



REPORT ON IMPACT EVALUATION OF **GUJARAT STATE FERTILIZERS AND CHEMICALS LIMITED (GSFC) SCHOOL INITIATIVE**

SUBMITTED BY

DEEPAK FOUNDATION

Executive Summary

The report presents the findings of the Impact Assessment Study concerning Gujarat State Fertilizers and Chemicals Limited's Education CSR initiative. GSFC Ltd established the Fertilizernagar School in 1965 to specifically serve the children of GSFC employees and residents of nearby villages. The overarching goal of this initiative is to enhance the school infrastructure, thereby improving the overall learning experience and environment for students. This initiative aligns with the objectives of the National Education Policy (NEP) 2020, which emphasizes the provision of adequate infrastructure for schools and the holistic development of students through both curricular and extracurricular education. Hence, this study evaluated the impact of GSFC's educational support on students by identifying challenges in operationalization and recommending improvisations.

To achieve the study's objectives, a dual approach, incorporating both quantitative and qualitative methods, was employed to gather data from beneficiaries and relevant stakeholders across the Fertilizernagar School and GSFC University from January to February 2025. The quantitative tool primarily utilized a five-point Likert Scale, ranging from Excellent (1) to Needs Improvement (5). The survey sample was selected using a simple random sampling technique, comprising a total of 226 from the school. Furthermore, a purposive selection of 20 parents was made to provide feedback, and approximately 6 in-depth interviews were conducted with the school principals.

The educational intervention by GSFC has significantly impacted students by providing quality education and infrastructure. The key findings of the student survey are summarized in the box below.

- 100% students enjoyed coming to school and took pride in being a part of the GSFC school.
- 92% and 94% students passed in Tenth and Twelfth Science of English Medium in 2024 respectively.
- In Gujarati medium passing rates were 72% in Tenth Board, 94% in Twelfth Science, and 88% in Twelfth General in 2024.
- 97% reported feeling safe and secure in their classrooms.
- 96% felt encouraged by the extracurricular activities organized by the institution.

Key findings from the parents' interviews indicate that 100% of parents believe the school administration effectively addresses their concerns, and approximately 75% expressed high satisfaction with the quality of education provided. In-depth interviews with school principals revealed several strengths, including greater investment in resources compared to other government schools, the use of SMART classes for teaching, excellent infrastructure, and robust support from both teachers and management.

GSFC's educational initiative has had a significant positive impact, which has been highly appreciated by all beneficiaries and stakeholders. Across all the stakeholder groups—students, parents, and school principals- there is a notable level of satisfaction regarding available facilities and teaching quality.

However, there are opportunities for improvement to enhance the long-term impact. To begin with, infrastructural support is essential; better maintenance of school laboratories, playgrounds, and staff rooms is recommended. Additionally, increasing staff recruitment would alleviate the workload on existing personnel. Teachers at school should receive ongoing and rigorous training to enhance their capabilities. Furthermore, the management should strengthen the implementation of remedial classes for underperforming students.

Overall, the school management has effectively utilized the existing infrastructure, fostering a positive change in the learning environment for students.

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Abbreviations

GOI	Government of India
NEP	National Education Policy
UN	United Nations
SDG	Sustainable Development Goals
GSFC	Gujarat State Fertilizers and Chemicals Limited
DF	Deepak Foundation
ECE	Early Childhood Education
IDI	In-depth Interviews
CI	Confidence Interval
SPSS	Statistical Package for Social Sciences
JEE	Joint Entrance Examination
B.Ed.	Bachelor of Education
PTC	Primary Teacher's Certificate
NCERT	National Council of Educational Research and Training
HOD	Head of Department
DEO	District Education Officer
PTM	Parent-Teacher Meeting
CCTV	Closed Circuit Television

1. INTRODUCTION

1.1 BACKGROUND

Education is essential to raising human capital and creating an equitable society. The quality of a country's education system significantly impacts its innovations, economic growth, social justice, and equity. However, given that technology has advanced considerably in recent years, education needs to adapt to the technological issues faced by society, the economy, and the nation. Therefore, the Government of India (GOI) has introduced a new National Education Policy (NEP) 2020 that offers a comprehensive framework from primary education to higher education, vocational and technical education, and a new paradigm of internet-based e-learning. It provides an extensive prototype for improving the quality, equity, and accessibility of the Indian educational system. As shown in the figure, the five pillars of the NEP synchronize our educational system with the United Nations (UN) Sustainable Development Goal (SDG) 4 of 2030. The NEP 2020 is being promoted to step up India's transformation into a global knowledge hub.¹

Access

Equity

Affordability

Accountability

Quality

Education and employment are intricately connected, with a solid educational foundation facilitating successful and fulfilling employment. India represents more than one-sixth of the human force on the world map, and it should make significant contributions to global development aligning with the human force representation on Earth. The greater problem is capacitating our growing pool of educated graduates from general education streams for the emerging skill requirements of employable youth.² Therefore, to address this and deliver quality education, GSFC has set up a school in Vadodara, Gujarat. Hence, the study aims to assess the impact of CSR initiatives on students and other essential stakeholders.

1.2 ABOUT FERTILIZERNAGAR SCHOOL

GSFC Ltd has developed Fertilizernagar Township in Vadodara, Gujarat, which offers essential amenities such as grocery stores, schools, and a cafeteria to meet the basic needs of residents. Prioritizing education, GSFC established the Fertilizernagar School in 1965, providing comprehensive education from pre-primary to higher secondary levels and is affiliated with Gujarat Secondary & Higher Secondary Board, Gandhinagar. Fertilizernagar School is one of the most prominent and leading schools in the Vadodara region catering to more than 2200

students, wards of GSFC employees, and residents of surrounding villages. The school offers instruction in both Gujarati and English mediums, covering Science and General Streams. It has well-equipped laboratories, a computer lab, a library, and a commendable record in sports and extracurricular activities. The school is proactively catering to the KG with hygienically prepared nutritious food. Students from this school have actively participated and won in numerous regional and national competitions.³

