

IMPACT ASSESSMENT REPORT

FY 2026

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ABBREVIATIONS

ARES	Amara Raja Educational Society
ARSDC	Amara Raja Skill Development Centre
CBSE	Central Board of Secondary Education
CSR	Corporate Social Responsibility
ESSCI	Electronics Sector Skills Council of India
FGD	Focus Group Discussion
HVAC	Heating, Ventilation, and Air Conditioning
ICT	Information and Communication Technology
NCVET	National Council for Vocational Education and Training
NEP	National Education Policy
NSDC	National Skill Development Corporation
OJT	On-the-Job Training
PHC	Primary Health Centre
PPP	Public-Private Partnership
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering, and Mathematics
ARVK	Amara Raja Vidyalayam Karakambadi
MV	Mangal Vidyalayam
ARVD	Amara Raja Vidyalayam Diguvmagham



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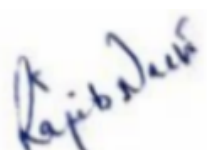
This is to certify that SoulAce Consulting Pvt. Ltd has carried out Social Impact Assessments of various initiatives undertaken by Amara Raja Energy & Mobility Limited as part of the Corporate Social Responsibility.

The Social Impact Assessments were carried out during the Period of April 2026 to May 2026.

Place: Kolkata, West Bengal

Date: 25th May 2026

For SOULACE CONSULTING (P) LTD.



For SOULACE CONSULTING (P) LTD.

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CHAPTER 1

EXECUTIVE SUMMARY



INTRODUCTION TO RAJANNA FOUNDATION

Rajanna Foundation adopts a holistic and community approach towards rural transformation across the Chittoor and Tirupati districts of Andhra Pradesh. Its interventions focus on improving access to quality education, skill development, healthcare, sanitation, agriculture, water conservation, rural infrastructure, social forestry and environmental sustainability. Through a direct implementation model, the Foundation ensures effective delivery, accountability, and long-term sustainability of its CSR initiatives. The Foundation has adopted multiple rural villages and implemented integrated development programmes to improve socio-economic conditions, reduce rural disparities, and enhance the quality of life. Over the years, its initiatives have contributed towards strengthening educational opportunities, employability, public health systems, sanitation infrastructure, and community well-being among underserved rural populations. The present Social Impact Assessment study was undertaken to assess the effectiveness, outcomes, and long-term impact of these interventions across key thematic areas.

PURPOSE OF THE STUDY

The study was commissioned by Amara Raja Energy & Mobility Limited and undertaken by SoulAce, an independent third-party consulting organisation, to assess the effectiveness, outcomes, and socio-economic impact of the CSR interventions implemented across the thematic areas of Education, Skill Development, and Health, Sanitation, Social Forestry & Environment. The study aimed to understand the improvements in educational access, employability, healthcare, sanitation, social forestry and environmental outcomes, and the overall quality of life among rural communities. It also assessed beneficiary perceptions, behavioural changes, and the sustainability of the interventions.

THEMATIC AREAS OF INTERVENTION



EDUCATION

The Rajanna Foundation, through the Amara Raja Educational Society, manages three rural schools: Mangal Vidyalayam (MV), Amara Raja Vidyalayam Diguamagham (ARVD), and Amara Raja Vidyalayam Karakambadi (ARVK). These institutions aim to bridge the rural-urban education gap by offering quality CBSE education, digital learning, labs, transport, libraries, and sports facilities. They focus on academic excellence, STEM learning, personality development, and enhancing educational access for economically disadvantaged first-generation learners.



SKILL DEVELOPMENT

The Foundation established the Amara Raja Skill Development Centres (ARSDC) at Petamitta, Diguamagham, and Mahabubnagar to provide industry-oriented vocational training for rural youth. The centres focus on technical skills, workplace readiness, and employability enhancement through practical-oriented learning, shop-floor exposure, soft skills training, and stipend support under the “Earn While You Learn” model. The programmes offer free residential facilities, NCVET and ESSCI-certified training, and strong placement support, thereby creating sustainable livelihood opportunities for economically vulnerable youth.



HEALTH & SANITATION

The Rajanna Foundation, under the health and sanitation theme, supports the Rajanna Primary Health Centre, a 30-bed facility aiding 81 villages, covering 5 sub-centres through a Public-Private Partnership with the Andhra Pradesh government. Additionally, it implemented an Underground Drainage and Solid Waste Management project in Pettamitta village, benefiting 174 households. These efforts enhanced rural healthcare access, sanitation practices, environmental cleanliness, and public health in the targeted villages.

RESEARCH METHODOLOGY

Component	Details
Study Type	Social Impact Assessment
Research Design	Descriptive Research Design
Research Approach	Mixed Methods Approach (Quantitative + Qualitative)
Study Areas	Education, Skill Development, Health & Sanitation
Data Collection Methods	Surveys, Interviews, FGDs, Observations, Stakeholder Consultations

Component	Details
Sampling Techniques	Stratified Random Sampling, Simple Random Sampling, Accidental Sampling
Education Sample	180 Students
Skill Development Sample	120 Trainees
Sanitation Sample	100 Households
PHC Sample	80 Patients / Visitors
Total Sample Coverage	480 Respondents
Geographic Coverage	Chittoor and Tirupati Districts, Andhra Pradesh

KEY FINDINGS

EDUCATION



EXPANDED RURAL ACCESS

Nearly 36.6% of students travelled beyond 5 km, including 76.6% travelling over 10 km to reach the Schools, with transportation facilities provided by the Rajanna Foundation, reflecting the schools' strong outreach to underserved rural communities.



RELIABLE TRANSPORTATION SUPPORT

About 93.3% of students perceived the school transport facility as safe and reliable, while 91.7% reported improved regular attendance due to transport availability.



HIGH-QUALITY LEARNING ENVIRONMENT

Around 95%-100% of students expressed satisfaction with classroom infrastructure, ventilation, lighting, and overall learning conditions.



TECHNOLOGY-ENABLED LEARNING

Nearly 96.7% of students reported improved conceptual understanding through science laboratories, while 95% benefited from smart classroom-based visual learning.



HOLISTIC STUDENT DEVELOPMENT

Sports and co-curricular facilities improved physical fitness, teamwork, confidence, and participation among more than 85%-91% of students.

SKILL DEVELOPMENT



PRACTICAL-ORIENTED TRAINING MODEL

Nearly 97.5% of trainees rated the practical-oriented training structure as excellent, with strong emphasis on hands-on learning and shop-floor exposure.



EFFECTIVE TRAINER SUPPORT

About 91.7% of trainees reported that trainers explained concepts clearly, while 88.3% benefited from practical demonstrations and interactive sessions.



COMPREHENSIVE TECHNICAL EXPOSURE

All trainees received direct shop-floor practical exposure and industrial learning opportunities across technical domains.



ENHANCED SOFT SKILLS

Around 90.8% of trainees reported improvement in communication skills, while 86.7% experienced greater confidence and workplace readiness.



STRONG STUDENT SUPPORT SYSTEMS

Nearly all trainees benefited from free accommodation, food, stipend support, and placement assistance, reducing financial barriers to training.

HEALTH



ENHANCED ACCESSIBILITY

100% of respondents reported that the PHC being located closer to their villages significantly reduced travel time and improved access to timely healthcare services. The nearby availability of consultations, diagnostics, medicines, and follow-up care enabled rural families to access treatment without depending on distant hospitals.



STRONG DEPENDENCE AMONG VULNERABLE GROUPS

68.8% of beneficiaries were women, while 50.0% belonged to the 46-60 years age group, reflecting higher utilisation among vulnerable populations. Elderly persons, women, and economically weaker households depended heavily on the PHC for affordable and continuous healthcare support.



RIISING BURDEN OF CHRONIC DISEASES

The study found that diabetes (46.3%) and blood pressure-related conditions (42.5%) are the most common chronic illnesses managed at primary healthcare. Additionally, rising cholesterol-related conditions and respiratory diseases indicate an increase in lifestyle and non-communicable diseases in rural areas, emphasizing the need for long-term healthcare support.



CONTINUITY OF CARE THROUGH REGULAR MONITORING

Most chronic illness respondents received regular monitoring, follow-up care, and medication support from primary healthcare (PHC). This continuous supervision and accessible treatment services enhanced disease management and encouraged adherence to long-term treatment.



HIGH COMMUNITY TRUST IN HEALTHCARE SERVICES

All respondents had trust in doctors and staff, reporting positive treatment experiences and satisfaction with healthcare services. Respectful interactions, timely consultations, and supportive care boosted community confidence in the primary healthcare system.

SANITATION



SEVERE PRE-INTERVENTION SANITATION CHALLENGES

Before the intervention, 95% of respondents reported stagnant wastewater, and 97% experienced frequent waterlogging conditions.



UNSAFE WASTE DISPOSAL PRACTICES

Nearly 97% of households previously depended on open dumping due to the absence of organized waste management systems.



EXTENSIVE COMMUNITY COVERAGE

The sanitation intervention covered 174 households through underground drainage systems and household-level waste segregation facilities.



IMPROVED COMMUNITY AWARENESS

Around 84%–88% of beneficiaries reported increased awareness regarding sanitation, hygiene, and waste management practices.



EFFICIENT MAINTENANCE MECHANISMS

Nearly 99% of respondents stated that sanitation-related complaints were resolved quickly through regular maintenance and community support systems.

KEY IMPACTS

EDUCATION



IMPROVED EDUCATIONAL INCLUSION

The intervention significantly expanded access to quality CBSE education for students from remote and underserved rural villages.



ENHANCED ATTENDANCE AND CONTINUITY

School transport facilities improved attendance, regularity, punctuality, and continuity in education among rural students.



STRENGTHENED STEM LEARNING

Smart classrooms and laboratory facilities improved conceptual clarity, academic engagement, and interest in science-related subjects.



POSITIVE BEHAVIOURAL DEVELOPMENT

Students demonstrated improved confidence, discipline, teamwork, communication, and extracurricular participation through holistic school exposure.



HIGH COMMUNITY SATISFACTION

Parents reported positive behavioural changes, stronger learning habits, and increased motivation and happiness among children.

SKILL DEVELOPMENT



IMPROVED EMPLOYABILITY

The ARSDC programme substantially enhanced employability and workplace readiness among rural youth through industry-oriented training.



ENHANCED TECHNICAL CONFIDENCE

Practical exposure and on-the-job training improved technical competency, machine handling confidence, and industrial familiarity among trainees.



REDUCED FINANCIAL BARRIERS

Free residential support and stipend assistance enabled economically vulnerable youth to pursue skill training without financial burden.



STRENGTHENED WORKPLACE BEHAVIOUR

The programme improved discipline, punctuality, teamwork, communication, and professional work culture among trainees.



GREATER SELF-RELIANCE

Trainees reported improved career motivation, self-confidence, financial independence, and long-term livelihood orientation.

HEALTH



REDUCED FINANCIAL BURDEN ON RURAL FAMILIES

The PHC significantly lowered healthcare costs by providing free consultations, medicines, diagnostics, and follow-up services. Those with chronic illnesses especially benefited from reduced expenses on medications, travel, and consultations, making long-term treatment more affordable.



IMPROVED MANAGEMENT OF CHRONIC DISEASES

A large majority of respondents stated that diabetes, BP, and other chronic illnesses were better controlled due to regular monitoring and treatment support provided by the PHC. Continuous care improved treatment adherence and enabled patients to manage their health conditions more effectively.



PREVENTION OF HEALTH COMPLICATIONS

Most respondents perceived fewer complications due to regular treatment, medicine availability, and timely follow-up support from the PHC. Early diagnosis and continuous monitoring helped prevent worsening of chronic conditions and reduced the need for hospitalisation.



STRENGTHENED PREVENTIVE AND LONG- TERM HEALTHCARE

The PHC is a vital community healthcare institution focused on preventive care, regular screenings, health awareness, and chronic disease management, promoting early treatment and continuity of care in rural areas.



INCREASED CONFIDENCE IN RURAL PUBLIC HEALTHCARE

The integration of qualified healthcare staff, diagnostics, medicine availability, outreach support, and patient-friendly services transformed the PHC into a dependable rural healthcare centre. Positive treatment outcomes and community trust significantly strengthened confidence in accessible public healthcare systems.

SANITATION



ELIMINATION OF WATERLOGGING

The intervention led to a complete or significant reduction of waterlogging and stagnant wastewater conditions in the village.



CLEANER VILLAGE ENVIRONMENT

Nearly 98% of respondents observed cleaner surroundings and improved sanitation conditions after implementation of the project.



IMPROVED PUBLIC HEALTH CONDITIONS

Beneficiaries reported a reduction in mosquito breeding, foul smell, and sanitation-related health concerns during monsoon seasons.



SYSTEMATIC WASTE MANAGEMENT

Open dumping practices were eliminated through regular door-to-door waste collection and household waste segregation systems.



ENHANCED QUALITY OF LIFE

Improved drainage infrastructure enhanced mobility, safety, comfort, hygiene, and overall living conditions within the community.



INTERACTION WITH AN ENGINEER, UNDERGROUND DRAINAGE & SOLID WASTE MANAGEMENT AT PETAMITTA

02. INTRODUCTION

Rajanna Foundation is the Corporate Social Responsibility (CSR) arm of the Amara Raja Group, established to promote inclusive and sustainable rural development. Guided by a holistic approach towards community development, the Foundation has been implementing a wide range of interventions aimed at improving the quality of life of rural populations across the districts of Chittoor and Tirupati in Andhra Pradesh.

The Foundation follows a direct delivery model, wherein CSR initiatives are conceptualised, implemented, and monitored directly by the organization to ensure accountability, efficiency, and long-term sustainability. Its interventions are primarily concentrated in rural clusters such as Karakambadi, Petamitta, Rangampeta, and Diguvmagham villages, where the Foundation has adopted a holistic approach to village development by addressing critical sectors, including education, skill development, health, agriculture, infrastructure, drinking water, environment, and livelihood enhancement.

Education has remained one of the core focus areas of the Foundation. Through the establishment and management of schools under the Amara Raja Educational Society, the Foundation has been striving to provide rural children with access to quality education and infrastructure comparable to urban standards. These institutions not only focus on academic learning but also emphasise overall personality development, values, and skill enhancement among students.

In the area of skill development, the Foundation has created opportunities for rural youth through the establishment of the Amara Raja Skill Development Centre (ARSDC), which offers free residential training programs integrated with practical exposure and stipend support. The initiative has significantly contributed towards improving employability, bridging industry skill gaps, and creating livelihood opportunities for economically disadvantaged youth through industry-oriented training and the "Earn While You Learn" model.

The Foundation has also made substantial contributions to agriculture and irrigation development by promoting water conservation and strengthening rural irrigation systems. Construction of check dams, rejuvenation and deepening of lakes, and other water resource interventions have helped improve groundwater recharge, irrigation access, and agricultural productivity in the intervention villages. These efforts have been particularly important in drought-prone rural areas where agriculture remains the primary source of livelihood.

Healthcare and nutrition constitute another major area of intervention. The Foundation has been actively supporting and maintaining Primary Health Centres (PHCs) and related healthcare facilities catering to multiple villages in the region. By facilitating access to affordable and quality healthcare services, including preventive and curative care, the interventions have contributed to improving community health outcomes. Veterinary healthcare support has also been extended to strengthen livestock-based livelihoods in rural communities.

The Foundation's initiatives in drinking water supply and rural infrastructure development have played a critical role in enhancing living conditions in adopted villages. Interventions such as the provision of safe drinking water systems, underground drainage facilities, village roads, street lighting, parks, libraries, and public utility infrastructure have improved sanitation, hygiene, safety, and overall community well-being.

Environmental sustainability has been addressed through large-scale afforestation and ecological restoration initiatives. One such notable intervention includes the development of barren hillocks into green landscapes, contributing towards environmental conservation, biodiversity enhancement, and climate resilience in the region.

In addition to sector-specific interventions, the Foundation has adopted more than 50 villages under its integrated rural development initiatives. Through these efforts, it has promoted holistic village transformation by strengthening infrastructure, improving access to services, enhancing livelihoods, and fostering community participation. The Foundation has also extended support during natural calamities and emergencies, reaffirming its commitment towards vulnerable and marginalised communities.

The interventions implemented by the Foundation are guided by broader objectives like promoting sustainable rural development, reducing distress migration, supporting underprivileged communities, encouraging modern agricultural practices, and strengthening education, culture, and community welfare systems. Over the years, these initiatives have contributed towards visible socio-economic improvements in the intervention areas and have been recognised through various national-level CSR and rural development awards.

This Social Impact Assessment study has been undertaken to assess the processes, outcomes, and long-term impact of the Foundation's interventions across different thematic areas. The assessment seeks to understand the extent to which the initiatives have contributed to improving the socio-economic conditions, access to services, livelihood opportunities, and overall quality of life of the beneficiary communities.

ABOUT THE STUDY

The Amara Raja Energy & Mobility Limited commissioned SoulAce, an independent third-party consulting organisation, to undertake a Social Impact Assessment of its CSR interventions across three major thematic areas:



EDUCATION



SKILL DEVELOPMENT



HEALTH & SANITATION

The study adopted a mixed-method research approach to assess and understand the processes, outcomes, and impact created through the CSR interventions implemented under these thematic areas.

THEMATIC AREA OF EDUCATION

The Rajanna Foundation, through the Amara Raja Educational Society, runs three rural educational institutions aimed at providing quality education to children from underserved communities in the villages of Karakambadi, Petamitta, and Diguvmagham in Andhra Pradesh. These schools were established with the vision of reducing the rural-urban educational divide by offering infrastructure, learning opportunities, and academic standards comparable to reputed urban schools.

The school's focus is not only on academic excellence but also on the holistic development of students through co-curricular activities, value-based education, sports, life skills, and personality development. Modern classrooms, laboratories, libraries, digital learning facilities, transportation support, and student-friendly learning environments have contributed to improving access to quality education among rural children. The institutions have emerged as important centers of learning in their respective regions and have significantly enhanced educational aspirations among first-generation learners and economically disadvantaged families.



MANGAL VIDYALAYAM

Established in 2001 at Petamitta village to provide quality middle and secondary education for rural students with emphasis on academic performance and overall development.



AMARA RAJA VIDYALAYAM, DIGUVAMAGHAM

Established in 2016, to provide accessible and inclusive education to children from the surrounding rural communities, with a focus on improved infrastructure and child-centred learning practices.



AMARA RAJA VIDYALAYAM, KARAKAMBADI

Established in 1995 to provide quality schooling facilities with a strong focus on discipline, learning outcomes, extracurricular participation, and holistic child development.

Together, these institutions reflect the Foundation's long-term commitment towards strengthening rural education and empowering children through accessible, affordable, and high-quality learning opportunities.

THEMATIC AREA OF SKILL DEVELOPMENT



AMARA RAJA SKILL DEVELOPMENT CENTRES (ARSDC)

Rajanna Foundation, the CSR arm of the Amara Raja Group, has established the Amara Raja Skill Development Centres (ARSDC) with the vision of empowering rural youth through industry-relevant vocational education and employment-oriented training. The centres presently operate at Mahabubnagar, Petamitta in Chittoor district of Andhra Pradesh, and the newly launched centre at Diguvmagham was inaugurated in January 2025. The initiative has emerged as a significant rural skilling model aimed at enhancing employability, reducing migration, and creating sustainable livelihood opportunities for economically disadvantaged youth.

The primary objective of ARSDC is to bridge the gap between rural education and industrial employment by equipping youth with practical technical competencies, workplace readiness, and confidence to participate in the formal workforce. The program particularly focuses on 10th and 12th-Pass/Fail rural youth, including women and candidates from economically weaker sections who often face barriers in accessing quality technical education and employment opportunities. One of the distinguishing features of the ARSDC program at both centres is that the training is provided completely free of cost. In addition to technical education, the Foundation provides free residential facilities, including accommodation, food, uniforms, study materials, safety equipment, and transportation support. This comprehensive support system enables students from remote and low-income families to pursue skill training without financial burden.

The centres follow an “Earn While You Learn” model, wherein trainees receive a monthly stipend from the beginning of the course. Depending on the course structure and educational qualifications, trainees receive stipend support ranging from approximately ₹12,072 to ₹12,632 per month. This approach not only supports trainees financially during the learning period but also enhances motivation and retention in the program.

The training curriculum has been designed with a strong industry orientation and focuses heavily on practical learning. Approximately 70 percent of the course structure consists of hands-on practical exposure and on-the-job training (OJT), while the remaining 30 percent focuses on theoretical concepts. Trainees are exposed to real industrial environments through practical sessions conducted in workshops and manufacturing facilities associated with the Amara Raja Group. This experiential learning approach helps students acquire technical proficiency, operational understanding, and workplace discipline.

The centres offer a range of industry-relevant technical courses, including HVAC, Domestic and Industrial Electrical Systems, Electric Vehicle Service and Repair (EVSr), EV Battery Pack Assembly, and multi-skill industrial technician programs. The curriculum has been aligned with emerging industry requirements, particularly in the areas of advanced manufacturing and electric mobility sectors, thereby improving the employability prospects of rural youth.

In addition to technical skills, ARSDC 1 & 2 (Petamitta & DiguvaMagham) places strong emphasis on holistic development and employability enhancement. The program includes training in communication skills, personality development, workplace behaviour, teamwork, safety practices, and interview preparation. These components contribute towards building confidence, professional readiness, and adaptability among trainees entering industrial work environments for the first time.

Another notable feature of the program is the provision of nationally recognised certification. Successful trainees receive NCVET-approved and ESSCI-certified credentials, which strengthen their employment prospects across industries and enhance the credibility of their technical qualifications. The effectiveness of the ARSDC 1 & 2 (Petamitta & DiguvaMagham) model is reflected in its exceptional placement performance, with reported placement rates of nearly 98.85 percent in reputed industries and manufacturing companies. Through these interventions, the Foundation has been successful in creating sustainable employment pathways for rural youth and supporting socio-economic mobility among beneficiary families.

The initiative has also received national recognition for its contribution to rural skill development and employability promotion, including awards such as the “Best Skill Development Programme” at the Global CSR & ESG Awards 2025. Overall, the ARSDC initiative reflects Rajanna Foundation’s broader mission of “Skilling Rural India to Make in India” by transforming rural youth into skilled, employable, and self-reliant individuals capable of contributing to industrial and economic development.

THEMATIC AREA OF HEALTH



RAJANNA PRIMARY HEALTH CENTRE, PETAMITTA

Nestled in the rural landscape of Talapunenivari Palle (Petamitta) in Chittoor District, Andhra Pradesh, the Rajanna Primary Health Centre (PHC) stands as a beacon of accessible healthcare for underserved communities. This 30-bed facility, operated by Rajanna Foundation—the CSR arm of the Amara Raja Group—exemplifies the transformative power of a Public-Private Partnership (PPP) model, where the foundation provides all necessary infrastructure in collaboration with the Government of Andhra Pradesh.

The PHC serves as the healthcare lifeline for 81 villages, reaching over 20,000+ people across the region, supported by a network of 5 sub-centres that extend primary care access to even the most remote hamlets. With a dedicated Medical Officer on-site and a team committed to rural health, the facility delivers comprehensive primary healthcare services prioritising children, women, and vulnerable rural populations.

At the heart of its mission lies a focused commitment to rural healthcare, maternal and child health, and disease prevention—addressing the critical health challenges that disproportionately affect rural communities. Through this innovative PPP initiative, Rajanna Foundation is not just building a health centre but fostering sustainable health equity, ensuring that quality healthcare is no longer a privilege but a right for the people of Petamitta and surrounding villages.



UNDERGROUND DRAINAGE CONNECTION AND SOLID WASTE MANAGEMENT

Rajanna Foundation implemented a comprehensive underground drainage and solid waste management intervention in Pettamitta village to address critical sanitation challenges, improper wastewater disposal, mosquito breeding, and unhygienic living conditions. The initiative aimed at improving public health, environmental cleanliness, and the overall quality of life of the rural community through sustainable sanitation infrastructure and behavioural change interventions.

The project provided underground drainage connections to 174 households across nearly 4 kilometres and introduced household-level waste segregation by distributing separate bins for wet and dry waste. Implemented during 2023–2024 in collaboration with the Gram Panchayat and the local community, the intervention emphasised community participation, awareness generation, and collective responsibility towards sanitation and waste management practices.

Regular awareness meetings and Gram Sabha consultations played an important role in strengthening community ownership and encouraging positive sanitation behaviour among villagers. The intervention has contributed to cleaner village surroundings, a reduction in mosquito-related fevers during rainy seasons, improved hygiene conditions, and greater awareness regarding the importance of environmental sanitation and waste segregation.

