

EXECUTIVE SUMMARY

The overarching objective of Postgraduate Institute of Management's (PIM) CSR initiative is to improve rural school productivity in compliance with the criteria outlined in the National Productivity Award school sector. According to the preliminary assessment conducted to select a school to carry out the project, Mathugama Sri Chandrawimala primary school was chosen to carry out the project. The project was funded by the PIM and guided by the National Productivity Secretariat.

The project's ultimate goal is to achieve an 850-point score by the end of February, 2022. The project was organized around eight components, four of which are discussed in this report: leadership, effective management of the curriculum and co-curricular activities, awareness and application of productivity concepts, and school community welfare. The completion of this project will qualify the school for the National Productivity Awards in 2022.

Aside from project activities, stakeholders were exposed to productivity concepts such as 5S, quality circles, green productivity, and productivity tools through specific awareness seminars. With the help of the school community, an activity plan was adopted after enough awareness was provided. Five quality circles projects and three green productivity cells were implemented. A productivity unit was established with a teacher in charge in order to sustain the school's productivity improvements.

Displaying vision, mission, and values, developing annual plan, creating gunadarma tree, student data management system, and school website are among the project deliverables. The "Daye daruwo" scholarship program chose 16 candidates and created a scholarship scheme of rs.3,000 per month for a minimum of one year. Several kaizen projects were also executed through quality circles, including a full file system, naming places and things, and numbering fans and lights. Unwanted items were removed from school grounds during a Seiri day, and everything was kept in order, increasing efficiency and effectiveness.

Several challenges arose during the project's implementation. One of the most difficult challenges was the limitations imposed by Covid-19. This created several obstacles for the project's implementation, as the project required multiple gatherings to effectively deliver the project's deliverables. Furthermore, because the majority of the parents are daily wage

workers, it was difficult to get their maximum contribution because the project would cause them to lose their daily income.

Several skills were developed during the project implementation process, including conceptual skills, interpersonal skills, and technical skills. Problem analysis, project management, time management, and problem solving through innovative solutions are among the conceptual skills. Interpersonal skills were also developed as part of the project, which required dealing with a variety of people including the principal, teachers, parents, and students, all of whom required different approaches. Quality tools, 5S, Kaizen, quality circles, green productivity, and many other productivity-related concepts are among the technical skills learned.

Project coordinators visited the school around 30 times in order to make sure the activity plan was within the time frame. NPS officials visited the school time to time and provided with necessary guidance and direction in order to make the project success. In addition to the achievement of project deliverables all stakeholders to the project will have inner satisfaction due to supporting a rural school to uplift the standards of the teaching-learning process.