1.3 ABOUT DEEPAK FOUNDATION

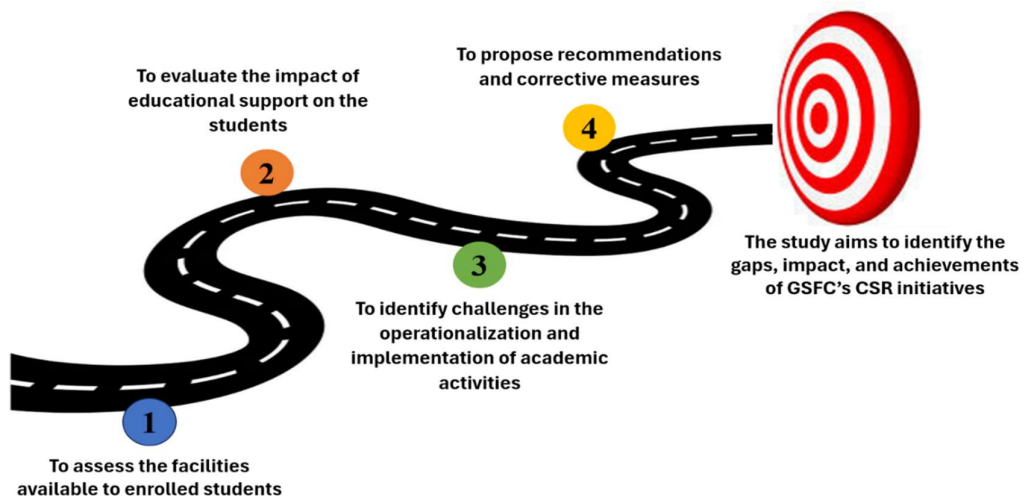
Deepak Foundation (DF) is a non-government organization established in 1982. DF is recognized as a Scientific and Industrial Research Organization (SIRO) by the Ministry of Science and Technology, Govt. of India. With nearly 800 employees, the foundation is working in Gujarat, Maharashtra, Telangana, Madhya Pradesh, and Jharkhand.

The Foundation has vast experience conducting baseline, midline, and impact evaluation studies apart from implementing its various projects in Public Health and Nutrition, Clinical Services, Education, Skills Building and Livelihood, and Children with Special Needs. The Foundation is implementing an education project in Gujarat and Maharashtra covering more than 9000 children aged 6-15 years.



Research studies such as ‘Comparative Study of Epidemiological and Health Status of Residents and Non-Residents of Nandesari Industrial Area’, ‘Evaluation of Innovations under Poshan Abhiyaan Implemented in Naswadi Taluka of Chhota Udepur District in Gujarat’ and ‘Identification of Best Practices that Promote Early Childhood Education (ECE) and Address Malnutrition through Strategically Planned Holistic Interventions at Anganwadi Centres in Rural India’ have been conducted in the latest period. Deepak Foundation has also been granted the opportunity to conduct NFHS-6 in western Gujarat.⁴

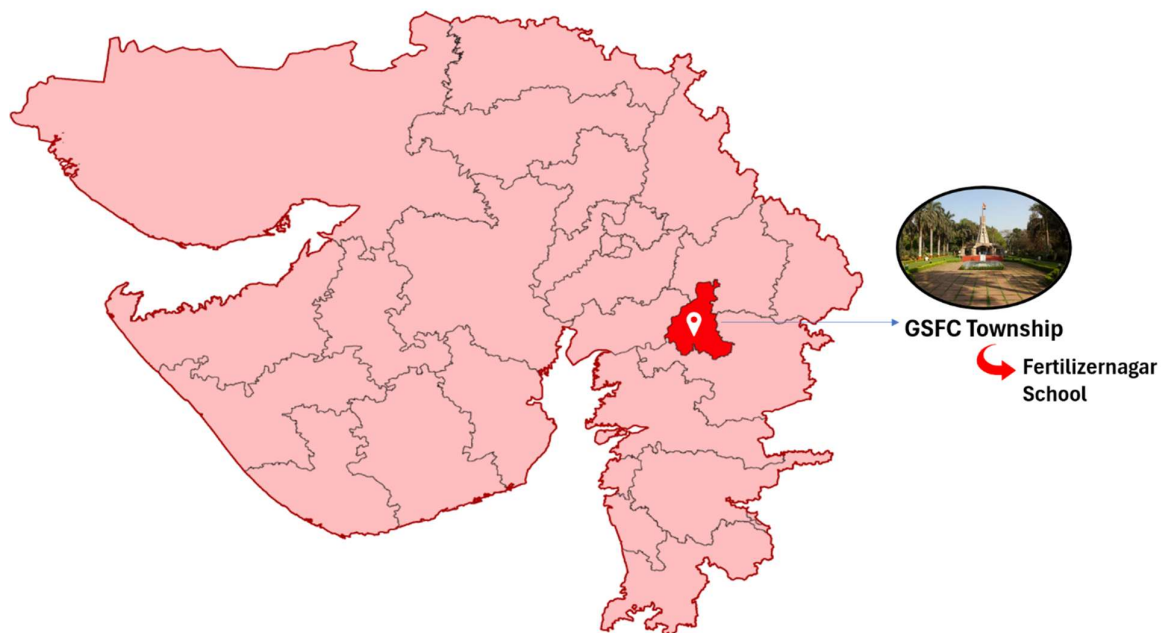
1.4 PROJECT AIM AND OBJECTIVES



2. METHODOLOGY

2.1 STUDY SITE

The study was conducted in the specified areas of Vadodara, Gujarat.



2.2 STUDY DURATION

The duration of the study was three months.

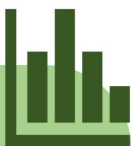
2.3 STUDY PARTICIPANTS



2.4 METHOD OF EVALUATION

A mixed-method approach was adopted for data collection and analysis. Along with primary data collection, secondary data sources were also reviewed to extract information. The primary data collection techniques were,

Quantitative Technique



A structured tool consisting primarily of a five-point Likert Scale, ranging from Excellent (1) to Needs Improvement (5), was used to collect data from students and parents.

The interview schedule was administered through one-to-one. This helped in obtaining quantifiable information.

Qualitative Technique



To understand a participant's experiences and perspectives, qualitative methods such as In-depth interviews (IDIs) were conducted.

An interview guide was used to facilitate IDIs with the school principals.