To ensure sustainability, the infrastructure has been handed over to the Gram Panchayat for local management, while continued maintenance support is being extended by the Foundation. The initiative stands as a community-centred and replicable rural sanitation model integrating infrastructure development, behavioural change, and institutional collaboration for creating healthier and cleaner villages.

PROJECT DETAILS

Sr. No.	Project ID	Name of Project	Project outlay (Rs. In crs)	Project completed in
Project 1	ARVDM HSB01	Construction of High School building for Amara Raja Vidyalayam (Dighuvamagham)	14.8	FY22 (expenditure over FY20, FY21, FY22)
Project 2	IFECP PCD01	Infrastructure development at Education Complex - Petamitta(capital asset was not created as enhancement of existing building)	1.64	FY23(expenditure in FY23)
Project 3	USWMP PVC01	Underground Drainage & Solid Waste Management(capital asset was not created as project was undertaken for local government)	1.91	FY23 (expenditure in FY23)
Project 4	ARSDC DG02	Construction of SDC 2 at Dighuvamagham	15.66	FY25 (Expenditure over FY23, FY24 and FY25)
Project 5	ARSDC PLC01	Construction of Advance welding Lab and PLC training Lab at Amara Raja Skill Development Centre(capital asset was not created as enhancement of existing building)	1.69	FY23 (expenditure in FY22)
Total			35.7	
Revenue Expenditure				
Project 6	-	Maintenance expenses of ARSDC	4.29	Till FY24
Project 7	-	PHC Maintenance	0.83	Till FY24
Project 8	-	Maintenance expenses of ARES Institutions	33.12	Till FY25

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION TO RESEARCH METHODOLOGY

The present Social Impact Assessment study was undertaken to assess the processes, outcomes, and impact of the CSR interventions implemented by Rajanna Foundation across the thematic areas of Education, Skill Development, and Health & Sanitation. The study adopted a systematic research methodology to generate reliable, comprehensive, and evidence-based findings regarding the effectiveness and community-level impact of the interventions. Both quantitative and qualitative approaches were used to capture measurable outcomes as well as stakeholder perceptions, experiences, and behavioural changes associated with the interventions.

DESCRIPTIVE RESEARCH DESIGN

The study adopted a Descriptive Research Design to systematically describe the existing conditions, processes, outcomes, and perceived impacts of the CSR interventions. The descriptive design was considered appropriate as the study primarily aimed to understand and document the nature of changes experienced by beneficiaries, institutions, and communities after implementation of the interventions. The design enabled the researchers to collect detailed information regarding service delivery, infrastructure utilisation, behavioural changes, satisfaction levels, livelihood outcomes, educational improvements, and health and sanitation benefits. It also facilitated comparison of “before and after” conditions across the thematic areas under study.

MIXED METHODOLOGY

The study followed a mixed-methods approach combining both quantitative and qualitative research techniques. Quantitative methods, such as structured surveys, helped in generating measurable information related to coverage, utilization, satisfaction levels, livelihood enhancement, educational outcomes, and health improvements. Qualitative methods, including interviews, focus group discussions, observations, and stakeholder consultations, provided deeper insights into perceptions, behavioural changes, implementation processes, challenges, and community experiences. The use of mixed methodology ensured triangulation of findings, enhanced the validity of the study, and enabled a holistic understanding of the social impact created by the CSR interventions.

OBJECTIVES OF THE STUDY



EDUCATION

To assess the impact on access to quality education among rural students.

To examine perceptions of students, parents, and teachers regarding the intervention.

To study the impact of school infrastructure and learning facilities on students.

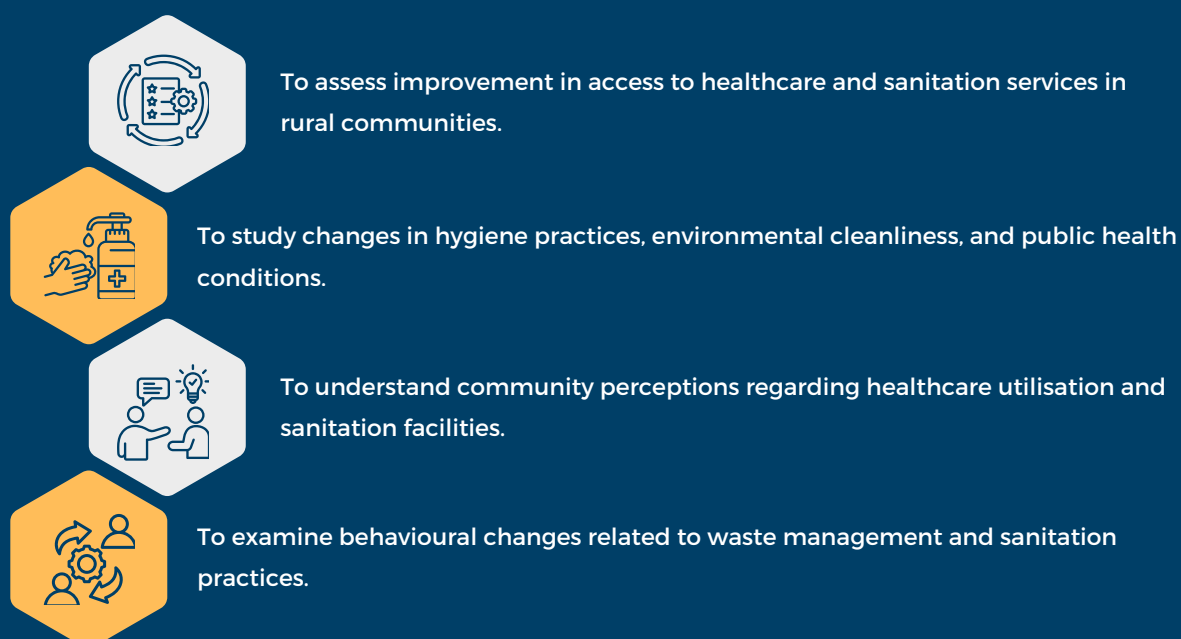




SKILL DEVELOPMENT



HEALTH & SANITATION



SAMPLING FRAMEWORK

Thematic Area	Institution/ Intervention	Sampling Technique	Sample Category	Sample Size	Total Nos.
Education	Mangal Vidyalayam, Amara Raja Vidyalayam Karakambadi (ARVK), Amara Raja Vidyalayam Diguvmagham (ARVD)	Stratified Random Sampling	Students	60 samples from each school	180
Skill Development	Amara Raja Skill Development Centre (ARSDC) - Mahabubnagar and ARSDC 1 & 2 - Petamitta & Diguvmagham	Stratified Random Sampling	Trainees	60 samples from each centre	120
Sanitation	Underground Drainage & Solid Waste Management System, Pettamitta	Simple Random Sampling	Households/ Beneficiaries	Randomly selected beneficiaries	100
Health	Rajanna Primary Health Centre (PHC), Petamitta	Accidental Sampling	Patients/ Visitors	Respondents available during survey	80

RESEARCH ETHICS

The study strictly adhered to ethical research practices throughout the assessment process. Informed consent was obtained from all respondents before data collection, and participation was entirely voluntary. Respondents were informed about the purpose of the study and assured of the confidentiality and anonymity of their responses. Care was taken to ensure respect, privacy, and non-discrimination during interactions with participants. The study also ensured that information collected was used solely for academic and assessment purposes without causing any harm or discomfort to the respondents.

EDUCATION- SCHOOLS RUN BY RAJANNA FOUNDATION

MANGAL VIDYALAYAM, PETAMITTA



MANGAL VIDYALAYAM, PETAMITTA

Located in Petamitta village of Puthalapattu mandal in Chittoor district, Andhra Pradesh, Mangal Vidyalayam, Petamitta was established on 27 June 2001 under the Amara Raja Educational Society (ARES) as part of the CSR education initiatives of the Amara Raja Group. The institution was founded with the objective of expanding access to quality education at affordable cost for children from rural and economically weaker communities in the region.

Functioning as a co-educational rural CBSE school, Mangal Vidyalayam caters primarily to students from agrarian and low-income households. The school serves as an important educational centre for the surrounding villages by offering middle and secondary level education, generally covering Grades VI to X/XII. Over the years, it has emerged as a key intervention in improving educational access and continuity for children living in remote parts of Chittoor district.

The school follows the broader ARES educational model, which combines quality infrastructure with affordable education. The campus provides a conducive learning environment through trained teachers, well-maintained classrooms, and opportunities for co-curricular engagement, including sports, arts, cultural activities, and life skills education. Alongside academic learning, emphasis is placed on the holistic development of students to build confidence, discipline, teamwork, and leadership abilities. The school today caters to nearly 2249 students and is supported by a committed team of around 80-90 teaching and administrative staff members.

A major strength of Mangal Vidyalayam lies in its commitment to accessibility and affordability. By maintaining low-cost or subsidised fee structures, the institution enables children from economically disadvantaged families to pursue quality CBSE education that would otherwise be difficult to access in rural settings. Through its sustained efforts, the school has contributed significantly to improving school enrolment, retention, and learning outcomes in the Petamitta region, thereby supporting the broader goal of rural educational development and social transformation.



AMARA RAJA VIDYALAYAM, DIGUVAMAGHAM

Situated in the remote village of Diguvmagham in Thavanampalle mandal of Chittoor district, Andhra Pradesh, Amara Raja Vidyalayam, Diguvmagham was established on 14 June 2016 and formally commenced operations on 10 June 2017 under the Amara Raja Educational Society (ARES). As a senior secondary CBSE institution, the school was founded with the objective of extending quality education opportunities to children from rural and underserved communities.

Fully funded and operated as a CSR education initiative of the Rajanna Foundation, ARVD has rapidly grown into a significant educational institution in the region.

The school today caters to nearly 1,720 students and is supported by a committed team of around 60-70 teaching and administrative staff members. By bringing CBSE-based education into a remote rural setting, the institution plays a crucial role in reducing educational disparities and creating pathways for higher learning and career advancement among village children.

The campus is equipped with modern educational infrastructure designed to provide an urban-standard learning environment within a rural landscape. Spacious classrooms, well-equipped science and computer laboratories, library facilities, and sports infrastructure for eligible students collectively contribute to a comprehensive learning ecosystem. The school places strong emphasis on academic excellence alongside the overall development of students through extracurricular and skill-based activities.

ARVD particularly focuses on supporting first-generation learners and children from economically disadvantaged families. Its educational approach prioritises foundational literacy and numeracy, STEM-oriented learning, and employability-linked skills which prepare students for higher education as well as future livelihood opportunities. Through these efforts, the school is steadily contributing to the social and educational development of the Tirupati-Chittoor corridor while empowering rural youth with confidence, knowledge, and aspirations for a better future.



AMARA RAJA VIDYALAYAM, KARAKAMBADI

Located in the rural setting of Karakambadi village in Renigunta mandal of Tirupati district, Andhra Pradesh, Amara Raja Vidyalayam, Karakambadi was established on 8 June 1995 under the Amara Raja Educational Society (ARES), the CSR education initiative of the Amara Raja Group. The institution was founded with the vision of providing quality education to children from rural and economically disadvantaged families, thereby bridging the gap between rural and urban educational opportunities.

Over the years, the school has evolved into a well-established senior secondary institution offering the full CBSE curriculum from primary classes up to Grade XII, along with a junior college component. Spread across a campus of nearly two acres, the school houses around 50-55 classrooms and is supported by a dedicated team of more than 52 teaching staff who cater to the educational needs of nearly 1,066 students.

ARVK is recognized for bringing city-style educational infrastructure into a village environment. The school is equipped with smart classrooms, science and computer laboratories, a well-stocked library, ICT-enabled learning facilities, and spacious playgrounds that support both academic and extracurricular development. Through its holistic and skill-oriented approach to education, the institution focuses not only on academic excellence but also on personality development, life skills, and career readiness.

As part of the Rajanna Foundation/ARES educational network, the school continues to play a transformative role in the region by creating access to quality CBSE education for rural children and preparing them for higher education, employment opportunities, and responsible citizenship.

EXCERPTS OF INTERVIEW WITH JAYASHREE, PRINCIPAL, AMARA RAJA VIDYALAYAM, DIGUVAMAGHAM

Jayashree, who has been serving as the Principal since June 2016, highlighted that the school was established to provide affordable yet high-quality CBSE education for rural children, particularly first-generation learners and economically weaker sections. Despite maintaining nominal fees ranging from ₹3,500 for LKG to ₹18,500 for Class XII, the school has invested significantly in modern infrastructure, digital classrooms, student safety, and holistic development systems.



INCLUSIVE AND AFFORDABLE QUALITY EDUCATION

The school has created opportunities for rural and economically weaker students to access quality CBSE education at a significantly lower cost compared to many private schools. Controlled class strength, with not more than 40 students per section, has enabled better teacher attention, stronger classroom interaction, and improved learning outcomes.



TECHNOLOGY-ENABLED LEARNING ECOSYSTEM

Smart boards in classrooms have shifted teaching from traditional lectures to interactive learning, enhancing conceptual understanding in subjects like Mathematics, Physics, and Languages. The addition of tablets for students in Classes VIII to XII has further bolstered digital learning, practice exercises, and assessments.



HOLISTIC DEVELOPMENT THROUGH “NO BAG DAY”

The school’s “No Bag Day” initiative on Saturdays has created space for experiential and creative learning beyond academics. Students actively participate in dance, music, theatre, sports, arts, and crafts activities, contributing to improved creativity, confidence, teamwork, and emotional well-being.



EXPERIENTIAL LEARNING THROUGH STUDENT CLUBS

Student-led clubs such as the Nutrition Club, Nature Club, IT Club, and Project Club have promoted curiosity, teamwork, leadership, and practical learning among students. These platforms encourage participation-based learning and strengthen problem-solving and collaborative skills.



CHILD-CENTRIC ACADEMIC ENVIRONMENT

The school follows CBSE norms in maintaining a healthy teacher-student ratio, with nearly 1.5 teachers per section. This has enabled personalised academic support, closer monitoring of student progress, and improved classroom engagement, particularly for first-generation learners requiring additional guidance.



STRONG FOCUS ON SPORTS AND LEADERSHIP DEVELOPMENT

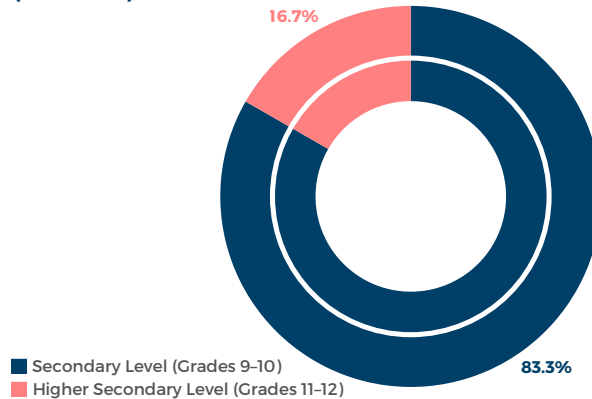
Equal importance is given to sports and leadership development alongside academics. Students have participated in and won competitions at the district and state levels, contributing to confidence-building and personality development. Exposure to Child Parliament activities has also strengthened leadership qualities, communication skills, and civic awareness among students.



SAFE AND ACCESSIBLE TRANSPORTATION SYSTEM

The school transportation system has improved educational access for students travelling from villages located 20–30 kilometres away. Clean and punctual buses equipped with first aid kits, fire extinguishers, and emergency exits have strengthened student safety and parental trust in the institution.

EDUCATION

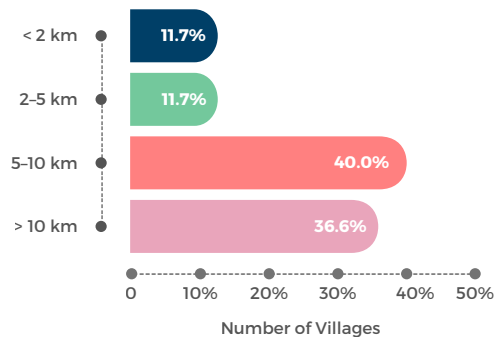
CHART 1: DISTRIBUTION OF RESPONDENTS BY ACADEMIC LEVEL
(N = 180)

The table below presents the academic composition of student respondents studying in the schools supported under the CSR initiatives of Amara Raja Foundation.

Sl. No.	Academic Level	No. of Respondents	% of Respondents
1	Secondary Level (Grades 9-10)	150	83.3
2	Higher Secondary Level (Grades 11-12)	30	16.7
	Total	180	100.0

The sample comprised students from both secondary and higher secondary levels studying in the Foundation-supported schools. The majority of the respondents were from Grades 9-10 (83.3%), while 16.7% were from Grades 11-12.

CHART 2: DISTANCE FROM SCHOOL (N = 180)



STUDENTS TRAVELLING FROM NEARBY AREAS

**11.7%**

of the students were living within less than 2 km of the school, and another 11.7% resided between 2 and 5 km from the school. Together, only 23.4% of the respondents were from nearby locations.

STUDENTS TRAVELLING MODERATE DISTANCES

**40.0%**

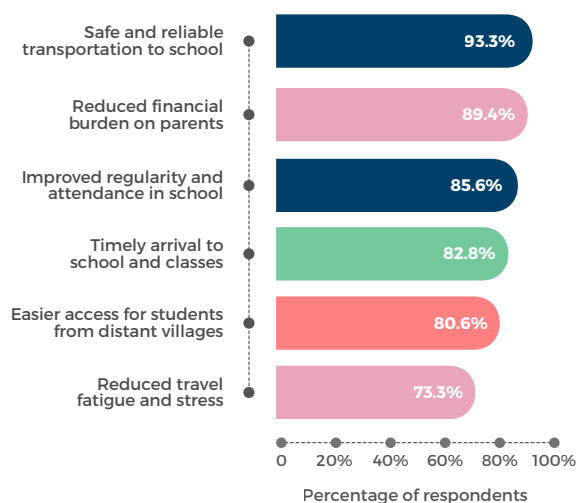
of the students travelled between 5-10 km to attend school, indicating that the institution attracts students from surrounding villages and semi-rural areas.

STUDENTS TRAVELLING LONG DISTANCES

**76.6%**

of the students reported travelling over 10 km to reach the school. This highlights students from remote areas relying on educational facilities provided by the Amara Raja Foundation's CSR initiative.

CHART 3: PERCEIVED BENEFITS OF USING SCHOOL TRANSPORT



SAFE AND RELIABLE TRANSPORTATION



93.3%

of the students shared that the school bus facility provided them with a sense of safety and comfort while travelling daily to school, especially those coming from distant villages.

REDUCED FINANCIAL BURDEN



89.4%

of the respondents reported that the low-cost transport facility eased the financial pressure on their parents, making schooling more affordable.

IMPROVED SCHOOL ATTENDANCE



85.6%

of the students expressed that the availability of regular bus services helped them attend school consistently without missing classes frequently.

TIMELY ARRIVAL TO SCHOOL



82.8%

of the students mentioned that the organised transport arrangement enabled them to reach school on time and participate in morning classes and activities regularly.

BETTER ACCESS TO EDUCATION



80.6%

of the students shared that the bus facility made it possible for them to continue their education despite residing in distant and interior villages.

REDUCED TRAVEL FATIGUE



73.3%

of the respondents felt that travelling by school bus reduced tiredness and stress compared to other travel arrangements, helping them remain attentive during classes.

PARENTS' PERSPECTIVE ON THE SCHOOL BUS FACILITY

ACCESSIBILITY TO EDUCATION



Parents reported that the school bus facility enabled children from distant and interior villages to attend the Foundation-supported schools regularly. The transport support was perceived as an important factor in improving access to educational opportunities for students residing far from the school.

FINANCIAL CONVENIENCE



Many parents referred to the low-cost nature of the bus facility as a significant support for economically constrained families. The affordable transportation arrangement reduced the need for expensive private travel options and helped families manage educational expenses more comfortably.

**REGULARITY AND PUNCTUALITY**

Parents observed that the availability of organised transport contributed to regular school attendance and punctuality among students. The bus service reduced delays caused by dependence on irregular public transportation and ensured timely arrival at school.

**SAFETY AND SECURITY**

The school bus facility was widely perceived as a safe and dependable mode of transportation. Parents particularly highlighted the reassurance associated with children travelling under supervised and organised arrangements daily.

**REDUCED PHYSICAL STRAIN ON STUDENTS**

Parents noted that the transport facility reduced travel-related fatigue among students, especially those commuting long distances. Children were perceived to be more energetic and better able to participate in academic and extracurricular activities.

**CONTINUITY OF EDUCATION**

Some parents indicated that the transport support played a positive role in sustaining their children's education, particularly for students from remote areas where commuting challenges often affect continuity in schooling.

TEACHERS' AND SCHOOL ADMINISTRATION'S PERSPECTIVES ON THE SCHOOL BUS FACILITY

**IMPROVED STUDENT ATTENDANCE AND PUNCTUALITY**

Teachers and school administrators observed that the school bus facility contributed to improved regularity in attendance and the timely arrival of students. The organised transportation system was perceived to have reduced delays, absenteeism, and disruptions in classroom participation, particularly among students travelling from distant villages.

**ENHANCED ACCESS AND CONTINUITY IN EDUCATION**

The bus facility was viewed as an important support mechanism in improving access to education for students residing in remote and underserved areas. School authorities noted that the availability of affordable transportation enabled students from distant habitations to continue their education without interruption and contributed to sustained enrolment.

**SAFETY, CONVENIENCE, AND STUDENT WELL-BEING**

Teachers and administrators highlighted that the supervised transport arrangement enhanced the safety and comfort of students during daily travel. The facility was also perceived to reduce travel-related fatigue among students, thereby supporting better classroom attentiveness, participation in school activities, and overall well-being.

FACILITY-WISE ASSESSMENT

TABLE: CLASSROOM SATISFACTION

Perceived Benefits of Classroom Space	No. of Respondents	% of Respondents
Comfortable seating and movement inside classrooms	180	100.0
Reduced overcrowding during classes	176	97.8
Better attention and concentration during lesson	171	95.0
Improved participation in classroom activities	165	91.7
Easier interaction between teachers and students	158	87.8
Better environment for group learning and discussions	149	82.8

COMFORTABLE LEARNING EXPERIENCE



100%

of the students reported that the classrooms provided sufficient space for comfortable seating, writing, and movement during classes.

ORGANISED CLASSROOM ENVIRONMENT



97.8%

of the respondents shared that the classrooms felt orderly and convenient for attending regular academic sessions and activities.

BETTER ATTENTION IN CLASSES



95.0%

of the students expressed that the classroom environment supported attentiveness and focus during teaching sessions.

PARTICIPATION IN CLASSROOM ACTIVITIES



91.7%

of the students mentioned that the classroom setting enabled them to participate comfortably in discussions, presentations, and learning activities.

TEACHER-STUDENT INTERACTION



87.8%

of the respondents stated that the classroom arrangement supported clear communication and interaction with teachers during lessons.

GROUP-BASED LEARNING



82.8%

of the students reported that the classroom space was suitable for group activities, peer interaction, and collaborative learning exercises.



**COMPUTER LAB
AT PETAMITTA**

TEACHERS' PERSPECTIVE ON CLASSROOM INFRASTRUCTURE



CONDUCTIVE ENVIRONMENT FOR TEACHING-LEARNING

Teachers reported that the classrooms provided a structured and comfortable environment for conducting regular academic sessions. The availability of adequate space supported smooth classroom management and organised seating arrangements for students.



SUPPORT FOR INTERACTIVE LEARNING

Teachers observed that the classroom setting was suitable for group activities, discussions, presentations, and interactive learning exercises. The availability of sufficient space enabled students to participate comfortably in classroom-based activities.



BETTER COMMUNICATION DURING CLASSES

The classroom environment, including ventilation, lighting, and acoustics, was perceived to support clear communication between teachers and students. Teachers noted that students were able to listen, observe, and follow lessons without difficulty.



STUDENT ATTENTION AND PARTICIPATION

Teachers shared that the classroom setting supported attentiveness and active participation among students during academic sessions. The organised environment was considered favourable for maintaining discipline and engagement in classrooms.



SUITABILITY FOR ACADEMIC AND CO-CURRICULAR ACTIVITIES

Teachers stated that the classrooms were appropriate for conducting examinations, remedial classes, co-curricular activities, and collaborative learning sessions systematically.

TABLE: PERCEIVED BENEFITS OF VENTILATION, LIGHTING, AND ACOUSTICS IN CLASSROOMS REPORTED BY STUDENTS (N = 180)

Perceived Benefits*	No. of Respondents	% of Respondents
Fresh and airy classroom environment due to proper ventilation	180	100.0
Comfortable visibility for reading and writing due to adequate lighting	180	100.0
Clear audibility of teachers' instructions and lessons	178	98.9
Reduced disturbance and distraction during classes	171	95.0
Better attentiveness during teaching sessions	167	92.8
Comfortable environment for prolonged classroom learning	162	90.0

COMFORTABLE AND AIRY ENVIRONMENT



100%

of the students reported that proper ventilation created a fresh and comfortable classroom atmosphere during academic sessions.

