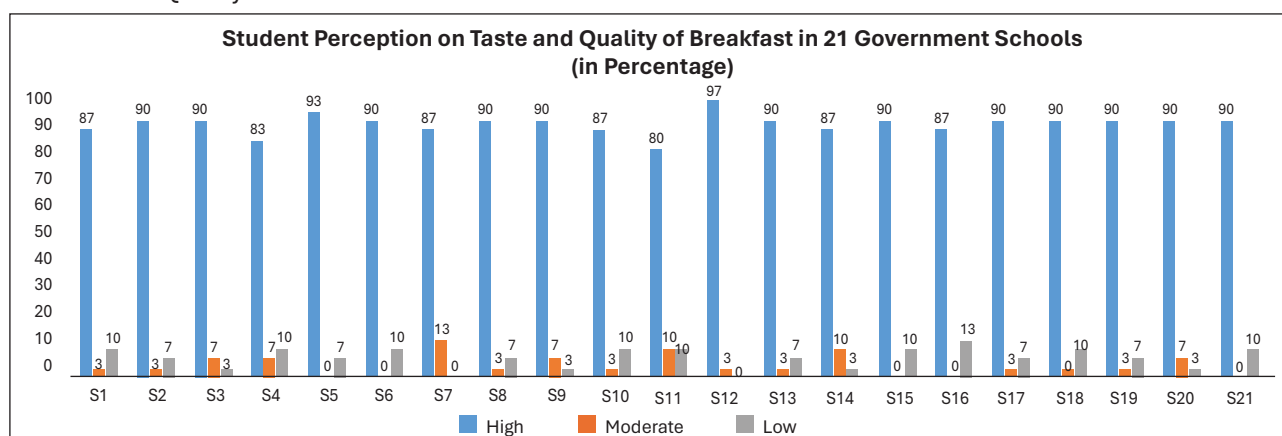
1.4.1.2 Phase II: Stakeholders' Perception Levels:

Students' Perception Levels; Location: Hyderabad

Survey participated schools: Primary Schools: 12, Upper Primary Schools: 01 and High Schools: 08

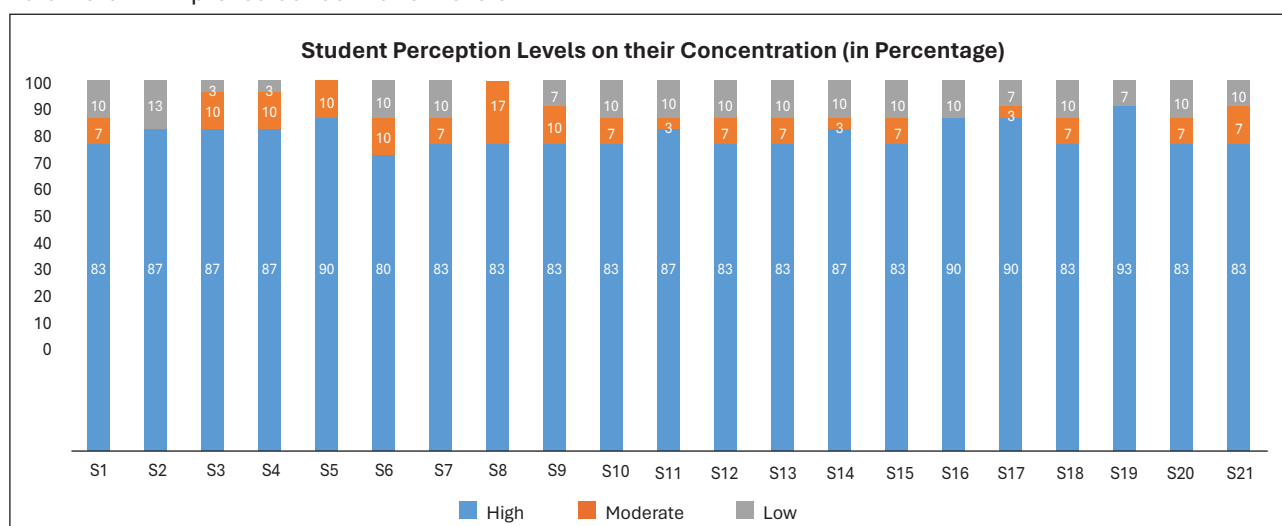
From each school, a sample of 30 students with an equal composition of boys was selected. Questionnaires were distributed to Classes IV and V in primary schools, Classes VI and VII in upper primary schools, and Classes IX and X in high schools.

Parameter 1: Quality and Taste of Breakfast



80% students expressed a high level of acceptance of the quality and taste of the breakfast served in all school. These findings indicate that the breakfast menu was widely accepted by most schoolchildren. Primary school students were highly satisfied with the quality and taste of Puli-hora, Idli, Tomato Rice, and Bisibelebath with maize chips, while semia upma received comparatively lower satisfaction. Most high school students accepted all menu items in terms of taste and quality, as reflected in the graph.

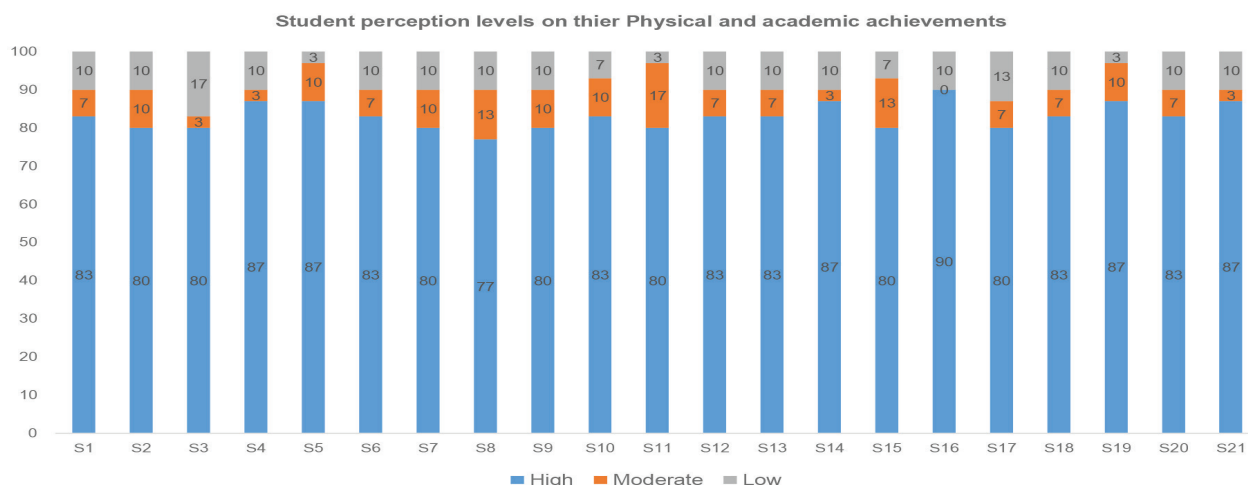
Parameter 2: Improved concentration levels



A survey of 21 schools highlights a strong link between nutritious breakfasts and student development. Most students reported significant gains in concentration, alertness, and classroom engagement, along with

improvements in physical growth, though results varied by location. 93% of students acknowledged the facility with positive response. The project results confirm that addressing nutritional needs is vital for enhancing academic performance, long-term health, and the overall well-being of students.