2.5 SAMPLING

A different number of students and other stakeholders were covered across the school. The beneficiaries were selected through simple random sampling, considering a 95% confidence interval (CI) and 10% margin of error. This method ensured a representative sample and more generalizable results.

Table 2.1 Sample for Quantitative Data Collection

Quantitative Sampling	Universe	Sample Surveyed	Rationale
Students of School	2200	226	10% sample
Parents	-	20	Purposive Sampling

For in-depth interviews, a bunch of stakeholders were interviewed, as highlighted in Table 2.2.

Table 2.2 List of Stakeholders for In-depth Interviews

Source of Information	Total Beneficiaries
Kindergarten Principal – English Medium	01
Kindergarten Principal – Gujarati Medium	01
Primary School Principal – English Medium	01
Primary School Principal – Gujarati Medium	01
Secondary School Principal – English Medium	01
Secondary School Principal – Gujarati Medium	01
Total	06

2.6 IMPACT EVALUATION PROCESS



The process of conducting an impact assessment is as follows,

1. Desk Research and Discussions

Information was extracted by reviewing data and reports provided by GSFC Ltd. Insights were obtained through detailed deliberations with the GSFC team for developing the study methodology.

2. Data Collection

Before data collection, study tools were field-tested, and it was ensured that the field team was thorough with these tools, field plans, and other study materials before data collection.

Training Field Team	Quantitative Data Collection	Qualitative Data Collection
Before data collection, the field team was trained to conduct personal interviews with beneficiaries using a structured interview schedule.	Data from school students and parents was collected using a pre-structured interview schedule on digital devices (Annexures 8.1)	To gather data on key indicators, interviews with the school principals were conducted using an interview guide. (Annexure 8.2)

3. Data Analysis

Quantitative data was analysed using the latest version of the SPSS. Descriptive statistics such as proportions and percentages were calculated to show the significance of impact change across the school and university.

Qualitative data was analysed through content analysis. Findings from in-depth interviews were triangulated to confirm the positive impact of the interventions.

2.7 ETHICAL CONSIDERATIONS

Participants were treated with the utmost respect, dignity, and fairness during the course of the study. Their well-being and rights were prioritized, and they received the essential support and assistance required. The following ethical considerations were thoroughly addressed and integrated into the study's framework.

Informed Consent

Participants received detailed information regarding the study's objectives, methodologies, and the associated risks and benefits. They were encouraged to pose questions, enabling them to make informed decisions regarding their involvement.

Confidentiality and Privacy

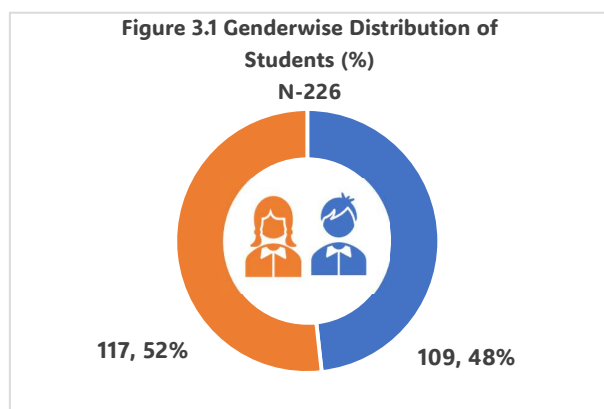
Measures were implemented to safeguard the confidentiality and privacy of participants. The data collected was securely stored and accessible solely to authorized personnel. All personal information anonymized or coded to uphold confidentiality.

Voluntary Participation

Participation in the study was entirely voluntary, allowing individuals the autonomy to decide on their involvement without any coercion or pressure.

3. QUANTITATIVE FINDINGS

RESULTS FROM SCHOOL SURVEY



226 students from grades five to twelve participated in the survey, most female (117). The distribution of respondents was as follows: 15% from twelfth grade, 11% from eleventh grade, and the remaining 74% evenly spread across grades five to ten. A significant portion of participants (75%) were from the Gujarati medium. Most students commuted to school via auto-rickshaw or carpool (57%) and lived

within a distance of 1.1 to 5 kilometres (58%).

3.1 FEEDBACK ON TEACHING AND LEARNING

All students expressed enjoyment in attending school. Nearly all (99.1%) acknowledged the use of modern teaching tools and handouts during lectures, with the majority agreeing on the timely completion of the syllabus and encouragement to ask questions during class (97%). Approximately 87% of students reported receiving support for participation in talent contests and competitive exams. About 63% of students indicated occasional use of smart class setups, while 8% denied the same. From the 226 students surveyed, 214 (95%) found the study materials and question banks provided by the school to be effective. Furthermore, 96% of students felt encouraged by the extracurricular activities organized by the school.

Overall, the data reflects a generally positive perception of the school's teaching methods, classroom environment, and extracurricular activities. However, the use of SMART class setups could be more consistent, as a larger portion of students report only occasional use.

Table 3.1 Student Responses on Teaching and Learning (N-226)

Variable	N	%
Do you enjoy coming to school?		
Yes	226	100
Does the teacher use modern teaching tools, content notes, hand-outs, suggestions of references, etc.?		
Yes	224	99.10
No	02	0.90
Does the teacher focus on the syllabus and finish it on time?		
Yes	219	97.30
No	06	2.70
Do you feel encouraged to ask questions during class?		
Yes	220	97.30
No	06	2.70
Does the school support you in appearing in competitive exams like Talent Search, Olympiads, or JEE?		
Yes	196	86.70
No	30	13.30
Does the teacher use the SMART class setup regularly to teach?		
Occasionally	142	62.80
Yes	66	29.20
No	18	8.00
Do you find the study materials/question banks provided by the school effective? (Rate from 1 to 5)		
Excellent (1)	105	46.50
Very Good (2)	82	36.30
Good (3)	27	11.90
Average (4)	10	4.40
Needs Improvement (5)	02	0.90
Do you feel that extracurricular activities and efforts by the school (sports, music, library, karate classes, workshops, etc.) make learning more fun and help your overall growth?		
Yes	216	95.60
No	10	4.40

3.2 STUDENT SUPPORT AND WELLBEING

This section examines the classroom environment and student safety. As shown in Figure 3.2,