EASE IN READING AND WRITING



100%

of the respondents shared that adequate lighting supported comfortable reading, writing, and visibility during classroom activities.

CLEAR COMMUNICATION DURING CLASSES



98.9%

of the students stated that the classroom acoustics enabled them to hear teachers' instructions and explanations clearly.

REDUCED CLASSROOM DISTURBANCE



95.0%

of the respondents expressed that the classroom environment helped minimise distractions and supported better classroom discipline.

BETTER ATTENTION DURING LESSONS



92.8%

of the students reported that the classroom conditions supported attentiveness and concentration during teaching sessions.

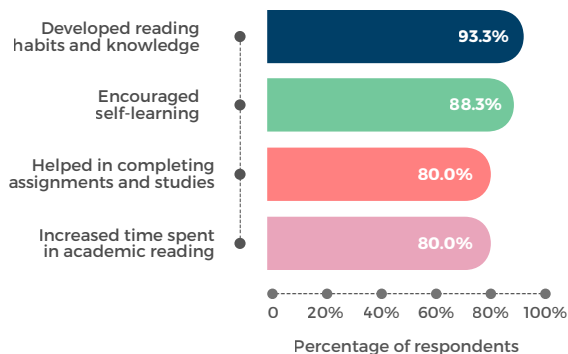
COMFORTABLE LEARNING EXPERIENCE



90.0%

of the students felt that the ventilation, lighting, and acoustics together contributed to a comfortable environment for continuous learning activities.

CHART 4: PERCEIVED BENEFITS OF LIBRARY FACILITIES (N = 180, MULTIPLE RESPONSES)



Measures how the library contributes to students' academic habits and self-learning.

DEVELOPMENT OF READING HABITS AND KNOWLEDGE



93.3%

Most students reported that access to books and reading materials improved their interest in reading and helped them gain better knowledge across subjects. Students stated that they were able to read more frequently and felt that their understanding of lessons had improved through regular reading practices. Many respondents also perceived that reading activities supported their overall learning and awareness levels.

ENCOURAGEMENT TOWARDS SELF-LEARNING



88.3%

A large proportion of students shared that the resources encouraged them to study independently and refer to materials on their own while learning subjects. Students reported feeling more confident in understanding topics without relying completely on teachers or external support. The findings suggest that the intervention contributed to developing self-learning behaviour among students.

SUPPORT IN COMPLETING ASSIGNMENTS AND STUDIES



80.0%

Students reported that the availability of learning materials supported them in completing assignments, homework, and regular studies more effectively. Respondents perceived that access to reference materials helped them understand lessons better and perform academic tasks with greater ease.

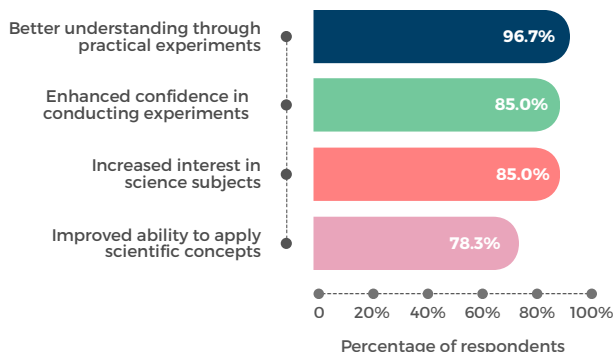
INCREASE IN TIME SPENT ON ACADEMIC READING



80.0%

Many students stated that they were spending comparatively more time on academic reading after access to the resources. Students perceived that regular exposure to books and study materials motivated them to engage more consistently in learning-related activities and academic preparation.

CHART 5: PERCEIVED BENEFITS OF SCIENCE LABORATORY (N = 180, MULTIPLE RESPONSES)



Captures how laboratory access affects practical and conceptual science learning.

BETTER UNDERSTANDING THROUGH PRACTICAL EXPERIMENTS



96.7%

A very high proportion of students reported that the science laboratory helped them understand scientific concepts better through practical exposure and demonstrations. Students perceived that conducting experiments alongside classroom teaching made lessons easier to comprehend and remember. The findings indicate that experiential learning contributed significantly to conceptual clarity among students.

ENHANCED CONFIDENCE IN CONDUCTING EXPERIMENTS



85.0%

A majority of respondents stated that regular access to laboratory activities improved their confidence in handling science experiments and using laboratory equipment. Students reported feeling more comfortable participating in practical sessions and engaging actively during science classes.

INCREASED INTEREST IN SCIENCE SUBJECTS



85.0%

Many students shared that laboratory exposure increased their interest and curiosity towards science subjects. Students perceived science learning to be more engaging and interactive when supported by practical activities. The findings suggest that laboratory-based learning positively influenced students' motivation towards science education.

IMPROVED ABILITY TO APPLY SCIENTIFIC CONCEPTS



78.3%

Students reported that practical learning experiences helped them apply theoretical concepts more effectively in experiments and classroom activities. Respondents perceived that laboratory sessions enabled them to connect textbook learning with real-life scientific applications, thereby improving their overall understanding of the subject.



CAPACITY BUILDING SESSION FOR TEACHERS AT KARAKAMBADI

TABLE: PERCEIVED BENEFITS OF SMART CLASSROOMS (N = 180, MULTIPLE RESPONSES)

Perceived Benefit	No. of Respondents	% of Respondents
Improved understanding through visual learning	171	95.0%
Increased interest and engagement in studies	156	86.7%
Improved classroom participation and attentiveness	147	81.7%
Made learning more interactive and enjoyable	135	75.0%

IMPROVED UNDERSTANDING THROUGH VISUAL LEARNING



95.0%

A very high proportion of students reported that smart classrooms improved their understanding of subjects through visual and audio-based learning methods. Students perceived that concepts became easier to understand when supported with videos, animations, presentations, diagrams, and digital explanations. The use of visual learning tools was reported to help students grasp lessons more quickly and clearly compared to only textbook-based teaching.

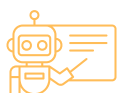
INCREASED INTEREST AND ENGAGEMENT IN STUDIES



86.7%

Many students stated that smart classroom sessions made learning more interesting and engaging. Students perceived that multimedia-supported teaching created greater curiosity and attention towards classroom lessons. The findings suggest that technology-enabled teaching methods contributed positively towards maintaining student interest and motivation in academic learning.

IMPROVED CLASSROOM PARTICIPATION AND ATTENTIVENESS



81.7%

A significant proportion of students reported that smart classrooms encouraged them to participate more actively during lessons and remain attentive in class. Students perceived that interactive teaching methods increased their involvement in classroom discussions, questioning, and learning activities. The use of digital content was also reported to help students stay focused for longer durations during classes.

MADE LEARNING MORE INTERACTIVE AND ENJOYABLE**75.0%**

Students shared that smart classrooms created a more interactive and enjoyable learning environment compared to traditional teaching methods. Respondents perceived that the inclusion of visual demonstrations, animations, and digital activities made classroom sessions more lively and easier to follow. The findings indicate that smart classrooms contributed to creating a more student-friendly and engaging educational experience.

HOW TEACHERS PERCEIVE THE PRESENCE OF SMART CLASSROOMS

**IMPROVED CONCEPTUAL UNDERSTANDING THROUGH VISUAL LEARNING**

Teachers of the CBSE school supported by the Amara Raja Foundation perceived smart classrooms as highly useful in explaining complex concepts for students from Grades 6 to 12. Teachers reported that visual demonstrations, animations, simulations, and digital content made difficult topics easier for students to understand compared to conventional classroom methods.

In Biology, teachers shared that topics such as the human digestive system, respiratory system, cell structure, reproduction, genetics, and blood circulation became easier to explain through animated videos and labelled 3D diagrams. Teachers observed that students were able to better visualise internal body processes that are otherwise difficult to imagine through textbook illustrations alone.

In Chemistry, teachers reported that smart classrooms helped explain atomic structure, chemical bonding, balancing chemical equations, acids and bases, periodic table trends, and laboratory reactions more effectively. Animated representations of molecular structures and chemical reactions were perceived to improve students' conceptual clarity, especially in higher secondary grades.

Physics teachers stated that concepts such as electricity, magnetic fields, reflection and refraction of light, laws of motion, gravitation, waves, and current flow became easier to demonstrate using simulations and motion-based videos. Teachers felt that students understood the application of formulas and scientific principles better when concepts were shown visually rather than explained only theoretically.

Mathematics teachers reported that geometry constructions, trigonometric functions, coordinate geometry, algebraic graphs, mensuration, probability, and statistics could be taught more clearly through digital diagrams and step-by-step visual explanations. Teachers particularly noted that graph-based topics and problem-solving methods became easier for students to follow using interactive displays.

**INCREASED STUDENT ENGAGEMENT AND PARTICIPATION**

Teachers perceived that students from middle and secondary grades showed greater attentiveness and classroom participation during smart classroom sessions. Students were reported to be more curious, responsive, and interested in subjects when concepts were supported through multimedia content.

Teachers observed that students asked more questions during science and mathematics classes and participated more actively in discussions after viewing visual explanations or simulations. According to teachers, difficult subjects that students earlier perceived as monotonous or challenging became more engaging and approachable through smart classroom teaching methods.



SUPPORT FOR TEACHERS IN EFFECTIVE LESSON DELIVERY

Teachers reported that smart classrooms reduced the difficulty of repeatedly drawing diagrams or explaining abstract concepts manually on the blackboard. Digital content enabled teachers to save instructional time and deliver lessons in a more organised and systematic manner.

Science teachers shared that demonstrations of laboratory experiments through videos were especially useful when certain experiments could not be conducted physically in classrooms due to time or equipment limitations. Mathematics teachers also found it easier to explain multi-step problem-solving methods using digital presentations and visual sequencing.

Teachers perceived that smart classrooms supported better lesson planning and helped maintain continuity in teaching across grades and subjects.



IMPROVED RETENTION AND EXAMINATION PREPAREDNESS

Teachers observed that students were able to retain concepts more effectively after learning through visual and interactive methods. According to teachers, students demonstrated better recall during revision sessions, unit tests, and classroom questioning.

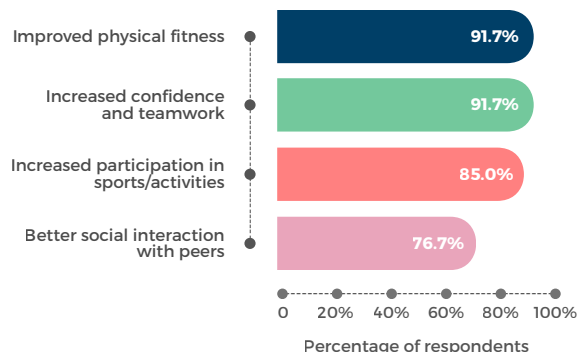
Teachers felt that visual reinforcement of scientific and mathematical concepts helped students prepare better for CBSE pattern examinations, particularly in subjects requiring conceptual understanding and application-based learning. Students were also perceived to show improved confidence while answering diagram-based, reasoning-based, and numerical questions.



TESTIMONY OF MAHENDRA BABU, SOCIAL SCIENCE TEACHER, AMARA RAJA VIDYALAYAM, DIGUVAMAGHAM

Mahendra Babu, Social Science Teacher at Amara Raja Vidyalayam, shared that the improved educational infrastructure and smart classroom facilities have significantly enhanced the classroom experience for both teachers and students. He noted that digital presentations, maps, videos, and interactive learning tools have made Social Science subjects more interesting and easier for students to relate to real-life situations.

According to him, students are now more engaged during lessons, actively participate in discussions, and show greater curiosity in understanding historical and geographical concepts. He also observed that the modern learning environment has improved students' confidence, attentiveness, and overall academic interest, contributing to better learning outcomes in the school.

CHART 6: INFLUENCE OF SPORTS AND CO-CURRICULAR FACILITIES (N = 180, MULTIPLE RESPONSES)

Examines physical, social, and participatory outcomes from improved sports infrastructure.

IMPROVED PHYSICAL FITNESS



91.7%

A large majority of students reported that improved sports and co-curricular facilities contributed positively to their physical fitness and overall well-being. Students perceived that regular participation in sports and physical activities helped them remain active, energetic, and healthier. The findings indicate that access to better infrastructure encouraged greater involvement in physical exercise and recreational activities.

INCREASED CONFIDENCE AND TEAMWORK



91.7%

Many students shared that participation in sports and co-curricular activities enhanced their confidence and teamwork abilities. Respondents reported feeling more comfortable interacting with others, participating in group activities, and taking initiative during games and competitions. The activities were also perceived to support cooperation, discipline, and team spirit among students.

INCREASED PARTICIPATION IN SPORTS AND ACTIVITIES



85.0%

A significant proportion of students stated that improved facilities motivated them to participate more actively in sports, games, and extracurricular activities. Students perceived that the availability of proper spaces and equipment created greater interest and enthusiasm towards participation in school-level events and regular activities.

BETTER SOCIAL INTERACTION WITH PEERS



76.7%

Students reported that sports and co-curricular activities provided opportunities to interact more frequently with classmates and peers. Respondents perceived that participation in group-based activities helped them build friendships, improve communication, and develop a sense of belonging within the school environment.

EXCERPTS OF FOCUS GROUP DISCUSSION OF PARENTS OF AMARA RAJA VIDYALAYAM, DIGUVAMAGHAM



IMPROVED SCHOOL ENVIRONMENT

Parents expressed that the school environment has become cleaner, safer, and more child-friendly. Well-maintained classrooms, better drinking water facilities, and improved playground spaces created a welcoming atmosphere for children. Parents felt that the school now reflects better discipline and care for students.



GREATER INTEREST IN SCHOOL

Parents observed that children are more excited and motivated to attend school, showing willingness to prepare and positivity towards classes, teachers, and friends, resulting in improved attendance and enthusiasm for school activities.



POSITIVE LEARNING BEHAVIOUR

Parents observed stronger learning habits among children at home. Children have become more independent in studying, completing assignments on time, and asking thoughtful questions related to their lessons. Parents also noticed improvement in academic performance and confidence in learning.



IMPROVED PRACTICAL LEARNING AND READING HABITS

Parents shared that children frequently discuss experiments, classroom activities, and practical learning experiences. Increased interest in reading storybooks and magazines was also observed, contributing to better communication skills and curiosity for learning.



BETTER HYGIENE AND HEALTH PRACTICES

Parents highlighted visible improvement in children's hygiene habits, especially regular handwashing and cleanliness practices. Better school hygiene and facilities were also linked to fewer health-related absences and greater comfort for children in school.



INCREASED CONFIDENCE AND DISCIPLINE

Parents felt that children had become more confident in expressing themselves and interacting with others. Improved discipline, responsibility, politeness, and respect toward elders and peers were commonly reported positive behavioural changes.



ACTIVE PARTICIPATION IN SPORTS AND ACTIVITIES

Parents observed greater participation of children in sports, games, and school events. Children were described as more energetic, socially active, and interested in extracurricular activities, supporting their overall personality development.



STRONGER PARENT-SCHOOL RELATIONSHIP

Parents appreciated the regular communication and supportive interaction with teachers and school staff. Increased transparency and engagement from the school strengthened parents' trust and satisfaction with the institution.

OVERALL POSITIVE IMPACT

Parents reported satisfaction with their children's positive transformation, noting improvements in motivation, learning behavior, confidence, health practices, and overall happiness towards school as key outcomes of the enhanced school environment.

TABLE: SUMMARY OF STUDENT RATINGS ON SCHOOL FACILITIES (N = 180)

Facility	Good (%)	Excellent (%)	Overall Inference
Classroom Infrastructure	11.7%	88.3%	Students perceived classrooms as comfortable, well-maintained, and supportive of learning.
Digital/ Smart Classroom	8.3%	91.7%	Smart classrooms were perceived as highly engaging and supportive of visual learning.
Library Facilities	8.3%	91.7%	Library facilities were viewed positively for supporting reading habits and self-learning.
Science Laboratory Facilities	8.3%	91.7%	Laboratories were perceived as useful for practical learning and conceptual understanding.
Sports Facilities	8.3%	91.7%	Sports infrastructure was perceived to encourage participation and physical activity.
Transport Facility	3.3%	96.7%	Transport facilities were highly appreciated for safety, accessibility, and regular attendance support.
Overall School Infrastructure	6.7%	93.3%	Students expressed very high overall satisfaction with the school infrastructure and facilities.

The findings indicate consistently high levels of student satisfaction across major school facilities, particularly in relation to transport, smart classrooms, laboratories, library resources, and overall infrastructure. Students generally perceived the facilities as supportive of academic learning, participation, safety, engagement, and holistic development.



TESTIMONY OF MRS. V. LAXMI DEVI, SCIENCE TEACHER, ARES INSTITUTIONS

Mrs. V. Laxmi Devi, a Science Teacher at ARES Institutions with 11 years of teaching experience, shared that the maintenance support provided by Rajanna Foundation has helped create a highly supportive and well-managed learning environment in the school. She noted that classrooms are consistently maintained with proper lighting, ventilation, cleanliness, and comfortable seating arrangements, enabling teachers and students to conduct classes smoothly without interruptions.

According to her, facilities such as electricity, drinking water, toilets, laboratories, computers, and classroom furniture are maintained promptly and efficiently. Any repairs related to furniture or infrastructure are addressed immediately, ensuring that teaching-learning activities continue without disruption. She also highlighted that the well-maintained infrastructure and timely support systems contribute to a positive work atmosphere, helping teachers focus effectively on student learning and academic quality.

OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The intervention directly addressed rural educational access and quality gaps by providing affordable CBSE education, transport, smart classrooms, laboratories, libraries, and sports. About 76.6% of students travelled beyond 10 km, and 36.6% travelled over 5 km to access these schools, demonstrating strong relevance for underserved rural communities.

The initiative aligns strongly with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).



COHERENCE

The intervention is well aligned with national priorities on equitable and inclusive education under the National Education Policy (NEP) 2020, promotion of digital and experiential learning, STEM education, and holistic child development. The programme also complements the Rajanna Foundation's broader CSR initiatives in education and community development. The intervention contributes to SDG 4 (Quality Education), SDG 3 (Good Health & Well-being) through sports and hygiene promotion, and SDG 5 (Gender Equality) by improving safe educational access for rural children, including girls.



EFFECTIVENESS

The programme effectively improved attendance, learning engagement, conceptual understanding, and participation in academics and co-curricular activities. Around 91.7% reported regularity of attendance due to transport facilities, 96.7% reported better understanding through science laboratories, and 95% reported improved conceptual learning through smart classrooms.



EFFICIENCY

The integrated use of transport systems, digital classrooms, laboratories, libraries and sports infrastructure enabled efficient delivery of educational services to large numbers of rural students. Around 93.3% of students expressed overall satisfaction with school infrastructure, reflecting effective utilisation of educational resources and facilities.



IMPACT

The intervention generated strong educational and behavioural outcomes, including improvements in STEM learning, confidence, teamwork, discipline, hygiene practices, and participation in sports and extracurricular activities. About 91.7% of the students reported improved confidence and teamwork, while 85.0% reported increased participation in sports and extracurricular activities. Parents also observed visible improvements in students' learning behaviour and motivation. Since its inception, the intervention has benefited 55,398 students.



SUSTAINABILITY

Strong institutional support from Rajanna Foundation/ARES, high community trust, quality infrastructure, and continued demand from distant rural communities indicate strong long-term sustainability. Nearly 93.3% of students rated the overall school infrastructure as excellent, while parents expressed strong satisfaction with the school environment and support systems. The intervention contributes to sustained progress toward SDG 4 (Quality Education) and SDG 11 (Sustainable Communities).



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

AMARA RAJA SKILL DEVELOPMENT CENTRE (ARSDC 1 & 2)

INTRODUCTION TO AMARA RAJA SKILL DEVELOPMENT CENTRES (ARSDC 1 & 2)

The Amara Raja Skill Development Centres (ARSDC 1 & 2) is the flagship vocational training initiative of the Rajanna Foundation, the corporate social responsibility (CSR) arm of the Amara Raja Group. ARSDC operates two main centres in Petamitta and Diguvmagham, Chittoor district, Andhra Pradesh, focused on providing industry-linked, skill-based education to rural and semi-urban youth.

ARSDC's mission is to bridge the gap between academic learning and industry requirements, particularly in manufacturing, electrical, mechanical, automotive, and electronics sectors. The training programmes are aligned with NSDC/ESSCI standards and are designed to ensure that participants gain both technical proficiency and employability-linked soft skills for sustainable livelihoods.

Training philosophy: technology plus life skills

At ARSDC 1 & 2, the training modules are structured to equip students with a balanced blend of Technical Skills and Soft Skills, aiming for all-around personal and professional development. The curriculum emphasises hands-on practice, safety, problem-solving, and workplace readiness, while also nurturing confidence, communication, and leadership.



SOFT SKILLS DEVELOPMENT

The Soft Skills Development component builds the foundation for effective communication, leadership, and positive workplace behaviour. Key modules include Leadership & Teamwork, Goal Setting & Time Management, Positive Attitude & Motivation, Communication & Presentation Skills, Confidence Building & Self-Assessment, Creativity & Innovation, Body Language & Group Dynamics and Effective Mentoring & Interpersonal Skills

These sessions are embedded throughout the programme to strengthen attitude, discipline, and collaborative work culture, which are critical for success in industrial environments.



TECHNICAL SKILLS TRAINING

The Technical Skills Training is delivered through hands-on, practice-oriented modules in core engineering streams, with a strong emphasis on safety, practical application, and problem-solving.



ELECTRICAL

AC/DC power-supply handling, component specifications and experiments, safety procedures, and basic electrical laws.



ELECTRONICS

Understanding electronic components and circuits, troubleshooting techniques, and theory reinforced through practical sessions.



MECHANICAL

Workshop operations (filing, fitting, drilling), exercise planning, drawing, shop-floor execution, as well as hobby projects and technical “Shop Talks” to deepen practical understanding.



IT & COMPUTER SKILLS

MS Office, AutoCAD, Internet & Email usage, office-automation tools, and typing proficiency to support modern workplace requirements.



ASSESSMENT, EVALUATION, AND ADVANCED TRAINING

ARSDC follows a continuous assessment approach with mid-year and semester-end practical evaluations, along with regular tests to ensure skill retention and measurable progress.

These areas are planned or progressively introduced to align trainees with automation, mechatronics, and advanced manufacturing technologies.

ARSDC 1 PETAMITTA AND ARSDC 2, DIGUVAMAGHAM



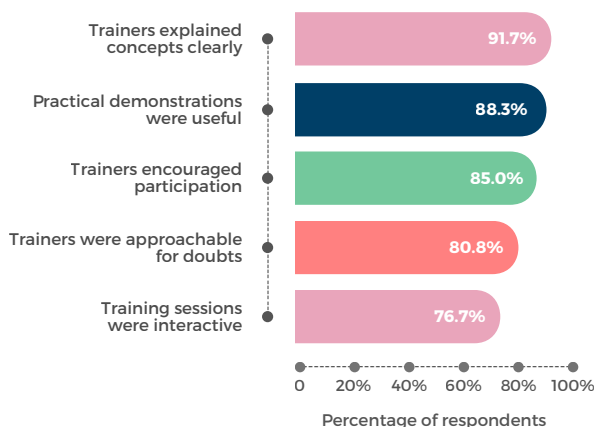
ARSDC 1, Petamitta (Thalapulapalli mandal, Chittoor district) is one of the early skill development centre, operational since around 2014. It targets rural and semi-urban youth, offering structured technical training in electrical, mechanical, and allied trades, combined with personality development and job-readiness support.



ARSDC 2, Diguvmagham is the newer, “next-generation” centre, inaugurated in January 2025 to expand outreach. It focuses more on electronics and infrastructure-related skills, such as SMT/PCB Assembly Operator programmes, delivered under a 70% practical + 30% theoretical model with ESSCI certification.



CHART 7: SATISFACTION WITH TRAINERS AND TEACHING METHODOLOGY

**TRAINERS EXPLAINED CONCEPTS CLEARLY****91.7%**

Students reported that trainers explained technical concepts in a simple and understandable manner, which helped them grasp both theoretical and practical aspects of the training more effectively. Many students shared that trainers used demonstrations, examples, and repeated explanations whenever required, enabling even students with limited prior technical exposure to follow the sessions comfortably.