Parameter 3: Physical and academic achievements



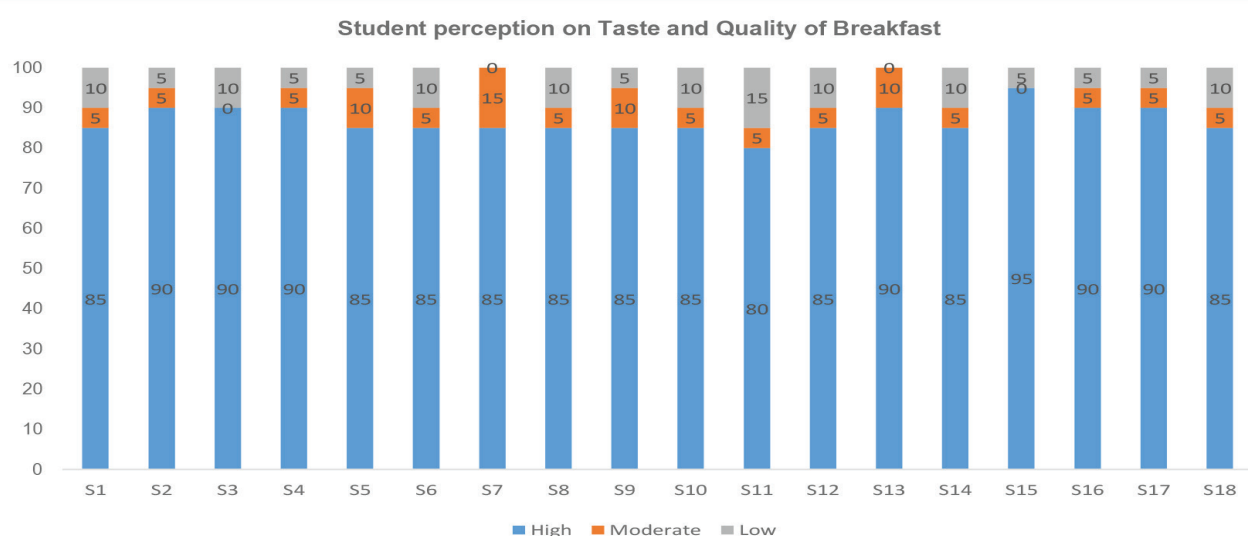
This overall positive feedback suggests that when schoolchildren consume nutritious food daily, they experience noticeable improvements in physical strength and stamina. A lack of morning breakfast can negatively affect students' energy levels and overall physical well-being during the school day. Regular breakfast consumption appears to enhance students' endurance, reduce fatigue, and support healthy physical growth and development. More than 80% students especially appreciated the breakfast menu, as many attend special morning classes to prepare for board examinations. The nutritious breakfast helps them remain physically active, energetic, and better prepared to manage their extended school hours.

Students' Perception Levels; Location: Visakhapatnam

Survey participated schools: Primary Schools: 12, High Schools: 06

From each school, a sample of 20 students with an equal composition of boys was selected. Questionnaires were distributed to Classes IV and V in primary schools, and Classes IX and X in high schools.

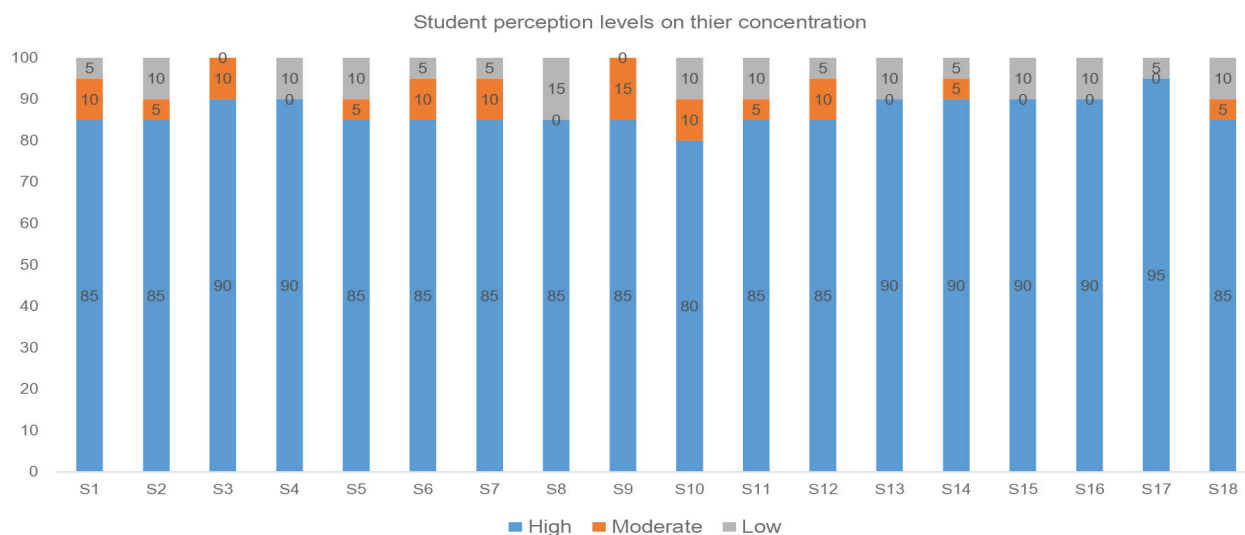
Parameter 1: Quality and Taste of Breakfast:



Across the 12 primary and 6 high schools surveyed (18 schools in total), ZPHS Lankalapalem recorded the highest proportion of students reporting a high perception of breakfast quality and taste (95%). In contrast, MPPS

Gangiredla Colony showed the lowest proportion of high perception responses (80%). The remaining 16 schools demonstrated high perception levels within the 85–90% range. Overall, the findings indicate strong acceptance of the breakfast menu among students. At the primary level, students reported high satisfaction with the quality and taste of Idli, Semia Upma, Hot Pongal, and Daliya Upma, whereas Bombay Suji Upma received relatively lower satisfaction ratings. Among high school students, all menu items were generally well accepted in terms of taste and quality, as illustrated in the graph.

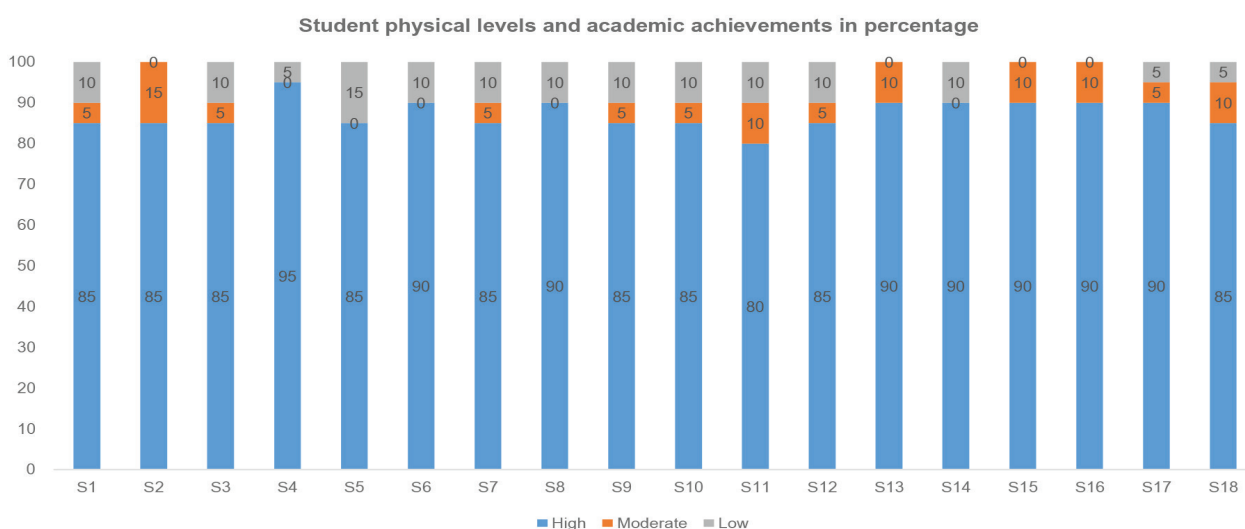
Parameter 2: Improved concentration levels



Across 18 schools, 95% of girl students from ZPHS (Girls) Parwada reported high perception levels, the highest among all schools. This was associated with improved cognitive functioning and overall physical growth, attributed to a balanced breakfast diet that included all key micronutrients. The improved diet also helped reduce iron deficiencies, which were previously reported as highest in this school.