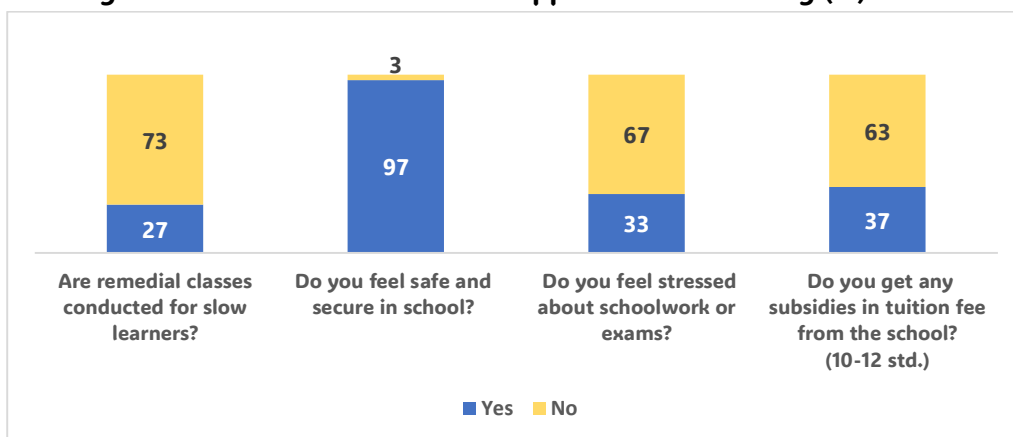


most students felt safe and secure in their classrooms (97%), and over half (67%) reported no stress related to homework or exams. Regarding remedial classes, nearly a quarter (27%) acknowledged their implementation for slow learners. Only 37% of students in grades 10-12 reported receiving tuition

fee subsidies. Approximately 80% of students said they will approach teachers when bullied, while 14% discussed with friends and 6% with parents.

While the school is seen as providing a secure environment and is successful in reducing stress for most students, there is a notable concern regarding the lack of remedial classes for slow learners. Additionally, while a portion of students in higher classes benefit from fee subsidies, there is room for improvement in providing further financial assistance and academic support to a larger group of students.

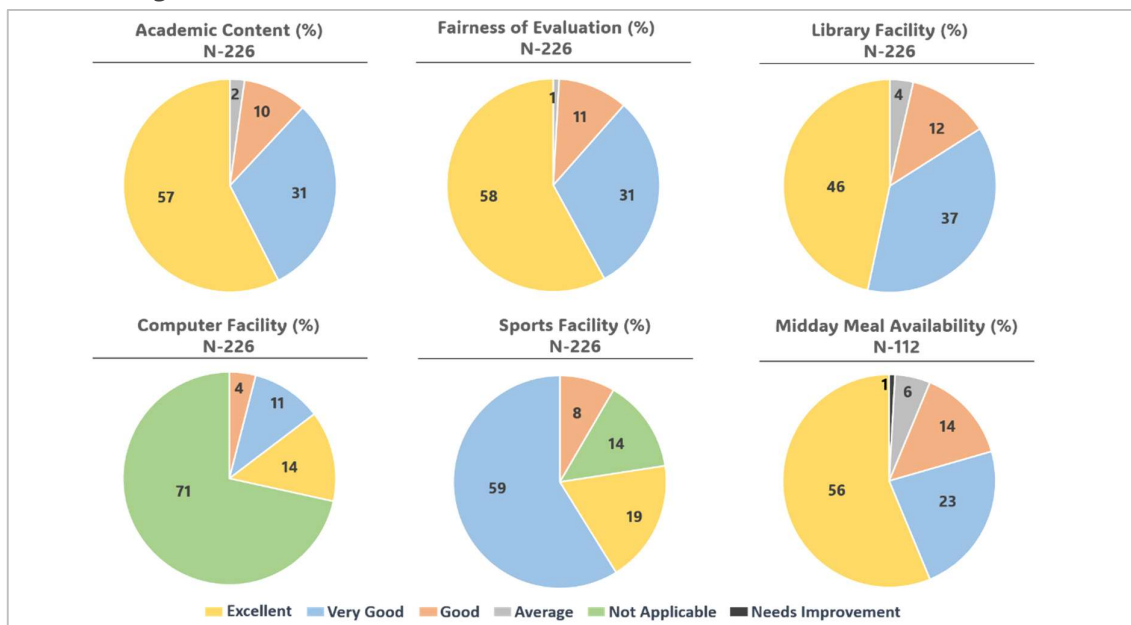
Figure 3.2 Feedback on Student Support and Well-being (%) N-226



3.3 INSTITUTIONAL FACILITIES

Students rated various school facilities, as illustrated in the accompanying Figure 3.3. About 58% rated academic content and evaluation fairness as "excellent," while 31% rated them as "very good." Approximately 46% rated library facilities as "excellent," with only 4% rating them as "average." Access to the computer lab was primarily for middle school students, and those who used it provided positive feedback. About 86% rated sports facilities positively, while 14% reported limited participation in sports. Students up to grade 8 received mid-day meals, with 56% rating the quality as "excellent."

Figure 3.3 Student Feedback on Different Institutional Facilities (%)



Of the students interviewed, 76 had access to Physics, Chemistry, and Biology labs. When asked which lab was best equipped, 38% chose Physics, 33% Biology, and 29% Chemistry. Most students (38%) indicated that the Chemistry lab needed improvement, followed by 32% for Physics and 20% for Biology. Only 11% felt that no improvements were necessary for any of the labs. Overall, 47% rated lab facilities as "excellent," 33% as "very good," and the remaining 12% and 8% rated them as "good" and "average," respectively.

Overall, the feedback reflects a generally positive view of most school facilities and academic content. Areas such as academic content, fairness of evaluation, library, mid-day meal, and lab facilities received high ratings, with a significant portion of students rating them as "excellent" or "very good." The sports facility also received positive feedback but could benefit from further attention to cater to a wider range of students.

3.4 EXTRACURRICULAR ACTIVITIES

- Out of 226 surveyed, a large number of students expressed satisfaction with the amount of time (86%) and encouragement (92%) provided for engaging in extracurricular activities such as music, arts, and others.
- Furthermore, nearly 97 percent of students reported a favourable response regarding their enjoyment of activities organized during special events and celebrations.