PRACTICAL DEMONSTRATIONS WERE USEFUL**88.3%**

Students consistently highlighted that practical demonstrations played a major role in their learning process. They shared that observing equipment handling, workshop operations, electrical connections, and troubleshooting procedures in real-time helped them understand concepts more clearly than classroom teaching alone.

Many students stated that the hands-on demonstrations improved their confidence in performing technical tasks independently and made the training more engaging and application-oriented.

TRAINERS ENCOURAGED PARTICIPATION**85.0%**

Students reported that trainers actively encouraged them to participate during practical sessions, discussions, and activities. Many respondents shared that they were motivated to ask questions, attempt practical exercises, and engage in teamwork activities without hesitation.

This participatory approach reportedly helped students become more confident, attentive, and actively involved in the learning process.

TRAINERS WERE APPROACHABLE FOR DOUBTS**80.8%**

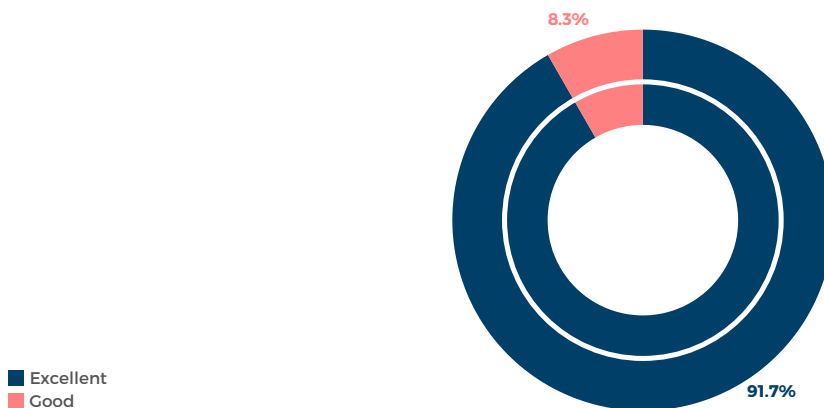
Several students mentioned that trainers were supportive and approachable whenever they faced difficulties in understanding concepts or performing practical tasks. Students appreciated that trainers provided individual attention when needed and clarified doubts patiently during and after sessions.

This supportive learning environment reportedly helped students feel more comfortable and confident throughout the training program.

TRAINING SESSIONS WERE INTERACTIVE**76.7%**

Students described the training sessions as interactive and engaging due to the combination of practical activities, demonstrations, discussions, and teamwork exercises. Many respondents shared that the sessions encouraged active learning rather than passive listening.

Students also stated that the interactive nature of the sessions reduced fear of technical subjects and made learning more enjoyable and easier to understand.

CHART 8: SATISFACTION WITH LAB FACILITIES AND EQUIPMENT

■ Excellent
■ Good

SATISFACTION WITH PRACTICAL SESSIONS

An overwhelming majority of students expressed very high satisfaction with the practical training sessions conducted under the Multi-Skill Technician course. Students reported that the hands-on learning approach, workshop exposure, live demonstrations, and practical exercises helped them understand technical concepts more effectively.

In the mechanical module, students appreciated activities such as filing, fitting, drilling, and workshop operations, which helped them gain confidence in handling tools and understanding shop-floor practices. In the electrical module, students highlighted practical exposure to AC/DC power supply handling, wiring concepts, and safety procedures as highly useful for understanding industrial electrical systems.

Students from the electronics component shared that circuit demonstrations and troubleshooting exercises improved their understanding of electronic components and fault identification techniques. Similarly, the IT and computer applications module enabled students to practice MS Office operations, email usage, typing skills, and basic AutoCAD applications, improving their digital competency.

The strong satisfaction levels indicate that the practical-oriented training methodology effectively enhanced technical understanding, confidence, and workplace readiness among students across multiple skill areas.



TRAINER INTERVIEW – KEY INSIGHTS

AMARA RAJA SKILL DEVELOPMENT CENTRE (ARSDC 2), DIGUVAMAGHAM
TRAINER: M. YERRAIAH, B.TECH (CIVIL), 40 YEARS OF ACADEMIC TEACHING EXPERIENCE



PROGRAM DESIGN AND INDUSTRY ALIGNMENT

According to the trainer, the ARSDC 2 model is unique because of its strong practical orientation, with 70% practical training and 30% theory. The inclusion of On-the-Job Training (OJT) over the 24-month course duration significantly strengthens industry readiness. The curriculum is considered fully aligned with industry requirements and is updated once every two years.



TRAINING METHODOLOGY AND PRACTICAL LEARNING

Training sessions are largely hands-on, with practical learning used as the primary method for trainee engagement. Daily practical sessions, simulators, and real-world problem-solving approaches help trainees understand workplace conditions effectively. The trainer also provides step-by-step explanations for weaker learners and advanced assignments for stronger trainees.



TRAINEE ENGAGEMENT AND LEARNING PROGRESS

The trainer observed that trainees are regular and actively engaged due to the positive learning environment at the centre. While many trainees initially struggle with conceptual understanding and confidence, continuous mentoring and bilingual instruction in Telugu and English help them gradually improve. Regular weekly, monthly, and semester assessments are conducted to monitor progress and provide feedback.



SOFT SKILLS AND BEHAVIOURAL DEVELOPMENT

Structured sessions on MS Office, English, and communication skills are integrated into the program. The trainer noted visible improvements in trainees' confidence, communication abilities, discipline, and overall mindset by the end of the training. Many trainees become more optimistic and begin to see better possibilities in life.



INFRASTRUCTURE AND INDUSTRY EXPOSURE

The trainer highlighted that the training infrastructure, labs, and equipment are highly industry-relevant and adequate for trainee needs. The facilities are also reportedly used for training Polytechnic lecturers from Andhra Pradesh and Tamil Nadu, reflecting the quality of the centre's infrastructure.



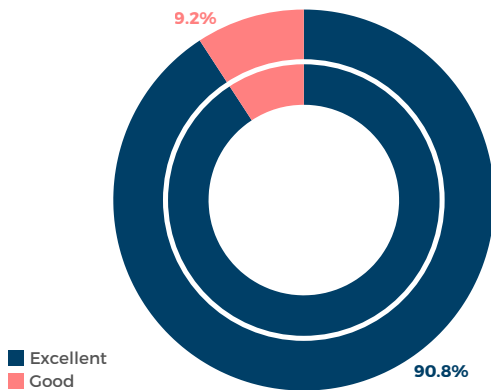
PLACEMENT AND LIVELIHOOD OUTCOMES

The trainer stated that all trainees are provided placement opportunities within Amara Raja Group companies. Through OJT exposure and continuous mentoring, trainees gain practical production experience and become job-ready by the end of the course.



SUCCESS STORIES AND COMMUNITY IMPACT

One notable example shared was of a Class 12 failed student who completed the 24-month training, secured employment, and is now supporting his family financially. The trainer believes the program is creating positive community-level impact by transforming rural youth into skilled and productive workers, which has also increased parental confidence and community pride.

CHART 9: SATISFACTION WITH ASSESSMENT AND EVALUATION PROCESS (N = 120)

Most students expressed high levels of satisfaction with the assessment and evaluation process followed under the Multi-Skill Technician course. Students reported that the evaluation system was highly practical-oriented and helped them focus more on hands-on learning and technical competency development.

A key aspect repeatedly highlighted by trainees was that practical performance carried nearly 70% weightage, while theory carried around 30% weightage in the overall evaluation process. Students perceived this approach as highly beneficial because it allowed them to demonstrate their actual technical abilities, workshop skills, troubleshooting capacity, and operational understanding rather than relying only on theoretical knowledge.

Many students shared that practical evaluations conducted during mechanical workshop exercises, electrical experiments, electronics troubleshooting activities, and computer-based assignments helped them gain confidence through direct application of skills. Students also appreciated the regular guidance and feedback provided by trainers during assessments, which supported continuous learning and skill improvement.

The findings indicated that the strong emphasis on practical evaluation aligned well with the industry-oriented objectives of the Multi-Skill Technician course and contributed significantly toward improving workplace readiness and technical confidence among students.

INTERACTION WITH A TRAINER AT ARSDC 1, PETAMITTA



TABLE: SOFT SKILLS DEVELOPED THROUGH THE PROGRAM (N = 120)

Soft Skills Learned	No. of Respondents	% of Respondents
Communication skills	109	90.8%
Confidence building	104	86.7%
Teamwork and collaboration	96	80.0%
Positive attitude and motivation	92	76.7%
Time management	88	73.3%
Leadership qualities	82	68.3%
Presentation skills	77	64.2%
Goal-setting abilities	72	60.0%
Creativity and innovation	66	55.0%
Interpersonal skills	63	52.5%

COMMUNICATION SKILLS**90.8%**

Most students reported improvement in verbal communication, interaction with trainers and peers, and confidence in expressing technical ideas. Students shared that regular discussions, presentations, and practical sessions improved their workplace communication abilities.

CONFIDENCE BUILDING**86.7%**

Students stated that the training program significantly improved their self-confidence through hands-on practical exposure, trainer encouragement, and participation in technical activities. Many students reported feeling more prepared to attend interviews and work in industrial environments.

TEAMWORK AND COLLABORATION**80.0%**

Students shared that group activities, workshop exercises, and practical assignments helped them understand the importance of coordination and teamwork. Many respondents reported learning how to work effectively with others during technical tasks and practical sessions.

POSITIVE ATTITUDE AND MOTIVATION**76.7%**

Students reported that the training environment and mentoring support motivated them to develop a more positive attitude toward learning and career development. Several students shared that the program encouraged them to become more disciplined and career-focused.

TIME MANAGEMENT**73.3%**

Students stated that regular schedules, practical assignments, and assessment timelines helped them improve punctuality and time management. Many respondents shared that balancing theory and practical work improved their ability to complete tasks systematically.

LEADERSHIP QUALITIES**68.3%**

Students reported gaining leadership exposure during group activities, practical coordination, and team-based assignments. Some students shared that they became more confident in taking initiative and guiding peers during technical exercises.

PRESENTATION SKILLS**64.2%**

Students stated that classroom interactions, demonstrations, and speaking opportunities improved their presentation and public-speaking abilities. Several respondents reported reduced hesitation while speaking in front of groups.

GOAL SETTING ABILITIES**60.0%**

Students shared that career guidance and trainer mentoring helped them think more clearly about future employment goals and technical career pathways. Many respondents reported becoming more focused on skill development and long-term career planning.

CREATIVITY AND INNOVATION**55.0%**

Students reported that practical problem-solving activities, workshop projects, and technical exercises encouraged creative thinking and experimentation. Some students shared that they became more interested in finding alternative methods to complete technical tasks.

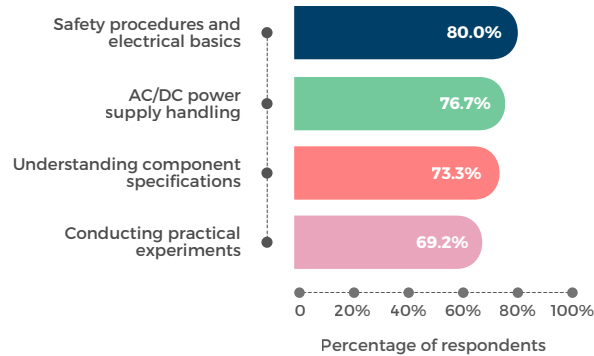
INTERPERSONAL SKILLS**52.5%**

Students stated that regular interaction with trainers, peers, and team members improved their interpersonal behaviour and workplace interaction skills. Many respondents reported becoming more comfortable while working and communicating with others in group environments.

**TESTIMONY OF A TRAINEE, ARSDC 1, PETAMITTA**

Before joining the program, I lacked confidence and hesitated to communicate with others, but the regular practical sessions, presentations, and trainer support greatly improved my communication skills and self-confidence. The hands-on training and group activities taught me teamwork, discipline, leadership, and time management. The trainers continuously motivated us and guided us in both technical and personal development. Practical problem-solving activities also encouraged creative thinking and helped me become more career-focused. Today, I feel more confident, skilled, and prepared to work in an industrial environment and support my family.

CHART 10: ELECTRICAL SKILLS LEARNED THROUGH THE MULTI-SKILL TECHNICIAN COURSE (N = 120, MULTIPLE RESPONSES)



AC/DC POWER SUPPLY HANDLING



76.7%

Students reported that the training helped them understand the basics of AC/DC power supply systems and their practical applications in industrial settings. Many trainees shared that hands-on exposure improved their confidence in handling electrical connections and understanding power flow mechanisms.

SAFETY PROCEDURES AND ELECTRICAL BASICS



80.0%

Students highlighted that the module created strong awareness regarding electrical safety precautions, safe equipment handling, and basic electrical principles. Many trainees stated that they became more careful and confident while working with electrical systems due to the emphasis on industrial safety practices.

UNDERSTANDING COMPONENT SPECIFICATIONS



73.3%

Students shared that they learned to identify different electrical components and understand their functions, specifications, and applications. Several trainees reported that practical demonstrations made it easier to understand component usage in real-time electrical systems.

CONDUCTING PRACTICAL EXPERIMENTS



69.2%

Students reported that practical electrical experiments improved their technical understanding and application skills. Many trainees appreciated the opportunity to directly perform electrical tasks and experiments, which helped them connect theoretical concepts with practical implementation.

OVERALL INFERENCE

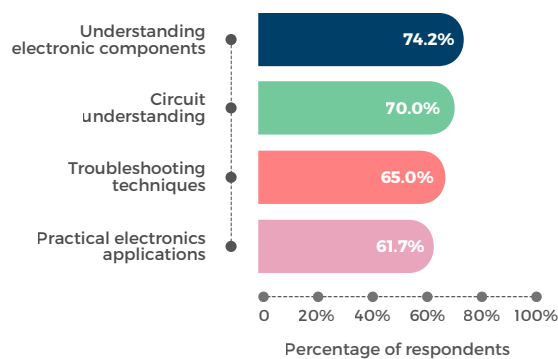
Students generally perceived the electrical training module as highly practical and industry-oriented. Trainees reported that repeated practical exposure, safety-focused instruction, and trainer guidance helped them overcome fear of handling electrical systems and improved their confidence in performing basic electrical operations independently. The module also contributed toward strengthening students' understanding of industrial electrical practices and workplace safety standards.



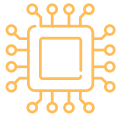
TESTIMONY OF A TRAINEE, ARSDC, PETAMITTA

The training program helped me gain practical knowledge in handling AC/DC power supplies, understanding electrical components, and following proper safety procedures while working on electrical systems. Through regular practical experiments and trainer guidance, I became more confident in identifying components and applying electrical basics in real situations. The hands-on exposure improved my technical skills and prepared me to work safely and efficiently in an industrial environment.

CHART 11: ELECTRONICS SKILLS LEARNED THROUGH THE MULTI-SKILL TECHNICIAN COURSE (N = 120)



UNDERSTANDING ELECTRONIC COMPONENTS



74.2%

Students reported that the electronics module helped them identify and understand the functions of various electronic components used in circuits and industrial systems. Many trainees shared that practical demonstrations improved their familiarity with component usage and applications.

CIRCUIT UNDERSTANDING



70.0%

Students stated that they developed a better understanding of basic circuit connections, flow of current, and functioning of electronic systems through theory-supported practical sessions. Several trainees shared that observing live circuit demonstrations made technical concepts easier to understand.

TROUBLESHOOTING TECHNIQUES



65.0%

Students reported that they learned basic troubleshooting methods for identifying faults and resolving minor issues in electronic systems. Many trainees appreciated the problem-solving exercises, which helped them improve analytical thinking and technical observation skills.

PRACTICAL ELECTRONICS APPLICATIONS



61.7%

Students shared that practical sessions enabled them to understand the real-time applications of electronics in industrial and technical environments. Exposure to hands-on activities reportedly increased their confidence in handling electronic equipment and systems.

OVERALL INFERENCE

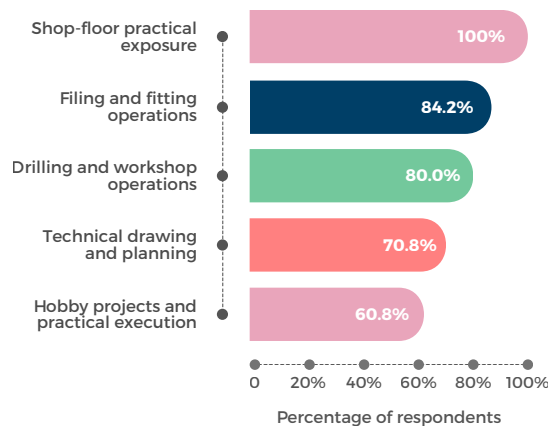
Students generally perceived the electronics module as useful in strengthening their conceptual understanding and practical exposure to electronic systems. Trainees reported that the combination of theory, demonstrations, and troubleshooting exercises improved their technical curiosity, confidence, and problem-solving abilities. The module also helped students understand the practical relevance of electronics in industrial applications and technical operations.

**TESTIMONY OF A TRAINEE, DIGUVAMAGHAM**

During the training, I learned how to identify and understand electronic components such as resistors, capacitors, diodes, and transistors. The trainers taught us how circuits work through simple, practical exercises like assembling basic LED and power supply circuits. I also learned troubleshooting techniques, such as checking loose connections and identifying faulty components when circuits did not function properly. These practical electronics applications helped me improve my confidence and understand how electronic systems are used in real industrial environments.

**TECHNICAL BOOKS AT
THE LIBRARY IN
DIGHUVAMAGHAM, SDC2**

CHART 12: MECHANICAL SKILLS LEARNED THROUGH THE MULTI-SKILL TECHNICIAN COURSE (N = 120)



SHOP-FLOOR PRACTICAL EXPOSURE



100%

All trainees reported receiving shop-floor practical exposure as part of the Multi-Skill Technician Course, highlighting the strong practical orientation of the training model.

Since on-the-job training formed a central component of the course, trainees experienced direct engagement with workplace practices, equipment handling, operational procedures, and real-time task execution. Participants shared that this exposure helped them better understand industrial work environments and strengthened their confidence in performing technical tasks in practical settings.

FILING AND FITTING OPERATIONS



84.2%

A majority of the trainees reported gaining hands-on experience in filing and fitting operations through the course. Trainees experienced practical learning in shaping, measuring, assembling, and fitting mechanical components, which contributed to strengthening their foundational workshop skills. Many participants perceived these sessions as important for improving accuracy, tool handling, and practical understanding of mechanical operations.

DRILLING AND WORKSHOP OPERATIONS



80.0%

Most trainees stated that they learned drilling and workshop operations during the training. Participants experienced exposure to the use of workshop tools, drilling techniques, machine operations, and safety procedures. The practical nature of these sessions reportedly enhanced their familiarity with workshop environments and improved their confidence in carrying out routine mechanical activities.

TECHNICAL DRAWING AND PLANNING



70.8%

More than two-thirds of the trainees reported learning technical drawing and planning skills. Participants experienced exposure to mechanical layouts, measurements, and work planning processes, which helped them better understand the technical aspects of mechanical tasks. Trainees perceived these skills as useful in connecting theoretical concepts with practical execution.

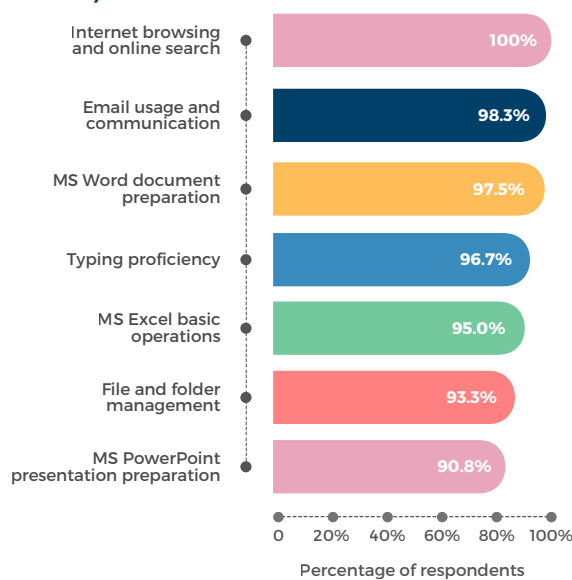
HOBBY PROJECTS AND PRACTICAL EXECUTION



60.8%

A significant number of trainees engaged in hobby projects and practical activities during the course, which facilitated application-based learning and experimentation. These projects were seen as engaging exercises that fostered creativity and problem-solving skills.

CHART 13: IT AND COMPUTER SKILLS LEARNED THROUGH THE MULTI-SKILL TECHNICIAN COURSE (N = 120)



INTERNET BROWSING AND ONLINE SEARCH



100%

of the trainees reported learning internet browsing and online search skills during the course. Trainees experienced ease in accessing online information, using search engines, and navigating digital resources for learning and workplace needs.

EMAIL USAGE AND COMMUNICATION



98.3%

of the trainees shared that they learned to use email for communication purposes. Trainees reported confidence in sending emails, sharing attachments, and using email as a professional communication tool.

MS WORD DOCUMENT PREPARATION



97.5%

of the trainees reported gaining skills in MS Word. Trainees experienced improved ability in typing documents, formatting text, and preparing basic reports and letters.

TYPING PROFICIENCY



96.7%

of the trainees stated that the course improved their typing proficiency. Regular computer practice helped trainees increase typing speed and accuracy for everyday computer operations.

MS EXCEL BASIC OPERATIONS



95.0%

of the trainees reported learning basic MS Excel operations such as data entry, simple calculations, and table preparation. Trainees experienced familiarity with spreadsheet-based tasks commonly used in workplaces.

FILE AND FOLDER MANAGEMENT



93.3%

of the trainees shared that they learned file and folder management skills. Trainees reported being able to save, organize, retrieve, and manage digital files effectively.

MS POWERPOINT PRESENTATION PREPARATION



90.8%

of the trainees stated that they learned basic PowerPoint presentation preparation. Trainees experienced confidence in creating simple presentations using text, images, and slide formatting features.



TESTIMONY OF A TRAINEE, DIGUVAMAGHAM

Before joining the training program, I had very little knowledge of computers and did not know how to prepare documents in MS Word or work on MS Excel. Through the training, I learned internet browsing, online search, email communication, typing skills, and proper file and folder management. The trainers also taught us how to prepare documents in MS Word, create presentations in PowerPoint, and perform basic operations in MS Excel. These practical computer skills have improved my confidence and helped me become more prepared for workplace and office-related tasks.

TABLE: BENEFITS PERCEIVED BY STUDENTS FROM THE ON-THE-JOB TRAINING (OJT) COMPONENT AT AMARA RAJA SHOP FLOOR SETTINGS (N = 120)

Benefits Perceived Through OJT	No. of Respondents	% of Respondents
Exposure to a real work environment	120	100.0%
Improved practical technical skills	118	98.3%
Better understanding of workplace processes	115	95.8%
Learning workplace discipline and punctuality	113	94.2%
Opportunity to apply classroom learning in practice	111	92.5%
Increased confidence in handling machines and tools	108	90.0%
Improved teamwork and coordination with workers	104	86.7%
Better understanding of safety practices	101	84.2%
Improved communication with supervisors and co-workers	97	80.8%
Enhanced readiness for employment	95	79.2%

EXPOSURE TO REAL WORK ENVIRONMENT



100%

of the students reported that the OJT component provided direct exposure to a real industrial work environment. Students experienced familiarity with shop floor operations, industrial systems, and day-to-day workplace functioning.

IMPROVED PRACTICAL TECHNICAL SKILLS



98.3%

of the students shared that the OJT component strengthened their practical technical skills. Students reported gaining hands-on experience in operating tools, observing industrial processes, and performing technical tasks in real settings.

BETTER UNDERSTANDING OF WORKPLACE PROCESSES**95.8%**

of the students stated that OJT improved their understanding of workplace processes. Students experienced learning related to workflow management, production activities, and coordination within industrial units.

LEARNING WORKPLACE DISCIPLINE AND PUNCTUALITY**94.2%**

of the students reported that regular exposure to the shop floor helped them develop discipline and punctuality. Students experienced adherence to work schedules, reporting systems, and professional conduct practices.

OPPORTUNITY TO APPLY CLASSROOM LEARNING IN PRACTICE**92.5%**

of the students shared that OJT enabled them to apply theoretical concepts learned at the training centre in practical situations. Students reported a better understanding of technical concepts through real-time application.

INCREASED CONFIDENCE IN HANDLING MACHINES AND TOOLS**90.0%**

of the students experienced increased confidence in handling machines, equipment, and tools during the OJT period. Students reported becoming more comfortable working in industrial environments.

IMPROVED TEAMWORK AND COORDINATION WITH WORKERS**86.7%**

of the students stated that OJT improved their teamwork and coordination skills. Students experienced collaborative working with supervisors, technicians, and co-workers on the shop floor.