16 schools reported high perception levels ranging from 85% to 90%, indicating very positive results in enhancing children's concentration functioning – such as mental processes and intellectual abilities – across different subjects in the classroom. These findings are based on students shared experiences during team interactions. Students from MPPS Pinamadaka showed moderate perception levels (15%).

Parameter 3: Physical and academic achievements



Across 18 schools, MPPS Vadalapudi reported the highest success rate, with 95% of students noting significant improvements in concentration and academic achievement. Students described Gland Pharma's breakfast

program as a 'boon', credited with sustaining their energy levels for classroom engagement and task completion. 16 schools maintained a consistent positive trend, with high-perception rates ranging between 85% and 90%. MPPS Appikonda reported the highest moderate satisfaction rate at 15%.

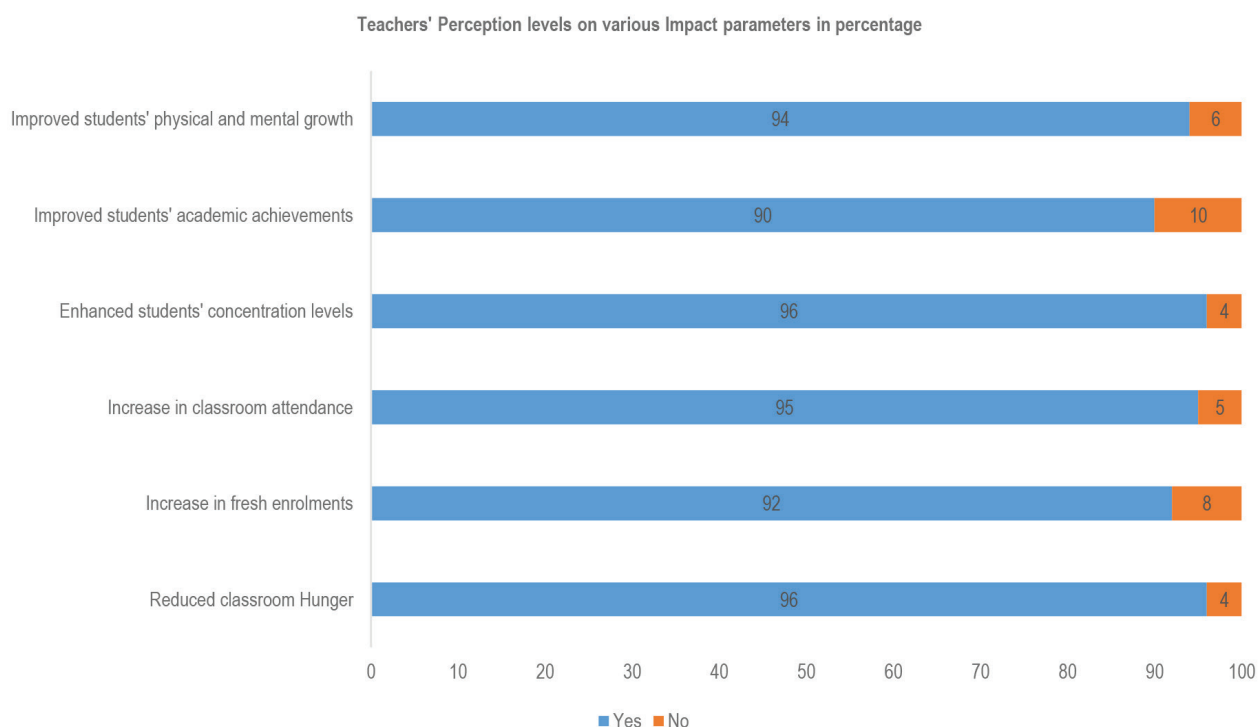
Teachers' Perception Levels: (Hyderabad)

Total primary schools: 12, upper primary schools: 1 and high schools: 08

Total number of HMs: 21

Total number of teachers participated in the survey: 63 (each school sample size consists of 3 teachers)

Sample type: Purposive.



- **Reduced classroom hunger:** 96% of HMs and teachers reported a reduction in classroom hunger following the implementation of the free breakfast project in government schools. Previously, many children attended classes without breakfast due to their parents' early morning work commitments. Some relied on leftover food from the previous night, which was often insufficient, and others skipped morning classes altogether. There were also instances of children fainting during morning prayers, especially in the summer season. Since the introduction of the breakfast project by Gland Pharma Limited in 2019, classroom hunger has significantly decreased
- **Increase in fresh enrolments:** 92% of HMs and teachers indicated a surge in new enrolments following the implementation of the free breakfast program. This initiative incentivized parents to register their children in beneficiary schools, as it eliminated the need for morning meal preparation and significantly eased the financial burden on households. The program became a primary factor in parental decision-making regarding school choice.
- **Increase in classroom attendance:** 95% of HMs and teachers noted that classroom attendance increased after the introduction of the free breakfast program in their schools. They explained that, before the program, attendance typically ranged between 70-75% because many students experienced health and nutrition issues caused by skipping or lacking proper morning meals. By offering a range of breakfast options, the program encouraged more students to come to school consistently, raising attendance to around 90%. Nevertheless, 5% of respondents indicated that they did not notice any improvement in attendance following the program.
- **Enhanced students' concentration levels:** 96% of HMs and teachers observed that providing breakfast at school significantly boosted students' concentration. This improved focus fostered higher levels of classroom

involvement and energy, as the meals provided the necessary nourishment for students to remain engaged. Beyond physical vitality, the program enhanced mental performance, ultimately leading to superior academic results and improved health.

- **Improved students' academic achievements:** 90% of HMs and teachers acknowledged improvements in students' academic achievement after the implementation of the school breakfast program. They noted that the morning meal helped students stay physically and mentally active, increased their motivation to complete assignments, and enhanced their logical, analytical, and cognitive abilities, contributing to better academic performance. Evidence also showed that project schools achieved stronger Class X Board Examination results compared to non-breakfast high schools.
- **Improved students' mental health and physical growth:** The breakfast project has been a resounding success, with 94% of headmasters and teachers reporting better mental and physical health outcomes for their students. Health camp data confirmed a reduction in key nutritional deficiencies (such as anaemia and bone health issues), which teachers attribute directly to the program. However, a small minority of 6% did not see similar improvements.

Location 2: Visakhapatnam

Total primary schools: 12, and high schools: 06

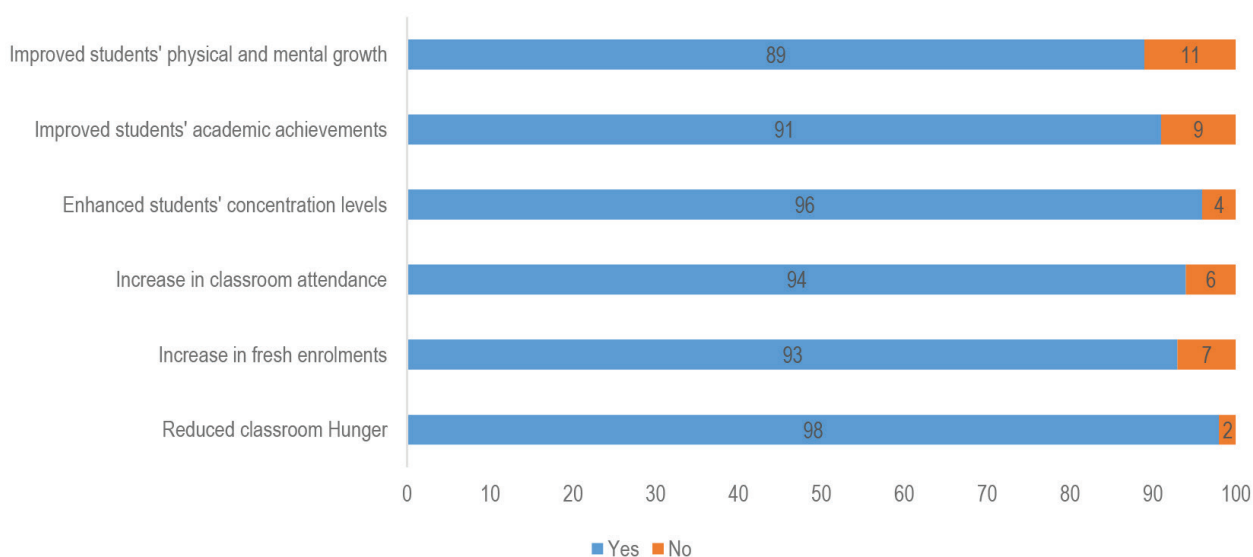
Total number of HMs: 18

Total number of teachers participated in the survey: 36 (each school sample size consists of 02 teachers)

Sample type: Purposive.

