

**Impact Assessment Report
for
Integrated School Development Program**

FY 2025-26

Prepared for: Finolex Industries Limited (FIL)

**Submitted by
NuSocia**

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Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Executive Summary

INTEGRATED SCHOOL DEVELOPMENT PROGRAMME

Samarpaka Seva Trust • Finolex Industries Limited CSR • Karnataka • FY 2023–24

EXECUTIVE SNAPSHOT

The programme strengthened essential infrastructure in government schools through sanitation, safe drinking water, classroom furniture and play infrastructure. The interventions were designed around school-specific needs, contributing to safer, healthier and more child-friendly learning environments while complementing government efforts.

65

GOVERNMENT SCHOOLS

13,980

STUDENTS REACHED

30

TOILET UNITS

36

RO WATER SYSTEMS

INFRASTRUCTURE CREATED / PROVIDED

720

Classroom desks

55

Round-table sets

5 schools

Play equipment

KEY FINDINGS



Need-based infrastructure School-specific infrastructure gaps were addressed through sanitation, safe drinking water, classroom furniture and play facilities.



Functional & regularly used The supported infrastructure was found to be functional, regularly used and integrated into the daily functioning of beneficiary schools.



Improved well-being & learning Safe water and sanitation promoted hygiene, comfort and well-being, while furniture and play facilities enhanced learning and recreational experiences.



Strong programme alignment The programme aligned with school development priorities and complemented NEP 2020, Samagra Shiksha, Swachh Vidyalaya and the SDGs.



Stakeholder ownership Participation of school authorities, SDMCs, communities and education officials strengthened need-based planning, implementation and local ownership.

SDG CONTRIBUTION



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1. Introduction

1.1 School Infrastructure Gaps in Government Schools in India

India has made significant progress in expanding access to school education over the past two decades. According to the Annual Status of Education Report (ASER) 2024, more than 95% of children aged 6–14 years are enrolled in school, reflecting sustained near-universal enrolment. As enrolment has increased, improving school infrastructure has become a key priority for strengthening educational quality.¹

Despite this progress, basic infrastructure gaps continue to persist across government schools. National education statistics indicate that over 12,000 government schools lack toilet facilities, more than 5 lakh schools do not have tap water connections, and nearly 18,000 schools lack drinking water facilities. ASER 2024 further reports that, out of 14.71 lakh schools nationwide, nearly 67,000 schools including around 46,000 government schools continue to lack functional toilets.¹

Although investments in school infrastructure have increased, improvements remain uneven across states and facilities. Challenges related to functionality, maintenance, and equitable access continue to affect many rural government schools, highlighting the need for targeted, context-specific interventions. In Karnataka, ASER 2024 reported that 66.8% of schools had drinking water facilities and 82.5% had sanitation facilities. Although the proportion of locked girls' toilets declined from 10.5% in 2022 to 4.9% in 2024, maintaining functional infrastructure remains essential for ensuring safe and conducive learning environments.²

1.2 Evidence on School Infrastructure and Learning Outcomes

Evidence consistently shows that adequate school infrastructure improves student participation, well-being, and learning outcomes. Functional sanitation and safe drinking water contribute to better attendance and health, while adequate classroom furniture and playgrounds improve students' comfort, engagement, and overall development.³ Research from India indicates that separate and functional girls' toilets improve attendance and retention, particularly among adolescent girls. Studies also show that inadequate menstrual hygiene facilities contribute to school absenteeism, highlighting the importance of maintaining functional sanitation infrastructure.⁴

1.3 Policy ecosystem for school infrastructure

Improving school infrastructure is a key priority under the National Education Policy (NEP) 2020, which emphasises safe, inclusive, and well-equipped learning environments. This commitment is operationalised through programmes such as Samagra Shiksha, which supports school infrastructure and maintenance, and the Swachh Vidyalaya Abhiyan, which promotes functional WASH facilities and hygiene

¹ ASER Centre. (2025). Annual Status of Education Report (Rural) 2024. New Delhi: ASER Centre.
<https://asercentre.org>

² ASER Centre. (2025). Annual Status of Education Report (Rural) 2024 – Karnataka State Findings.

³ UNESCO. (2023). Global Education Monitoring Report 2023; UNICEF. Water, Sanitation and Hygiene (WASH) in Schools.

⁴ Menstrual Health and School Attendance among Adolescent Girls in India. BMC Public Health, 21.

practices in schools. The Swachh Vidyalaya Puraskar further encourages schools to maintain high standards of sanitation and infrastructure through periodic assessment.⁵

1.4 About the project

The Integrated School Development Program was implemented by Samarpaka Seva Trust with CSR support from Finolex Industries Limited during FY 2023–24, covering 65 government schools across the Chikbellapur and Koppal districts of Karnataka.

The programme was designed to strengthen the physical learning environment in government schools by addressing critical infrastructure gaps that affect students' health, safety, comfort, and overall educational experience. Recognising that access to quality education extends beyond enrolment, the programme focused on improving essential school infrastructure such as sanitation facilities, safe drinking water, classroom furniture, and other basic amenities to create safe, inclusive, and child-friendly learning environments.

The programme was implemented in partnership with school authorities and local education stakeholders. Infrastructure needs were identified through consultations and school assessments, and interventions were planned based on the specific requirements of each school. The programme complemented ongoing government efforts by addressing priority infrastructure gaps and improving the functionality of existing school facilities.

The project focuses on four key components:

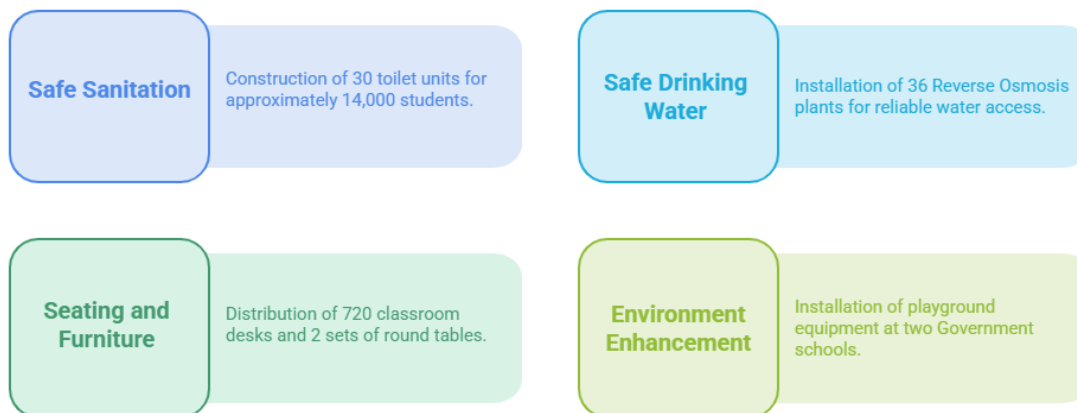


Figure 1: Integrated School Development Program components

⁵ Government of India. (2020). National Education Policy 2020.

1. School Identification and Mobilisation:

- The implementing agency identified Government schools in consultation with local education authorities based on infrastructure requirements and priority needs.
- Site assessments were conducted to evaluate existing facilities, including sanitation infrastructure, drinking water availability, classroom furniture, and recreational spaces.
- Schools were selected based on infrastructure gaps, student enrolment, and the potential impact of the proposed interventions.

2. Infrastructure planning and development

- School-specific infrastructure plans were prepared based on the needs identified during the assessment process.
- Technical specifications, layouts, and implementation plans were finalised in consultation with school authorities and local stakeholders.
- Civil works and infrastructure development were undertaken in accordance with quality and safety standards.

3. School Infrastructure Strengthening

- The programme strengthened school infrastructure through the construction of sanitation facilities, installation of safe drinking water systems, provision of classroom furniture, and development of playground infrastructure.
- Playground equipment, including slides, swings, and see-saws, along with associated civil works, was installed at five Government schools to support children's recreation and physical development.

4. Stakeholder Engagement and Handover

- The implementing agency coordinated with school management committees, head teachers, and local authorities throughout the implementation process.
- Completed infrastructure was handed over to the respective schools for regular use and maintenance.
- School authorities were encouraged to ensure proper upkeep of the facilities to enhance their long-term sustainability.

2. Approach and Methodology

2.1 Approach

The study evaluated the Integrated School Development Program implemented by Samarpaka Seva Trust with CSR support from Finolex Industries Limited across government schools in Chikbellapur and Koppal districts of Karnataka.

The assessment examined the programme's effectiveness in strengthening school infrastructure through improved sanitation facilities, safe drinking water, classroom furniture, and recreational infrastructure and its contribution to creating safer and more conducive learning environments. Specifically, the study aimed to:

1. Assess infrastructure utilisation and beneficiary perceptions regarding the accessibility, use, and benefits of the interventions.

2. Identify best practices in the planning, implementation, and maintenance of school infrastructure.
3. Recommend measures to enhance the quality, sustainability, and long-term utilisation of school infrastructure assets.

2.2 Research framework

The study adopted a qualitative, appreciative inquiry approach to understand stakeholder experiences, programme implementation, strengths, and opportunities for improvement through field observations and stakeholder consultations.

The evaluation was guided by the OECD-DAC REECIS Evaluation Framework, covering Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability. This framework informed the design of interview guides, discussion guides, and observation checklists. Findings from different stakeholder groups were triangulated to strengthen the validity of the assessment.

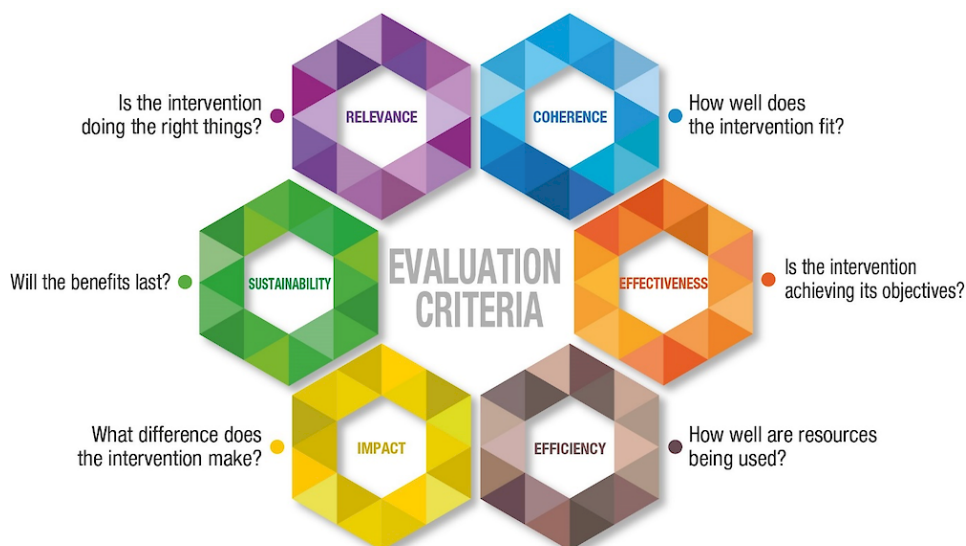


Figure 2: REECIS Framework by OECD-DAC

2.3 Sampling

A purposive sampling approach was used to select stakeholders directly involved in the planning, implementation, utilisation, and management of the programme. Participants included principals, teachers, students, School Management Committee (SMC) members, parents, representatives of Samarpaka Seva Trust, and the CSR team from Finolex Industries Limited. Data were collected from beneficiary schools in Chikbellapur and Koppal through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and structured infrastructure observations covering sanitation facilities, drinking water systems, classroom furniture, and playground infrastructure.

Stakeholders	Key Informant Interviews	Focus Group Discussions
Students	-	6 (1in each school)
School Teacher	6	-
Principal	6	-
SMC/parents	-	3
Finolex CSR Team	1	-
Implementing Partner	1	-
Total	14	9

Table 1: Data Collection Numbers Achieved

The findings were analysed using the OECD-DAC REECIS framework, with evidence triangulated across stakeholder consultations, field observations, and project documentation to ensure reliability.