BETTER UNDERSTANDING OF SAFETY PRACTICES**84.2%**

of the students reported gaining awareness about workplace safety practices through OJT exposure. Students experienced learning related to safety precautions, protective equipment usage, and safe handling procedures.

IMPROVED COMMUNICATION WITH SUPERVISORS AND CO-WORKERS**80.8%**

of the students shared that the OJT component improved their communication with supervisors and co-workers. Students reported increased confidence in interacting within professional workplace settings.

ENHANCED READINESS FOR EMPLOYMENT**79.2%**

of the students stated that the OJT experience enhanced their readiness for employment. Students experienced greater preparedness to adapt to industrial work culture and job responsibilities.



TRAINER INTERVIEW – KEY INSIGHTS

TRAINER: M. BHASKARAN, B.E. (ELECTRICAL & ELECTRONICS ENGINEERING), ARSDC 2, DIGUVAMAGHAM.



PRACTICAL-ORIENTED TRAINING APPROACH

The trainer highlighted that the program strongly focuses on hands-on learning with a “70% practical and 30% theory” approach, helping trainees gain real industrial exposure and technical confidence.

“Every day, practical sessions are conducted, and simulators are used to show students how to solve real industrial problems.”



INDUSTRY-RELEVANT CURRICULUM

The curriculum was described as fully aligned with industry requirements, with regular updates every two years to match evolving industrial standards. The trainer also noted that the centre has received recognition as a “Centre of Excellence.”

“There are no gaps between training content and real job requirements.”



PERSONALISED SUPPORT TO TRAINEES

The trainer emphasized that trainees from different educational and social backgrounds are supported through step-by-step learning methods and continuous mentoring.

“Step-by-step learning is given to support weaker learners.”



IMPROVEMENT IN CONFIDENCE AND MINDSET

According to the trainer, trainees undergo a visible transformation in confidence, communication, and outlook towards life during the course period.

“They are more confident, bright, and skilled. Their mindset changes, and they start seeing possibilities in life.”



STRONG PLACEMENT ORIENTATION

The trainer stated that trainees receive continuous preparation for employment, including practical exposure, interview readiness, and certification support.

“All trainees are placed in our own company.”



HOLISTIC DEVELOPMENT ENVIRONMENT

Beyond technical skills, the program also focuses on discipline, workplace behaviour, and overall personality development through structured routines and support systems.

“The program focuses on discipline, Five S practices, yoga, games, and study hours.”



COMMUNITY-LEVEL IMPACT

The trainer believed that the program is creating positive social change by helping rural youth become skilled and employable.

“Parents and surrounding villages are happy to see their sons and daughters becoming skilled workers supporting the country's development.”



TESTIMONY OF A TRAINEE, ARSDC 2, DIGUVAMAGHAM

The On-the-Job Training (OJT) gave me direct exposure to a real industrial work environment and helped me understand how shop floor operations and workplace systems function daily. Through hands-on experience, I improved my practical technical skills by working with tools, observing production activities, and performing technical tasks under supervision. The OJT also helped me understand workflow management, coordination between teams, and the importance of following industrial processes properly. Regular exposure to the company environment taught me discipline, punctuality, and professional work behaviour, which increased my confidence to work in an industry setting.

TABLE: BENEFITS PERCEIVED BY STUDENTS FROM FREE FOOD AND ACCOMMODATION SUPPORT PROVIDED THROUGH ARSDC (N = 120)

Benefits Perceived from Free Food and Accommodation	No. of Respondents	% of Respondents
Reduced financial burden on the family	119	99.2%
Ability to focus better on training	117	97.5%
Regular attendance and continuity in training	115	95.8%
Safe and comfortable stay during the training period	113	94.2%
Improved physical well-being due to regular meals	110	91.7%
Motivation to complete the course	108	90.0%
Opportunity for students from distant villages to attend training	106	88.3%
Better peer interaction and group learning	101	84.2%
Reduced stress related to daily travel and expenses	98	81.7%

REDUCED FINANCIAL BURDEN ON FAMILY



99.2%

Almost all students reported that free food and accommodation substantially reduced the financial pressure on their families. The support helped students continue the training without worrying about expenses related to meals, stay, and daily necessities.

ABILITY TO FOCUS BETTER ON TRAINING



97.5%

Nearly all students shared that the residential support enabled them to concentrate more effectively on both theoretical and practical learning sessions. With essential needs taken care of, students were able to devote more time and attention to skill development activities.

REGULAR ATTENDANCE AND CONTINUITY IN TRAINING



95.8%

A large majority of the students stated that free accommodation and food contributed to regular attendance throughout the course duration. The availability of these facilities ensured uninterrupted participation in classroom sessions as well as on-the-job training activities.

SAFE AND COMFORTABLE STAY DURING THE TRAINING PERIOD**94.2%**

Most students reported that the accommodation facilities provided a safe and supportive environment during the training period. The residential arrangement offered convenience and stability, particularly for students coming from rural and distant locations.

IMPROVED PHYSICAL WELL-BEING DUE TO REGULAR MEALS**91.7%**

Many students highlighted that regular food support helped maintain their physical well-being during the intensive training schedule. Consistent access to meals supported their energy levels and participation in practical shop floor activities.

MOTIVATION TO COMPLETE THE COURSE**90.0%**

A majority of the students mentioned that the support facilities encouraged them to continue and complete the course successfully. The reduction in financial and logistical challenges helped sustain their interest and commitment to the program.

OPPORTUNITY FOR STUDENTS FROM DISTANT VILLAGES TO ATTEND TRAINING**88.3%**

Several students reported that free accommodation made it possible for candidates from remote villages to enroll in the program. The residential facility expanded access to skill training opportunities for rural youth who otherwise may not have been able to participate.

BETTER PEER INTERACTION AND GROUP LEARNING**84.2%**

Many students shared that staying together during the training period promoted peer interaction and collaborative learning. Informal discussions, mutual support, and shared experiences strengthened group bonding among trainees.

REDUCED STRESS RELATED TO DAILY TRAVEL AND EXPENSES**81.7%**

A considerable proportion of students stated that the residential facilities reduced the burden of daily travel and associated expenses. This arrangement helped students save time, avoid travel fatigue, and participate more comfortably in the program.

GATHERING INFORMATION FROM TRAINEES DURING FIELD VISIT AT PETAMITTA



TESTIMONY OF A TRAINEE, ARSDC 1, PETAMITTA

The free food and accommodation support provided by the training centre reduced the financial burden on my family and allowed me to continue my training without worry. Regular meals and a safe living environment improved my health, comfort, and confidence during the training period. This support motivated me to complete the course successfully and prepare for a stable job opportunity.

TABLE: BENEFITS PERCEIVED BY STUDENTS FROM THE STIPEND SUPPORT PROVIDED THROUGH ARSDC (N = 120)

Benefits Perceived from Stipend Support	No. of Respondents	% of Respondents
Helped meet personal expenses during training	118	98.3%
Reduced financial dependence on family	116	96.7%
Motivated regular attendance in training and OJT	113	94.2%
Strengthened determination to complete the course successfully	107	89.2%
Created a sense of financial independence	101	84.2%
Reduced pressure to seek temporary work during training	97	80.8%

HELPED MEET PERSONAL EXPENSES DURING TRAINING



98.3%

Nearly all students reported that the stipend support helped them manage personal expenses during the training period. The financial assistance enabled students to meet basic day-to-day needs without additional financial strain.

REDUCED FINANCIAL DEPENDENCE ON FAMILY



96.7%

A large majority of the students shared that the stipend reduced their dependence on family members for small expenses. This support was particularly valuable for students belonging to economically vulnerable households.

MOTIVATED REGULAR ATTENDANCE IN TRAINING AND OJT



94.2%

Most students stated that receiving the stipend encouraged them to attend both classroom sessions and on-the-job training regularly. The financial incentive contributed to greater consistency and participation throughout the course.

STRENGTHENED DETERMINATION TO COMPLETE THE COURSE SUCCESSFULLY



89.2%

A majority of the students shared that the stipend strengthened their determination to complete the course successfully. The regular financial support encouraged students to remain committed to their training and future employment goals.

CREATED A SENSE OF FINANCIAL INDEPENDENCE**84.2%**

Many students reported that receiving the stipend gave them a sense of financial independence and responsibility. The opportunity to manage their own expenses contributed to greater self-reliance among trainees.

REDUCED PRESSURE TO SEEK TEMPORARY WORK DURING TRAINING**80.8%**

A considerable proportion of students stated that the stipend reduced the need to engage in temporary income-generating work during the course period. This enabled them to focus more fully on learning and practical training activities.

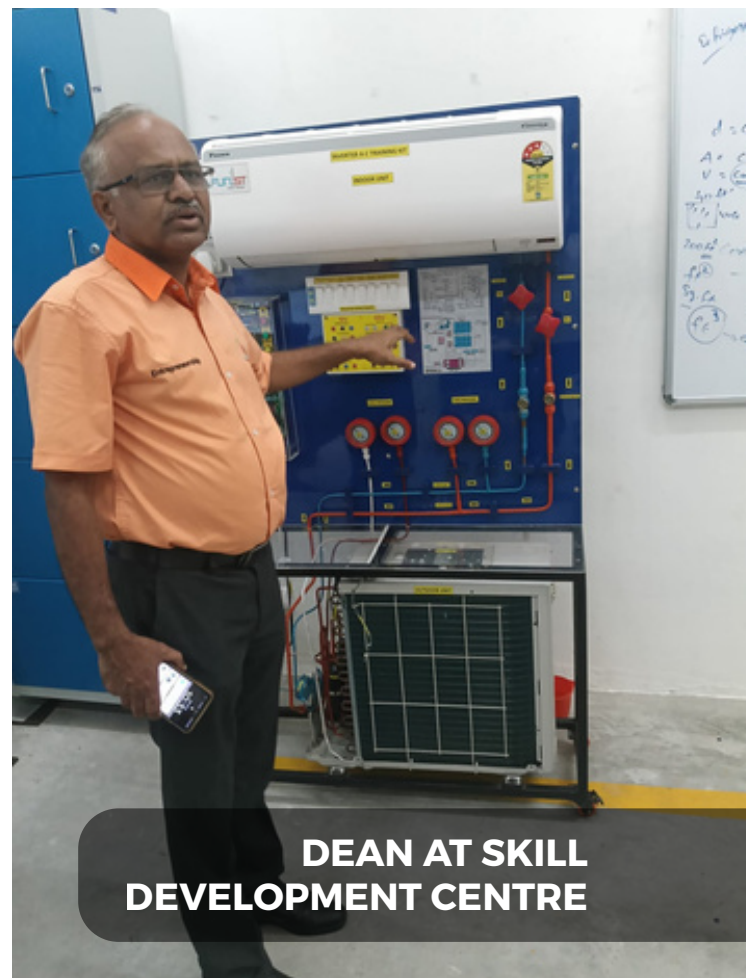
**TESTIMONY OF A TRAINEE, ARSDC 2, DIGUVAMAGHAM**

I would say that both my joining and successful completion of the course were mainly possible because of the stipend support provided by the training centre, as it did not create any additional financial burden on my family or me. The support reduced my financial dependence on my parents and motivated me to attend the training sessions and OJT regularly. It also strengthened my determination to complete the course successfully and gave me confidence that I could become financially independent in the future. Today, I feel more secure and hopeful about supporting my family through my own earnings.

Program Component/ Aspect	Good (%)	Excellent (%)
Trainers' Teaching Methodology	6.5%	93.5%
Practical Demonstrations and Hands-on Learning	4.0%	96.0%
Practical-oriented Course Structure (5 Days Shop-floor Exposure & 1 Day Theory)	2.5%	97.5%
Lab Facilities and Equipment Availability	0.0%	100.0%
Mechanical Workshop Exposure	4.0%	96.0%
Electrical and Electronics Practical Sessions	6.0%	94.0%
IT and Computer Training Facilities	5.5%	94.5%
Shop-floor and OJT Exposure	0.0%	100.0%
Practical-oriented Evaluation System (70% Practical & 30% Theory)	3.5%	96.5%
Workplace Safety Training	6.5%	93.5%
Assessment and Evaluation Process	7.0%	93.0%
Soft Skills and Communication Training	8.0%	92.0%
Industry Readiness and Placement Preparation	6.0%	94.0%
Digital Skills and Computer Applications Learning	5.0%	95.0%
Free Food and Accommodation Facilities	0.0	100%
Stipend Support During Training	0.0	100%
Employment Absorption into Amara Raja Entities	0.0	100%
Overall Satisfaction with ARSDC Program	4.5%	95.5%

The findings strongly reflect that the ARSDC 1 & 2 programs are designed as a highly practical, industry-integrated skill development model that prioritises hands-on learning, industrial exposure, and employment readiness over conventional classroom-based instruction. The most distinctive feature of the program is its intensive shop-floor engagement, where trainees spend five days every week within real industrial environments and only one day in classroom-based theoretical learning. This practical orientation is further strengthened through an evaluation pattern that gives 70% weightage to practical performance and only 30% to theory, enabling students to develop real technical competency, operational confidence, and workplace familiarity. The extremely high “Excellent” ratings across practical demonstrations, workshop exposure, OJT, and practical evaluation clearly indicate that trainees perceived experiential learning as the strongest component of the program.

The program also appears to provide a highly supportive ecosystem that reduces financial and social barriers to skill development. The provision of free food and accommodation, stipend support, modern lab infrastructure, trainer guidance, and continuous practical exposure created a stable and motivating learning environment for students. Trainees reportedly experienced increased confidence, stronger technical understanding, improved workplace discipline, communication skills, and better industry preparedness through this integrated approach. Importantly, the assurance of employment absorption into Amara Raja entities emerged as a major strength of the model, contributing significantly to students’ motivation, commitment, and career aspirations. Overall, the ratings reflect that trainees perceived ARSDC 1 & 2 centres not merely as a training centre, but as a comprehensive industry-linked pathway that effectively combines technical skill development, workplace immersion, financial support, and employment opportunities into a highly impactful skill development model.



**DEAN AT SKILL
DEVELOPMENT CENTRE**

OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The ARSDC 1 & 2 centres intervention was highly relevant to the needs of rural and semi-urban youth who often face limited access to industry-oriented technical education, employability skills, and livelihood opportunities. The programme directly addressed skill gaps in manufacturing, electrical, mechanical, electronics, and IT sectors while also supporting economically vulnerable students through stipend, accommodation, and food support.



COHERENCE

The intervention demonstrated strong coherence with SDG 4 (Quality Education) through skill-based vocational learning, SDG 8 (Decent Work and Economic Growth) through employability and livelihood promotion, and SDG 9 (Industry, Innovation and Infrastructure) through industry-linked technical training. The programme also aligns with India's Skill India Mission, National Skill Development Mission (NSDM), and NSDC/ESSCI competency standards focused on industry-ready workforce development. At the state level, the intervention complements Andhra Pradesh's emphasis on youth skilling, employability, and industrial workforce development. Internally, ARSDC 1 & 2 centres also complements the broader Rajanna Foundation CSR ecosystem by linking education, livelihood generation, and social mobility for rural youth.



EFFECTIVENESS

The programme effectively achieved its objectives of strengthening technical competency, workplace readiness, and soft skills among trainees. Nearly 98.3% of students reported improved practical technical skills through OJT, while 95.5% expressed overall satisfaction with the programme, and 97.5% highly rated the practical-oriented training structure.



EFFICIENCY

The intervention demonstrated efficient delivery through its integrated model combining classroom learning, practical exposure, OJT, continuous assessment, stipend support, accommodation, and placement-oriented training within a single ecosystem. The 5-day shop-floor immersion model and 70% practical evaluation system maximised hands-on learning and workplace exposure with strong industry integration.



IMPACT

The programme generated substantial positive impact on the employability, technical competence, workplace discipline, financial independence, and career aspirations of rural youth. Students reported improvements in communication skills, teamwork, industrial exposure, workplace readiness, and confidence, while the programme also helped reduce financial barriers to skill development and employment opportunities. Since its inception, the programme has enrolled 5,947 students, with 2,800+ students gaining industry-relevant skills that have transformed their lives. Of these, 826 students are currently undergoing On-the-Job Training (OJT), while 1,886 students have been trained and placed within the Amara Raja Group of Companies.



SUSTAINABILITY

The intervention demonstrates strong sustainability through its industry-linked training ecosystem, alignment with NSDC/ESSCI standards, continuous practical learning model, and employment absorption opportunities within Amara Raja entities. The focus on technical skills, workplace exposure, and employability-oriented competencies enhances the long-term livelihood potential and adaptability of trainees in industrial sectors.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

INTRODUCTION TO RAJANNA PHC

Access to quality healthcare continues to remain a major challenge in rural India, particularly for economically disadvantaged communities residing in remote villages with limited medical infrastructure and specialist services. In this context, the efforts of the Rajanna Foundation represent a significant initiative towards strengthening rural healthcare delivery through a sustainable Public-Private Partnership (PPP) model.

With a primary focus on improving healthcare access for rural populations, the Foundation has partnered with the Government of Andhra Pradesh to develop and manage the Primary Health Centre (PHC) at Talapunenivari Palle (Petamitta). The partnership was formalized through a Memorandum of Understanding (MoU) and Government Order (GO), effective from 1 October 2011 under a Public Private Partnership (PPP) model. Since then, the Foundation has progressively invested in upgrading the infrastructure and operational capacity of the PHC to provide accessible, affordable, and quality healthcare services to the surrounding rural communities.

Today, the PHC functions as a well-equipped 30-bed healthcare facility, catering to the medical needs of nearly 20,000 people across 12 Gram Panchayats and 81 villages, with support from five sub-centres. On average, the PHC treats over 150 patients every day. The initiative places special emphasis on addressing the healthcare needs of vulnerable groups, including women, children, and senior citizens.

The Foundation has strengthened healthcare delivery through the provision of inpatient facilities, access to specialized medical services, periodic health camps, and voluntary services rendered by doctors of Indian origin settled in the United States and other countries. Recognizing the transportation challenges faced by rural patients, the Foundation also operates dedicated transport services on designated routes to facilitate daily access to the PHC, along with refreshments for visiting patients.

This impact assessment report aims to examine the processes, outreach, effectiveness, benefits, and overall impact of the PHC intervention under the PPP model. The report seeks to understand how the initiative has contributed to improving healthcare accessibility, utilization of medical services, community health outcomes, and the overall well-being of rural populations in the project area.



EXCERPTS OF INTERVIEW WITH DR. JESWANTH, CMO, RAJANNA PHC, PETAMITTA



ESTABLISHMENT OF THE PHC AND HEALTHCARE ACCESS

The Primary Health Centre at Petamitta was established in 2012 under a Public-Private Partnership (PPP) model by the Rajanna Foundation to address the severe gaps in healthcare access in the region. Before this, healthcare services were functioning from an Anganwadi Centre located in one of the remotest villages, with very limited infrastructure and service delivery capacity.

The establishment of the PHC significantly strengthened access to healthcare services for the rural population across the surrounding villages and Panchayats. Since joining the institution in 2015 and assuming the role of Chief Medical Officer in 2017, the PHC has expanded its outreach and currently supervises 8 sub-centres catering to the healthcare needs of the region.



MANAGEMENT OF SEASONAL AND NON-COMMUNICABLE DISEASES

The PHC regularly manages a wide range of seasonal illnesses and communicable diseases occurring in rural communities. Cases of measles, chickenpox, mumps, and viral fevers are periodically attended to through timely diagnosis and treatment interventions.

Particular emphasis was placed on the management of dog bite cases, with nearly 10 such cases being attended to at the PHC. The availability of immediate medical care, wound management, anti-rabies vaccination, and follow-up support at the local level has been critical in preventing complications and safeguarding lives. In remote rural settings where access to higher medical facilities may involve considerable travel time, the presence of the PHC has played a vital role in ensuring timely emergency response and treatment.

Alongside seasonal illnesses, increasing incidences of non-communicable diseases such as diabetes and hypertension among middle-aged and elderly populations are being addressed through regular screening, early diagnosis, and continuous disease management. The availability of routine monitoring services at the PHC has enabled patients to access treatment locally without travelling long distances.



MATERNAL AND CHILD HEALTHCARE SERVICES

Maternal healthcare forms a major focus area of the PHC's service delivery. Regular antenatal care (ANC) check-ups are conducted to monitor the health of pregnant women and ensure safe pregnancy outcomes.

While government guidelines prescribe a minimum of four ANC visits, the PHC ensures that most pregnant women receive at least six to seven ANC check-ups during pregnancy. Services such as pregnancy testing, ANC registration, TT injections, nutritional guidance, and routine monitoring are provided systematically.

The PHC is supported by 18 ASHA workers, with each worker covering approximately 1,000 people. Continuous follow-up is maintained through home visits, phone calls, and WhatsApp communication to ensure timely healthcare support for pregnant women and newly married women in the community.



PREVENTIVE HEALTHCARE AND COMMUNITY AWARENESS

The PHC actively undertakes preventive healthcare initiatives through regular awareness and screening programmes conducted in collaboration with speciality hospitals in the region.

Screening services for oral cancer, cervical cancer, and breast cancer are organised periodically to promote early detection and timely referral. Awareness camps are also conducted to educate community members on preventive healthcare practices, disease symptoms, and the importance of regular medical check-ups.

These initiatives have contributed to improving healthcare awareness and encouraging early healthcare-seeking behaviour among the rural population.



DIAGNOSTIC AND CLINICAL FACILITIES

The PHC has been equipped with facilities for conducting minor surgical procedures through its operating theatre. In addition, nearly 40 types of basic diagnostic tests are carried out within the PHC itself, enabling early detection and prompt treatment.

Some of the commonly conducted investigations include blood sugar testing, serum creatinine testing, haemoglobin estimation, urine routine examination, blood pressure monitoring, pregnancy testing, malaria testing, dengue screening, and blood grouping.

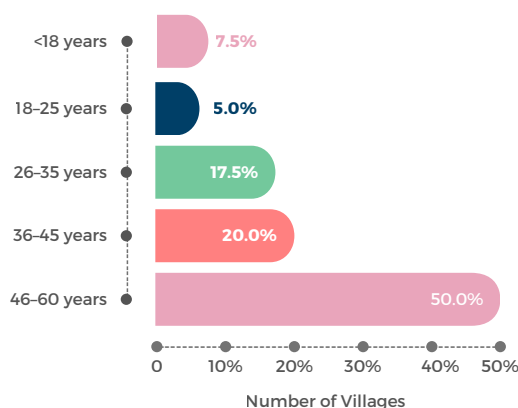
Availability of diagnostic facilities at the local level has considerably reduced delays in treatment and improved healthcare accessibility for rural patients.

OVERALL REFLECTIONS ON THE PHC'S CONTRIBUTION

The establishment of the Rajanna PHC has brought substantial improvements in healthcare accessibility, maternal healthcare coverage, disease management, diagnostic services, and preventive healthcare outreach in the region.

The integration of infrastructure support, diagnostic facilities, dedicated healthcare personnel, ASHA worker engagement, and community-level follow-up mechanisms has enabled the PHC to emerge as a dependable rural healthcare institution serving multiple villages and vulnerable populations.

CHART 14: STRENGTHENING HEALTHCARE ACCESS ACROSS DIFFERENT AGE GROUPS IN RURAL COMMUNITIES



HIGHER DEPENDENCE AMONG OLDER ADULTS



50.0%

Half of the respondents belonged to the 46-60 years age group (50.0%). Respondents in this category reported visiting the PHC regularly for treatment majorly related to non-communicable diseases like hypertension, diabetes, joint pain, fever, and other age-related health concerns.

Many expressed that the nearby availability of Rajanna PHC meant easier access to doctors and medicines, which helped them avoid frequent travel to distant towns for basic treatment.

UTILISATION BY WORKING-AGE ADULTS



20.0% and 17.5%

Respondents aged 36–45 years (20.0%) and 26–35 years (17.5%) reported using the PHC mainly for common illnesses, family healthcare, maternal care, and treatment during emergencies. Women respondents particularly mentioned availing antenatal services, child-related consultations, and outpatient care for their family members.

ACCESS AMONG YOUTH



5.0%

Young respondents aged 18–25 years (5.0%) stated that they visited the PHC mainly for fever, infections, and general consultations. Some respondents indicated that the PHC provided quick and affordable treatment for minor health issues.