3.5 SELF-EVALUATION

Students' self-assessment regarding academic performance revealed that nearly 77% reported completing homework and assignments on time, while one-fourth had a neutral response (Table 3.2). In terms of class participation, 40% reported always participating, followed by 35% frequently, 25% occasionally, and 1% never. Regarding personal development, approximately 47% rated themselves as "excellent" in managing school and personal tasks, while 38%, 13%, and 1% rated themselves as "very good," "good," and "average," respectively. A significant portion of students (68%) felt confident in their abilities and had established long-term career or educational goals (83%).

While most students exhibit high levels of responsibility and confidence, a small group appears to struggle with inconsistency in their academic work or with self-esteem, suggesting additional support from teachers.

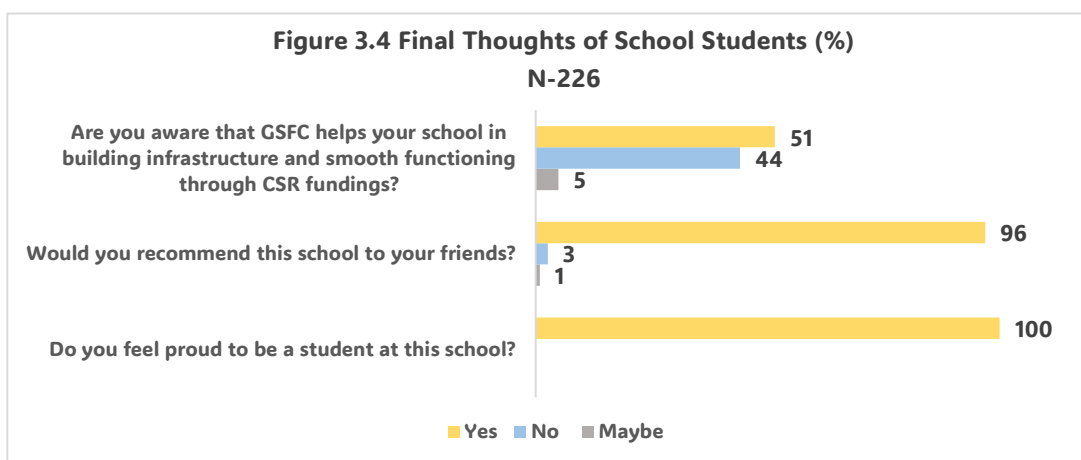
Table 3.2 Self-Evaluation of School Students (N-226)

Variable	N	%
Academic Performance		
Do you complete your homework and assignments on time?		
Yes	173	76.5
Sometimes yes sometimes no	52	23.0
No	01	0.40
How often do you participate in class discussions or ask questions to clarify concepts?		
Always	90	39.8
Frequently	78	34.5
Occasionally	56	24.8
Never	02	0.90
Personal Development		
How responsible are you with your school and personal / tasks?		
Excellent (1)	107	47.30
Very Good (2)	86	38.10
Good (3)	30	13.30
Average (4)	03	1.30
Do you feel confident in your abilities?		
Very much	154	68.10
A little	70	31.00
Lack confidence	02	0.90
Have you set long-term career or higher education goals?		
Yes	188	83.20
No	38	16.80

3.6 OVERALL FEEDBACK OF STUDENTS

All students expressed pride in being part of the GSFC community (Figure 3.4). Nearly all (96%) would recommend the school to their friends. Almost half (51%) of the students recognized GSFC's contributions to building school facilities and ensuring smooth operations through CSR sponsorship.

The survey results indicate a high level of student satisfaction and pride in the school. However, awareness of GSFC's CSR funding and support for school infrastructure could be improved, as a significant portion of students (44%) are unaware of this contribution. This suggests an opportunity for the school to further engage with students and communicate the impact of such partnerships.



4. QUALITATIVE FINDINGS

RESULTS FROM PARENT INTERVIEWS

20

parents were interviewed, comprising 55 percent mothers and 45 percent fathers, with both parents representing the remaining 5 percent. The majority of the parents were associated with students in the 2nd grade.

100%

parents unanimously agreed that their concerns were adequately addressed by the school administration. Furthermore, they collectively affirmed that the school provides a safe and supportive environment for their children.



75%

parents were "Very Satisfied" with the overall quality of education provided at Fertilizernagar school and remaining 25% rated "Satisfied".



90%

parents rated the communication between them and teachers as "Very Satisfied" and parallel responses were received for "Satisfied" and "Neutral".



95%

parents were satisfied with all the extracurricular activities provided by the school.

90%

parents expressed that teachers significantly influence their child's learning and development, while the remaining 10 percent rated the teachers' role as fairly effective.

Suggestions

- Dedicated teachers are needed for sports, dance, music, and drawing.
- Lectures should be conducted to enhance parental behavior.
- Discipline should be emphasized.
- Computer literacy must be strengthened.
- Teachers should actively encourage and assist in improving English speaking skills.
- More of extracurricular activities should be organized.

Safe Environment

Parents consistently regarded the school environment as safe and supportive. However, some parents raised concerns, stating:

“Some students use abusive language, which affects children.”

“Transportation for kids needs improvement. The school should take responsibility for inspecting vans and assessing the validity of drivers' licenses.”

Feedback

“Remedial classes offered by the school are commendable.”

“The support provided by teachers during COVID was exceptional.”

FINDINGS FROM IDI OF SCHOOL PRINCIPALS

The In-Depth Interviews were conducted with six principals from kindergarten, primary, and secondary schools operating in both English and Gujarati mediums. The content analysis yielded seven themes, five of which included sub-themes. The first theme centered on general information regarding teaching experience, student enrollment numbers, and related factors. The second theme addressed infrastructure, focusing on classrooms and facilities. The third and fourth themes pertained to teachers and students, respectively. For teachers, sub-themes included facilities and training, while for students, the areas of concern encompassed fees and extracurricular activities. The remaining three themes revolved around feedback mechanisms, with sub-themes such as feedback from students, parents, and teachers, as well as the strengths of the school and areas for improvement.