2.4 Documentation and report preparation

The data collected through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), field observations, were compiled and analysed using the OECD-DAC REECIS evaluation framework. Findings were triangulated across stakeholder groups to ensure reliability and were synthesised into the Impact Assessment Report, highlighting key findings, best practices, challenges, and recommendations.

3. Findings and Analysis

This chapter presents the key findings from KIIs, FGDs, and field observations to assess the programme's implementation, outcomes, and sustainability.

Pre-intervention Situation in the Sample Schools

District	School	Situation
Chikbellapur	Government Higher Primary School, Mittemari	The school faced a shortage of toilet facilities, safe drinking water, classroom desks, and play equipment. Many students had to share desks, and the absence of adequate infrastructure affected comfort, hygiene, and learning.

Chikbellapur	Government Lower Primary School, Devaragudipalli	The school lacked adequate toilet facilities, safe drinking water, classroom desks, and play equipment. Students experienced difficulties due to limited sanitation and learning infrastructure.
Chikbellapur	Government Higher Primary School, Gundlapalli	The school had inadequate sanitation facilities, limited access to safe drinking water, insufficient classroom furniture, and no play equipment, affecting the overall learning environment.
Koppal	Government Higher Primary School, Hegganahalli	The school required improved access to safe drinking water, classroom furniture, and play infrastructure to create a safer and more conducive learning environment.
Koppal	Government Higher Primary School, Balutagi	The school identified the need for improved classroom furniture, safe drinking water, sanitation facilities, and recreational infrastructure to enhance student comfort and learning.
Koppal	Government Lower Primary School, Chikkoppa Tanda	The school faced gaps in sanitation, safe drinking water, and other basic infrastructure required to provide an inclusive and child-friendly learning environment.

Table 2: Pre-intervention Situation in the Sample Schools

3.1 Inclusiveness

The programme reached government schools serving economically and socially disadvantaged rural communities across Chikbellapur and Koppal districts, where access to quality school infrastructure was limited. Stakeholders consistently observed that the provision of sanitation facilities, safe drinking water, classroom furniture, and play infrastructure contributed to creating a safer, healthier, and more supportive learning environment for children.

In Koppal district, inclusiveness was reflected not only in infrastructure support but also in the diverse social context of beneficiary schools. At Government Lower Primary School, Chikkoppa Tanda, teachers explained that many children belong to the Lambani (Banjara) community and begin schooling with Lambani as their primary language. Teachers adopt supportive teaching approaches to help children gradually transition to Kannada, enabling them to participate more confidently in classroom learning. Stakeholders noted that the infrastructure improvements complemented these efforts by providing a more conducive environment for learning.

"Many of our children come from the Lambani community and initially speak Lambani rather than Kannada. We make conscious efforts to explain lessons in a way they can understand so that every child is able to participate in classroom learning. With the improved school environment, children feel more comfortable coming to school, participate more actively in class, and show greater interest in learning."
Teacher, Government Lower Primary School, Chikkoppa Tanda, Koppal district

In Chikbellapur, stakeholders reported that the improved sanitation facilities created a cleaner, safer, and more comfortable school environment for students. Teachers, students, and School Management Committee (SMC) members also highlighted that the participatory planning process ensured that infrastructure interventions reflected the priority needs of the school community.

In Koppal district, respondents consistently described the play facilities as inclusive and accessible to children across different grades. At Government Higher Primary School, Hegganahalli, School Management Committee (SMC) members observed that children from different age groups regularly used the playground equipment together, while students similarly reported using the swings, slides, and other play equipment during recess and sports periods. These findings suggest that the recreational infrastructure encouraged participation across a broad cross-section of students



Play area for students with various play equipments at a school in Karnataka

Another aspect of inclusiveness was reflected in the identification of school infrastructure priorities. Principals and School Management Committee members across the project schools reported that teachers, SMC members, parents, and representatives of the implementing organisation participated in identifying the infrastructure needs of their schools before the interventions were finalised. As one Principal explained, *"Teachers, SDMC members, parents, the Education Department, and the*

implementing organisation jointly reviewed the school's infrastructure gaps before deciding the priorities for support."

3.2 Relevance

3.2.1 Alignment with infrastructure priorities

The qualitative findings indicate that the infrastructure supported under the Integrated School Development Program corresponded to the priority needs identified within the participating schools. Although the nature of the requirements differed across six study schools, stakeholder narratives consistently linked the interventions to infrastructure gaps that had remained unresolved over time.

The Principal of Government Lower Primary School, Chikkoppa Tanda, explained that the school's infrastructure priorities were identified through a participatory planning process involving school and community stakeholders before the interventions were finalised. One Principal explained, *"Teachers, SDMC members, parents, representatives from the Education Department, and Samarpaka Seva Trust jointly reviewed the school's infrastructure gaps before deciding the priority interventions. Drinking water, toilets, classroom furniture, enrollment, and sanitation needs were all considered during the planning process."*



RO Purifier installed by Finolex for safe drinking water

These priorities were consistently echoed by teachers, SMC members, and students across both districts. Stakeholders identified safe drinking water, sanitation facilities, classroom furniture, and play infrastructure as the schools' most pressing infrastructure needs, indicating that the programme addressed locally identified priorities. At Chikkoppa Tanda, a teacher identified drinking water and sanitation as the school's most urgent infrastructure requirements, while respondents from Balutagi highlighted the need for classroom furniture and recreational facilities.

A teacher from Government Lower Primary School, Chikkoppa Tanda, Koppal District, explained, "Our school had no RO drinking water facility, no proper toilet facilities, limited desks, and no play equipment. These were the major needs of our school, and the project addressed them."

Students' experiences further reinforced these findings. Across the focus group discussions, they recalled that the lack of clean drinking water, adequate desks, toilets, and play facilities affected their daily school experience before the intervention. *"Earlier, we didn't have clean drinking water in our school. We wanted an RO water facility because everyone had to drink the same water, especially during summer. There were also not enough desks, so some of us had to sit on the floor during classes. We used to think these were the things our school needed the most."*

3.2.2 Alignment with Government School Development Priorities

The infrastructure supported under the Integrated School Development Program aligned closely with priorities already identified by the participating schools through their routine planning processes. Rather than introducing new priorities, the programme addressed infrastructure needs that had remained pending because of resource constraints.

Across the six sampled schools in Chikbellapur and Koppal, principals, teachers, and School Management Committee (SMC) members reported that drinking water facilities, sanitation, classroom furniture, and recreational infrastructure had been identified through School Development Plans (SDPs) and SMC meetings. These priorities had also been communicated to the Education Department, although implementation often depended on the availability of government funds. One Principal reflected this situation by explaining, *"We had already identified drinking water, toilets and classroom furniture as priority requirements in our School Development Plan. These proposals had been submitted to the Education Department, but implementation depends on the availability of funds. The support received through this project helped address some of the infrastructure that had remained pending."*

School Management Committee members from both districts similarly noted that infrastructure priorities are regularly discussed during SMC meetings, but resource constraints often delay implementation, making support from external organisations important for addressing priority needs. Principals further observed that the programme complemented government initiatives such as Samagra Shiksha and Swachh Vidyalaya by strengthening priority infrastructure related to safe drinking water, sanitation, classroom facilities, and the overall school environment.

3.3 Effectiveness

This section examines the extent to which the Integrated School Development Program achieved its intended outputs of strengthening school infrastructure and improving the physical learning environment in the participating government schools. The analysis focuses on the delivery, functionality, utilisation, and quality of the infrastructure, drawing on stakeholder consultations, field observations, and project documentation.

Infrastructure Component	Output	Assessment Findings
Safe Sanitation	30 Toilet Units	Toilet facilities were constructed and were operational across the beneficiary schools. Students and school staff reported regular use, while a few schools highlighted the need for additional toilets to accommodate increasing enrolment and ensure adequate access.
Safe Drinking Water	36 RO Plants	RO plants were installed across the selected schools and were generally functioning at the time of assessment. Principals, teachers and students confirmed regular use of the facilities.

Classroom Furniture	720 Desks and 2 Round Table Sets	Classroom furniture was installed and observed to be in regular use. Stakeholders reported improved seating arrangements, although a few schools indicated that additional desks would be required in the future because of increasing enrolment.
School Environment Enhancement	Play Equipment in 2 Schools	Play equipment had been installed and was actively used by students during recess and physical education periods. Teachers and students viewed the facilities as an important addition to the school environment.

Table 3: Achievement of Planned Infrastructure Outputs

3.3 Functionality and Utilisation of Infrastructure

The infrastructure created under the Integrated School Development Program was found to be functional and integrated into the daily operations of the beneficiary schools. Across both Chikbellapur and Koppal, sanitation facilities, RO drinking water systems, classroom furniture, and play equipment were regularly used by students and staff, indicating that the infrastructure was serving its intended purpose.

Stakeholders across the six schools reported that the facilities had become part of students' daily school routine. Students regularly used classroom desks during lessons, accessed filtered drinking water throughout the school day, and utilised play equipment during recess and sports periods. In Chikbellapur, respondents highlighted the regular use of newly constructed sanitation facilities, while in Koppal, schools reported that RO drinking water systems, classroom furniture, and play equipment were functioning well and contributing to a more comfortable learning environment.

School Principals consistently reported that the infrastructure remained functional after installation and was being used regularly for its intended purpose. Routine maintenance by school staff, together with support from the implementing organisation and service providers where required, helped ensure continued operation of the facilities. Reflecting on the reliability of the infrastructure, one principal from Koppal district shared, "The purified drinking water filter was provided to our school three years ago. Since then, it has not experienced any kind of problem. Therefore, we are confident that it is a high-quality product."

Teachers largely confirmed these observations, noting that students regularly used classroom desks during lessons, accessed filtered drinking water throughout the school day, and actively utilised play equipment during recreational periods. Teachers further noted that technical issues, particularly with the RO units, were addressed promptly. As one teacher explained, "If the water filter develops any problem, the school immediately informs the concerned team, who visit the school and carry out the necessary repairs."

Students also confirmed that the infrastructure had become part of their daily school routine. They reported regularly using the classroom desks, RO drinking water facilities, and play equipment, highlighting their contribution to a more comfortable and enjoyable school experience. During a discussion, participants explained, "We use the desks every day for writing and studying. We drink water from the filter every day, and we enjoy using the play equipment during recess."

School Management Committee (SMC) members confirmed that the infrastructure remained functional and was jointly monitored by the school and the committee. They highlighted routine maintenance and responsible use by students as important for sustaining the facilities. Field observations corroborated these findings. Across the schools visited, sanitation facilities, classroom furniture, RO drinking water systems, and play equipment were operational, regularly used, and generally well maintained. Minor observations included the need for periodic servicing of RO systems and routine safety inspections of playground equipment to support long-term functionality.

Field observation:

Koppal District: During the field visits, RO drinking water systems, classroom furniture, sanitation facilities, and play equipment were observed to be functional and regularly used by students. The facilities appeared to be well maintained and integrated into the daily activities of the schools.

Chikkaballapur District: The newly constructed sanitation facilities were observed to be operational and regularly used by students. Schools maintained clean toilet facilities, and the infrastructure was integrated into the routine functioning of the school, contributing to a safer and more conducive learning environment.

3.3.1 Quality of Infrastructure and Implementation

Stakeholders across both Chikbellapur and Koppal described the implementation process as systematic and participatory. According to the implementing team, schools were selected in consultation with the Education Department and district administration, followed by joint site assessments with Finolex Industries Limited to identify infrastructure needs.