SERVICES FOR CHILDREN AND ADOLESCENTS

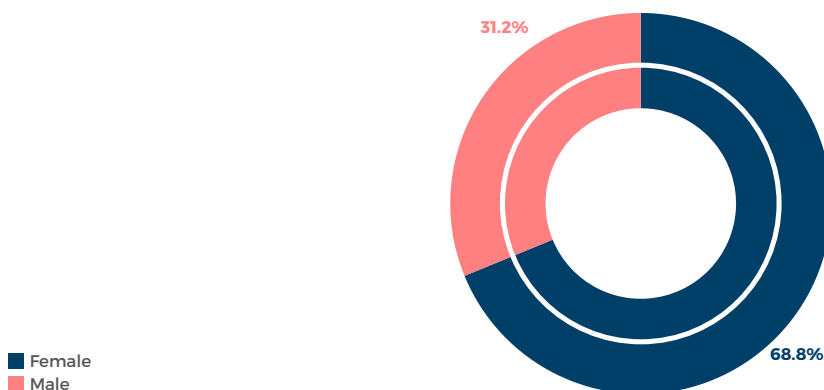


7.5%

Respondents below 18 years (7.5%) were reported to access services such as treatment for seasonal illnesses, immunisation, and routine child health check-ups. Parents shared that the local availability of healthcare services enabled timely treatment for children without delay.

The findings indicate that the Rajanna PHC supported under the CSR initiative of Amara Raja Group is being utilised by different age groups, with higher dependence observed among middle-aged and elderly populations for regular and affordable healthcare services.

CHART 15: GENDER DISTRIBUTION OF RESPONDENTS (N = 80)



INCREASED HEALTHCARE ACCESS AMONG WOMEN



A majority of respondents were women (68.8%), indicating that the Rajanna PHC has become an easily accessible healthcare facility for rural women who often delayed or neglected their own health needs.

Respondents reported that close availability of services enabled them to seek treatment for fever, weakness, body pain, BP, diabetes, and other common illnesses without postponing.

REDUCED DEPENDENCE ON MALE MEMBERS FOR HEALTHCARE ACCESS



Women respondents shared that earlier they had to depend on male family members for transport, financial support, or accompaniment to visit hospitals located far away. The presence of PHC within reach reportedly reduced these challenges and enabled women to independently access basic healthcare services more frequently and with greater convenience.

IMPROVED TIMELY HEALTH-SEEKING BEHAVIOUR AMONG WOMEN

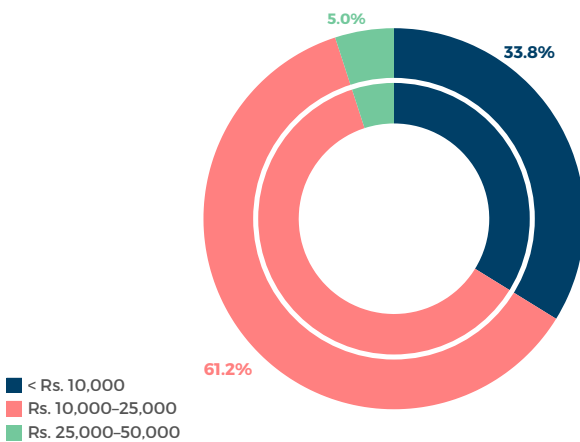


Respondents indicated that the availability of doctors and medicines in the locality encouraged women to seek treatment at an earlier stage, instead of waiting for illnesses to turn severe. Many women reportedly felt more comfortable visiting the PHC for regular consultations and minor health concerns due to its accessibility and affordability.

OVERALL OBSERVATION

The findings suggest that the Rajanna PHC support under the CSR initiative of Amara Raja Group has played an important role in improving healthcare accessibility for rural women, particularly those whose healthcare needs were previously given lower priority within households due to social and economic constraints.

CHART 16: MONTHLY HOUSEHOLD INCOME OF RESPONDENTS (N = 80)

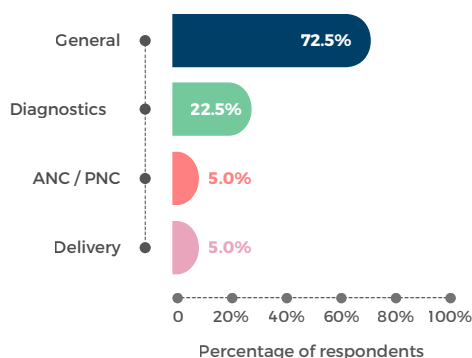


The findings indicate that a majority of the respondents belonged to economically vulnerable households, with 33.8% earning below Rs. 10,000 per month and 61.2% earning between Rs. 10,000–25,000 per month. Respondents reported that the Rajanna PHC became an important source of affordable healthcare support, helping them access consultations and medicines without incurring high travel and treatment expenses at private hospitals.

Many respondents shared that financial constraints often led families to delay treatment or depend on informal remedies earlier, whereas the nearby availability of basic healthcare services encouraged timely treatment-seeking behaviour. The findings suggest that the Rajanna PHC supported under the CSR initiative of Amara Raja Group has particularly benefited low-income rural households by improving accessible and affordable primary healthcare services.

INTERACTION WITH ANM AT PHC, PETAMITTA



CHART 17: SERVICES AVAILED AT RAJANNA PHC (N = 80)**HIGHER UTILISATION OF GENERAL HEALTHCARE SERVICES****72.5%**

A majority of the respondents (72.5%) reported availing general healthcare services at the Rajanna PHC. Respondents shared that they visited the PHC mainly for fever, cold, body pain, BP, diabetes check-ups, weakness, infections, and seasonal illnesses. Several respondents stated that the easy availability of doctors and medicines within the village reduced the need to travel to distant hospitals for minor but regular health concerns.

ACCESS TO DIAGNOSTIC SERVICES**22.5%**

About 22.5% of the respondents reported utilising diagnostic services such as BP checking, sugar testing, basic laboratory investigations, and health assessments. Respondents mentioned that earlier they had to spend additional money and travel long distances for simple tests, whereas the PHC enabled quicker diagnosis and timely treatment within the locality itself.

LIMITED UTILISATION OF ANC/PNC SERVICES**5.0%**

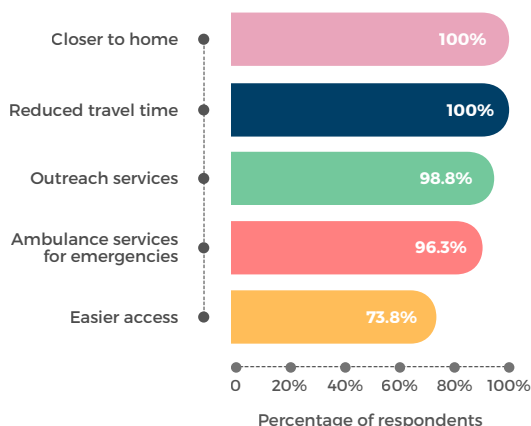
A small proportion of respondents (5.0%) reported availing antenatal and postnatal care services. Women respondents shared that they visited the PHC for pregnancy-related check-ups, basic monitoring, and medical advice during pregnancy and after childbirth. The nearby availability of such services reportedly helped them access consultations without difficulty.

LIMITED USE OF DELIVERY SERVICES**5.0%**

Only 5.0% of the respondents reported utilising delivery-related services at the PHC. Some respondents indicated that the PHC was approached mainly for initial support and consultations, while deliveries were often referred to larger hospitals depending on the medical condition and facilities required.

OVERALL OBSERVATION

The findings suggest that the Rajanna PHC supported under the CSR initiative of Amara Raja Group is primarily functioning as an accessible centre for basic outpatient care and essential diagnostic services for rural communities.

CHART 18: IMPROVEMENT IN HEALTHCARE ACCESS THROUGH RAJANNA PHC (N = 80, MULTIPLE RESPONSES)**HEALTHCARE FACILITY AVAILABLE CLOSER TO VILLAGES****100%**

All respondents reported that the Rajanna PHC being located nearer to their villages greatly improved their ability to access healthcare services. Many respondents shared that earlier they had to travel long distances to nearby towns even for fever, BP check-ups, or minor illnesses, whereas now treatment could be accessed within a shorter distance and without much difficulty.

REDUCED TIME AND FINANCIAL BURDEN FOR TREATMENT**100%**

All respondents also stated that the PHC reduced travel time and related expenses. Respondents explained that earlier, an entire day was often spent visiting hospitals outside the village, leading to transport expenses and loss of daily wages. With the PHC functioning nearby, treatment was reportedly received faster and with less financial strain on families.

OUTREACH SERVICES INCREASED AWARENESS AND REACH**98.8%**

Nearly all respondents (98.8%) reported benefiting from outreach services conducted in villages. Respondents shared that health staff visited communities for awareness, follow-ups, and basic health support, which encouraged people, especially elderly persons and women, to seek treatment without hesitation.

TRANSPORT AND AMBULANCE SUPPORT DURING EMERGENCIES**96.3%**

Most respondents (96.3%) stated that transport and ambulance support became helpful during emergencies and serious illnesses. Respondents mentioned that elderly patients, women, and those unable to travel independently particularly benefited from the availability of transport support to reach healthcare facilities on time.

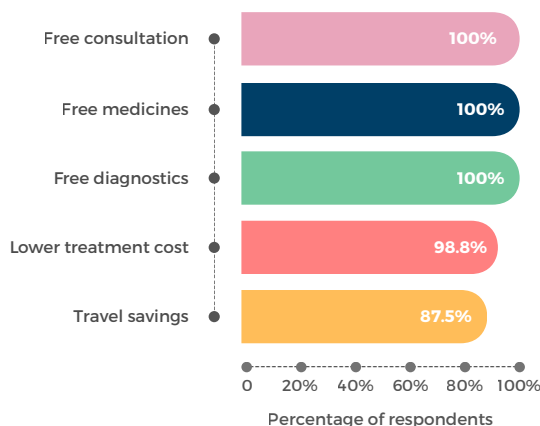
EASIER HEALTHCARE ACCESS FOR VULNERABLE FAMILIES**73.8%**

About 73.8% of the respondents specifically reported that healthcare services had become easier to access after the establishment of the PHC. Women and economically vulnerable respondents shared that they no longer had to depend entirely on male family members or postpone treatment due to distance, cost, or travel difficulties.

OVERALL OBSERVATION

The findings suggest that the Rajanna PHC supported under the CSR initiative of Amara Raja Foundation has substantially improved last-mile healthcare accessibility for rural communities through proximity, reduced travel burden, outreach support, and easier access to basic medical services.

CHART 19: REDUCTION IN HEALTHCARE EXPENSES DUE TO PHC (N = 80, MULTIPLE RESPONSES)



FREE CONSULTATIONS REDUCED FINANCIAL BURDEN



100%

All respondents reported that free medical consultations at the Rajanna PHC reduced the immediate financial burden of seeking treatment. Respondents shared that earlier, they had to spend money even for basic doctor consultations at private clinics, which many low-income families found difficult to afford regularly.

AVAILABILITY OF FREE MEDICINES BENEFITED POOR HOUSEHOLDS



100%

All respondents noted that receiving free medicines helped them manage common illnesses without extra costs. Many previously bought medicines from private shops or delayed treatment due to financial constraints, but the PHC allowed for immediate access to treatment.

FREE DIAGNOSTIC SERVICES REDUCED ADDITIONAL EXPENSES



100%

Respondents noted that free diagnostic services, like BP checking and sugar testing, significantly lowered healthcare costs. Many stated that private tests were previously unaffordable, especially for elderly family members needing regular monitoring.

OVERALL TREATMENT COSTS BECAME MORE AFFORDABLE



98.8%

Nearly all respondents (98.8%) reported that the overall cost of treatment reduced after accessing services at the Rajanna PHC. Respondents indicated that savings from consultation fees, medicines, and tests helped reduce out-of-pocket healthcare expenditure, especially during repeated illness episodes.

SAVINGS ON TRAVEL EXPENSES



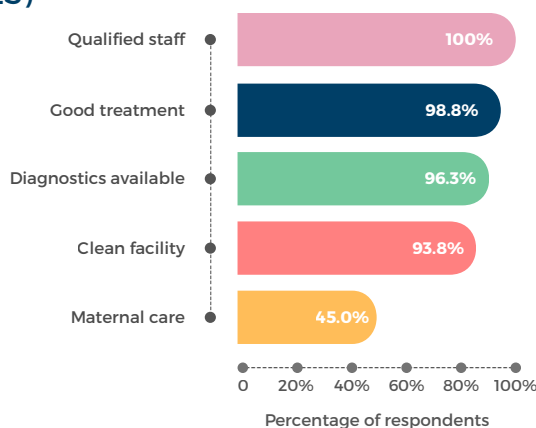
87.5%

A large proportion of respondents (87.5%) stated that the nearby availability of healthcare services reduced transport expenses. Respondents shared that earlier they had to spend on buses, autos, or private vehicles to reach distant hospitals, whereas the PHC, within an accessible distance, reduced both travel costs and loss of daily wages.

OVERALL OBSERVATION

The findings indicate that the Rajanna PHC supported under the CSR initiative of Amara Raja Group has substantially reduced healthcare-related financial burden among rural and economically vulnerable households through free and accessible primary healthcare services.

CHART 20: PERCEIVED IMPROVEMENT IN QUALITY OF HEALTHCARE SERVICES (N = 80, MULTIPLE RESPONSES)



PRESENCE OF QUALIFIED HEALTHCARE STAFF INCREASED TRUST



100%

All respondents reported that the availability of qualified healthcare staff at the Rajanna PHC improved their confidence in seeking treatment locally. Respondents shared that earlier they often preferred travelling to towns, assuming better treatment would only be available there, whereas the presence of doctors and trained staff at the PHC encouraged them to access services within their own area.

POSITIVE TREATMENT EXPERIENCE AMONG RESPONDENTS



98.8%

Nearly all respondents (98.8%) stated that they received good treatment at the PHC. Respondents reported that doctors and staff listened to their health concerns, provided medicines on time, and guided them properly regarding follow-up care and treatment procedures. Many respondents expressed satisfaction with the overall behaviour and responsiveness of the healthcare staff.

AVAILABILITY OF DIAGNOSTIC SERVICES IMPROVED EARLY TREATMENT



96.3%

Most respondents (96.3%) acknowledged that the availability of diagnostic services such as BP checks, sugar tests, and basic investigations helped in the timely identification and treatment of health problems. Respondents stated that having these facilities locally reduced delays in diagnosis and avoided the need for repeated visits to private centres.

CLEAN AND MAINTAINED HEALTHCARE FACILITY



93.8%

A large proportion of respondents (93.8%) perceived the PHC as clean and well-maintained. Respondents shared that the cleanliness of the premises, waiting areas, and consultation spaces created a sense of comfort and confidence while accessing services.

IMPROVEMENT IN MATERNAL HEALTHCARE SUPPORT

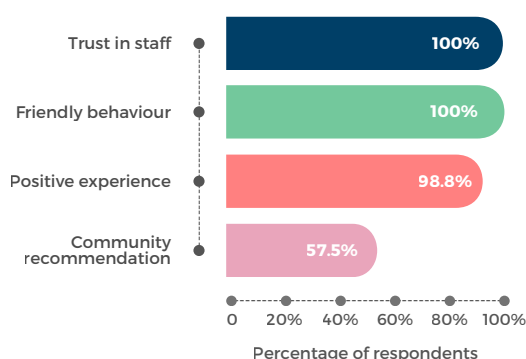


45.0%

About 45.0% of the respondents reported improvement in maternal healthcare support through services related to pregnancy check-ups and basic maternal consultations. Women respondents indicated that the PHC provided accessible support for routine monitoring and guidance during pregnancy.

The findings suggest that the Rajanna PHC supported under the CSR initiative of Amara Raja Group has improved community perceptions regarding the quality, reliability, and accessibility of primary healthcare services in rural areas.

CHART 21: INFLUENCE OF TRUST AND STAFF BEHAVIOUR ON PREFERENCE FOR PHC (N = 80, MULTIPLE RESPONSES)



TRUST IN HEALTHCARE STAFF ENCOURAGED REGULAR VISITS



100%

All respondents reported that trust in doctors and healthcare staff was an important reason for preferring the Rajanna PHC. Respondents shared that they felt confident seeking treatment at the PHC because the staff provided proper guidance, explained health conditions clearly, and responded to patients with care and attention.

FRIENDLY BEHAVIOUR IMPROVED COMFORT IN ACCESSING SERVICES



100%

All respondents also stated that the friendly and respectful behaviour of the PHC staff made them feel comfortable while visiting the facility. Women and elderly respondents particularly shared that they were able to discuss health concerns without hesitation due to the approachable nature of doctors and staff members.

POSITIVE TREATMENT EXPERIENCES INCREASED PREFERENCE FOR PHC



98.8%

Nearly all respondents (98.8%) reported having positive experiences at the PHC. Respondents mentioned timely consultations, availability of medicines, supportive staff behaviour, and satisfactory treatment outcomes as reasons for repeatedly visiting the PHC for healthcare needs.

COMMUNITY RECOMMENDATIONS INCREASED UTILISATION



57.5%

More than half of the respondents (57.5%) stated that they visited the PHC based on recommendations from family members, neighbours, or other villagers. Respondents shared that positive feedback within the community regarding treatment quality and staff behaviour encouraged more people to utilise the services available at the PHC.

OVERALL OBSERVATION

The findings indicate that trust, respectful interaction, and positive healthcare experiences have played an important role in strengthening community preference towards the Rajanna PHC, supported under the CSR initiative of Amara Raja Group.

**EXCERPTS OF INTERVIEW WITH DR. SHYAMALA, GENERAL PHYSICIAN, RAJANNA PHC, PETAMITTA****PROVIDING ACCESSIBLE RURAL HEALTHCARE**

Serving at the Rajanna PHC for the past four years, the experience reflects the critical role played by the PHC in improving healthcare accessibility for rural communities. The facility has become an important point of care for addressing common illnesses, chronic diseases, maternal healthcare needs, and emergency medical support for surrounding villages.

With nearly 100 to 150 outpatients attending every day, the PHC functions as a dependable healthcare institution catering to the regular medical needs of the community.

**EARLY DETECTION AND MANAGEMENT OF SEASONAL DISEASES**

The PHC regularly attends to seasonal illnesses and infections that commonly affect rural populations during climatic changes. Timely diagnosis and early medical intervention have enabled better disease management and reduced the severity of health complications among patients.

The availability of medical services within the village itself has helped people seek treatment at earlier stages of illness, thereby preventing delays that could otherwise worsen health conditions.

**CONTINUOUS CARE FOR CHRONIC DISEASES**

Special attention is provided to patients suffering from chronic conditions such as diabetes, hypertension, and other long-term illnesses. To reduce the burden of repeated travel for rural patients, medicines are provided for an entire month during consultations.

This approach has significantly improved treatment continuity and medication adherence among patients, especially elderly individuals who may find frequent travel to healthcare facilities difficult. Regular follow-up and availability of medicines have contributed to better long-term disease management within the community.

**MATERNAL HEALTHCARE AND ANTENATAL SERVICES**

Maternal healthcare services form a major component of the PHC's work. Regular antenatal check-ups are conducted to monitor the health of pregnant women and ensure safer pregnancies and deliveries.

Normal deliveries are managed at the PHC, while complicated and high-risk delivery cases are promptly referred to secondary healthcare facilities for advanced medical care.

This referral mechanism has been crucial in ensuring timely intervention and reducing risks for both mothers and infants.

Pregnant mothers are also supported nutritionally through the Anganwadi Centres, helping improve maternal health and nutritional intake during pregnancy.



SPECIALISED ORTHOPAEDIC SERVICES

The PHC also facilitates specialised orthopaedic services for rural patients. Orthopaedic cases are attended to every third Thursday of the month, enabling patients with bone and joint-related problems to access consultation and treatment closer to their communities.

Such periodic specialist services reduce the need for villagers to travel to distant towns and hospitals for basic orthopaedic care.



MEDICINE SUPPORT BEYOND GOVERNMENT SUPPLY

An important feature highlighted was the proactive effort taken to ensure uninterrupted medicine availability for patients. In addition to medicines supplied through government channels, the Rajanna Foundation supports the procurement of additional medicines from private vendors whenever required.

This supplementary support helps ensure that patients receive timely treatment without disruptions, particularly in cases where government medicine stocks may be insufficient.



EMERGENCY TRANSPORT AND AMBULANCE SUPPORT

The PHC is equipped with ambulance facilities that play a critical role in handling emergency situations. The ambulance service is regularly used for transporting emergency patients and complicated delivery cases to secondary and higher-level healthcare facilities.

Availability of immediate transport support has been particularly important in remote rural areas, where delays in reaching hospitals can become life-threatening during medical emergencies.

OVERALL REFLECTIONS ON THE PHC'S ROLE

The services provided through the Rajanna PHC have strengthened rural healthcare delivery by ensuring early diagnosis, accessible treatment, continuous care for chronic illnesses, maternal healthcare support, specialist consultations, medicine availability, and emergency referral services.

The integration of medical care, nutritional support, medicine access, and emergency transport has enabled the PHC to function as a comprehensive healthcare support system for the surrounding rural population.



MATERNAL AND CHILD HEALTH SERVICES THROUGH THE PHC



ACCESS TO ANTENATAL AND POSTNATAL CARE SERVICES

A small number of women respondents in the study reported availing antenatal and postnatal care services directly from the PHC. This was largely because many pregnant women in the area preferred to access delivery-related services from higher referral institutions or private hospitals, especially for childbirth and specialised maternal care.

The PHC primarily facilitates deliveries for normal pregnancies, while high-risk pregnancies and complicated cases are systematically referred to the District Government Hospital and other higher healthcare facilities to ensure specialised medical attention and safer maternal outcomes.

Within this framework, the PHC continued to play an important supportive role in providing routine maternal health monitoring, early-stage pregnancy care, counselling, and referral support to expectant mothers in the community. Women who had interacted with the PHC for maternal care expressed that the services were approachable, timely, and supportive during pregnancy and the postnatal period. The PHC was particularly viewed as an important first point of contact for basic maternal healthcare and guidance.



REGULAR ANTENATAL MONITORING

Among the women who received antenatal care support from the PHC, most reported attending regular pregnancy check-ups during their antenatal period. The respondents indicated that they were monitored consistently by the health staff, especially for routine maternal health parameters and pregnancy-related concerns. Follow-up visits were facilitated through repeated guidance from frontline workers and PHC staff, which helped ensure continuity of care during pregnancy.

The antenatal services were described as systematic, with women receiving assistance related to health monitoring, referrals, and advice for safe motherhood practices. Women requiring advanced investigations or specialised obstetric care were appropriately referred to higher-level institutions whenever necessary.



POSTNATAL FOLLOW-UP AND SUPPORT

Women who accessed postnatal care services mentioned that follow-up visits and health consultations were provided after childbirth. The PHC staff were reported to have guided mothers regarding recovery, nutrition, newborn care, and general health precautions during the postnatal period. Respondents appreciated the supportive approach of the staff in addressing concerns related to maternal and child well-being after delivery.

The postnatal interactions also helped mothers receive reassurance and basic health guidance during the early months after childbirth.



RANGE OF MATERNAL AND CHILD HEALTH SERVICES PROVIDED

The women respondents highlighted that the PHC provided a comprehensive set of maternal and child health services during their visits. These included routine pregnancy check-ups, blood pressure and weight monitoring, basic diagnostic tests, medicine distribution, nutrition-related advice, counselling, and referral support for ultrasound services whenever required.

Respondents also shared that the counselling sessions conducted by the health staff were useful in improving awareness regarding maternal nutrition, safe pregnancy practices, institutional delivery, immunisation, and newborn care. The supportive behaviour of the PHC personnel and their willingness to guide mothers at different stages of pregnancy and postnatal care contributed positively to the overall experience of the beneficiaries.

Overall, while the number of direct ANC/PNC service users from the PHC within the study sample was limited, the findings indicate that the PHC continues to function as an important community-level support system for maternal and child healthcare through preventive care, routine monitoring, counselling, referral services, and management of normal pregnancies at the primary healthcare level.



IMMUNISATION SERVICES FOR NEWBORNS AND INFANTS



REGULAR IMMUNISATION SERVICES AT THE PHC

The PHC was identified as an important centre for routine immunisation services for newborns and infants in the community. Respondents shared that children regularly receive scheduled vaccinations through the PHC under the government immunisation programme. Mothers and caregivers expressed confidence in accessing vaccination services at the PHC due to the regular conduct of immunisation sessions and the availability of vaccines.



ROLE OF FRONTLINE HEALTH WORKERS

Frontline health workers such as ASHAs and ANMs were reported to play a major role in supporting infant immunisation services. Respondents mentioned that health workers regularly informed mothers about vaccination schedules, follow-up doses, and immunisation days at the PHC. Continuous reminders and counselling from the health staff helped ensure that children completed their vaccinations on time.