4.1 GENERAL INFORMATION

The school principals across both mediums and all educational levels (KG, primary, secondary) possessed over 20 years of teaching experience. Kindergarten teachers held diploma certifications in Early Childhood Care and Education, while primary teachers were qualified with B.Ed and PTC degrees. Enrollment figures indicated that the Gujarati medium had more students than the English medium, resulting in multiple sections across all standards, except for

kindergarten. The strength of the Gujarati medium was 101 students in KG, 725 in primary, and 676 in secondary classes. Whereas English medium had 84 students in KG, followed by 378 and 188 in primary and secondary sections, respectively. There are around 49 teachers dedicated to the Gujarati medium and 24 teachers for the English medium.

4.2 INFRASTRUCTURE

A shared SMART classroom was available for kindergarten across both mediums. For primary standards, eight classrooms were provided with one SMART board that had been non-functional for the past 18 months, a situation common to both mediums. The secondary standards featured four classrooms, one SMART classroom, an additional classroom, and a specialized “Gyankunj” class equipped with 15 computers.

For the primary section, NCERT lab materials were accessible to students in classes 6-8 across both mediums. The models are explained in the classroom as the lab requires refurbishment. Additionally, two computer labs were available—one funded by the school and the other by the government. Laboratory facilities for Physics, Chemistry, and Biology received a positive rating; however, issues were reported, including water seepage in the Chemistry lab and power supply problems in the Physics lab.

Currently, there is no canteen facility for students across all grades, although a designated room exists for students to have their meals. Meal timings are scheduled alternately to accommodate students from both English and Gujarati mediums. The school management provides breakfast for kindergarten students, while Akshay Patra provides lunch.

A playground is available but lacks fencing, allowing for potential trespassing. The playground is poorly maintained, and while an indoor play area exists, it is not utilized effectively.

"No Canteen. But a room for lunch is provided. Meal plans are alternatively done for English and Gujarati section" (ID13)

"Space available but not fenced. Outsider can also access as there is no fencing" (ID12)

4.3 REGARDING TEACHERS

KG teachers do not have a dedicated staffroom, while primary and secondary teachers share a common staffroom that is inadequately furnished and lacks sufficient seating for all teachers.

Yearly training sessions are provided for government teachers, with virtual training conducted by the government.

Primary and secondary teachers prepare their lessons a day in advance and maintain a diary that is signed by the Head of Department (HOD). KG teachers receive a pre-prepared lesson plan from NAVNEET.

4.4 REGARDING STUDENTS

In kindergarten, approximately 20-25 students are admitted. In the primary section, teachers are encouraged to enroll over 40 students, primarily based on merit, with some admissions based on recommendations. Secondary class admissions are also merit-based, with a requirement that around 40-47 students must come from the primary grade, as mandated by government regulations, with an additional five students permitted based on recommendations from the District Education Officer (DEO).

Female students are exempt from school fees, while male students are charged according to government norms, given that it is a granted school.

KG teachers utilize craft and study materials provided by the school, whereas primary, secondary, and higher secondary classes employ traditional teaching methods, including notes, pamphlets, videos, and SMART boards. The BISAG Gujarat Channel is also utilized for teaching Gujarati medium students.

Extracurricular activities lack designated personnel in the primary section, and in contrast, secondary students engage in various competitions, including drawing, essay writing, elocution, singing, dancing, rangoli making, Garba, Ganpati idol making, and salad making.

"Our student participated in an essay writing competition at district level and secured the first prize." (IDI1)

4.5 FEEDBACK METHODS

Formal feedback mechanisms for students are absent; they typically approach the principal or teachers directly. Students have access to teachers' contact numbers.

Responses regarding feedback from teachers were limited; however, two respondents indicated that monthly staff meetings are held for feedback exchange.

For KG students, a Parent-Teacher Meeting (PTM) is held monthly to facilitate feedback from parents. No responses were reported from the primary section. In the secondary section, a PTM occurs at the beginning of the academic year in June to gather input from parents, and parents are invited for paper viewing after final exams. WhatsApp groups are established for each class to enhance communication and coordination between parents and teachers.

"If a student's result is not satisfactory, we call parents for discussion." (IDI1)

4.6 STRENGTHS

Interview responses highlighted strong support from teachers and management, with merit-based admissions identified as a positive aspect. Other strengths of the school include good infrastructure, cooperative staff, effective management, secure premises, and more.

"Our school invests more resources than any other government school." (IDI5)

4.7 SCOPE OF IMPROVEMENT

Collective feedback from the secondary section indicated a need for infrastructural enhancements, including a prayer hall, washroom facilities for principals, redevelopment of NCERT labs, and installation of CCTV cameras to monitor classrooms and common areas. Additionally, there is a need for a music teacher and a sports teacher.

In the primary section, requirements include an assembly hall, a common space for activities, additional teachers for curricular and extracurricular activities, improved maintenance of computer labs, five more SMART classrooms, and more proactive management to address unresolved issues.

"In case of a conflict, secondary class students often blame primary class students and vice versa. It will be very helpful to have CCTV, monitoring will become easy". (IDI1)

"There are discipline issues due to shared classrooms for primary and secondary

5. STUDENT PERFORMANCE OVERVIEW

5.1 BOARD RESULTS (2022-2024)

The academic performance of students in various classes over the past three years (2022-2024) shows varying trends across different boards and mediums of instruction. While some grades experienced a decline in performance, particularly in 2023, except for the X board of English Medium, a strong recovery was observed in 2024. The year-wise highest passing rates were recorded for the twelfth general board Gujarati medium at 79 percent in 2022, the tenth board English medium at 78 percent in 2023, and the twelfth science board English medium at 94 percent in 2024. The English Medium students in both the X and XII boards show positive improvements, while the Gujarati Medium students, despite fluctuations, have demonstrated resilience, particularly in 2024 (Table 5.1). This sharp increase in 2024 indicates a significant improvement in student performance after a challenging year.

Table 5.1 Passing Results of Tenth and Twelfth Boards (%)

Class	2022	2023	2024
X Board English Medium	70.0	78.1 	92.0 
X Board Gujarati Medium	55.0	46.6 	72.2 
XII Science Board English Medium	62.8	43.8 	94.4 
XII Science Board Gujarati Medium	72.6	51.2 	92.7 
XII General Board Gujarati Medium	79.3	63.8 	88.2 

In the **Class X Board English Medium**, a remarkable achievement of 100 percent results was attained in Hindi for both 2022 and 2023. Subjects such as English, Social Science, Mathematics, and Science and Technology demonstrated consistent year-on-year improvement. In 2024, 100 percent results were also achieved in English, Mathematics, and Sanskrit.