Technical planning, stakeholder consultations, and approvals from government authorities preceded implementation, while regular site visits and quality checks ensured adherence to construction



standards. As the implementing team member explained, *"The project followed a structured implementation process involving school selection, joint site assessments, stakeholder consultations, and technical planning. Regular site visits and quality checks were conducted during implementation, followed by quality verification and maintenance support before handover."*

Principals, teachers, and School Development and Monitoring Committee (SDMC) members across both districts appreciated the quality of the infrastructure and the consultative approach adopted during implementation. Respondents noted that the interventions addressed priority infrastructure needs, were completed within the planned timeframe, and were integrated into regular school activities without disrupting teaching and learning. One of the SDMC members at Chikbellapur said, *"The quality of the infrastructure is very good. The toilets are well constructed, durable, safe for daily use, and suitable for students. We are satisfied with the quality of the facilities provided under the project."*

"The infrastructure provided under the programme is of good quality and has significantly improved our school environment. The classroom desks are sturdy, the RO drinking water facility is functioning well, and the overall work has been completed to a good standard. At the same time, as our student strength continues to increase, we still require a library, laboratory, additional teaching-learning materials, and more classrooms to meet the growing needs of our students."

One of the teacher from Government Higher Primary School, Balutagi, Koppal district

Students appreciated the quality of the infrastructure provided, describing the classroom desks, safe drinking water facilities, and play equipment as comfortable, easy to use, and beneficial to their daily school experience. They noted that these facilities helped them remain comfortable and engaged throughout the school day.



Interactions with Students at a school in
karnataka

"We are happy with the facilities that have been provided because they make our school more comfortable and enjoyable. The desks are good, the drinking water is clean, and we like using the play equipment every day. If possible, we would also like a library, laboratory, more sports materials, and additional classroom furniture so that our school has all the facilities we need."

FGD with students from 7th grade

Case 1: Clean Drinking Water Becoming Part of the School Day

Students at Government Higher Primary School, Hegganahalli, SKoppal district, shared that access to purified drinking water has become a routine part of their school day. Earlier, many students either brought water from home or depended on untreated drinking water available on the school premises. With the installation of the RO drinking water system, students explained that they now drink purified water throughout the day without worrying about its safety. They appreciated the convenience of having clean drinking water readily available within the school and felt it contributed to a healthier and more comfortable learning environment.

"Earlier, many of us used to bring water from home because we were not sure whether the water available at school was safe to drink. Now we use the RO water every day, especially after sports and during lunch breaks. The water is clean and easily available, so we don't have to worry about carrying enough water from home. It has become an important part of our daily routine at school."

Case 2: A Better Classroom Experience through New Desks

Students from Government Higher Primary School, Mittermari, Chikkaballapur district, shared that the provision of classroom desks has made their learning environment more comfortable and organised. Earlier, many students recalled sitting on the floor during lessons, making it difficult to write and read comfortably. With the new desks, they now have adequate space to sit, keep their books organised, and participate more actively in classroom activities. Students also felt that the improved classroom environment had made learning more enjoyable and instilled a greater sense of pride in their school.

"Earlier, many of us had to sit on the floor during classes, and it was difficult to write comfortably. Now we have proper desks where we can keep our books and write neatly during lessons. The classroom looks much better, and we enjoy studying in a clean and organised environment."

Stakeholder	Testimonial
Students (FGDs)	<i>"We enjoy using the new desks, clean drinking water and play equipment every day. Our classrooms are more comfortable now, and we hope our school will also have a library, laboratory and more sports equipment."</i>
School Principals	<i>"The project was implemented effectively and completed within the stipulated timeframe. It was planned after discussions with all stakeholders and based on the school's priority requirements."</i>
Teachers	<i>"The infrastructure provided has improved our school environment. The desks and RO facility are of good quality and are regularly used by students. We now hope for facilities such as a library and laboratory to further strengthen learning."</i>

SDMC Members	<i>"The school, parents and SDMC members discussed the infrastructure needs together before the work started. The facilities provided are useful, of good quality, and we will ensure they are maintained properly."</i>
Implementing Team	<i>"Every intervention was preceded by site assessments and consultations with the school and Education Department. Regular monitoring and quality checks ensured that the infrastructure was completed as planned before handover."</i>

3.4 Efficiency

The efficiency of the Integrated School Development Program was assessed by examining resource utilisation, implementation processes, coordination mechanisms, and quality assurance. The analysis draws on project documentation, stakeholder consultations, interviews with the implementing organisation, and field observations.

3.4.1 Resource Optimisation and Cost Efficiency

The programme adopted a need-based approach, directing CSR investments towards priority infrastructure gaps identified through consultations with school authorities, School Development and Monitoring Committees (SDMCs), the Education Department, and the implementing organisation. This ensured that interventions responded to school-specific needs while complementing existing government infrastructure.

With a CSR investment of ₹1.24 crore, the programme supported 65 government schools across Chikbellapur and Koppal districts by constructing 30 toilet units, installing 36 RO drinking water systems, providing 720 classroom desks, fifty- five round-table sets, and play equipment in five schools. Resource allocation was guided by site assessments and technical feasibility, enabling efficient utilisation of funds while avoiding duplication of infrastructure already available through government schemes.

3.4.2 Monitoring and Quality Assurance

The programme incorporated structured monitoring and quality assurance mechanisms throughout implementation. According to the implementing organisation, joint site assessments, regular field visits, and technical reviews were undertaken to monitor construction progress, ensure adherence to approved specifications, and address implementation issues in coordination with school authorities and government officials. School principals and SDMC members confirmed that they were regularly consulted during implementation and before project handover, which strengthened transparency, stakeholder ownership, and accountability. These monitoring and quality assurance processes contributed to the timely delivery and quality of the infrastructure created under the programme.

3.5 Coherence

The Integrated School Development Program complemented government efforts to strengthen school infrastructure by addressing priority gaps in sanitation, safe drinking water, classroom furniture, and play facilities. Implemented in consultation with school authorities and the Department of School Education

and Literacy, the programme aligned CSR investments with school-specific needs while reinforcing ongoing public investments in government schools.

3.5.1 Alignment with National Policies and Schemes

The programme demonstrated strong alignment with key national education and infrastructure initiatives:

Policy/Scheme	Alignment
National Education Policy (NEP) 2020	Supported the creation of safe, inclusive, and child-friendly learning environments through improved school infrastructure.
Samagra Shiksha	Complemented government efforts to strengthen school infrastructure by addressing priority needs such as sanitation, drinking water, classroom furniture, and learning spaces.
Swachh Vidyalaya Initiative	Contributed to improved school sanitation through the construction of functional toilet facilities, promoting hygiene and student well-being.

3.5.2 Alignment with Sustainable Development Goals (SDGs)

SDG	Contribution
SDG 3: Good Health and Well-being	Improved student health through better sanitation and access to safe drinking water.
SDG 4: Quality Education	Strengthened learning environments through improved school infrastructure.
SDG 6: Clean Water and Sanitation	Enhanced access to safe drinking water and sanitation facilities in government schools.
SDG 10: Reduced Inequalities	Improved infrastructure in rural government schools, contributing to more equitable learning opportunities.

3.5.3 Alignment with CSR Guidelines under the Companies Act, 2013

The programme is aligned with Section 135 of the Companies Act, 2013 and the activities specified under Schedule VII relating to the promotion of education, preventive healthcare, sanitation, safe drinking water, and rural development. Through investments in school infrastructure, the programme contributes to creating safe and conducive learning environments while supporting broader national priorities related to education, health, hygiene, and community development.

3.6 Impact

3.6.1 Improved Learning Environment

The Integrated School Development Program contributed to improving the learning environment across the beneficiary schools by addressing key infrastructure needs. The provision of classroom desks, sanitation facilities, safe drinking water systems, and play infrastructure created cleaner, safer, and more organised school environments that supported students' daily learning experiences.



Desk Benches for comfortable seating at a school in Karnataka

Across both Chikbellapur and Koppal, students, teachers, principals, and School Development and Monitoring Committee (SDMC) members observed that the improved infrastructure enhanced student comfort, classroom organisation, and the overall school environment. Students appreciated being able to sit comfortably during lessons, access safe drinking water, and use improved sanitation facilities, while teachers and principals noted that the interventions strengthened the functionality and appearance of the schools and created a more conducive environment for teaching and learning. One student from Chikbellapur district noted, *"Earlier, many of us had to sit on the floor during classes, and it was difficult to write comfortably. Now we have proper desks where we can keep our books and write neatly. The classroom looks much better, and we enjoy studying in a clean and organised environment."*

School principals observed that the programme addressed priority infrastructure needs and improved the functionality and overall appearance of their schools, creating a more welcoming learning environment. Similarly, School Development and Monitoring Committee (SDMC) members appreciated the quality of the infrastructure and noted that community participation throughout the project strengthened local ownership and commitment towards maintaining the facilities.

Stakeholder	Observed Impact
Students	Reported that classrooms are more comfortable and organised, with better seating arrangements, clean drinking water, and an improved overall school environment.
Teachers	Observed that improved infrastructure has created a more conducive learning environment and enhanced students' comfort during classroom activities.
Principals	Reported that the interventions addressed priority infrastructure gaps and improved the overall functionality and appearance of the school.

Table 4: Observed Impact on learning environment

3.6.2 Improved Health, Hygiene and Student Well-being

The programme contributed to improving students' health, hygiene, and overall well-being by strengthening access to safe drinking water and functional sanitation facilities. Across both Chikbellapur and Koppal, stakeholders reported that these interventions created a cleaner, healthier, and more comfortable school environment, enabling students to spend the school day with greater convenience and dignity. Students appreciated the availability of safe drinking water and improved sanitation facilities, noting that they no longer had to depend on untreated water or inadequate toilet facilities during school hours. One student from Koppal district shared, *"Earlier, we had to be careful about drinking water because it was not always available. Now we can easily drink clean water whenever we are thirsty, and the new toilets are much cleaner. It makes us feel comfortable throughout the day."*

Teachers, principals, and School Development and Monitoring Committee (SDMC) members echoed similar observations, reporting that improved water and sanitation facilities encouraged better hygiene practices, enhanced student comfort, and strengthened the overall health and safety environment within the schools. Stakeholders also highlighted the importance of maintaining these facilities to ensure continued benefits for students. One teacher noted, *"Providing clean drinking water and proper toilets may seem like basic facilities, but they have made a significant difference to students' daily lives. Children are more comfortable in school, maintain better hygiene, and can focus on their classes without worrying about these basic needs."*

Field observations undertaken during the evaluation corroborated these findings. RO drinking water systems and sanitation facilities were found to be functional in the schools visited and were being regularly used by students and staff.

Stakeholder	Observed impact
Students	Reported improved access to clean drinking water, greater comfort, and better hygiene during the school day.
Teachers	Observed that safe drinking water and improved sanitation facilities enhanced students' comfort and promoted healthier hygiene practices.
SDMC members	Appreciated the improvements in school hygiene and expressed commitment to maintaining the facilities for continued student benefit.

Table 5: Observed Impact on Health, Hygiene and Student Well-being

3.6.3 Enhanced Student Engagement and School Experience

The programme enhanced students' overall school experience by creating a more enjoyable, child-friendly, and welcoming learning environment. Across the beneficiary schools, students highlighted that improved infrastructure, particularly the provision of play equipment, made school more engaging and encouraged them to spend more time interacting with their peers during recess and free periods. Many also expressed pride in the improved appearance of their schools.

"The new play equipment is our favourite part of the school now. We wait for the break to play with our friends, and it makes coming to school more enjoyable. We feel happy that our school has these facilities."

Students, Focus Group Discussion

Teachers, principals, and School Development and Monitoring Committee (SDMC) members similarly observed that the improved infrastructure created a more positive school atmosphere, increased students' enthusiasm, and strengthened their sense of ownership towards the school. Stakeholders also noted that the visible improvements enhanced the school's image within the community and made the campus more welcoming for children.