GUIDANCE AND HEALTH EDUCATION FOR MOTHERS

Mothers reported that immunisation visits also served as an opportunity to receive guidance on newborn and infant care. Along with vaccination services, PHC staff provided advice regarding breastfeeding, child nutrition, hygiene practices, fever management after vaccination, and general health precautions for infants. These interactions helped improve awareness among mothers regarding preventive healthcare and early childhood care practices.



CONVENIENCE AND ACCESSIBILITY OF SERVICES

Respondents appreciated the availability of immunisation services within the PHC as it reduced the need to travel to distant hospitals for routine child healthcare. The organised manner in which vaccination sessions were conducted and the supportive behaviour of the PHC staff contributed to positive experiences among parents and caregivers.



CONTRIBUTION TO CHILD HEALTH AND PREVENTIVE CARE

Overall, the findings indicate that the PHC plays a significant role in promoting child health and preventive healthcare in the community through regular immunisation services. The continued outreach and follow-up by health workers, combined with accessible vaccination services at the PHC level, have contributed towards strengthening confidence among families regarding infant healthcare and protection against childhood illnesses.

TABLE: SUPPORT FROM PHC FOR SAFE DELIVERY



All respondents confirmed that their children received immunisation services through the PHC.



Respondents reported that immunisation has helped in preventing diseases and improving child health protection.

ACUTE AND COMMUNICABLE CONDITIONS TREATED AT PHC (N = 80, MULTIPLE RESPONSES)

Acute/ Communicable Conditions Treated at PHC	No. of Respondents	% of Respondents
Fever and Viral Illness	80	100.0
Gastrointestinal Issues (Diarrhoea, Vomiting, Stomach Infection)	80	100.0
Cough, Cold, and Respiratory Infections	79	98.8
Injuries	78	97.5
in Infections and Allergies	77	96.3
General Body Pain and Weakness	76	95.0
Seasonal Communicable Diseases	74	92.5
Ear, Nose, and Throat Infections	73	91.3
Urinary Tract Infections	71	88.8
Dengue/ Malaria Related Symptoms	69	86.3
Eye Infections and Irritation	67	83.8
Typhoid and Water-Borne Illnesses	65	81.3
Minor Burns and Wounds	63	78.8
Asthma/ Breathing Difficulties	60	75.0
Chickenpox/ Measles-Like Symptoms	54	67.5

**100%**

of the respondents reported visiting the PHC for treatment of fever and gastrointestinal illnesses, indicating that the PHC serves as the primary point of care for common acute health conditions in the community.

**98.8%**

of the respondents sought treatment for respiratory infections and injuries or minor accidents (97.5%), reflecting the accessibility and responsiveness of the PHC for immediate healthcare needs.

**96.3%**

of the respondents accessed PHC services for skin infections and allergies, and 95.0% for general body pain or weakness, suggesting regular dependence on PHC services for routine symptomatic care.

**92.5%**

of the respondents reported treatment for seasonal communicable diseases, and 91.3% for ENT-related infections, indicating the PHC's important role in managing recurring and climate-related illnesses.

**88.8%**

of the respondents received care for urinary tract infections, and 86.3% for dengue/malaria-related symptoms, demonstrating the PHC's contribution to early diagnosis and treatment of infectious diseases.

**75.0%**

lower yet notable responses for asthma or breathing difficulties and 67.5% for chickenpox/measles-like symptoms indicate that the PHC also addresses less frequent but significant communicable and chronic acute conditions within the community.

Overall, the findings indicate that the PHC is widely utilised for a broad spectrum of acute and communicable diseases, highlighting community trust and reliance on primary healthcare services for timely treatment and basic medical care.

INTERACTION WITH THE PATIENT AT PHC, PETAMITTA

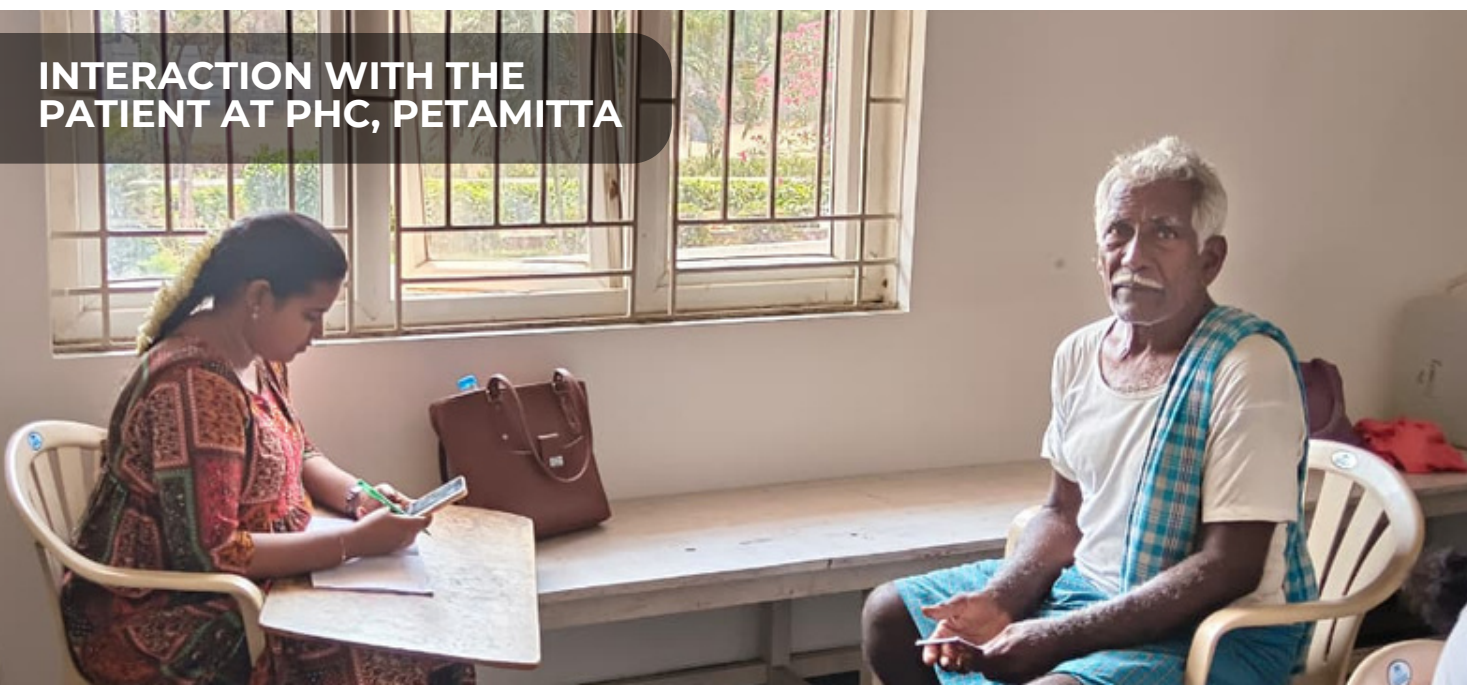
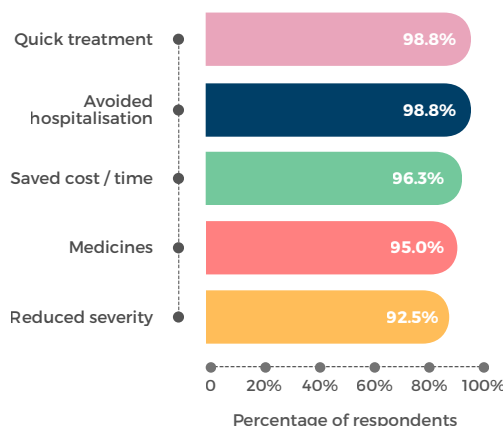


CHART 22: SUPPORT PROVIDED BY PHC FOR ACUTE CONDITIONS (N = 80, MULTIPLE RESPONSES)



TIMELY TREATMENT AND IMMEDIATE CARE



98.8%

of the respondents reported that the PHC provided quick treatment, indicating that the facility was effective in responding promptly to acute health conditions and ensuring immediate medical attention at the community level.

PREVENTION OF SERIOUS HEALTH COMPLICATIONS



98.8%

of the respondents stated that treatment at the PHC helped avoid hospitalisation. This suggests that early diagnosis and timely intervention at the PHC level contributed significantly to preventing complications and reducing the need for referral to higher healthcare facilities.

REDUCTION IN FINANCIAL AND TIME BURDEN



96.3%

of the respondents reported that PHC services helped save both cost and time. The proximity of the PHC and availability of treatment locally appear to have reduced travel expenses, wage loss, and delays in accessing healthcare services.

AVAILABILITY OF MEDICINES AND ESSENTIAL SERVICES



95.0%

of the respondents acknowledged the availability of medicines at the PHC, reflecting the usefulness of the centre in ensuring access to essential treatment and basic healthcare support for acute conditions.

IMPROVEMENT IN HEALTH OUTCOMES

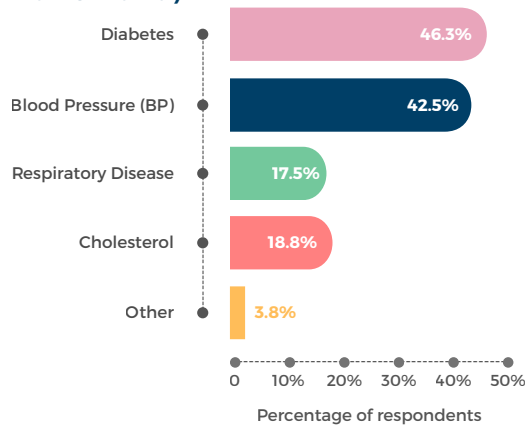


92.5%

of the respondents felt that the PHC helped reduce the severity of illnesses. This indicates that timely care and regular treatment support contributed positively to faster recovery and better health outcomes among patients.

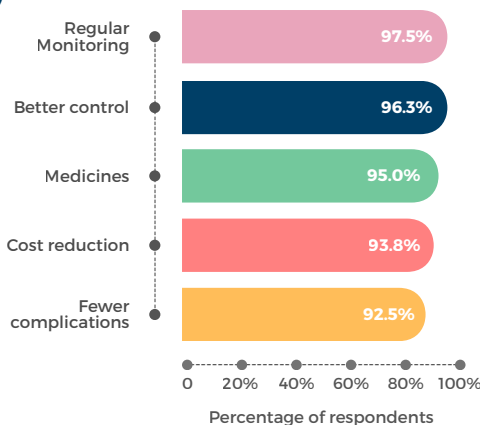
ROLE OF PHC IN ACUTE HEALTHCARE

Overall, the findings highlight that the PHC functions as an important first point of healthcare contact for the community by providing timely, affordable, and effective treatment for acute illnesses while minimising complications and hospital admissions.

CHART 23: CHRONIC CONDITIONS MANAGED AT RAJANNA PHC (N = 80, MULTIPLE RESPONSES)

The findings indicate that diabetes (46.3%) and blood pressure-related conditions (42.5%) are the most commonly managed chronic illnesses among respondents visiting Rajanna PHC, highlighting the growing burden of lifestyle and non-communicable diseases in the community.

A notable proportion of respondents also reported cholesterol-related conditions (18.8%) and respiratory diseases (17.5%), suggesting the need for continuous preventive care, regular screening, medication support, and health awareness initiatives. The data reflects the important role played by Rajanna PHC in providing ongoing management and follow-up care for chronic health conditions among the local population.

CHART 24: SUPPORT PROVIDED BY PHC FOR MANAGING CHRONIC CONDITIONS (N = 80, MULTIPLE RESPONSES)

REGULAR MONITORING AND FOLLOW-UP



Most respondents with chronic conditions reported receiving regular monitoring and follow-up support from Rajanna PHC, indicating strong continuity of care and consistent health supervision for lifestyle-related diseases.

IMPROVED DISEASE MANAGEMENT



A large majority of respondents shared that their conditions were better controlled due to the services provided by PHC, reflecting improved management of diabetes, blood pressure, and related chronic illnesses.

ACCESS TO MEDICINES



Nearly all respondents highlighted the availability of medicines through the PHC, which helped ensure timely treatment and reduced dependence on costly private healthcare facilities.

REDUCTION IN HEALTHCARE EXPENSES



Many respondents reported a reduction in treatment-related expenditure, suggesting that the PHC played an important role in making chronic disease care more affordable for the community.

PREVENTION OF COMPLICATIONS



Most respondents perceived fewer health complications due to regular treatment and monitoring, indicating the effectiveness of the PHC in supporting preventive and long-term chronic care management.

TABLE: HEALTHCARE COSTS SAVED DUE TO SERVICES AT RAJANNA PHC (N = 80)

Healthcare Cost Components Saved Due to Rajanna PHC	Approximate Range Saved per Visit	Average Amount Saved
Travel and transportation expenses avoided	₹ 80 – ₹ 600	₹ 285
Cost of a medical consultation saved	₹ 100 – ₹ 400	₹ 210
Cost of medicines saved	₹ 150 – ₹ 800	₹ 395
Cost of diagnostic tests saved	₹ 200 – ₹ 1,200	₹ 520

REDUCED TRAVEL AND TRANSPORTATION EXPENSES



Respondents reported that access to healthcare services at Rajanna PHC helped them avoid repeated travel to nearby towns and private hospitals, resulting in an average saving of ₹285 per visit. Patients from surrounding villages particularly shared that local availability of treatment reduced transport costs, loss of daily wages, and travel-related inconvenience.

SAVINGS ON CONSULTATION COSTS



The respondents saved an average of ₹210 on doctor consultation fees. Many families explained that free consultations at the PHC reduced their dependence on private practitioners, especially for common illnesses and regular follow-up visits for chronic conditions.

LOWER EXPENDITURE ON MEDICINES



The respondents reported an average saving of ₹395 on medicines per visit. Patients undergoing long-term treatment for diabetes, blood pressure, and respiratory illnesses mentioned that receiving medicines regularly from the PHC significantly reduced monthly household medical expenditure.

REDUCTION IN DIAGNOSTIC COSTS



The highest average savings were observed in diagnostic expenses, with respondents saving nearly ₹520 per visit. Patients noted that guidance from PHC staff, referrals, and access to basic investigations prevented unnecessary spending at private diagnostic centres.

OVERALL ECONOMIC RELIEF FOR RURAL FAMILIES

Overall, the findings demonstrate that Rajanna PHC plays a major role in reducing out-of-pocket healthcare expenditure among rural households. The availability of affordable and nearby healthcare services appears to have improved treatment continuity while reducing the financial burden on economically vulnerable families.

SATISFACTION WITH DOCTORS

UNIVERSAL SATISFACTION WITH MEDICAL CARE

**100%**

of the respondents expressed satisfaction with the services provided by doctors at Rajanna PHC, indicating an exceptionally high level of trust and confidence in the medical care delivered at the facility.

CONFIDENCE IN DIAGNOSIS AND TREATMENT



Patients reported that doctors provided appropriate diagnosis, timely treatment, and clear medical guidance for both acute and chronic health conditions. Several respondents shared that regular consultations with doctors helped them manage illnesses more effectively and recover faster.

PATIENT-FRIENDLY APPROACH



Respondents appreciated that the doctors were approachable. Many patients noted that doctors listened carefully to their health concerns, explained treatment procedures patiently, and encouraged them to continue medications and follow-up care regularly.

ACCESSIBILITY AND CONTINUITY OF CARE



Patients also highlighted that the regular availability of doctors at the PHC reduced the dependence on private hospitals and enabled continuous healthcare support within the community itself, especially for elderly patients and individuals with chronic illnesses.

BUILDING TRUST IN RAJANNA PHC DOCTORS

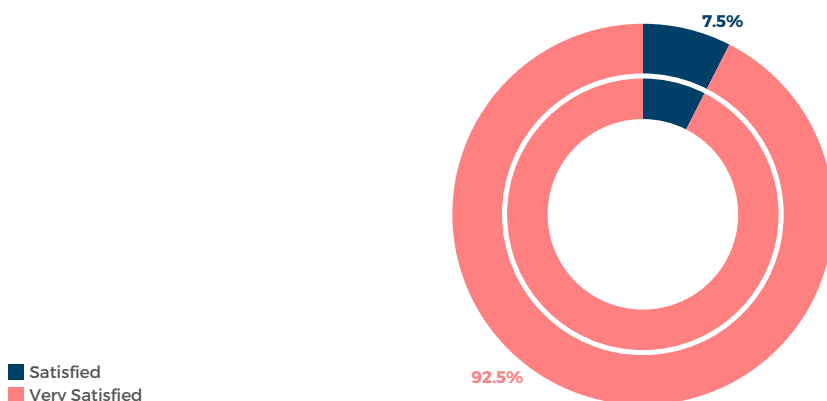


Overall, the findings reflect strong community confidence in the doctors at Rajanna PHC, with respondents perceiving them as dependable, caring, and committed to providing quality healthcare services at the grassroots level.

STUDENTS AT KARAKAMBADI IN A CLASSROOM SESSION



CHART 25: SATISFACTION WITH AVAILABILITY OF NURSING STAFF (N = 80)

**HIGH SATISFACTION WITH NURSING SUPPORT****92.5%**

of the respondents reported being very satisfied with the availability of nursing staff at Rajanna PHC. Patients frequently mentioned that nursing staff were accessible, responsive, and attentive during treatment and follow-up care.

TIMELY ASSISTANCE AND PATIENT CARE

Respondents appreciated the prompt support provided by nurses during emergencies, routine check-ups, injections, dressing of wounds, and medicine administration. Many patients felt that the nursing staff played an important role in ensuring comfort and confidence during treatment.

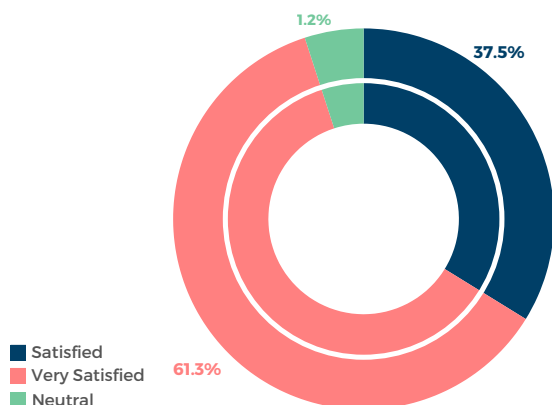
FRIENDLY AND SUPPORTIVE BEHAVIOUR

Several respondents highlighted the caring and approachable behaviour of the nursing staff. Patients, particularly elderly individuals and women, shared that nurses patiently explained medicines, treatment procedures, and precautions in a supportive manner.

OVERALL COMMUNITY TRUST

The findings indicate a strong level of community trust and satisfaction with the nursing services at Rajanna PHC, reflecting the important contribution of nursing staff in delivering effective and patient-friendly primary healthcare services.

CHART 26: SATISFACTION WITH AVAILABILITY OF MEDICINES (N = 80)

**HIGH SATISFACTION WITH MEDICINE AVAILABILITY**

A majority of respondents expressed high levels of satisfaction with the availability of medicines at Rajanna PHC, with 61.3% being very satisfied and another 37.5% satisfied. This indicates that the PHC has been largely successful in ensuring access to essential medicines for the community.

CONTINUITY IN TREATMENT AND CARE

Patients shared that regular availability of medicines helped them continue treatment without interruption, particularly for chronic conditions such as diabetes, blood pressure, and respiratory illnesses. Many respondents noted that timely access to medicines reduced anxiety related to treatment continuity.

REDUCTION IN FINANCIAL BURDEN



Several respondents highlighted that receiving medicines free of cost or at minimal expense significantly reduced household healthcare expenditure. Families managing long-term illnesses especially appreciated the savings on monthly medicine costs.

INCREASED DEPENDENCE ON PHC SERVICES



The availability of medicines at the PHC encouraged respondents to rely more on local public healthcare services rather than visiting private medical shops or hospitals. Patients felt that consistent medicine supply improved their trust and confidence in the PHC system.

MINIMAL DISSATISFACTION AMONG RESPONDENTS



1.2%

of the respondents remained neutral regarding medicine availability, suggesting that medicine-related concerns were very limited and that overall community perception of pharmaceutical support at the PHC was highly positive.

TABLE: PATIENT SATISFACTION WITH PHC FACILITIES, AMENITIES, AND DIAGNOSTIC SERVICES

Item	% of Respondents	Inference
Clean waiting areas and consultation rooms	95.0	A large majority of patients expressed satisfaction with the cleanliness and maintenance of the PHC environment. Clean consultation rooms and waiting spaces contributed to a comfortable and hygienic healthcare experience for the patients.
Hygienic toilets and drinking water facilities	93.8	Most respondents reported that the PHC maintained hygienic toilet and drinking water facilities. The availability of basic sanitation and safe drinking water enhanced patient convenience during their visit to the PHC.
Seating arrangements in waiting areas	97.5	Nearly all respondents appreciated the seating arrangements available in the waiting areas. Adequate seating facilities appeared to improve patient comfort, particularly for elderly patients, women, and those waiting for consultations.
Availability of drinking water and toilet facilities	96.3	Respondents generally acknowledged the availability of essential amenities such as drinking water and toilets in the PHC premises. These facilities contributed positively towards patient satisfaction and accessibility of services.
Proper referral guidance to higher facilities	85.0	A considerable proportion of respondents felt that the PHC staff provided appropriate referral guidance whenever specialised treatment or advanced care was required. This indicates the role of the PHC in facilitating continuity of healthcare services.
Availability of basic tests	82.5	Most patients expressed satisfaction with the availability of basic diagnostic tests at the PHC. Access to routine investigations at the primary healthcare level reduced the need for unnecessary travel to higher facilities for minor tests.
Timely test results	92.5	A majority of respondents reported receiving test results on time. Prompt reporting of test results appeared to support quicker consultations, treatment decisions, and overall patient satisfaction with the services provided.

OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The Rajanna PHC intervention was highly relevant to the healthcare needs of rural communities that previously had limited access to quality medical services. The PHC addressed critical gaps in affordable healthcare, chronic disease management, maternal care, diagnostics, emergency support, and preventive healthcare for nearly 20,000 people across 81 villages.



COHERENCE

The PHC intervention demonstrates strong coherence with SDG 3 (Good Health and Well-being) by improving access to primary healthcare, maternal and child health, immunisation, and chronic disease management. The intervention aligns with India's National Health Mission (NHM) objectives related to strengthening rural primary healthcare systems, preventive healthcare, maternal and child health, and universal health coverage. It is also coherent with Andhra Pradesh's rural healthcare strengthening initiatives through PHCs, ASHA worker engagement, immunisation drives, and decentralised healthcare delivery. Internally, the PHC intervention complements Rajanna Foundation's underground drainage and sanitation initiatives, as improved village sanitation and reduced mosquito breeding support better public health outcomes and lower disease burden in the community.



EFFECTIVENESS

The PHC effectively achieved its objectives of improving healthcare access, affordability, and treatment continuity. All respondents reported reduced travel burden and access to free consultations, medicines, and diagnostics, while 98.8% acknowledged positive treatment experiences and timely healthcare support.



EFFICIENCY

The intervention demonstrated efficient healthcare delivery through integrated outpatient care, diagnostics, ambulance services, outreach programmes, ASHA worker follow-up, and chronic disease monitoring within a single rural healthcare system. The availability of nearly 40 diagnostic tests, specialist services, and referral support within the PHC significantly reduced delays, travel costs, and treatment burden for patients.



IMPACT

The PHC has generated a substantial positive impact on healthcare accessibility, disease management, financial savings, and community confidence in rural healthcare services. Respondents reported significant reductions in healthcare expenditure, improved management of diabetes and blood pressure, reduced need for hospitalisation, better access to maternal and child healthcare services, and greater awareness of preventive healthcare. Since its inception, 4,22,481 beneficiaries have received healthcare services through the PHC.



SUSTAINABILITY

The intervention demonstrates strong sustainability through its long-term PPP model established since 2011, continuous infrastructure strengthening, regular government coordination, and integration of ASHA workers and community outreach systems. Continued support for medicine procurement, diagnostics, preventive healthcare, and emergency referrals has strengthened the PHC's role as a dependable and sustainable rural healthcare institution.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

SANITATION

UNDERGROUND DRAINAGE CONNECTION AND SOLID WASTE MANAGEMENT

The Rajanna Foundation has undertaken a significant rural sanitation and environmental infrastructure intervention in Pettamitta village through the development of an underground drainage and solid waste management system. Conceived to address long-standing sanitation gaps, improper wastewater disposal, mosquito breeding, and unclean surroundings, the intervention reflects the Foundation's commitment towards improving the quality of life and public health in rural communities. The project covered 174 households with underground drainage connections spread across nearly 4 kilometres and introduced a household-level waste segregation system by providing separate bins for wet and dry waste.