- **Reduced Classroom Hunger:** A large majority of headmasters and teachers (98%) reported a reduction in classroom hunger following the implementation of the free breakfast project in government schools. They explained that many parents of schoolchildren work as daily wage laborers in nearby pharmaceutical and other industries. Because these parents often leave early in the morning and return only in the evening, they could not provide breakfast at home. Consequently, many children used to come to school without eating, which negatively affected their physical and mental development and sometimes led to illness-related absences. Since the introduction of the breakfast project by Gland Pharma Limited in 2019, classroom hunger has significantly decreased.
- **Increase in fresh enrolments:** Most HMs and teachers (93%) also saw an increase in fresh enrolments in government schools. According to them, the breakfast program has motivated parents to enrol their children in government schools, as it assures both food facility and education. The availability of breakfast and the variety in the menu have also generated greater interest among children in going to school.

Teachers' Perception levels on various Impact parameters in percentage



- **Increase in classroom attendance:** Similarly, 94% of HMs and teachers observed an increase in classroom attendance after the introduction of the free breakfast program. They noted that before the program, attendance usually ranged between 80% and 85%, as many students suffered from health and nutrition issues caused by skipping breakfast or not having a proper morning meal. These challenges were mainly linked to the low socio-economic conditions of families, especially those dependent on daily wage work with limited time and resources to prepare breakfast. By offering a range of breakfast options, the program encouraged more regular attendance and helped raise attendance levels to around 95%.
- **Enhanced students' concentration levels:** 96% of HMs and teachers indicated that providing breakfast at school significantly boosts students' concentration. They explained that the breakfast program increases children's energy levels, which directly improves their ability to focus during lessons, participate in classroom teaching, and actively engage in classwork. This, in turn, contributes to better academic performance and overall health.
- **Improved students' academic achievement:** 91% of HMs and teachers observed improvements in students' academic achievement after the introduction of the school breakfast program. They noted that, compared to the earlier situation, students are more settled in the morning, better able to sit steadily in class, and more likely to complete their assignments. Many teachers described this as a drastic positive change in their schools. Some schools with the breakfast program reported pass rates in X board examinations above 95%, higher than comparable non-breakfast schools.
- **Improved students' mental health and physical growth:** The breakfast project has shown strong positive outcomes, with 89% of HMs and teachers reporting improvements in students' mental health and physical development. Health camp data also indicated reductions in key nutritional deficiencies, such as anaemia and bone health issues, which teachers largely attribute to the program.

"The nutritious breakfast provided by Gland Pharma Limited has significantly boosted our students' learning abilities. With improved focus, they are completing assignments on time and participating more actively in class learning environment. This support has ignited a genuine interest in their studies, setting a strong foundation for their future careers."

- J. Laxmi Kumari (HM, MPPS Vadalmudi)

1.5: Case Studies

Case Study 1 	<i>"My brother, Siddu Kumar (Class III) and I (Class IV) are students of MPPS Sriram Nagar. Our family migrated from Purnia District (Bihar) in search of better livelihood opportunities. My father is a packing worker in a private company in Hyderabad, and my mother is a daily wage laborer. As both of our parents leave home early in the morning, they have very limited time to prepare breakfast for us. Without breakfast, it is difficult for children to remain active, energetic, and attentive in school. Fortunately, the breakfast program supported by Gland Pharma at our school ensures that we receive a nutritious meal every morning. This has helped us stay energetic throughout the day and has significantly improved our concentration during classroom instruction and learning activities."</i> - Siddharth Kumar (Class IV, MPPS Sriram Nagar)
Case Study 2 	<i>"My family migrated from Wanaparthi to Mallampet (Hyderabad) several years ago. I study in Class V in MPPS Mallampet, while my younger brothers, Nani and Pawan, are in Classes IV and Class III respectively. Unfortunately, my father has passed away, and our family depends entirely on our mother, who works in a hotel. She leaves for work early in the morning and returns only in the evening. I take care of my younger brothers, and we all go to school together on time every day. Due to our limited financial income, it is often not possible to prepare breakfast at home, and we manage with very limited meals. In this situation, the breakfast provided by Gland Pharma Limited has been a great support for poor families like ours. It allows us to have access to different daily breakfast menu items at our school and has also reduced the financial burden on our family. I sincerely express my gratitude to Gland Pharma for providing us with hygienic and nutritious breakfast daily."</i> - Lalitha (Class V, MPPS Mallampet)

Case Study 3 	<i>"My sister and I study in Classes V and IV at MPPSShambirpur. Our family migrated from Ghazipur District (Uttar Pradesh) to Hyderabad several years ago in search of livelihood opportunities. My father is employed at a welding company, and my mother works as a housekeeping staff member in a small school in Dundigal. Due to our financial hardships, my parents remain occupied with long working hours, and our family often struggles to manage regular meals. Breakfast is not possible at our home. In these challenging circumstances, the breakfast initiative provided by Gland Pharma in collaboration has been a true lifeline for us. This nutritious support has significantly improved my health, increased my concentration, and motivated me to participate more actively in classroom activities. As a result, my academic performance and school attendance have shown remarkable improvement, making a meaningful difference in my educational journey."</i> - Ravi Gondh (Class V, MPPS Shambirpur)
Case Study 4 	<i>"My brother and I study at ZPHS Dhulapally in Classes X and VIII respectively. Our family relocated from Mahabubnagar to Dhulapally in search of better livelihood opportunities. My father works as a mason, and my mother is a housekeeper in residential households. Due to my parents' early work schedules, we often attended school without having breakfast. This affected our physical health, concentration, and academic performance. Classroom hunger made it difficult for us to actively participate in lessons and impacted our overall learning. After the introduction of the free breakfast program by Gland Pharma in association with Akshaya Patra, there has been a significant improvement in our daily routine and academic engagement. The nutritious breakfast helped us stay energetic and focused throughout the school day. As a result, both my brother and I showed better classroom participation and improved academic performance. I was also suffering from iron deficiency earlier; however, after regularly consuming the nutritious breakfast, my recent health examination showed that this issue has been rectified. This has greatly contributed to my overall well-being and academic success. We are deeply grateful to Gland Pharma for this meaningful initiative. I sincerely request you to kindly continue this breakfast program, as it plays a crucial role in addressing classroom hunger and improving educational outcomes for students from economically disadvantaged families like ours."</i> - Pravalika (Class X, ZPHS Dhulapally)
Case Study 5 	<i>"My brother Tanshu (VII class) and I study in ZPHS Pinamadaka. We come from a single-parent household where our mother works tirelessly in housekeeping for a private company. Because her earnings are limited, it is often difficult for her to provide enough food for us, especially since her work schedule requires her to leave very early and return late in the evening. Before this initiative began, we frequently went to school without eating breakfast. This made it very hard to concentrate on our lessons and raised concerns about our long-term health. However, the breakfast program by Gland Pharma has completely changed our lives. It has restored our energy, allowing us to focus on our studies and supporting our physical and mental development. We are deeply thankful to Gland Pharma for providing nutritious meals to families like ours. This program has not only addressed the hunger of students in need but has also given us the food security we need to succeed."</i> - T Sindhu (Class IX, ZPHSPinamadaka)

1.6 Project Observations and Conclusion

The project's overall impact was assessed through an examination of its relevance, efficiency, effectiveness, impact, and sustainability. The project met the overall expectations of beneficiary stakeholders and achieved very high rates in terms of its overall impact.