"Children are excited about the improvements in the school. They use the facilities responsibly and take pride in keeping them clean. Earlier, many of them would simply attend classes and leave, but now they enjoy spending time in school and look forward to using the new facilities every day."

Teacher

3.7 Sustainability

3.7.1 Functionality and Maintenance of Infrastructure

The infrastructure created under the programme continues to be functional and regularly used across the beneficiary schools. Stakeholders reported that classroom furniture, sanitation facilities, RO drinking water systems, and play equipment have been integrated into the daily functioning of the schools and are maintained through the combined efforts of school staff, School Development and Monitoring Committees (SDMCs), and the local community.

Teachers and principals noted that students are encouraged to use the facilities responsibly, while routine cleaning and minor repairs are managed at the school



Play area for students supported under finolex

level. Larger maintenance requirements are addressed in coordination with the Department of School Education and Literacy. As one teacher shared, *"The facilities are being used every day, and we regularly remind students to keep them clean and use them properly. Since these improvements are for the children, everyone understands the importance of maintaining them."*

School principals indicated that routine maintenance is being undertaken through the support of school staff and SDMC. Minor repairs and cleanliness are managed locally, while larger maintenance requirements would be addressed in coordination with the Department of School Education and Literacy. Several principals expressed confidence that the infrastructure would continue to benefit future batches of students with regular upkeep.

"These facilities belong to our school and our children. We will continue to support the school in maintaining them so that future students can also benefit from them. Everyone in the community values these improvements, and we feel it is our responsibility to ensure they remain in good condition."
SDMC Member, Focus Group Discussion

3.7.2 Potential for Replication and Scale-up

The programme demonstrates strong potential for replication across government schools facing similar infrastructure gaps. By adopting a consultative, need-based approach, the programme addressed priority infrastructure requirements while complementing existing government initiatives. Stakeholders across both Chikbellapur and Koppal observed that many neighbouring government schools continue to face similar challenges related to sanitation, safe drinking water, classroom furniture, and recreational infrastructure. They noted that the programme's emphasis on stakeholder participation, school-specific planning, and quality implementation provides a practical model that can be adapted in other government schools. One principal shared, *"Many Government Schools still face similar infrastructure challenges. If this programme is extended to other schools, it will improve the learning environment for many more children."* Teachers observed that the programme can be replicated in other government schools, as safe drinking water, sanitation, classroom furniture, and play facilities are common infrastructure needs. SDMC members echoed this view, emphasising that continued collaboration among schools, communities, implementing organisations, and government departments would support successful scale-up.

4. Best Practices and Suggestions for Improvement

The Integrated School Development Program demonstrates several good practices in planning, stakeholder engagement, and infrastructure delivery that contributed to the successful implementation of the programme across beneficiary schools. The evaluation also identified opportunities that could further strengthen the sustainability and long-term impact of future interventions.

4.1 Best Practices of the Program:

Best practice	Description
Need-based planning	Infrastructure was identified through consultations with schools, SDMCs, and the Education Department, ensuring interventions addressed school-specific priorities.
Integrated infrastructure support	The programme simultaneously strengthened sanitation, safe drinking water, classroom furniture, and play facilities, creating a more conducive learning environment.
Stakeholder participation	Active involvement of school authorities, SDMCs, communities, and government stakeholders strengthened ownership, implementation, and maintenance.
Community ownership	Participation of SDMCs and school staff encouraged responsible use and long-term maintenance of the facilities.

4.2 Suggestions for improvements

- **Conduct comprehensive needs assessments:** Future phases of the programme may consider revisiting beneficiary schools to assess evolving infrastructure needs. Periodic needs assessments will help identify remaining infrastructure gaps and ensure that future interventions continue to respond to the priority requirements of individual schools.
- **Institutionalise Operations and Maintenance (O&M) mechanisms:** Establish a structured Operations and Maintenance (O&M) mechanism through stronger collaboration with school authorities, School Development and Monitoring Committees (SDMCs), and the Department of School Education and Literacy. Regular maintenance planning and timely repairs will help ensure the long-term functionality and sustainability of the infrastructure.

5. Conclusion

The Integrated School Development Program, supported by Finolex Industries Limited and implemented by Samarpaka Seva Trust, has made a meaningful contribution to strengthening school infrastructure in government schools across Chikbellapur and Koppal districts. Through the provision of sanitation facilities, safe drinking water systems, classroom furniture, and play infrastructure, the programme has created safer, healthier, and more child-friendly learning environments. The evaluation found that the programme was well aligned with school priorities and complemented ongoing government efforts to improve educational infrastructure. Its need-based and participatory approach ensured that interventions responded to local requirements, while stakeholder engagement strengthened ownership and supported effective implementation. Field observations confirmed that the infrastructure was functional, regularly used, and well maintained.

Stakeholders consistently reported improvements in the learning environment, student comfort, hygiene, and overall school experience. They also appreciated the quality of the infrastructure and expressed confidence in its long-term benefits with continued maintenance. Building on these positive outcomes, future interventions may consider expanding support to include complementary educational facilities such as libraries, science laboratories, smart classrooms, and teaching-learning resources to further enhance learning opportunities.

**Impact Assessment Report
for
School Transformation Project**

FY 2025-26

Prepared for: Finolex Industries Limited (FIL)

**Submitted by
NuSocia**

August, 2026



Disclaimer

This report sets forth our views based on the completeness and accuracy of the facts stated to NuSocia and any assumptions that were included. If any of the facts and assumptions are not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.

While performing the work, we assumed the genuineness of all signatures and the authenticity of all original documents. We have not independently verified the correctness or authenticity of the same.

We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

While information obtained from the public domain or external sources has not been verified for authenticity, accuracy, or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. We assume no responsibility for such information.

Our views are not binding on any person, entity, authority, or Court, and hence, no assurance is given that a position contrary to the opinions expressed herein will not be asserted by any person, entity, authority, and/or sustained by an appellate authority or a Court of law.

The performance of our work was based on information and explanations given to us by the Client. Neither NuSocia nor any of its partners, directors, or employees undertakes responsibility in any way whatsoever to any person in respect of errors in this report, arising from incorrect information provided by the Client.

Our report may make reference to 'NuSocia Analysis'; this indicates only that we have (where specified) undertaken certain analytical activities on the underlying data to arrive at the information presented; we do not accept responsibility for the veracity of the underlying data.

In accordance with its policy, NuSocia advises that neither it nor any of its partners, directors, or employees undertake any responsibility arising in any way whatsoever, to any person other than Client in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.

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By reading our report, the reader of the report shall be deemed to have accepted the terms mentioned here in above.

Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Executive summary

SCHOOL TRANSFORMATION

WASH improvements that changed the everyday school experience

YUVA Unstoppable × Finolex Pipes & Fittings | FY 2023–24 | Buxar, Bihar & Kota, Rajasthan

17

GOVERNMENT SCHOOLS

5,543

STUDENTS REACHED

WHAT CHANGED ON THE GROUND



SANITATION

Separate toilets for boys & girls



WATER

Drinking water & borewell support



HYGIENE

Handwashing infrastructure



REFURBISHMENT

Repairs, Toilet colour work & school-specific needs

TWO LOCATIONS, SCHOOL-SPECIFIC RESPONSES

BUXAR | 10 SCHOOLS

GAP Long-standing need for separate, functional sanitation; unreliable drinking water at sampled school.

RESPONSE Separate toilets, drinking water, handwashing, borewells and related repairs/colour work.

OBSERVED CHANGE Students no longer needed to leave school for sanitation; improved comfort, privacy and reported parental confidence, particularly for girls.

SUSTAINABILITY Daily cleaning and waste collection supported through Bihar sanitation arrangements, with school/SMC monitoring.

KOTA | 7 SCHOOLS

GAP Critical sanitation gaps; priority needs also included drinking water and shaded space.

RESPONSE Toilets, drinking water, handwashing and other school-specific infrastructure.

OBSERVED CHANGE Facilities became functional, accessible and part of daily routines, improving comfort, hygiene and safety.

LOOKING AHEAD Classroom infrastructure, furniture and menstrual hygiene facilities emerged as future needs as requirements evolve.

CONTRIBUTION TO SDG'S



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1. Introduction

Background

1.1 School Infrastructure Gaps in Government Schools in India

India has made significant progress in expanding access to school education over the past two decades. According to the Annual Status of Education Report (ASER) 2024, school enrollment rates among children aged 6–14 have remained above 95% for close to two decades, standing at 98.1% in 2024, indicating that near-universal enrollment has been sustained. As enrolment has held steady, improving the quality of the school environment, particularly water, sanitation, and hygiene (WASH) infrastructure, has become a key priority for strengthening participation and retention¹.

Despite progress at the national level, basic infrastructure gaps continue to persist across government schools, and these gaps are geographically uneven. National data on toilet and water access show that over 12,000 primary schools nationally do not have toilets, and over 36,000 do not have drinking water facilities, while separate reporting based on UDISE+ 2021–22 found more than 5 lakh government schools without tap water and nearly 18,000 without any drinking water facility². This unevenness is visible at the state level too: even where facilities are largely present, functionality lags behind. In Bihar, school toilet availability stands at 99.7%, but the state continues to need upkeep for functionality, and separate analysis has flagged only 35% of toilets as functional in Bihar.³

1.2 Evidence on WASH Infrastructure and Educational Outcomes

A substantial body of evidence links functional school sanitation to girls' continued participation in education. Fifth National Family Health Survey shows that nearly one in four girls aged 15–19 has missed school during menstruation, citing pain, lack of facilities, or fear of embarrassment⁴. Field research from rural south India similarly found that girls who did not use sanitary napkins were more than five times as likely to be absent from school, with over half of surveyed girls reporting that their school performance declined after menarche⁵. Evidence on latrine construction in Indian government schools found that latrine construction increases enrolment for all students, with separate, sex-specific latrines becoming crucial as girls reach older ages⁶.

¹ <https://www.idreameducation.org/blog/asereport-2024/>

² <https://www.data.gov.in/resource/state-wise-percentage-schools-having-functional-toilets-management-during-2022-23>

³ <https://www.data.gov.in/resource/state-wise-percentage-schools-having-functional-toilets-management-during-2022-23>

⁴ <https://www.smilefoundationindia.org/blog/menstrual-poverty-and-girls-of-india>

⁵ https://www.researchgate.net/publication/384890693_Menstrual_health_and_hygiene_practices_of_adolescent_girls_attending_school_in_rural_parts_of_South_India_and_its_effect_on_school_attendance_in_the_year_2020_A_Descriptive_Cross-Sectional_Study

⁶ <https://healtheducationresources.unesco.org/library/documents/sanitation-and-education>

A 2024 systematic review found that while WASH facilities reduce infectious disease and improve the learning environment, data remain thin and equivocal on their differential impact on education, particularly by gender⁷. A recent cluster-randomised trial in Uttar Pradesh further notes that unclear or inoperable facilities stemming from poor operation and maintenance can deter student handwashing and latrine use, pointing to operations and maintenance (O&M), rather than construction alone, as a critical determinant of whether WASH gains are sustained.⁸

1.3 Policy Ecosystem for School WASH Infrastructure

Improving school WASH infrastructure remains a stated priority within India's education policy framework. The Government of India's flagship Samagra Shiksha scheme provides annual maintenance and repair grants for school toilets and other facilities, alongside recurring costs such as water and electricity, explicitly to keep infrastructure in usable condition⁹. Complementing this, the Swachh Bharat, Swachh Vidyalaya (SBSV) initiative, launched in 2015, aims to provide universal access to sex-segregated toilets in all government schools while promoting hygiene curricula and community ownership.

Project Details

The School Transformation Project was implemented by YUVA Unstoppable with CSR support from Finolex Pipes & Fittings during FY 2023–24 across the Buxar district of Bihar and the Kota district of Rajasthan.