Implemented between 2023 and 2024 in close coordination with the Gram Panchayat and the local community, the intervention emphasised community participation, awareness, and behavioural change alongside infrastructure creation. Regular awareness meetings and Gram Sabha consultations helped build community ownership and cooperation towards sanitation practices and waste segregation. The project has reportedly resulted in cleaner surroundings, a reduction in mosquito-related fevers during rainy seasons, improved hygiene conditions, and enhanced understanding among villagers regarding the importance of sanitation and environmental cleanliness.

The initiative also demonstrates a sustainability-oriented approach, wherein the infrastructure has been handed over to the Gram Panchayat for local management, while continued support for maintenance is being extended by the Foundation. Through this intervention, the Foundation has created a replicable community-centred model that combines sanitation infrastructure, behavioural change, and institutional collaboration to promote healthier and cleaner rural living conditions.

CHART 27: GENDER DISTRIBUTION (N = 100)

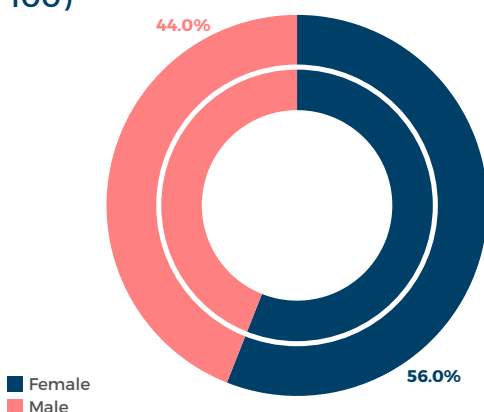
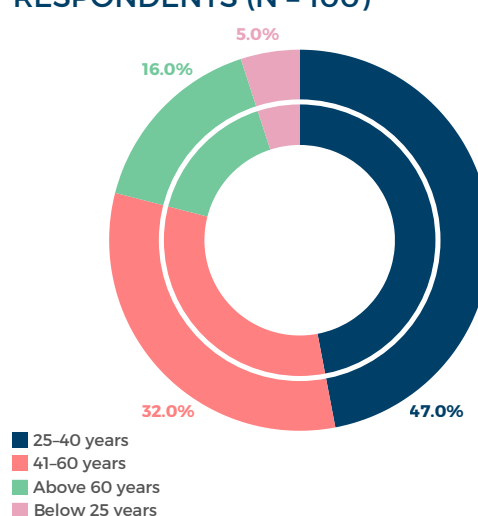


CHART 28: AGE GROUP OF RESPONDENTS (N = 100)



GENDER PROFILE OF RESPONDENTS



56.0%

of the respondents in Pettamitta village were women, while men constituted 44.0% of the respondents.

The relatively higher proportion of women respondents in the sample indicates that women are closely associated with matters related to household sanitation, waste disposal, hygiene, and community cleanliness.

As women are often directly involved in managing domestic water use, waste handling, and family health within households, their responses provide important insights into the impact of the underground drainage and solid waste management interventions implemented by the Amara Raja Foundation.

AGE PROFILE OF RESPONDENTS

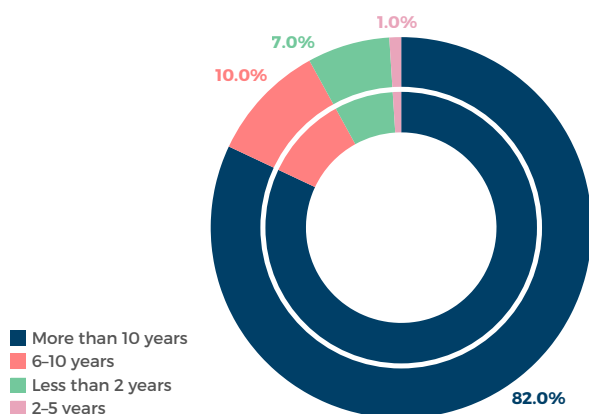


47.0%

of the respondents belonged to the 25–40 years age group, followed by 32.0% in the 41–60 years category. Respondents above 60 years accounted for 16.0%, while only 5.0% were below 25 years of age.

The predominance of respondents from the economically active and family-responsible age groups suggests that the study largely captured the perceptions of residents who are directly affected by sanitation infrastructure, drainage systems, waste disposal practices, and community health conditions in their daily lives. The inclusion of elderly respondents further adds perspectives on long-term changes in environmental cleanliness and living conditions experienced after the implementation of the underground drainage and solid waste management systems in Pettamitta village.

CHART 29: YEARS OF RESIDENCE IN PETTAMITTA (N = 100)



YEARS OF RESIDENCE IN PETTAMITTA



82.0%

of the respondents had been residing in Pettamitta for more than 10 years, while 10.0% had lived in the village for 6–10 years.

Only a small proportion of respondents reported residing in the village for less than 2 years (7.0%) and 2–5 years (1.0%).

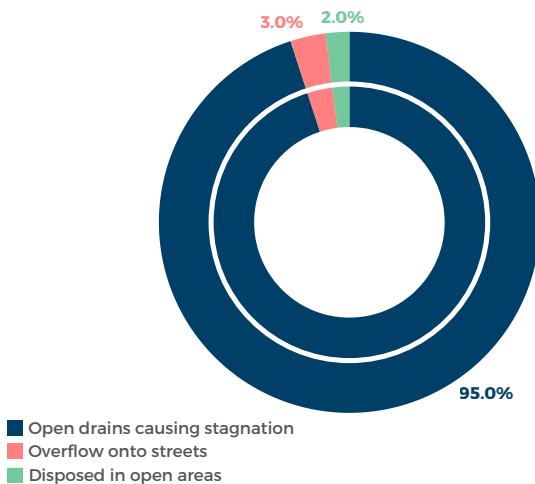
The predominance of long-term residents in the sample indicates that most respondents have substantial experience and familiarity with the village's earlier sanitation and waste management conditions, as well as the changes brought about after the implementation of the underground drainage and solid waste management systems supported by the Amara Raja Foundation. Their long duration of residence strengthens the reliability of community perceptions regarding improvements in cleanliness, drainage facilities, environmental conditions, and overall quality of life in Pettamitta village.



INTERACTION WITH A PATIENT AT PHC, PETAMITTA DURING THE FIELD VISIT

PRE- INTERVENTION SCENARIO

CHART 30: WASTEWATER MANAGEMENT PRACTICES BEFORE INTERVENTION



WASTEWATER MANAGEMENT PRACTICES BEFORE THE INTERVENTION



95.0%

of the respondents reported the presence of open drains causing wastewater stagnation in Pettamitta village before the implementation of the underground drainage system.

Respondents explained that stagnant wastewater often resulted in foul smell, mosquito breeding, unhygienic surroundings, and difficulties in movement, particularly during rainy seasons. Many households reportedly experienced discomfort due to dirty water collecting near residential areas, which also affected the overall cleanliness of the village environment.



3.0%

of the respondents stated that wastewater frequently overflowed onto streets. According to respondents, such overflow created slippery and muddy pathways, caused inconvenience to pedestrians and vehicles, and increased the risk of contamination and spread of diseases.



2.0%

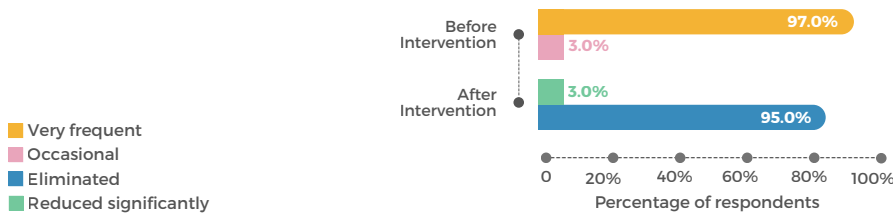
of the respondents reported that wastewater was disposed of in open areas before the intervention.

Respondents noted that this practice contributed to environmental pollution, unpleasant odour, and poor sanitation conditions around residential localities.

Overall, the findings suggest that before the intervention supported by the Amara Raja Foundation, the village faced significant sanitation and environmental challenges due to inadequate wastewater management systems.



“Earlier, stagnant wastewater used to remain near our streets for many days, creating foul smell and mosquito problems,” shared Sarasamma, aged 60 years. “During the rains, the dirty water would overflow and make it difficult for us to walk safely.” She added that the drainage intervention has brought noticeable improvement in cleanliness and hygiene in the village.

CHART 31: FREQUENCY OF WATERLOGGING – BEFORE VS AFTER INTERVENTION

The findings clearly demonstrate a substantial reduction in waterlogging in Pettamitta village following the implementation of the underground drainage system supported by the Amara Raja Foundation.



97.0%

of the respondents reported that waterlogging was very frequent before the intervention, while the remaining 3.0% stated that it occurred occasionally.

Respondents explained that stagnant water during rainy periods caused severe inconvenience, including muddy streets, difficulty in movement, mosquito breeding, foul odour, and unhygienic surroundings near residential areas.

In contrast, after the intervention, none of the respondents reported frequent or occasional waterlogging.



95.0%

of the respondents stated that waterlogging had been eliminated, while only 5% felt that it had reduced significantly.

Respondents noted that the improved drainage system enabled quicker flow and disposal of wastewater and rainwater, resulting in cleaner streets, reduced stagnation, improved mobility, and better environmental hygiene within the village.

Overall, the comparison between the pre- and post-intervention situations indicates that the underground drainage initiative has brought a major positive transformation in addressing waterlogging issues and improving sanitation conditions in Pettamitta village.

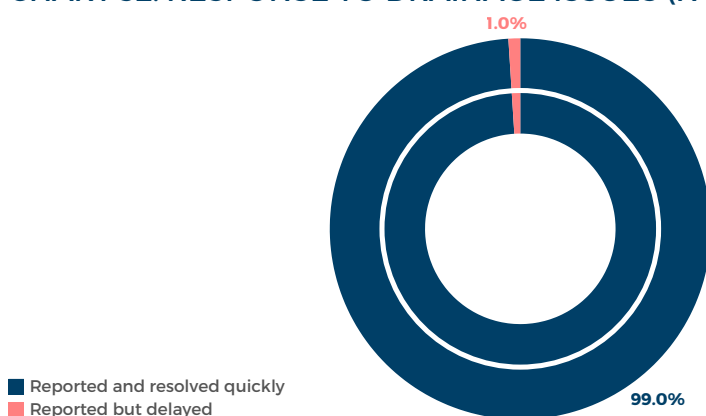
TABLE: BENEFITS REPORTED BY BENEFICIARIES FOLLOWING THE UNDERGROUND DRAINAGE AND SOLID WASTE MANAGEMENT INTERVENTION IN PETTAMITTA VILLAGE

Indicator	Community Experiences Reported by Beneficiaries
Removal of stagnant wastewater	Residents reported that wastewater no longer accumulates near houses and streets, resulting in cleaner surroundings and reduced inconvenience (96%).
Reduced waterlogging	Beneficiaries stated that rainwater drains out more effectively during monsoons, reducing flooding in residential areas and roads (94%).
Improved cleanliness	Community members observed visible improvements in village cleanliness and hygiene conditions (95%).
Reduction in foul smell	Households reported a significant decrease in unpleasant odours caused by stagnant wastewater and open drains (91%).
Reduced mosquito breeding	Beneficiaries mentioned fewer mosquitoes and reduced health concerns due to less stagnant water (89%).
Easier road movement	Villagers shared that roads and pathways are easier to use without wastewater overflow and muddy conditions (90%).
Safer surroundings	Respondents noted safer conditions for children and elderly persons due to cleaner and obstruction-free streets (87%).

Indicator	Community Experiences Reported by Beneficiaries
Better sanitation	Community members reported improved public hygiene and sanitation conditions across the village (93%).
Reduced wastewater overflow	Beneficiaries stated that wastewater overflow onto roads and nearby areas has reduced significantly (92%).
Cleaner village environment	Residents expressed that the village now appears cleaner, neater, and more organised (94%).
Better monsoon comfort	Families reported greater comfort during rainy seasons due to reduced flooding and water stagnation (88%).
Increased cleanliness awareness	Beneficiaries indicated improved awareness regarding waste disposal and cleanliness practices (84%).
Improved living conditions	Respondents felt that cleaner surroundings have positively influenced their health and quality of life (95%).
Reduced contamination	Community members reported cleaner residential surroundings with less wastewater contamination (86%).
Better street maintenance	Villagers observed improved upkeep of roads and public spaces due to systematic drainage management (90%).

The underground drainage and solid waste management intervention implemented by the Amara Raja Foundation in Pettamitta has reportedly led to substantial improvements in sanitation, cleanliness, drainage efficiency, and public hygiene. A large proportion of beneficiaries reported reduced wastewater stagnation, cleaner surroundings, improved mobility, and healthier living conditions, indicating the positive community-level impact of the intervention.

CHART 32: RESPONSE TO DRAINAGE ISSUES (N = 100)



The findings indicate that the underground drainage intervention implemented by the Rajanna Foundation in Pettamitta has established an effective grievance response and maintenance mechanism within the village.



99.0%

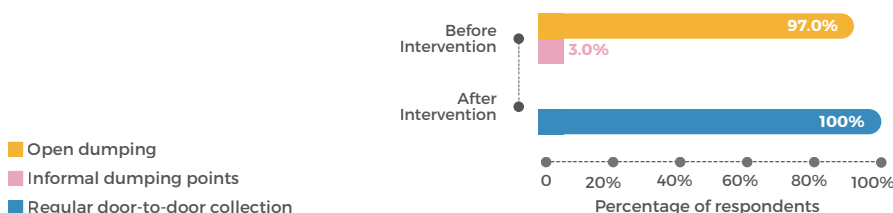
of the respondents reported that drainage-related issues were addressed and resolved quickly, reflecting timely responsiveness, efficient coordination, and satisfactory maintenance support.



1.0%

of the respondents mentioned delays in resolution, suggesting that drainage complaints and operational concerns are being managed effectively at the community level.

CHART 33: WASTE DISPOSAL PRACTICES – BEFORE VS AFTER INTERVENTION



The findings reveal a substantial improvement in waste disposal practices in Pettamitta following the solid waste management intervention supported by the Amara Raja Foundation.



97.0%

of the households depended on open dumping before the intervention, while a small proportion (3%) used informal dumping points for waste disposal, reflecting poor waste management practices and unhygienic environmental conditions.



100%

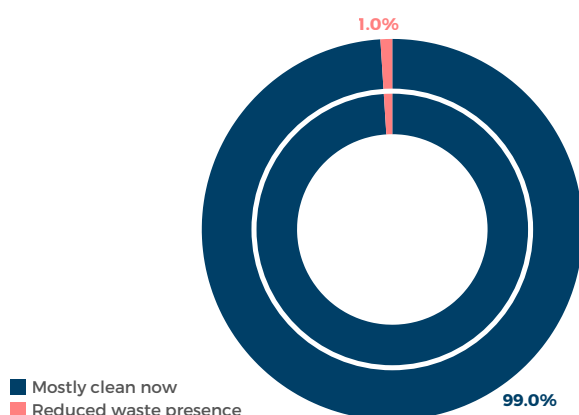
of the respondents reported the adoption of regular door-to-door waste collection services after the intervention, indicating a complete shift towards organized and systematic waste management practices.

The complete elimination of open dumping and informal dumping points demonstrates improved environmental cleanliness, stronger community participation in sanitation practices, and enhanced public awareness regarding proper waste disposal. The intervention has reportedly contributed to a cleaner village environment and healthier living conditions for residents.



P. Geeta (41 years), from Pettamitta village, shared, “Garbage dumping near our homes earlier caused inconvenience and bad odour. With regular waste collection, these problems have reduced considerably.”

CHART 34: VISIBILITY OF WASTE IN SURROUNDINGS (N = 100)



REGULAR ENGAGEMENT OF SANITARY WORKERS

The findings indicate a very high level of community satisfaction regarding the engagement of sanitary workers in Pettamitta following the solid waste management intervention supported by the Amara Raja Foundation.



99.0%

of the respondents reported that sanitary workers regularly visit the village and maintain cleanliness effectively.

The findings reflect the consistent functioning of sanitation services and the active maintenance of public spaces, streets, and waste collection systems. Beneficiaries reportedly experienced cleaner surroundings, improved hygiene conditions, and better upkeep of the village environment due to the regular engagement of sanitary workers.

TABLE: BENEFITS OF SOLID WASTE MANAGEMENT PRACTICES SUPPORTED BY

Indicator	Community Experiences Reported by Beneficiaries
Cleaner surroundings	Community members reported that streets, public places, and residential surroundings are cleaner after the introduction of regular waste collection services (98%).
Reduction in open dumping	Beneficiaries stated that open dumping of waste on roadsides and vacant areas has been completely reduced in the village (97%).
Improved hygiene	Residents observed improved hygiene and sanitation conditions due to systematic waste disposal practices (96%).
Reduction in foul smell	Households reported a noticeable reduction in unpleasant odours previously caused by accumulated garbage and waste dumping (92%).
Reduced mosquito breeding	Community members mentioned fewer mosquitoes and flies due to timely waste collection and cleaner surroundings (90%).
Regular waste collection	Beneficiaries appreciated the regular and timely door-to-door waste collection services introduced in the village (100%).
Better public health conditions	Respondents felt that cleaner surroundings have contributed to healthier living conditions and reduced exposure to unhygienic waste (91%).
Increased cleanliness awareness	Villagers reported improved awareness regarding proper waste disposal and maintenance of cleanliness (88%).
Improved village appearance	Residents expressed that the village now appears cleaner, more organised, and environmentally better maintained (95%).
Reduced inconvenience	Community members stated that they no longer face inconvenience caused by accumulated waste and unclean public spaces (89%).
Safer environment for children	Beneficiaries reported that cleaner streets and reduced waste accumulation have created a safer environment for children (87%).
Better maintenance of public spaces	Villagers observed improved upkeep of roads, streets, and common areas due to organised waste management systems (94%).
Improved quality of life	Respondents felt that regular sanitation and waste management services have enhanced their overall comfort and living conditions (93%).
Community participation in cleanliness	Residents reported increased community cooperation and participation in maintaining village cleanliness (86%).
Environmentally healthier village	Beneficiaries shared that the intervention has contributed to a healthier and more pleasant village environment overall (96%).



EXCERPTS OF AN INTERVIEW WITH A SANITATION WORKER

Mrs. C. Peramma has been working as a sanitation worker in the hospital area of Pettamitta for the past five years. Her daily responsibilities include door-to-door waste collection and cleaning village roads.



ORGANIZED WASTE COLLECTION

She shared that waste collection is carried out regularly every morning, and households cooperate actively in the process. Residents segregate wet and dry waste at the household level, making waste management more systematic and effective.



SITUATION BEFORE THE PROJECT

Before the underground drainage system was introduced, wastewater from households flowed into roadside drains, sink pits, and village roads, leading to waterlogging, dirty surroundings, and mosquito breeding during rainy seasons.



IMPROVED VILLAGE CLEANLINESS

After the implementation of the underground drainage system, wastewater no longer stagnates on roads, and the village has become visibly cleaner and neater. She noted that the intervention has helped create a healthier environment for the community.



REDUCED WORK BURDEN

Earlier, sanitation workers had to regularly clean open side drains. Now, their work is mainly limited to waste collection and road cleaning, making their duties easier and improving the dignity associated with their work.



POSITIVE COMMUNITY BEHAVIOUR

According to her, the community is happy to see the village maintained neatly and households show respect towards sanitation workers. Awareness programmes conducted by the Panchayat and Rajanna Foundation have strengthened sanitation practices among villagers.



HEALTH AND HYGIENE BENEFITS

She observed that mosquito-related fevers during rainy seasons have reduced considerably as stagnant wastewater and mosquito breeding grounds no longer exist in the village.



**TEAM AT PHC
CENTRE, PETAMITTA**

OECD FRAMEWORK



Relevance



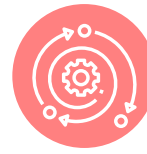
Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The underground drainage and solid waste management intervention was highly relevant to the needs of Pettamitta village, where 95% of respondents reported stagnant wastewater and 97% reported severe waterlogging before the intervention. The project directly addressed critical sanitation, hygiene, environmental cleanliness, and public health concerns affecting rural households.



COHERENCE

The intervention demonstrated strong coherence with multiple development frameworks and local institutional systems. The project aligns with SDG 3 (Good Health and Well-being) through the reduction of mosquito breeding and sanitation-related health risks, SDG 6 (Clean Water and Sanitation) through improved wastewater management and safe sanitation systems, and SDG 11 (Sustainable Communities) through cleaner and healthier village environments. The intervention also complements India's Swachh Bharat Mission (Grameen) objectives, promoting solid waste management, sanitation infrastructure, and behavioural change in rural communities. Further, the intervention shows strong internal coherence with the Rajanna PHC initiative, as improved sanitation, reduced stagnant wastewater, and cleaner surroundings contribute directly towards reducing mosquito-related illnesses, infections, and environmental health risks addressed through the PHC services.



EFFECTIVENESS

The intervention achieved its intended objectives effectively, with 83% of respondents reporting complete elimination of waterlogging and 100% adoption of regular door-to-door waste collection services after the intervention. Beneficiaries also reported significant improvements in cleanliness, reduced wastewater stagnation, reduced foul smell, and better sanitation conditions across the village.



EFFICIENCY

The project demonstrated efficient implementation through extensive household coverage, reaching 174 households with nearly 4 km of underground drainage infrastructure while simultaneously establishing systematic waste collection systems. Timely grievance redressal, reported by 99% of respondents, and regular engagement of sanitary workers further indicate efficient operational management and service delivery.



IMPACT

The intervention generated a substantial positive impact on environmental hygiene, public health, mobility, and quality of life. Around 98% of respondents reported cleaner surroundings, 89%–90% observed reduced mosquito breeding and related illnesses, and 95% felt that their living conditions improved significantly after the intervention.



SUSTAINABILITY

The intervention adopted a sustainability-oriented approach by handing over the infrastructure to the Gram Panchayat for continued local management and maintenance. Strong community participation, increased awareness of sanitation practices, and regular sanitation worker engagement further strengthen the long-term sustainability of the intervention outcomes.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

05. CONCLUSION

The assessment findings indicate that the Rajanna Primary Health Centre (PHC), established and managed under the Public-Private Partnership (PPP) model by the Rajanna Foundation in collaboration with the Government of Andhra Pradesh, has emerged as an important rural healthcare institution serving vulnerable communities across multiple villages. The intervention has significantly strengthened last-mile healthcare accessibility by providing affordable, nearby, and dependable primary healthcare services to rural populations who previously faced major barriers in accessing timely medical care.

The PHC has played a critical role in reducing the travel burden, healthcare expenditure, and delays in treatment among economically vulnerable households. Availability of free consultations, medicines, diagnostic services, ambulance support, and outreach activities has enabled rural families to seek healthcare at earlier stages of illness rather than postponing treatment due to financial or logistical constraints. The findings particularly highlight the importance of the PHC for elderly populations, women, chronic disease patients, and low-income households who depend heavily on accessible and continuous healthcare support. The study further demonstrates that the PHC has been effective in managing both acute and chronic health conditions within the community. Services related to fever, gastrointestinal illnesses, respiratory infections, injuries, diabetes, hypertension, and seasonal diseases are being widely utilised by the rural population. Regular monitoring, medicine availability, and continuous follow-up have contributed to better management of chronic illnesses and a reduction in complications among patients. The PHC has also strengthened maternal and child healthcare through antenatal care, immunisation services, counselling, referrals, and routine monitoring support.

An important strength emerging from the assessment is the high level of trust and satisfaction expressed by respondents regarding the behaviour of doctors, nursing staff, and healthcare personnel. Patients consistently reported positive treatment experiences, respectful interaction, timely care, and confidence in the quality of services available at the PHC. The cleanliness of the facility, availability of diagnostic services, organised referral support, and emergency transport facilities have further strengthened community confidence in the institution. The interviews with medical personnel also reveal that the PHC has evolved beyond a conventional rural outpatient centre into a comprehensive community-level healthcare support system. The integration of preventive healthcare activities, cancer screening initiatives, specialist consultations, maternal health monitoring, outreach by ASHA workers, emergency referrals, and medicine procurement support has enhanced the overall effectiveness of healthcare delivery in the region. The ability of the PHC to manage emergency cases such as dog bites, provide timely referrals for complicated deliveries, and ensure continuity of care for chronic patients reflects the importance of sustained rural healthcare infrastructure and responsive medical services.

Overall, the findings suggest that the Rajanna PHC model has substantially contributed towards improving healthcare accessibility, affordability, treatment continuity, preventive healthcare awareness, and patient confidence in rural healthcare systems. The initiative demonstrates how sustained CSR-supported healthcare interventions, when implemented through collaborative partnerships and community-oriented approaches, can create meaningful and long-term improvements in rural public health outcomes and quality of life.