Impact Parameter	1 (Very Low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very High)
Relevance					
Efficiency					
Effectiveness					
Impact					
Sustainability					

General Observations

- Gland Pharma Limited not only provides free breakfast to students, but has also built permanent dining halls in several government schools in Hyderabad.
- All surveyed schools (21 in Hyderabad and 18 in Visakhapatnam) confirmed that they receive breakfast items according to the predetermined schedules.
- Food distribution in schools is supervised by Aayas (caregivers) and teachers. Teachers also record daily menus, check food taste, quality, and hygiene before serving, which has helped improve overall food quality and palatability.
- The implementing partner, TAPF, runs well-equipped central kitchens and follows required nutrition and food safety standards while preparing, transporting, and delivering meals on time.
- In Hyderabad, most primary school children show a strong preference for traditional breakfast items. About 90% of primary school children like pulihora and idli, while 80% show interest in tomato rice. Among high school children, food acceptance is even higher. 95% of high school students widely accept pulihora and idli.
- Most schoolchildren from Visakhapatnam accept all food menu items by high schoolchildren whereas primary schoolchildren like all breakfast menu items except Bombay Suji Upma. However, most students consume it due to rich nutrients, motivated by their teachers.
- Anganwadi children show less interest in khichdi (bisi bele bath) and semiya upma. However, they regularly consume and widely accept other breakfast items such as idli, pulihora, and tomato rice.
- Field staff from the implementing agency regularly visit schools to collect feedback from teachers, students, and parents, and they act on the suggestions received.
- The breakfast program has encouraged positive habits among children, such as handwashing before and after meals, using clean water, and maintaining good hygiene.
- 95% of parents (n=105) expressed satisfaction with both the quality and quantity of breakfast items served to their children at Hyderabad. They also reported noticeable improvements in their children's health and academic performance because of the initiative. Furthermore, the continuation of the project has reduced the financial burden on families by supporting access to nutritious breakfasts.
- The study shows that the program has effectively reduced classroom hunger, supporting students' physical and mental health and overall wellbeing. This has led to better concentration, classroom participation and academic performance, while also easing socio-economic burdens on families.

1.7 Conclusion

Gland Pharma Limited's breakfast initiative has proven to be a cornerstone for community development during FY 2024-25. By addressing the immediate needs of more than 16,000 children across 49 government schools and 6 Anganwadi centres in Hyderabad, as well as 38 government schools and 1 Bhavitha Centre in Visakhapatnam, the program successfully bridged the gap between nutrition and education.

The collaborative efforts of Gland Pharma's CSR funding, the implementing agency TAPF's robust feedback systems, and the active participation of government schools created an ecosystem that not only met the objectives of SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-being), and SDG 4 (Quality Education), but also ensured high meal acceptance and sustained operational success.

The measurable results of this initiative extend far beyond the classroom, as improvements in physical growth and cognitive health directly addressed long-standing nutritional deficiencies while enhanced concentration and lower absenteeism rates led to tangible gains in student performance and retention. Furthermore, by easing the financial strain on families in industrial and urban slum areas, the program acted as a catalyst for broader socio-economic stability and community development.

Given the overwhelming praise in stakeholder feedback surveys and the clear benefits to the regions' most vulnerable populations, there is a strong recommendation to continue the project in future years to maintain and build upon these transformative results.

Project 2: Infrastructure Development of Government Schools

Project Details

Project Cost	INR134 Mn
Start date and End date	FY 2024-25
Implementing Agency	Gland-Fosun Foundation
CSR thematic area	Promoting Education (Schedule VII, Section 135, Item 2) Promoting healthcare including preventive healthcare, drinking water and sanitation (Schedule VII, Section 135, Item 1)
SDG	
Project Objective	To undertake various school building construction works, including the development of educational infrastructure at MPPS Vennelagadda, MPPS Ramreddy Nagar, and ZPHS Balanagar, thereby strengthening the quality of education.
Beneficiaries in schools where the construction was completed	MPPS Ram Reddy Nagar: 264 (Boys: 142 and Girls: 122) MPPS Vennelagadda: 107 (Boys: 66, Girls: 41) ZPHS Balanagar: 545 (Boys: 262 Boys and Girls: 283) Migrant children: 70% of schoolchildren from three schools Socio-Economic Statuses: 90% of schoolchildren belong to Backward, Scheduled Caste and Scheduled Tribe students)

2.1 About the Project

Aligned with its CSR policy and commitment to enhancing the quality of education in government schools around Hyderabad, where Gland Pharma Limited operates, the company (through its CSR arm GFF) has been actively supporting the construction of school buildings and the development of educational infrastructure across primary, upper primary, and high schools for several years. Continuing these efforts in FY 2024-25, GFF completed the construction of three new school buildings at MPPS Ram Reddy Nagar, MPPS Vennelagadda and ZPHS Balanagar, and six other schools / colleges were under construction.

The scope of work included the development of classrooms, laboratories, conference halls, libraries, staff rooms, and security rooms, along with multiple infrastructure and educational development activities. These activities comprised the provision of school furniture, construction of school toilets, drinking water facilities, handwashing stations, designated morning prayer areas, dining-cum-kitchen sheds, play areas, walking pathways, and boundary walls, as well as providing Vidya Volunteers and other supporting initiatives. The total cost incurred for the infrastructure development of these three government schools amounted to INR 96.61Mn (INR 67.63 Mn in FY 2024-25 and INR 28.98 Mn in FY 2023-24).

School-Wise Financial Allocations for Infrastructure Development

- MPPS Ram Reddy Nagar INR 10.36 Mn(7.53 Mn in FY 2023-24)
- MPPS Vennelagadda INR 3.02 Mn(14.43 Mn in FY 2023-24)
- ZPHS Balanagar INR 54.25 Mn(7.02 Mn in FY 2023-24)

2.2 Need for the Project

Many children enrolled in government schools around Hyderabad – particularly near Gland Pharma Limited's manufacturing units – come from below-poverty-line families, and a significant number belong to migrant households. These schools often operate in buildings that are in poor condition, with limited infrastructure such as inadequate classrooms, libraries, laboratories, and basic student facilities. In several cases, the number and quality of classrooms are insufficient to meet students' learning needs, and visible neglect and deterioration of

buildings further hinder the educational environment. Aging and unsafe structures, combined with shortages of essential amenities like safe drinking water, sanitation, sports areas, dining spaces, assembly stages, and boundary walls, negatively affect both student welfare and learning outcomes.

Recognizing these challenges and its role as a responsible corporate citizen, Gland Pharma Limited initiated this project through GFF. As part of these ongoing efforts, during FY 2024-25, GFF has completed construction of three school buildings and developed various infrastructure facilities at MPPS Ram Reddy Nagar, MPPS Vennelagadda, and ZPHS Balanagar, thereby contributing to safer, more supportive, and better-equipped learning environments for students.

2.3 Gland-Fosun Foundation Initiatives

GFF undertook the following projects related to educational infrastructure:

- 1) MPPS Ram Reddy Nagar, Quthbullapur Mandal
(Classes: I to V, Total Strength: 264 (Boys: 142 and Girls: 122))

MPPS Ram Reddy Nagar is located in Quthbullapur Mandal (Medchal-Malkajgiri District), offering Classes I to V. It follows the Telangana State syllabus and aligns with the objectives of the National Education Policy (NEP) 2020, with a strong focus on Foundational Literacy and Numeracy (FLN). Most students come from BPL and low socio-economic backgrounds; many are children of migrant families from different states. The school had earlier functioned from a church building in Ram Reddy Nagar, where space was limited and temporary. It faced a severe lack of classrooms, a library, safe drinking water, toilets, and sports areas. There was also insufficient space for assemblies, midday meals, and regular academic activities. These limitations adversely affected students' learning, health, and overall well-being.