The programme aimed to strengthen the physical learning environment in government schools by addressing critical gaps in water, sanitation, hygiene (WASH), and school infrastructure that affect students' health, safety, dignity, and overall learning experience. It constructed and renovated separate toilets for boys and girls, developed drinking water facilities, installed handwashing areas, developed borewells, and refurbished schools through repair and colour work. Recognising that access to quality education depends on safe and functional school infrastructure, the programme focused on improving sanitation facilities, drinking water access, handwashing infrastructure, and school buildings to create clean, inclusive, and child-friendly learning environments.

⁷ <https://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0308144>

⁸ <https://www.medrxiv.org/content/10.1101/2025.10.23.25338677v1.full.pdf>

⁹ <https://scert.cg.gov.in/css2013-14/7-Programmatic%20and%20Financial%20Norms-%20Samagra%20Shiksha.pdf>



Intervention area	Outputs Delivered
Schools Covered	17 Government Schools (10 in Bihar and 7 in Rajasthan)
Districts Covered	2 – Buxar (Bihar) and Kota (rajasthan)
Students Reached	5543
WASH Infrastructure	School-specific WASH infrastructure based on identified requirements, including separate toilets for boys and girls, drinking water facilities, handwashing stations, and bore wells.
School Infrastructure	Repair and colour work to improve school buildings

Table 1: Overview of Project Intervention

2. Research Methodology

The study focused on evaluating the School Transformation Project implemented by YUVA Unstoppable with CSR support from Finolex Pipes & Fittings across government schools in Buxar (Bihar) and Kota (Rajasthan).

The impact assessment was undertaken to assess the project's effectiveness in strengthening school WASH infrastructure through separate toilets for boys and girls, drinking water facilities, handwashing areas, borewell development, and school refurbishment. The study examined the extent to which these interventions contributed towards creating safer, more dignified, and more conducive learning environments for students. The assessment specifically aimed to:

1. Assess the effectiveness and impact of the project on students, schools, and communities.
2. Identify programme-level and sustainability-level gaps to strengthen the design of future CSR investments

2.1 Research framework

The study adopted a qualitative, appreciative inquiry approach to understand stakeholder experiences, programme implementation, strengths, and opportunities for improvement through field observations and stakeholder consultations. The evaluation was guided by the OECD-DAC REECIS Evaluation Framework, covering Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability. This framework informed the design of interview guides, discussion guides, and observation checklists. Findings from different stakeholder groups were triangulated to strengthen the validity of the assessment.



Source: OECD DAC: Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC)

2.2 Sampling

A purposive sampling approach was used to select stakeholders directly involved in the planning, implementation, utilisation, and management of the programme. Data for the assessment was collected through desk review, stakeholder consultations, and field observations. Project documents and reports shared by Finolex Pipes & Fittings and YUVA Unstoppable were reviewed to understand the programme's design and implementation.

Primary data were collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with school principals, teachers, students, School Management Committee (SMC) members, parents, representatives of YUVA Unstoppable, and the CSR team from Finolex Pipes & Fittings. Field observations were also conducted to assess the quality and use of the infrastructure created under the project.

Stakeholders	Qualitative Sampling			
	Kota	Buxar	Kota	Buxar
	Key Informant Interview	Key Informant Interview	Focus Group Discussions	Focus Group Discussions
Teacher KII	2	1		
School Leader/Principal KII	2	1		
Student FGD			1	2
SMC Parents FGD		1		
Implementing partner	1			
Mukul Madhav Foundation Team	1			
TOTAL	6	3	1	2

2.3 Documentation and report preparation

The data collected through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), field observations, were compiled and analysed using the OECD-DAC REECIS evaluation framework. Findings were triangulated across stakeholder groups to ensure reliability and were synthesised into the Impact Assessment Report, highlighting key findings, best practices, challenges, and recommendations.

3. Findings and Analysis

This section presents the assessment findings for the School Transformation Project across the six dimensions of the OECD-DAC REECIS framework: Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability. Findings are triangulated across Key Informant Interviews (KIIs) with teachers, school heads, and representatives of YUVA Unstoppable, Focus Group Discussions (FGDs) with students, parents, and School Management Committee (SMC) members, and field observations conducted across the three sampled schools.

Pre-intervention Situation in the Sample Schools

District	School	Pre-intervention Situation
Kota	Rajkiya Ucch Madhyamik Vidyalay, Bapunagar	Before the intervention, sanitation facilities in the sampled schools were inadequate and poorly maintained. Toilets and urinals were damaged, lacked regular maintenance, and were often unhygienic, limiting students' access to safe and dignified sanitation.
Kota	Balita School	The school lacked functional toilet facilities, forcing students to leave the school premises during the day. The absence of safe and separate sanitation facilities raised concerns regarding girls' privacy, safety, dignity, and regular attendance.
Buxar	Middle School Thori Pandeypur	The school lacked separate functional toilets for boys and girls, creating inconvenience for students, especially girls. School stakeholders also identified the need for improved drinking water facilities to address basic WASH requirements and ensure a safer school environment.

3.1 Inclusiveness

The School Transformation Project improved access to safe and gender-responsive WASH infrastructure in government schools across Buxar and Kota. Across KIs with teachers, principals, and the implementing partner, as well as FGDs with students and School Management Committee (SMC) members, stakeholders consistently identified inadequate sanitation as one of the most critical barriers affecting students, particularly girls.

Buxar

In Buxar, teachers, school authorities, and SMC members reported that the construction of separate toilets for boys and girls addressed one of the school's most pressing infrastructure needs. Before the intervention, the absence of adequate sanitation facilities raised concerns regarding girls' privacy, dignity, and regular attendance. Students confirmed that the new toilets are accessible and regularly used, while SMC members appreciated the improvement in the overall school environment.

"The separate toilets have addressed one of the school's biggest needs. Earlier, girls faced a lot of difficulty because there were no proper facilities."

SMC President, Middle School Thori Pandeypur

Kota

In Kota, teachers, principals, students, and School Management Committee (SMC) members consistently identified inadequate sanitation as one of the school's most pressing concerns before the intervention. At Balita School, the absence of functional toilets required students to leave the school premises or use nearby houses during school hours, while Bapunagar School required improvements in sanitation and drinking water facilities. Stakeholders reported that the newly constructed toilets have improved access to safe sanitation and created a more comfortable environment for students, particularly girls. However, girls participating in the FGDs highlighted that the provision of sanitary pad dispensers and appropriate menstrual hygiene facilities would further strengthen the inclusiveness of the intervention.

3.2 Relevance

3.2.1 Alignment with School Infrastructure Priorities

The qualitative findings indicate that the School Transformation Project addressed the priority infrastructure needs identified by the beneficiary schools. Across the sampled schools, stakeholders consistently identified sanitation and safe drinking water as the most pressing infrastructure gaps before the intervention. The project adopted a consultative approach to identify school-specific needs, ensuring that the interventions responded to local priorities.

Buxar

In a School in Buxar, teachers, the in-charge Headmaster, and School Management Committee (SMC) members consistently identified the lack of separate and functional toilets as the school's most urgent infrastructure gap. Respondents reported that inadequate sanitation facilities had been a long-standing concern, particularly for girls, with parents frequently raising issues related to privacy, safety, and regular attendance. School stakeholders also highlighted the need for improved drinking water facilities. Students similarly recalled the absence of functional toilets before the intervention and confirmed that the new facilities are accessible and regularly used. One of the teachers noted, *"The separate toilets have addressed one of the school's biggest needs. Earlier, girls faced a lot of difficulty because there were no proper facilities."*

Kota

In Kota, similar findings emerged across the two sampled schools. At Balita School, the Principal and teachers reported that the absence of functional toilets required students to leave the school premises during school hours, making sanitation the school's highest infrastructure priority. At Rajkiya Uchch Madhyamik Vidyalay, Bapunagar, the needs assessment conducted by YUVA Unstoppable identified sanitation facilities, safe drinking water, and shaded space as priority requirements before

implementation. Students also recognised these as long-standing gaps and reported that the newly created WASH facilities addressed their day-to-day needs.

Teachers, principals, consistently identified sanitation as the school's highest infrastructure priority before the intervention. This was corroborated by students, who recalled the absence of functional toilets and limited access to safe drinking water before the project.

Stakeholders appreciated that the project addressed the schools' most critical WASH infrastructure gaps identified by the schools during the planning and implementation period in FY 2023–24. The interventions were based on school requests and the infrastructure requirements identified at that time. During the assessment, respondents in Kota highlighted additional needs that have emerged subsequently, including classroom infrastructure, furniture, and menstrual hygiene facilities. These emerging needs may be considered for future government or CSR support as the schools' infrastructure requirements evolve.



Middle School Thodi Pandeypur-Buxar



Rajkiya Ucch Madhyamik Vidyalay, Bapunagar-Kota

3.3 Effectiveness

This section examines the extent to which the School Transformation Project achieved its intended outputs of improving WASH infrastructure and strengthening the physical learning environment in the participating government schools. The analysis focuses on the delivery, functionality, utilisation, and quality of the infrastructure, drawing on stakeholder consultations, field observations, and project documentation.

Location	Infrastructure Delivered	Assessment findings
Middle School Thori Pandeypur, Buxar	Separate toilets for boys and girls	The infrastructure was functional and regularly used. Stakeholders reported improved access to safe sanitation and drinking water, while the upgraded toilet facilities contributed to a cleaner, safer, and more conducive school environment. <i>"Earlier, the school had only one unusable toilet. Now separate toilets for boys and girls are used every day."</i> — Teacher
Rajkiya Ucch Madhyamik Vidyalay, Bapunagar, Kota	Separate toilets, drinking water facility, handwashing area	The facilities were functional and integrated into daily school activities. Teachers and students confirmed regular use of the sanitation and drinking water facilities. <i>ilities that were not available earlier."</i> — Principal
Balita School, Kota	Separate toilets, drinking water facility, handwashing area	The intervention addressed the absence of functional sanitation facilities and improved students' access to WASH infrastructure. Stakeholders also highlighted the need for sanitary pad dispensers and occasional water supply disruptions due to electricity outages. <i>"Earlier, students had to go to their houses because there were no toilets in the school. Now the facilities are available."</i> — Teacher

Achievement of Planned Infrastructure Outputs Across the Sampled Schools

3.3.1 Functionality and Utilisation of Infrastructure

The assessment found that the infrastructure created under the project was functional and integrated into the daily activities of the beneficiary schools. Across Buxar and Kota, teachers, principals, students, and School Management Committee (SMC) members reported that the sanitation facilities, drinking water systems, and handwashing areas are regularly used and have become part of students' daily school routine.

Buxar

In Buxar, stakeholders reported a significant improvement in the school's WASH infrastructure following the construction of separate toilets for boys and girls. Teachers and school leaders noted that students no longer need to leave the school premises to access sanitation facilities, while students confirmed that the toilets are accessible and regularly used. The installation of drinking water facilities replaced an unreliable water source, improving access to safe drinking water. Respondents also appreciated the repair and colour work undertaken on the toilet infrastructure, which improved the condition and overall appearance of the sanitation facilities.

"Earlier, the school had only a single toilet, and it was not in usable condition. As a result, students often had to go outside the school premises, or even return home, to relieve themselves. Since the project, the school now has separate, functional toilets for boys and girls, which students use effectively on a regular basis."