For the **Class X Board Gujarati Medium**, the subject-wise results indicated the highest passing rate in Social Science in 2022 (80%), and in English for the years 2023 (85.1%) and 2024 (98.7%). The passing rates exhibited a year-on-year increase across all subjects from 2022 to 2024, except Mathematics and Science, which experienced a decline in 2023 compared to 2022.

In the **Class XII Science Board English Medium**, the subject results reflected a significant improvement in 2024 compared to 2022. However, in 2023, the passing rates for all theoretical subjects declined except Biology, which showed an increase over 2022.

The **Class XII Science Board Gujarati Medium** achieved a 100 percent passing rate in English and Sanskrit for both 2022 and 2024. Additionally, the Biology passing rate reached 100 percent in 2024, a notable improvement considering it had the lowest passing rate in 2022.

In the **Class XII General Board Gujarati Medium**, subject-wise data revealed that nearly half of the subjects, including Gujarati, Business Analysis, Social Science, Psychology, and Economics, achieved a 100 percent passing rate in 2022. However, in 2023, all subjects, except for English and Computer, experienced a decline in their passing rates. The year 2024 saw a return to 100 percent passing rates in Gujarati, Accounts, Sanskrit, and Geography.

6. CONCLUSION AND RECOMMENDATIONS

6.1 IMPACT HIGHLIGHTS

The primary objective of the GSFC initiative is to deliver educational support to individuals in need. This study aims to assess the impact of such support on students, identify challenges, and propose enhancements. The findings indicate that while GSFC's educational support has yielded numerous positive outcomes, however, there remains a potential for further improvement.



SCHOOL STUDENTS

- **100%** of students enjoyed attending school.
- **100%** expressed pride in being part of the GSFC school.
- **97%** reported feeling safe and secure in their classrooms.
- **96%** felt encouraged by the extracurricular activities organized by the institution.
- **83%** had established long-term career or educational goals.



PARENTS

- **100%** of parents agreed that their concerns were adequately addressed by the school administration.
- **95%** were pleased with the available extracurricular activities.
- **90%** agreed teacher's role impacted their child's learning and development.
- **75%** expressed high satisfaction with the quality of education provided.

SCHOOL PRINCIPALS

The principals the following best practices/ strengths,



- GSFC School invests more resources than any other government school.
- Use of SMART class for teaching.
- Yearly training sessions are provided for government school teachers.
- Strong support from teachers and management.
- Admissions based on merit.
- Great Infrastructure and secured premises
- Cooperative staff, and effective management

6.2 KEY CHALLENGES

Some challenges expressed by the students:

- No remedial classes are conducted according to 73 percent of responses.
- Chemistry lab is inadequately equipped according to 38 percent students, impacting the quality of science education.
- Student participation in classroom discussions is infrequent according to nearly 25 percent of students.

Some challenges expressed by the Principals:

- Laboratories are poorly maintained, with specific issues such as water seepage in the chemistry lab and power supply problems in the physics lab.
- There is no functional canteen, and the access road to the playground is in disrepair.
- Monitoring student activities outside the classroom presents challenges due to the lack of CCTV cameras.
- No training sessions are organized for non-government teachers.
- The SMART class usage was reported low in the primary section.
- There is an absence of a proper assembly hall and a common space to carry out extracurricular activities.
- A shortage of teachers for both academic and extracurricular activities.

6.3 RECOMMENDATIONS

The initiative has demonstrated success in providing adequate infrastructure and quality education to students. In order to sustain this impact, the following improvisations can be made.

PERSONNEL

- Recruitment of additional faculty members for both curricular and extracurricular programs, including music and sports.
- Training initiatives for non-government school teachers should be implemented.

INFRASTRUCTURE

- Expansion of school facilities, including the addition of an assembly hall, canteen, and designated areas for extracurricular activities.
- Due to limited space, extracurricular activities are held separately for KG, primary, and secondary students. It is recommended that joint events be organized at the school level to encourage better interaction and learning.
- Provision of adequate seating arrangements in staff rooms and washroom facilities for educators and school principals.
- Maintenance of specialized facilities such as Chemistry and Physics laboratories, as well as playgrounds.
- Enhanced surveillance through the installation of additional CCTV cameras.
- Fire Safety measures to be reviewed such as fire extinguishers.

ACADEMICS

- Implementation of remedial classes in school for students who are underperforming.
 - Encouraging students to utilize library resources effectively.
 - Promotion of student engagement in classroom discussions through participatory methods such as role-playing, learning games, and skits.
 - Introduction of a rigorous entrance evaluation process to improve student quality in all grades of the school.
 - Supporting higher secondary grade students for Aptitude Test, enabling them to set career goals.
- Maintaining a record of students who have passed the 12th Board exams, cleared entrance tests, and secured admission to reputed colleges or universities.

7. REFERENCES

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2. Khare M. Employment, employability and higher education in India: The missing links. Higher Education for the Future. 2014 Jan;1(1):39-62.
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4. Deepak Foundation – “Change through Capacity Building” [Internet]. Available from: <https://www.deepakfoundation.org/> (Accessed on 11.02.2025)

8. PHOTO GALLERY

Glimpses from the School



Physics Laboratory



Chemistry Laboratory



Biology Laboratory



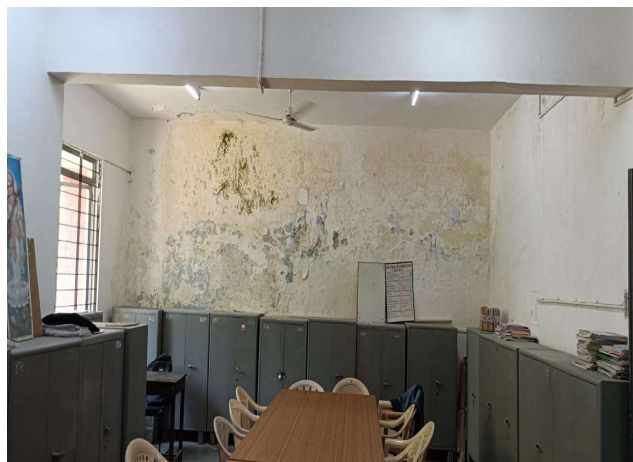
Computer Class



Classroom Observation



Teaching using Smart Board



Teachers Staff Room



Chemistry Laboratory



Playground for pre-school



Classroom conduct – pre-school

9. ANNEXURES

9.1 SCHOOL EVALUATION TOOL

Dear Student,

Kindly provide the following information to the best of your knowledge and perception. We assure you that this information will be confidential and will be used only for upgradation. Thank you for sparing the time