Recognizing these issues, the District Administration, public representatives, and local residents sought CSR financial assistance from GFF to build a proper school facility. Responding to this request from the Ram Reddy Nagar Welfare Association, GFF constructed a new school building in FY 2024-25. The multi-storeyed new building includes five classrooms, a combined dining hall, kitchen, and storeroom, an HM-cum-Staff Room, separate toilets for boys and girls, drinking water facilities, and a compound wall enclosing the campus.



MPPS Ram Reddy Nagar

2.4 MPPS Vennelagadda, Quthbullapur Mandal

(Classes: I to V, Total Strength: 107 (Boys: 66 and Girls: 41))

After demolishing a severely deteriorated structure, GFF undertook renovations of the HM's office and computer lab on the ground and first floors. This initiative has led to the construction of a two-storey building comprising five classrooms, a dining hall, a watchman's room, three girls' restrooms, three boys' restrooms with urinals, a handwashing area equipped with 10 taps, drinking water stations, and a compound wall with gate access. The project provided extensive electrical, painting, and plumbing work for both the old and new school buildings, repairs to the septic tank, renovation of the existing underground water tank, and the installation of walkways and garden tiles throughout the campus. Teaching boards have been placed in the classrooms, and school furniture has been supplied, which consists of 120 dual-desks, tables, chairs, cupboards, computer tables, almirahs, and racks.



MPPS Vennelagadda

2.5 ZPHS Balanagar

Classes: VI to X and Total Strength:545 (Boys: 262 Boys and Girls: 283)



ZPHS Balanagar is one of the prominent high schools of Medchal-Malkajgiri District. Most students enrolled in the school come from BPL, and many belong to migrant families who have moved to Hyderabad from different states in search of daily wage work. For these children, the school plays a vital role in ensuring access to secondary education within their locality. Previously, the high school operated on a shared campus with a primary school near the MeeSevacentre in Balanagar. With an enrolment of over 500 students, the campus struggled with a serious shortage of classrooms and essential facilities. The absence of adequate classrooms, laboratories, a library, sports space, and safe drinking water and sanitation facilities adversely affected both teaching and students' well-being. These limitations ultimately impacted the overall quality of education.

To overcome these challenges, the district education department and local public representatives sought support from GFF to build a new school facility. Responding to this need, GFF initiated a project at a new location within the premises of another primary school in Balanagar. The primary school at this site was shifted to the former ZPHS campus, and the old, dilapidated structures at the new site were demolished to make way for a well-planned school building. The newly constructed multi-storeyed building now includes 10 classrooms, two spacious multipurpose halls (used for science and digital labs, meetings, and a library), an HM-cum-Staff Room, watchman's room, a dining hall with a kitchen and storeroom, separate toilets for boys and girls, drinking water facilities, an elevated assembly stage, and a compound wall securing the campus.

2.6 Project Methodology

The project involved initially interactions with officials from GFF to collect list of the beneficiary schools for this infrastructure project, contact details of schools, understand the background of the project, its execution, and identification of direct and indirect beneficiaries of the project. Further the project moved into discussions with concerned beneficiary school HMs about created infrastructure details and how it strengthened its classroom teaching, learning environment, students' facilities and overall school functioning. Primary data collection was done, data was analysed, and a draft report was prepared.

Key Steps of the Data Collection and Project Report Processes:

Step 1: Initial interactions and review of project documents

Step 2: Discussions with headmasters/headmistress for creation of infrastructure details

Step 3: Preparation of primary data collection tools and planned for school visits

Step 4: Data Collection – interactions with project direct and indirect beneficiaries

Step 5: Data analysis and preparation of the draft report



2.6.1 Data Collection Method

Primary data was collected through individual interviews, group discussions, and structured questionnaires. A mixed-methods research approach was employed for analysis. The study engaged a comprehensive range of stakeholders across 2 primary schools located in Ram Reddy Nagar, Vennelagadda and a high school in Balanagar. Direct beneficiaries included schoolchildren, while indirect beneficiaries comprised HMs, teachers, Aayas, and parents.

The study was conducted in two phases. In the first phase, the project's impact was evaluated using the OECD–DAC framework of five core dimensions – relevance, efficiency, effectiveness, impact, and sustainability. The second phase involved analysing primary data to assess stakeholders' perceptions and satisfaction levels.

By synthesizing qualitative and quantitative insights from these diverse stakeholder groups, the study identified key project outcomes and established a strategic roadmap to support long-term results and continuity. The study focused on assessing the key educational infrastructure how it addressed the classroom scarcity, enhanced students' facilities, overall school functioning and creating overall conducive learning environment. Furthermore, this study focused on finding out improved quality of education levels, children attendance rates, students' academic achievements, overall well-being, enhanced socio-economic perspectives of communities etc.

Type of stakeholders, data collection and research approach details:

Name of Stakeholders	Primary Data Collection Tools	Type of Data Research Approach
Students	Individual, Focused Group Discussions and Questionnaires	Qualitative and Quantitative
Headmasters / headmistress and Teachers	Individual, Focused Group Discussions and Questionnaires	Qualitative and Quantitative
Parents	Individual discussions	Qualitative



School-wise sampling for data collection from Direct and Indirect Beneficiaries:

Type of Sampling: Purposive

School Name	Stakeholders – Students		Stakeholders Headmaster Headmistress and Teachers	Stakeholders – Parents
	Total sample size	Survey participated classes	Total sample size	Total sample size
MPPS Ram Reddy Nagar	30 (15 boys and 15 girls)	III, IV and V classes	4	5
MPPS Vennelagadda	30 (15 boys and 15 girls)	III, IV and V classes	4	5
ZPHS Balanagar	30 (15 boys and 15 girls)	VIII, IX and X Classes	4	5

2.6.1.1 Impact Analysis Framework

The IPE team adopted the OECD-DAC Framework of various parameters to analyse the impact of the CSR project, and the findings are outlined below:

- **Relevance:** The project is highly relevant and significant as it strengthened classroom teaching, learning environment, various students' activities, amenities and overall school functioning in two primary schools in Ram Reddy Nagar and Vennelagadda and one high school in Balanagar. This was achieved through the construction of multi-storeyed buildings including all kinds of infrastructure facilities. This initiative aligns with the National Education Policy (NEP) 2020, which emphasizes transforming school infrastructure into safe, inclusive, and vibrant spaces, with priority given to functional, well-ventilated classrooms, libraries, and clean, gender-segregated toilets. Furthermore, the initiative is in line with the Samagra Shiksha Abhiyan scheme, which supports government schools through composite grants to improve the physical environment, infrastructure, and student amenities.
- **Efficiency:** GFF successfully completed the construction of multi-storeyed school buildings across selected government schools in Balanagar, Ram Reddy Nagar, and Vennelagadda. Executed within established timelines and budgetary frameworks, the project adhered to rigorous quality standards. This upgraded infrastructure has optimized the academic environment, facilitating enhanced classroom instruction and student amenities.
- **Effectiveness:** GFF successfully achieved its core objectives through the construction of multi-storeyed school buildings at three targeted locations. This infrastructure development directly serves 545 students

at ZPHS Balanagar, 264 students at MPPS Ram Reddy Nagar, and 107 students at MPPS Vennelagadda. By delivering these modern facilities, the project has established an immediate, conducive learning environment that promotes better academic performance, enhanced hygiene, and the general well-being of the student population.