SMC president

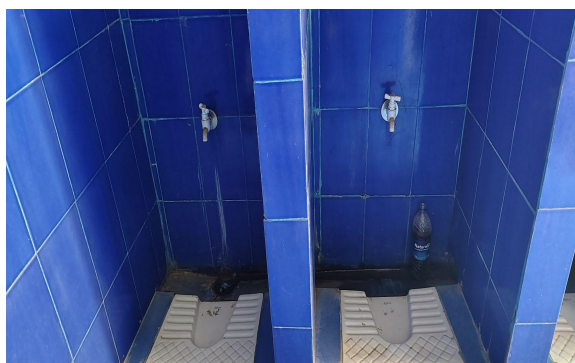
Kota

In Kota, the project significantly improved access to sanitation and other essential WASH infrastructure across the sampled schools. At Balita School, teachers and the Principal reported that the construction of toilets addressed a critical infrastructure need by providing students and staff with functional sanitation facilities within the school premises. At Rajkiya Ucch Madhyamik Vidyalay, Bapunagar, respondents confirmed that the sanitation, drinking water, and handwashing facilities are functional, regularly used, and have become an integral part of students' daily school routine. Teachers and students also appreciated the improved school environment, noting that the infrastructure has enhanced students' comfort, hygiene, and overall school experience.

Field Observation

Kota: Field observations confirmed that the sanitation, drinking water, and handwashing facilities were operational and integrated into students' daily routine. The infrastructure was generally well maintained and regularly used by both students and staff.

Buxar: The assessment team observed that the newly constructed toilets, drinking water facility, and handwashing station were functional, clean, and in regular use. Repair and colour work had also enhanced the overall appearance of the school, contributing to a more welcoming learning environment.



Girls Toilet at MS Thori Pandeypur-Buxar



Drinking Water facility at Balita School- Kota

3.3.2 Quality of Infrastructure and Implementation

Buxar

In Buxar, teachers, the Headmaster, and School Management Committee (SMC) members expressed satisfaction with the quality of the infrastructure created under the project. Respondents reported that the toilets, drinking water facilities, and handwashing area were constructed using good-quality materials and were completed as planned. The SMC actively monitored the construction process, while regular coordination with YUVA Unstoppable ensured that the work met the school's requirements. Field observations confirmed that the infrastructure was clean, functional, and well maintained. One of the SMC president from Buxar noted, *"The construction work was carried out properly, and we monitored it regularly through the School Management Committee. The quality of the materials used is good, and the toilets are clean and functional. Students are using the facilities every day, and we are satisfied with the work completed."*

Kota

School authorities and teachers in Kota appreciated the quality of the infrastructure and the implementation process. Respondents reported that the work was completed in coordination with the schools and that the newly created WASH facilities were integrated into daily school activities immediately after completion. Students participating in the FGDs also confirmed that the sanitation, drinking water, and handwashing facilities are clean, accessible, and regularly used, indicating that the infrastructure is meeting their day-to-day needs. Field observations corroborated these findings, with the infrastructure found to be operational and well maintained across the sampled schools. Principal from the Kota noted, *"We are satisfied with the quality of the work carried out under the project. The facilities are well constructed, functional, and have been integrated into the school's daily activities. They have improved the overall school environment."*

Stakeholder	Overall perspective	Testimonial
SMC members/parents	Appreciated the quality of construction and actively monitored the implementation process to ensure that the work met the school's requirements.	<i>"We were anxious about our girls' safety and dignity, that fear is behind us now, and I am grateful. The separate toilets resolved our biggest sanitation gap and are still kept clean and maintained."</i> (Buxar district)

Principals	Reported that the project was implemented in close coordination with the school and addressed the identified infrastructure priorities within the planned timeline.	<i>"The colour work in the toilet building has made the school considerably more attractive, further enhanced by flowers and decorative plants around the toilets, which no longer look like conventional toilets from the outside." (Thori Pandeypur, Buxar district)</i>
Teachers	Appreciated the quality and functionality of the infrastructure and observed that it was integrated into the school's daily activities immediately after completion.	<i>"The facilities have been constructed well and are serving the purpose for which they were created. We are satisfied with the quality of the infrastructure." (Balita, Kota district)</i>
Students (FGDs)	Reported that the facilities are clean, accessible, and comfortable to use, reflecting the quality of the infrastructure from the users' perspective.	<i>"Toilets are now available at the school, easing access for both students and teachers compared to the earlier situation, when nearby homes had to be used." (Balita, Kota district)</i>

3.4 Efficiency

The assessment examined the efficiency of the School Transformation Project by assessing the timeliness and quality of implementation, coordination among stakeholders, and the utilisation of project

3.4.1 Timeliness and Implementation

Buxar

Stakeholders in Buxar reported that the project was implemented within the planned timeframe and in close coordination with the school authorities. Teachers, the Headmaster, and School Management Committee (SMC) members appreciated the quality of construction and noted that regular monitoring by the implementing partner and the SMC helped ensure timely completion of the work. Respondents expressed satisfaction with the implementation process and confirmed that the facilities became operational immediately after completion.

Kota

In Kota, school authorities also reported that the implementation process was well coordinated between YUVA Unstoppable and the beneficiary schools. At Balita School, respondents noted that minor repair work was undertaken after construction to address initial quality issues, following which the facilities

became fully functional. Teachers and principals appreciated the responsiveness of the implementing partner and confirmed that the infrastructure was completed to the schools' satisfaction.

3.4.2 Financial Efficiency

The project was implemented within the approved financial envelope of ₹1.43 crore, with the entire sanctioned budget utilised and verified through an independent audit. Although construction costs varied across individual schools, savings in some locations offset higher expenditure in others, enabling all planned infrastructure to be delivered without exceeding the overall project budget. This indicates efficient financial management and effective utilisation of project resources.

3.5 Coherence

The School Transformation Project complemented existing government efforts to strengthen WASH infrastructure in government schools across Buxar and Kota. By constructing separate toilets for boys and girls, improving drinking water facilities, developing handwashing stations, undertaking borewell development, and refurbishing school infrastructure, the project addressed priority infrastructure gaps identified by school authorities and School Management Committees (SMCs). Rather than duplicating government initiatives, the CSR intervention supplemented ongoing efforts to improve safe, inclusive, and child-friendly learning environments.

Alignment with national policies and schemes

- *National Education Policy (NEP) 2020*: The project aligns with the objectives of NEP 2020, which emphasises equitable access to quality education through safe, inclusive, and child-friendly learning environments. By addressing the schools' most critical sanitation gap, the project supports NEP's vision of enabling school environments that protect student dignity, safety, and continued participation particularly for girls.
- *Samagra Shiksha*: The project complements the objectives of Samagra Shiksha, which seeks to strengthen school infrastructure, including toilets and drinking water facilities, and to ensure equitable access to quality education across government schools. By addressing infrastructure gaps identified directly by school stakeholders, the project reinforces government efforts to provide functional sanitation and improved learning environments.
- *Swachh Bharat, Swachh Vidyalaya*: The construction of separate, functional toilets for boys and girls directly supports the objectives of the Swachh Vidyalaya initiative, which mandates universal access to safe, child-friendly sanitation facilities in schools, including provisions for menstrual hygiene management.

3.5.1 Alignment with Sustainable Development Goals (SDGs)

SDG	Contribution
SDG 3: Good Health and Well-being	Improved access to safe sanitation, drinking water, and hygiene facilities.
SDG 4: Quality Education	Created a safer and more conducive learning environment for students.
SDG5: Gender Equality	Strengthened girls' access to safe and dignified sanitation facilities.
SDG 6: Clean Water and Sanitation	Improved access to safe drinking water and sanitation infrastructure in schools.
SDG 10: Reduced Inequalities	Enhanced access to essential school infrastructure for students in underserved government schools.

3.5.2 Alignment with CSR guidelines under the Companies Act, 2013

The project is aligned with Section 135 of the Companies Act, 2013, and the activities specified under Schedule VII relating to the promotion of education, sanitation, safe drinking water, and rural development. Through investment in school WASH infrastructure, the project contributes to creating safe and conducive learning environments in Buxar and Kota while supporting broader national priorities related to education, health, hygiene, and gender-equitable school access.

3.6 Impact

3.6.1 Improved Safety, Dignity and School Environment

The School Transformation Project contributed to creating a safer and more dignified school environment by improving access to functional sanitation and drinking water facilities. Across the sampled schools in Buxar and Kota, teachers, principals, students, and School Management Committee (SMC) members consistently reported that the new WASH infrastructure addressed long-standing sanitation challenges and enhanced students' comfort during the school day.

Buxar:

At Middle School Thori Pandeypur, teachers, school leaders, and School Management Committee (SMC) members reported that the availability of separate toilets for boys and girls has significantly improved students' safety, privacy, and dignity. Before the intervention, the absence of functional sanitation facilities forced students to leave the school premises or use open spaces, creating particular concerns for girls. Respondents also observed that the improved facilities have strengthened parents' confidence in sending their daughters to school and contributed to a more conducive learning environment. One of the principals from Buxar noted, ***"Parents are now more confident about sending their daughters to school because proper toilet facilities are available. It has brought a positive change for our students."***

Kota

In Kota, stakeholders reported that the improved WASH infrastructure has enhanced students' comfort and overall school experience. Teachers and principals observed that the availability of functional sanitation facilities within the school has created a cleaner and more welcoming environment, while students reported feeling more comfortable using the facilities during the school day. Respondents also noted that the improved infrastructure has contributed to a more positive atmosphere within the school. Students during one of the FGDs noted, *"The toilets are clean and easy to use. We feel more comfortable staying in school throughout the day because the facilities are available whenever we need them."*



Beautification & Desk benches at MS Thori Pandeypur- Buxar (Bihar)

3.6.2 Improved Attendance and Community Confidence

The assessment indicates that the improved WASH infrastructure has positively influenced students' regular attendance and strengthened community confidence in the beneficiary schools. Across the sampled schools, teachers, principals, and School Management Committee (SMC) members observed that the availability of safe and functional sanitation facilities has removed an important barrier to students remaining in school throughout the day, particularly for girls.

Buxar

At Middle School Thori Pandeypur, the In-charge Headmaster and SMC members reported that parents are now more confident about sending their daughters to school because separate sanitation facilities are available. Respondents also observed that student attendance has become more regular following the intervention and noted that the improved infrastructure has been appreciated by parents and community members during SMC meetings. *"Parents often raised concerns about sanitation earlier. Now they are happy that the school has proper facilities, and they feel more confident about sending their daughters to school."*

Kota

In Kota, school authorities reported that the improved infrastructure has strengthened the school's image within the community and created a more welcoming environment for students. Teachers observed that access to functional sanitation facilities has enabled students to remain in school more comfortably throughout the day, while respondents noted increased appreciation from parents for the

improved school facilities. One of the principals shared, *"The improved facilities have created a positive impression among parents and the community. Students are more comfortable, and the school environment has improved."*

3.6.3 Improved Health, Hygiene and Student Well-being

The School Transformation Project has contributed to improving students' health, hygiene, and overall well-being by providing access to functional sanitation facilities, safe drinking water, and handwashing infrastructure. Across the sampled schools, teachers, principals, and students reported that the improved WASH facilities have enabled students to maintain better hygiene during the school day while creating a cleaner and more comfortable school environment.

Buxar

At Middle School Thori Pandeypur, respondents reported that access to clean toilets and safe drinking water has improved students' daily school experience. Teachers observed that students are able to maintain better hygiene and spend the school day more comfortably without leaving the school premises to access basic facilities. School authorities also noted that the improved WASH infrastructure has contributed to a healthier and more conducive learning environment. One of the teachers noted, *"Students now have access to clean toilets and drinking water within the school. These basic facilities have made a positive difference to their daily routine and overall well-being."*

Kota

In Kota, teachers and students similarly reported that the availability of functional sanitation, drinking water, and handwashing facilities has improved hygiene practices and student comfort. Respondents appreciated that students now have access to clean facilities throughout the school day, contributing to a healthier and more supportive school environment. Students during FGD noted, *"The toilets and handwashing facilities are clean and easy to use. We can maintain hygiene much better now because the facilities are available whenever we need them."*

3.6 Sustainability

3.6.1 Functionality and Maintenance of Infrastructure

The assessment found that the WASH infrastructure created under the School Transformation Project continues to be functional and regularly used across the sampled schools. Teachers, principals, and School Management Committee (SMC) members reported that the toilets, drinking water facilities, and handwashing areas are cleaned regularly and remain in good working condition. Field observations corroborated these findings, with the facilities found to be operational, accessible, and generally well maintained.