Do you consent to participate in the study	1. Yes 2. No
Investigator's Name	
Date of Interview	
Name	
Class	
Medium	
Date of Birth	
Gender	
Place/Distance to School	
Mode of Transportation	

Teaching and Learning	
Question	Response
1. Do you enjoy coming to school?	Yes 1 No 2
2. The teacher uses modern teaching tools, content notes, hand-outs, suggestion of references, etc.	Yes 1 No 2
3. Which tool do you find most effective for learning?	
4. Does the Teacher focus on the syllabus and finish it on time?	Yes 1 No 2
5. Do you feel encouraged to ask questions during class?	Yes 1 No 2
6. Does the school support you in appearing in competitive exams like Talent Search, Olympiads, or JEE?	Yes 1 No 2

7. Does the teacher use the SMART class setup to teach regularly?	Yes 1 No 2										
8. Do you find the study materials/Question banks provided by the school effective?	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
9. Do you feel that extracurricular activities and efforts by the school (Sports, music, library, karate classes, workshops, etc.) make learning more fun and help your overall growth?	Yes----- No-----										
9.1 If yes, what is the most effective initiative	-----										
9.2 If no reasons	-----										
Student Support and Well-being											
1. Are remedial classes conducted for slow learners?	Yes 1 No 2										
2. Do you feel safe and secure in school?	Yes 1 No 2										
3. If someone bullies you at school, what will you do?	Tell Teacher Tell Parents Tell non-teaching staff Tell friends										
4. Do you feel stressed about schoolwork or exams?	Yes 1 No 2										
4.1 If yes, why?											
5. Do you get any subsidies in your tuition fee from the school? (10-12 std.)	Yes 1 No 2										
Institution Facilities (Give Rating)											
Academic Content	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
Fairness of Evaluation	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
Library Facilities (9th to 12th)	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> <tr><td>Very Good</td><td>4</td></tr> <tr><td>Good</td><td>3</td></tr> <tr><td>Average</td><td>2</td></tr> <tr><td>Need Improvement</td><td>1</td></tr> </table>	Excellent	5	Very Good	4	Good	3	Average	2	Need Improvement	1
Excellent	5										
Very Good	4										
Good	3										
Average	2										
Need Improvement	1										
Computer Facilities	<table border="1"> <tr><td>Excellent</td><td>5</td></tr> </table>	Excellent	5								
Excellent	5										

	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Lab facilities	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Which lab do you find most well-equipped?			
Which one needs improvement?			
Sports Facilities	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Classrooms	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Cleanliness	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Mid-day Meal	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
Extracurricular Activities			
1. Do you get enough time for extracurricular activities?	Yes	1	
	No	2	
2. Are you encouraged to try new activities (sports, music, art)?	Yes	1	
	No	2	
3. Do you enjoy the activities provided during special events or celebrations?	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
4. Which event do you like the most			
5. Which one needs improvement			

Self-Evaluation

Academic Performance			
1. How well do you understand the subjects you study?	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
2. Do you complete your homework and assignments on time?	Yes1 No2		
3. How often do you participate in class discussions or ask questions to clarify concepts?	<input type="checkbox"/> Always <input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Never		
Personal Development			
1. How responsible are you with your school and personal tasks?	Excellent	5	
	Very Good	4	
	Good	3	
	Average	2	
	Need Improvement	1	
2. Do you feel confident in your abilities?	Very much	1	
	A little	2	
	Lacks Confidence	3	
3. Have you set long-term career or higher education goals?	Yes1 No2		

Final Thoughts

- Are you aware that GSFC helps your school in building infrastructure and smooth functioning through CSR fundings?
☐ Yes ☐ No ☐ Maybe
- Do you feel proud to be a student at this school? Why or why not?
- Would you recommend this school to your friends?
☐ Yes ☐ No ☐ Maybe
- Anything else you would like to share?

9.2 IN-DEPTH INTERVIEW GUIDE

Objective: To understand the existing facilities and approaches for teaching and learning in the university and seek recommendations for improvement

Date:

Name of the School:

Name of the interviewee:

Name of the interviewer:

1. Kindly share the program structure of your school (mention the type of program, students enrolled, no. of teachers and facilities available)
2. Share your opinion on the following:
 - Infrastructure
 - Quality of teachers
 - Training for teachers
 - Faculty internship programs
 - Internship opportunities for students
3. Give your opinion on the following-
 - a) Bridge courses-
 - b) Remedial courses-
 - c) Foundation courses-
4. What methods of evaluation of answer scripts does the University follow? Were external experts invited for evaluation?

5. Faculty Work Environment:

What facilities are available for faculty members in terms of workspaces and research support?

Does the university provide faculty with dedicated offices, research labs, and administrative support?

6. Professional Development:

What professional development programs are available for faculty?

Does the university sponsor faculty for conferences, workshops, and higher education?

7. Faculty-Student Interaction:

How does the university encourage faculty-student engagement beyond the classroom?

Are there mentorship programs or office-hour policies in place?

8. Current Challenges:

- What are the biggest challenges the university faces in providing top-quality facilities?
- Are there any financial or administrative constraints?

9. Future Development Plans:

- Are there any upcoming projects aimed at improving student and faculty facilities?
- What steps is the university taking to integrate more technology into education?

10. Feedback Mechanisms:

- How does the university collect feedback from students and faculty regarding facilities?
- Are there any plans to enhance the grievance redressal system?

11. Three Strengths of your school/department

- a) _____
- b) _____
- c) _____

12. Three Weaknesses of the school/department

- a) _____
- b) _____
- c) _____

13. Three Best Practices of the school/department

- a) _____
- b) _____
- c) _____