- **Impact:** This intervention has significantly strengthened the quality of education available to disadvantaged communities by revamping the total school infrastructure. The modernized learning environment has led to a noticeable increase in student enrolment and more active participation in both curricular and extracurricular activities. Beyond the classroom, the project facilitates all-round student development and improves the teaching delivery process. Furthermore, by elevating the standards of local government schools, the project provides long-term socio-economic benefits to the families involved, reducing the educational gap for underserved sections of society.
- **Sustainability:** The results of this project are designed to be long-lasting through a shared responsibility model. The beneficiary school authorities are committed to the ongoing upkeep of the buildings by utilizing allocated government funds. To address potential budget limitations, the schools actively explore supplementary funding sources to ensure the facilities remain in optimal condition. This proactive approach to maintenance ensures that the infrastructure continues to serve the community for years to come.



2.6.1.2 Stakeholder Perception Study Analysis

Student Perception Study

The IPE team interacted with 30 schoolchildren at MPPS Ram Reddy Nagar, 20 students at MPPS Vennelagadda and 30 high schoolchildren at ZPHS Balanagar ensuring an equal representation of boys and students. The study involved individual and group discussions, along with a questionnaire administered. The survey primarily focused on the quality of the school building and its facilities, improvements in classroom teaching and instruction, the student learning environment, activities and amenities, safety and security, academic achievement, overall well-being, overall school functioning, and the quality of education.

MPPS Ram Reddy Nagar

- 97% of students (n=30) confirmed that the school building constructed by GFF met quality construction standards. The building's overall structure and appearance are visually appealing and have improved children's classroom teaching and learning experience.
- Spacious classrooms, proper ventilation and lighting, functional electrical fixtures, well-arranged blackboards, and a dais have enhanced classroom instruction and created a more conducive learning atmosphere. This is reflected in a 97% positive perception rate (n=30) among students.
- Separate toilet blocks for boys and girls, along with drinking water and hand-washing stations, meet students' daily needs during school hours. This is shown by a 90% positive response rate (n=30).
- 93% of students (n=30) expressed positive perceptions of the separate kitchen shed, dining hall, and storeroom facilities. These have streamlined midday meal preparation, serving in designated dining areas, and proper storage of food grains.

- The foundation prioritized safety and security by constructing a boundary wall, a security room, and deploying a security guard. These measures improved the protection of children and school assets, reflected in a 100% (n=30) positive response rate regarding safety and security.
- Previously, students attended classes in congested conditions, sometimes combining multiple sections, which affected concentration and continuity of learning. With the project providing sufficient classrooms and Vidya Volunteers, children's concentration levels and academic performance have improved. This is supported by a 90% (n=30) positive response rate.
- 90% of students (n=30) reported improvements in their overall health and well-being due to a better school environment and facilities.
- Most students, 90% (n=30) observed an improvement in the quality of education due to enhanced learning activities supported by improved school infrastructure.

MPPS Vennelagadda

- GFF constructed a multi-storeyed building that meets quality of work standards, with proper elevation and sound engineering design. This is reflected in the student questionnaire survey, where 97% of students reported high response rate with the school's improved physical environment.
- 97% of students expressed high perception levels with the classroom teaching and learning environment. They reported greater comfort in attending classes due to proper seating arrangements, classroom dais, blackboards, electrical fixtures, and adequate furniture. Students noted an overall better and more enjoyable classroom experience.
- The project provided safe drinking water facilities, separate toilet blocks for boys and girls with running water, and 10 handwashing stations. These improvements strengthened school WASH practices and hygiene standards. Proper utilization of these facilities is evidenced by 90% of students reporting high satisfaction.
- 93% of students reported improvements in dining hall facilities related to the mid-day meal program. The creation of a designated dining area enhanced hygiene, supported handwashing practices, and enabled smoother meal distribution by school management.
- A designated morning assembly stage was established, contributing to a positive and disciplined start to the school day. Students reported that it fosters focus, unity, values, punctuality, and holistic development. 97% of students highly rated the assembly facility as important for their overall development.
- 90% of students observed improvements in their academic performance following the construction of the new building. Contributing factors include spacious classrooms, library access, increased academic support activities, and a more conducive learning environment.
- 93% of students reported better health and wellbeing, attributing this to the improved school environment and enhanced amenities.
- The multi-storeyed school building with comprehensive infrastructure has strengthened teaching delivery, enriched the learning environment, and enabled more co-curricular and extracurricular activities. These improvements have collectively enhanced the quality of education, as reflected by 90% of students reporting high satisfaction.

ZPHS Balanagar

- The project significantly improved classroom infrastructure, enabling a more effective teaching-learning environment. Upgrades such as adequate lighting, proper ventilation, well-designed blackboard placement, improved seating arrangements, electrical fixtures, and quality classroom furniture have supported teachers in delivering instruction more effectively while increasing students' concentration and participation. These improvements were positively rated by 93% of students in the survey.
- The establishment of dedicated library and laboratory spaces, including a computer lab, has strengthened practical and experiential learning across subjects. Laboratory access has improved students' conceptual understanding in physics, chemistry, biological sciences, and mathematics by providing hands-on learning opportunities. The library has supported access to supplementary learning resources and fostered stronger reading habits among students. Overall satisfaction with these facilities was highly rated by 87% of students.
- The addition of a seminar hall has created a dedicated space for academic, cultural, and spiritual programs,

contributing to students' holistic development. A strong positive response (97%) highlights its value in supporting educational and co-curricular engagement.

- Improved availability of activity spaces, including the seminar hall, sports areas, and adequate classrooms, has strengthened the implementation of co-curricular and extracurricular programs. About 90% of students reported noticeable improvement in this area.
- The provision of safe drinking water, hygienic toilets, and functional handwashing stations has promoted better sanitation practices and healthy habits among students. These improvements were highly appreciated, with 93% positive student feedback.
- Kitchen sheds cum dining halls and storage rooms are essential for the effective implementation of midday meals in government schools. Proper storage rooms allow schools to safely store food grains, while a designated kitchen space makes the preparation of meals easier and more hygienic. A dining hall helps ensure that food is served to children in an organized and systematic manner, promoting equality and positive social interaction among students. The importance of these facilities is highlighted by the fact that 97% of schoolchildren in schools with such facilities support them.
- The construction of an assembly stage has enhanced the organization of morning prayers and school gatherings, with 93% of students acknowledging improvement in this aspect of school life.
- Improvements in the physical learning environment – including spacious classrooms, laboratories, and learning facilities – have contributed to better academic performance, particularly in Grade 10 board examinations. This link between infrastructure and learning outcomes was supported by 90% positive student responses.
- A healthier and more supportive school environment has positively influenced students' overall well-being, with 93% of students recognizing improvements in this area.
- Enhanced infrastructure and improved teaching-learning conditions have increased student enrolment and strengthened the school's overall quality of education. Approximately 90% of students associated these improvements with better learning experiences and educational standards.

"Spacious classrooms, libraries, laboratories and better school facilities enhanced my academic performance which I have shown 90% marks in summative assessments. Thanks to Gland-Fosun Foundation for constructing multi-storeyed school building with providing all educational infrastructure to our school."

- Dhananjay (Class IX, ZPHS Balanagar)

Teacher Perception Level Study

The study drew on interactions with three headmistresses and nine teachers from MPPS Ram Reddy Nagar, MPPS Vennelagadda, and ZPHS Balanagar. Educators expressed strong appreciation for the efforts of the Gland-Fosun Foundation in transforming their school environments. Key improvements included the construction of multi-storeyed buildings with spacious classrooms, libraries, laboratories, seminar halls, and staff rooms, along with essential furniture and student amenities.

These upgrades strengthened classroom instruction, student learning, and participation in co-curricular and extracurricular activities. Facilities such as safe drinking water, handwashing stations, separate toilets for girls and boys, assembly stages, kitchen and dining sheds for midday meals, secure boundary areas, and sports spaces significantly enhanced the overall school environment. The deployment of Vidya Volunteers helped mitigate teacher shortages, while on-site security with accommodation improved safety.