Buxar

At Middle School Thori Pandeypur, school authorities and SMC members reported that the sanitation facilities are cleaned regularly and monitored by the school and SMC. Daily cleaning and waste collection are supported through the sanitation arrangements established by the School Education Department, Bihar, under which designated agencies deploy dedicated cleaning personnel at each school and manage waste collection through collection vehicles. In Buxar district, these services are provided by Rudra Sagar Sewa Sansthan. Respondents expressed satisfaction with the quality of construction and confirmed that the facilities continue to serve students effectively. The SMC President noted, *"We ensure that the toilets remain clean and functional. The School Management Committee also monitors the facilities regularly so that students can continue to use them."*

Kota

In Kota, teachers and principals similarly reported that the WASH facilities are being maintained through routine cleaning and regular monitoring by the schools. Respondents confirmed that the infrastructure remains functional and is integrated into the daily operation of the schools. School authorities also expressed a sense of ownership towards the facilities and emphasised their commitment to ensuring that they remain clean and usable for students. Stakeholders noted that regular upkeep by school staff has helped maintain the quality and functionality of the infrastructure since its completion. *"The facilities are cleaned regularly, and students use them every day. We will continue to maintain them so that future students also benefit."*

4. Best Practices and Suggestions for Improvement

The School Transformation Project demonstrated several good practices in stakeholder engagement, need-based planning, and WASH infrastructure development, contributing to improved school environments across Buxar and Kota. The assessment also identified opportunities to strengthen the long-term sustainability of the interventions.

4.1 Best Practices of the Program:

Best practice	Description
Need-based planning	WASH interventions were identified through consultations with school authorities and School Management Committees (SMCs), ensuring that investments addressed the most critical infrastructure gaps in each school.
Integrated infrastructure support	The project combined sanitation facilities, drinking water systems, handwashing stations, bore well development, and school refurbishment to create safe and functional learning environments.

Gender-responsive sanitation	The provision of separate toilets for boys and girls promoted safe, private, and dignified sanitation access, particularly benefiting girl students.
Stakeholder participation and ownership	Active involvement of school authorities, SMCs, and local communities throughout planning and implementation strengthened ownership and encouraged regular upkeep of the facilities.

4.2 Suggestions for improvements

Buxar

- **Institutionalise Operations and Maintenance (O&M):** Establish a clear maintenance mechanism by assigning responsibility to the school authorities, School Management Committee (SMC), or local government. A structured O&M plan with defined roles will help ensure that the WASH infrastructure remains functional over the long term.
- **Strengthen Long-term Maintenance Planning:** Allocate dedicated resources for periodic maintenance and repairs through convergence with government schemes, school maintenance grants, or community support to sustain the benefits of the infrastructure.

Kota

- **Standardise Operations and Maintenance (O&M) Practices:** Develop a uniform operations and maintenance protocol across all beneficiary schools in Kota, with clearly defined roles for school authorities, School Management Committees (SMCs), and local government. A standardised maintenance system will help ensure consistent upkeep and timely repairs across schools.
- **Document and Scale the Implementation Model:** Capture the project's implementation approach including need-based planning, stakeholder engagement, monitoring mechanisms, and coordination with school authorities as a good practice model. Documenting these experience can support the replication of similar WASH interventions in other government schools across the district and beyond

5. Conclusion

The School Transformation Project, supported by Finolex Pipes & Fittings under its Corporate Social Responsibility (CSR) initiative and implemented by YUVA Unstoppable, has made a significant contribution to strengthening WASH infrastructure in government schools across Buxar (Bihar) and Kota (Rajasthan). Through the construction of separate toilets for boys and girls, drinking water facilities, handwashing stations, bore well development, and school refurbishment, the project has addressed critical infrastructure needs and created safer, cleaner, and more inclusive learning environments for students.

The evaluation found that the project was closely aligned with the infrastructure priorities of the beneficiary schools and complemented ongoing government efforts to improve school WASH facilities. The participatory planning process, involving school authorities and School Management Committees (SMCs), ensured that the interventions responded to locally identified needs and fostered a strong sense of ownership among stakeholders. Field observations and stakeholder feedback further confirmed that the infrastructure is functional, regularly used, and well integrated into the day-to-day functioning of the schools.

The project has generated positive outcomes beyond infrastructure development. Stakeholders consistently reported improvements in students' safety, privacy, dignity, and overall school experience, with particularly positive benefits for girls through access to separate sanitation facilities. Improved WASH infrastructure has also strengthened parental confidence, contributed to a more conducive learning environment, and enhanced the overall appearance and functionality of the participating schools.

The assessment demonstrates that the School Transformation Project has successfully achieved its intended objectives and established a strong foundation for improving students' health, hygiene, well-being, and access to a safe learning environment. The collaborative implementation approach, combined with active participation from schools and communities, provides a practical and replicable model for strengthening WASH infrastructure in government schools through CSR partnerships.

Impact Assessment Report

For

School Infrastructure Construction & Repair Project FY 2025–26

Prepared for: Finolex Industries Limited (FIL)

Submitted by : NuSocia

August 2026



Disclaimer

This report sets forth our views based on the completeness and accuracy of the facts stated to NuSocia and any assumptions that were included. If any of the facts and assumptions are not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.

While performing the work, we assumed the genuineness of all signatures and the authenticity of all original documents. We have not independently verified the correctness or authenticity of the same.

We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

While information obtained from the public domain or external sources has not been verified for authenticity, accuracy, or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. We assume no responsibility for such information.

Our views are not binding on any person, entity, authority, or Court, and hence, no assurance is given that a position contrary to the opinions expressed herein will not be asserted by any person, entity, authority, and/or sustained by an appellate authority or a Court of law.

The performance of our work was based on information and explanations given to us by the Client. Neither NuSocia nor any of its partners, directors, or employees undertakes responsibility in any way whatsoever to any person in respect of errors in this report, arising from incorrect information provided by the Client.

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By reading our report, the reader of the report shall be deemed to have accepted the terms mentioned here in above.

Ethical Consideration

Informed consent: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.

Confidentiality: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

Comfort: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.

Right to reject or withdraw: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Executive Summary

EXECUTIVE SNAPSHOT

Implemented by Mukul Madhav Foundation with CSR support from Finolex Industries Limited, the project addressed critical school infrastructure needs through solar power, additional functional space and waterproofing. Together, these interventions strengthened reliability, usability and versatility of the school environment.

STUDENTS BENEFITED	CSR INVESTMENT	ROOFTOP SOLAR GRID	MULTIPURPOSE HALLS
491	₹1.42 Cr	1	2

WHAT WAS SUPPORTED

SOLAR POWER

Rooftop solar power system to improve electricity reliability and reduce recurring electricity expenditure.

EXPANDED SPACE

Additional floor with 2 large multipurpose halls for learning, extracurricular, vocational and community activities.

WATERPROOFING

Waterproofing works to address monsoon-related leakage and improve the condition of affected school spaces.

KEY FINDINGS

- **80–100%:** estimated reduction in electricity expenditure through solar power, reducing grid dependence.
- **All-weather space:** new halls enabled indoor karate, expert sessions, workshops, vocational education and other activities during monsoons.
- **Leakage addressed:** waterproofing improved the usability and condition of previously affected ground-floor spaces.
- **Community use:** multipurpose halls support vocational sewing classes for students and surrounding community members.
- **Ongoing oversight:** technical site visits and audits reportedly conducted about twice a month supported functionality and maintenance.
- **Student enrichment:** Chemistry, Mathematics and Physics sessions plus engineering and technology exposure broadened learning opportunities.

GREEN SCHOOL RECOGNITION • 9th NATIONAL RANK • GREEN SCHOOL AWARDS 2025

The rooftop solar installation formed part of the school's broader environmental sustainability efforts.



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1. Introduction

1.1 Structural and Utility Infrastructure Gaps in Government and Government-aided Schools in India

India has made considerable progress in expanding access to school infrastructure over the past decade, with the Unified District Information System for Education Plus (UDISE+) 2023–24 report recording basic facilities such as functional electricity in more than 91.8% of the country's schools¹. Despite this progress, significant gaps persist, UDISE+ 2023–24 data indicates that nearly 1.52 lakh schools across India, out of a total of over 14.71 lakh, continue to lack functional electricity, with the shortfall particularly pronounced among government schools.²

Beyond basic connectivity, the structural condition and safety of school buildings (roofing, waterproofing, flooring, and electrical load capacity) remain an under-reported dimension of school infrastructure. Ageing school buildings in regions with high rainfall, such as coastal Maharashtra's Konkan belt, are particularly susceptible to water ingress, structural wear, and recurring power disruptions during the monsoon, which in turn affect the reliability of classrooms, offices, and other functional spaces. These challenges disproportionately affect the day-to-day functioning of schools and often fall outside the scope of routine government maintenance grants, creating a case for targeted infrastructure investment.

1.2 Evidence on School Infrastructure, Safety and the Learning Environment

A growing body of evidence links investments in structurally sound, well-maintained, and adequately powered school buildings to improved teaching continuity, expanded co-curricular opportunities, and reduced operational costs for schools.³ Reliable electricity supply supports uninterrupted classroom activity, laboratory and computer use, and administrative functions, while structural repairs including waterproofing and building strengthening, protect existing assets and reduce the recurring costs associated with damage during the monsoon season.

Investments that go beyond minimum compliance, such as renewable energy systems and additional usable space have also been associated with broader institutional benefits, including the ability of schools to diversify their offerings through vocational training, extracurricular programming, and community engagement, thereby extending the value of CSR-funded infrastructure beyond the classroom.

1.3 Policy Ecosystem for School Infrastructure and Sustainability

Strengthening school infrastructure remains a priority within India's education policy framework. The National Education Policy (NEP) 2020 recognises safe, well-equipped, and sustainable school environments as fundamental to improving educational quality and student well-being, while the

¹ <https://www.scribd.com/document/815682542/Udise-Report-Existing-23-24>

² <https://www.idreameducation.org/blog/school-infrastructure-report-2023-24/>

³ <https://documents1.worldbank.org/curated/en/853821543501252792/txt/132579-PUB-Impact-of-School.txt>

Samagra Shiksha scheme provides financial support for school infrastructure, including repair and maintenance grants for government and government-aided institutions.⁴

In parallel, national and state-level green school recognition programmes such as the Green School Awards have encouraged schools to adopt sustainable infrastructure practices, including renewable energy, water conservation, and resource-efficient building design, positioning environmentally sustainable infrastructure as both an educational and institutional priority.



1.4 About the Project

The School Infrastructure Construction & Repair Project was implemented by Mukul Madhav Foundation with CSR support from Finolex Industries Limited during FY 2023–24, at Mukul Madhav Vidyalaya in Ratnagiri, Maharashtra.

The project was designed to address recurring structural and utility challenges affecting the school, including frequent electricity outages during the monsoon season, high electricity expenditure arising from the operation of multiple electrical systems across 12–15 classrooms and administrative facilities, and water leakage on the ground floor during periods of heavy rainfall. School infrastructure needs were identified through an internal assessment conducted by the school and subsequently shared with, and validated by, the Mukul Madhav Foundation team.

Three Principal Interventions

School Infrastructure Upgrade — Project Delivery Summary



⁴ https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf

Technical planning and supervision of the construction and solar grid installation were carried out by an engineering team, with regular site visits undertaken to monitor and audit the installed assets both during and after implementation. Following completion, the new halls were repurposed to host a vocational training centre (including sewing classes), extracurricular activity sessions, and expert engagement sessions, extending the benefit of the infrastructure investment to students and the wider community.