Overall, these enhancements have contributed to higher student attendance, better academic performance, improved health, and greater student well-being. The strengthened educational infrastructure has helped raise the quality of education and supports the goals of NEP 2020 by ensuring functional and inclusive school infrastructure.

Parent Perception Level Study

The study engaged with 15 parents across the three schools – MPPS Ram Reddy Nagar, MPPS Vennelagadda, and ZPHS Balanagar – who expressed strong appreciation for GFF's contributions. They noted that the foundation's CSR support in infrastructure and educational resources has significantly improved the school environment. Consequently, parents feel more confident sending their children to these institutions, citing better instruction, clean drinking water, improved sanitation, and quality midday meals as key factors. Beyond academics, they

believe these enhancements foster a supportive learning atmosphere that directly boosts their children's physical health and general wellbeing.

2.7 Case Studies

Case Study 1

"Gland-Fosun Foundation has significantly transformed our school's physical environment through the construction of a multi-storeyed building. This development has strengthened the teaching-learning process by providing well-designed classrooms, a library, laboratories, and a seminar hall that effectively support academic and co-curricular activities. The improved facilities have contributed positively to my academic performance and self-confidence. I sincerely thank the Foundation for enhancing our school with high-quality educational infrastructure and student facilities."

- **Mounisha** (Student, ZPHS Balanagar)

Case Study 2

"The newly constructed school facility provided by Gland-Fosun Foundation has transformed the educational landscape through its thoughtfully designed infrastructure, featuring expansive classrooms, modern laboratories, and a library illuminated by natural light. Beyond academic spaces, the inclusion of dedicated dining areas, an assembly stage, and comprehensive sanitation facilities – including reliable running water for drinking and hygiene – has profoundly improved the overall health and daily experience of the student body. This environment is further strengthened by a secure boundary wall and gated entrance, creating a safe and inspiring atmosphere for which there is immense gratitude"

- **Sharath** (Student, IX Class, ZPHS Balanagar)

Case Study 3

"The newly constructed multi-storyed building at ZPHS Balanagar has fundamentally transformed the school's physical environment, providing 22 spacious rooms that include a seminar hall, laboratories, a library, and administrative offices. The addition of a dedicated dining and kitchen area for midday meals has further streamlined operations of midday meals and enriched the health and well-being for the 552 students currently enrolled. Previously, dilapidated facilities and infrastructure shortages limited the school to only 250 students; however, this modernization has more than doubled enrolment and led to significantly higher academic achievement in the Class X Board examinations. This high school serves as a vital resource for quality education, particularly as 90% of the student body comes from families living below the poverty line. Many of these families are daily wage laborers who migrated to Hyderabad from states such as Uttar Pradesh, Bihar, Odisha, Chhattisgarh, Jharkhand, and Andhra Pradesh. For this diverse community, the upgraded facility is a true boon that overcomes socio-economic barriers. Ultimately, the school's success and its ability to provide a superior learning environment are a direct result of the essential support provided by Gland-Fosun Foundation."

- **S. Arunjyothi** (HM, ZPHS Balanagar)

Case Study 4

“The newly constructed school building at MPPS Vennelagadda has created a nurturing environment that strongly supports student learning. The facility enables the school to conduct effective classroom teaching, organize educational activities, hold morning assemblies, prepare midday meals, and ensure reliable access to safe drinking water and sanitation. As a result, the project has significantly improved both instructional resources and student amenities. We sincerely thank Gland-Fosun Foundation for helping foster a more positive and conducive atmosphere for our students through this initiative”.

- K. Sirisha (HM, MPPS Vennelagadda)

2.8 General Observations and Conclusion

The project's overall impact was assessed through an examination of its relevance, efficiency, effectiveness, impact, and sustainability. The project met the overall expectations of beneficiary stakeholders and achieved high rates in terms of its overall impact.

Impact Parameter	1 (Very Low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very High)
Relevance					
Efficiency					
Effectiveness					
Impact					
Sustainability					

- The project improved the teaching - learning environment by providing adequate classrooms, libraries, laboratories, and seminar halls, which strengthened academic, co-curricular, and extracurricular activities and supported students' academic, physical, and mental development.
- Classroom instruction was reinforced through the deployment of Vidya Volunteers to address teacher shortages and enhance instructional quality.
- Infrastructure upgrades in government schools contributed to a meaningful transformation in primary and secondary education, raising standards and creating a more supportive learning environment.
- Schools received dual desks for better seating arrangements and essential office furniture such as tables, chairs, almirahs, and racks to improve functionality.
- Ongoing upkeep of school buildings, restrooms, and facilities has been prioritized to maintain a safe and conducive environment.
- Enhanced learning resources and student facilities have contributed to higher enrolment, better academic outcomes, and improved student wellbeing.
- Support was extended to the government midday meal program through the establishment of permanent kitchen and storage facilities as part of this project in schools.
- The project improved sanitation and hygiene by providing adequate toilet facilities with reliable running water and by installing a handwashing station equipped with 10 taps.
- The project also upgraded the school environment by developing sports areas, establishing kitchen gardens, and creating proper walking pathways within the school premises, enhancing the overall ambiance.

Conclusion

GFF invested INR 96.61 Mn in a comprehensive CSR initiative focused on revitalizing three government schools in Hyderabad: MPPS Ram Reddy Nagar, MPPS Vennelagadda and MPPS Balanagar. By constructing multi-storeyed buildings and modernizing educational infrastructure, the project overhauled the learning environment for 916 students. Beyond structural improvements, the foundation addressed holistic student needs by upgrading sanitation, drinking water systems, sports facilities, and dining areas for midday meals. Security was also prioritized through the construction of boundary walls and the provision of dedicated security personnel with permanent on-site housing.

To further elevate academic standards, the foundation deployed Vidya Volunteers to support classroom instruction. This multifaceted approach has led to measurable improvements in student enrolment, retention, and academic performance, while also fostering better health and concentration levels among the youth. By establishing a conducive and safe physical environment, the project directly aligns with the objectives of the National Education Policy 2020 and contributes to the United Nations Sustainable Development Goal 4 for Quality Education. The project received positive feedback with respondents appreciating GFF to continue similar efforts to strengthen the physical infrastructure of other government schools. Such initiatives can enhance the quality of the government education system, which primarily serves disadvantaged communities.

About the Centre for Corporate Social Responsibility (CCSR)

The Centre for Corporate Social Responsibility (CCSR) was set up during 2011 to promote training, research, consultancy assignments and document case studies in thrust areas of CSR. The Centre works on the existing body of knowledge, systems, structures, models, and mechanisms associated with different CSR initiatives; it also provides a platform for discussing CSR guidelines and the latest developments in the field. The Institute of Public Enterprise (IPE) has been part of the Department of Public Enterprises (DPE), Government of India initiative on introducing Corporate Social Responsibility (CSR) as an element of the performance matrix in Central Public Sector Enterprises (CPSEs). IPE was invited to attend the meetings of the Working Group on CSR in 2007-08 and 2009-10, and was nominated by DPE as a Member of the Executive Committee on CSR in 2011 to develop, design, and implement courses for CPSEs. Recognizing the importance of the subject and also the realization that there is a dearth of experts in this emerging field, it was decided that IPE could play a major role in research, development, and advocacy of CSR. This idea led to the establishment of the Center for Corporate Social Responsibility in 2011 at IPE.

The main objective of the center is:

- To conduct interdisciplinary and collaborative research and document case studies in thrust areas of CSR dealing with contemporary issues and challenges.
- To integrate the existing body of knowledge, systems, structures, models, and mechanisms associated with different CSR initiatives by interfacing with industry and academia.
- To disseminate information about the latest happenings in the CSR field to the people engaged in policy making, policy analysis, policy research, practitioners, and other stakeholders.



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