Project Snapshot (FY 2023–24)

Indicator	Detail
Location	Mukul Madhav Vidyalaya, Ratnagiri, Maharashtra
Implementing Partner	Mukul Madhav Foundation
CSR Support	Finolex Industries Limited
Schools Covered	1
Students Benefited	491 (girls and boys)
Total Project Cost (FY 2023–24)	₹1.42 crore
Key Interventions	Rooftop solar power grid; additional floor with two multipurpose halls; waterproofing works
Eternal Recognition	9th National Rank, Green School Awards 2025

2. Approach and Methodology

2.1 Approach

The study evaluated the School Infrastructure Construction & Repair Project implemented by Mukul Madhav Foundation with CSR support from Finolex Industries Limited at Mukul Madhav Vidyalaya, Ratnagiri, Maharashtra.

The assessment examined the project's effectiveness in strengthening school infrastructure through structural, electrical, and waterproofing interventions, and its contribution to improving the functionality, safety, and overall learning environment of the school. Specifically, the study aimed to:

1. Assess the utilisation, functionality, and benefits of the infrastructure interventions from the perspective of the school and its stakeholders.
2. Examine the quality of the infrastructure created, including the utilisation of newly developed spaces for vocational and community-oriented activities.
3. Identify programme-level and sustainability-related gaps and recommend measures to enhance the quality, maintenance, and long-term utilisation of the infrastructure assets

2.2 Research Framework

The evaluation was guided by the OECD-DAC REECIS Evaluation Framework, comprising Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability. The framework provided a structured basis for examining the project's design, implementation, utilisation of infrastructure, and long-term sustainability, and informed the development of the Key Informant Interview schedule used in the assessment.



2.3 Sampling

The assessment covered the project site at Mukul Madhav Vidyalaya, Ratnagiri. Evidence was gathered primarily through a Key Informant Interview with the School Principal and triangulated with project

documentation and process records shared by the implementing team. As part of the broader CSR portfolio assessment, data collection for the Ratnagiri project included 3 Key Informant Interviews and 1 Focus Group Discussion.

Data Collection Tool	Coverage / Status
School Principal / Leader — KII	1
Mukul Madhav Foundation Team — KII	1
SMC / Parents — FGD	1

Table 1: Data Collection Coverage

2.4 Documentation and Report Preparation

The data collected through the Key Informant Interview was compiled and analysed using the OECD-DAC REECIS evaluation framework, and triangulated with project documentation and the Key informant Interviews taken with the School Principal to develop this Impact Assessment Report, highlighting key findings, best practices, and recommendations.

3. Findings and Analysis

This chapter presents the key findings from the primary data collected for the School Infrastructure Construction & Repair Project at Mukul Madhav Vidyalaya, Ratnagiri. It draws on the Key Informant Interview with the School Principal, FGD with parents triangulated with the project documentation. The chapter is organised according to the OECD-DAC REECIS framework: Relevance, Effectiveness, Efficiency, Coherence, Impact, and Sustainability.

Infrastructure Component	Pre-Intervention Situation
Electricity Supply	Frequent power outages during the monsoon season (July–September) affected the regular functioning of classrooms, offices, and other school facilities. High electricity expenditure resulted from operating multiple electrical systems across 12–15 classrooms and administrative facilities.
Structural Condition	The school building experienced water leakage, particularly on the ground floor during the monsoon season, affecting classrooms and other infrastructure.
Usable Space	Limited additional indoor space constrained the school's ability to conduct extracurricular activities, expert sessions, vocational training, and indoor sports, particularly during the monsoon.

Table 2: Pre-Intervention Situation at Mukul Madhav Vidyalaya

3.1 Relevance

The assessment examined the extent to which the infrastructure supported under the project addressed the school's priority needs, and the extent to which the diverse needs of students were considered in the design of the interventions.

3.1.1 Alignment with Identified Infrastructure Priorities

The infrastructure interventions were relevant to the key challenges identified by the school prior to the project. The Principal highlighted electricity reliability and expenditure, along with structural water leakage, as the school's major infrastructure concerns. Frequent power disruptions during the heavy monsoon season affected the regular functioning of the school, while electricity consumption across classrooms, administrative offices, and other facilities contributed to a significant recurring cost. Water leakage on the ground floor during the monsoon also affected the condition and usability of classroom spaces.

The interventions supported through the project including the installation of a solar power system, construction of an additional floor, and waterproofing works directly responded to these identified gaps. The Principal noted that the interventions were relevant to the school's requirements and helped address infrastructure constraints that were affecting day-to-day operations.

"The Konkan region receives heavy rainfall from July to September, and frequent power disruptions during the monsoon can affect the regular functioning of the school. The solar power system has been particularly relevant in this context, as it helps provide a more reliable power supply while also reducing the school's electricity expenditure."

School Principal, Mukul Madhav Vidyalaya

Parent perspectives broadly supported the relevance of the improvements from a student and family perspective. Participants highlighted the value of having a better-equipped and more functional school environment, particularly the availability of improved spaces and facilities that support students' learning and participation in school activities.

3.1.2 Needs Identification Process

The project's interventions were informed by an internal assessment of the school's infrastructure gaps. The identified requirements were subsequently shared with the Mukul Madhav Foundation team and considered during the planning of the project. The needs identification process therefore reflected a school-led and needs-based approach, with priorities emerging from the school's operational experience and infrastructure requirements rather than being determined independently of local conditions. The process also enabled the interventions to be tailored to the school's specific context, including the challenges associated with heavy monsoon rainfall, power disruptions, electricity costs, and inadequate or vulnerable infrastructure.

3.2 Effectiveness

The effectiveness of the project was assessed by examining the extent to which the planned interventions were implemented as intended, and the extent to which they achieved their immediate objective of strengthening the school's structural and utility infrastructure.

Infrastructure Component	Output	Assessment Findings
Electricity / Renewable Energy	1 Rooftop Solar Power Grid	The rooftop solar power system was installed and functional at the time of assessment. The intervention was reported to have substantially reduced the school's electricity expenditure, with an estimated reduction of 80–100% . No major operational challenges were reported following installation.
Structural Expansion	1 Additional Floor with 2 Large Multipurpose Halls	The additional floor and two multipurpose halls were completed and were in active use. The spaces are being utilised for extracurricular activities, expert sessions, vocational education, and indoor sports, providing additional functional space for the school, particularly during the monsoon season.
Structural Repair	Waterproofing of 1 Ground-Floor Area	Waterproofing works were completed and were reported to have addressed the ground-floor water leakage experienced prior to the intervention. The intervention helped improve the usability and condition of the affected school spaces.

Table 3: Achievement of Planned Infrastructure Outputs

3.2.1 Functionality and Utilisation

The infrastructure created under the School Infrastructure Construction & Repair Project was found to be functional and integrated into the school's regular operations. The rooftop solar power system, additional floor and multipurpose halls, and waterproofing works were reported to be operational and serving their intended purposes at the time of assessment.

The rooftop solar power system was functioning effectively and was reported to have substantially reduced the school's electricity expenditure. The Principal also noted that the engineering and technical teams remained involved through periodic site visits and monitoring, supporting the continued functionality of the installed infrastructure. No major operational challenges were reported following completion of the interventions.

Parent participants also expressed positive perceptions of the improved school facilities, particularly the availability of additional space and opportunities for students to participate in activities beyond routine classroom learning. Their feedback complemented the school's account of the increased utilisation and usefulness of the new infrastructure.

The additional floor and two large multipurpose halls were actively utilised for a range of school activities, including extracurricular activities, expert sessions, vocational education, indoor sports, seminars, workshops, and awareness sessions. The availability of these spaces was particularly valuable during the monsoon season, when outdoor activities are constrained by heavy rainfall in the Konkan region. The halls therefore expanded the school's functional space and enabled activities that would otherwise have been difficult to conduct during periods of adverse weather. The school principal noted, *"With the new infrastructure support, the school now has adequate space to conduct extracurricular activities, expert sessions, vocational education, and indoor sports. The addition of two large halls has enabled the school to continue these activities even during the monsoon season. These halls also serve as common spaces for seminars, workshops, and awareness sessions, providing students with greater learning opportunities and exposure."*



Extracurricular activities at MMV

3.3 Efficiency

The efficiency of the project was assessed by examining resource utilisation, implementation timelines, technical supervision, and post-completion monitoring. The assessment draws primarily on the Principal's account of project implementation, supported by project documentation and process records.

3.3.1 Resource Optimisation and Cost Efficiency

The project represented a focused investment in addressing the school's priority infrastructure requirements. A total CSR expenditure of ₹1.42 crore in FY 2023–24 supported three key infrastructure components: installation of a rooftop solar power grid, construction of an additional floor with two large multipurpose halls, and waterproofing works. The concentration of resources on these identified infrastructure gaps indicates a needs-based allocation approach, with the investment directed towards interventions expected to address operational costs, space constraints, and structural maintenance requirements. In particular, the solar installation has reportedly contributed to an 80–100% reduction in

electricity expenditure, indicating a significant recurring cost benefit from the initial infrastructure investment.

3.3.2 Implementation and Monitoring

The project was reported to have been completed within the planned timeline, with technical oversight provided by the engineering team during construction and installation. Technical supervision helped ensure that the infrastructure works were implemented as planned and that the assets were operational following completion. Post-completion monitoring further strengthened the efficiency of the investment. The technical team reportedly conducts site visits and audits approximately twice a month to monitor the condition and functioning of the installed infrastructure. This continued oversight indicates that monitoring was not limited to the implementation period but extended into the post-completion phase, supporting the sustained functioning and utilisation of the assets created through the project.

3.4 Coherence

The project demonstrated coherence with the school's institutional priorities and with broader policy and sustainability objectives related to education, infrastructure, renewable energy, and skill development. The interventions complemented the school's efforts to strengthen its physical infrastructure while addressing operational and environmental priorities.

3.4.1 Alignment with School and Institutional Priorities

The infrastructure supported through the project was consistent with the school's broader focus on improving the quality and sustainability of its learning environment. The rooftop solar power system contributed to more reliable power availability and reduced electricity expenditure, while the additional floor and multipurpose halls expanded the school's capacity to conduct academic, extracurricular, vocational, and community-oriented activities. The waterproofing works further supported the upkeep and usability of the school's infrastructure, particularly during the heavy monsoon season. The Principal also linked the improved infrastructure to the school's broader Green School efforts, noting that the project contributed to strengthening the school's environmental and infrastructure practices.

3.4.2 Alignment with National Policies and Sustainable Development Goals (SDGs)

The programme demonstrated strong alignment with key national education and infrastructure initiatives:

Policy/Scheme	Alignment
National Education Policy (NEP) 2020	Supported the creation of safe, functional, and conducive learning environments through improvements to school infrastructure and the creation of additional multipurpose learning spaces.
Samagra Shiksha	Complemented broader government efforts to strengthen school infrastructure and improve the physical learning environment by addressing structural, utility, and space-related requirements.
National Solar Mission / Renewable Energy Priorities	Contributed to the adoption of renewable energy within the school through the installation of a rooftop solar power system, supporting cleaner energy use and reduced dependence on

	conventional electricity.
Skill Development Priorities	Supported vocational and skill-oriented activities through the use of the newly created multipurpose halls for vocational education and related sessions.

3.5.2 Alignment with Sustainable Development Goals (SDGs)

SDG	Contribution
SDG 4: Quality Education	Strengthened the learning environment through improved infrastructure and additional spaces for academic, extracurricular, vocational, and indoor activities.
SDG 7: Affordable and Clean Energy	Promoted the use of renewable energy through the installation of a rooftop solar power system, which also contributed to reduced electricity expenditure.
SDG 8: Decent Work and Economic Growth	Supported vocational and skill-oriented activities through the use of the newly created multipurpose spaces.
SDG 13: Climate Action	Contributed to environmentally sustainable school infrastructure through the adoption of solar energy and reduced reliance on conventional grid electricity.

3.5.3 Alignment with CSR Guidelines under the Companies Act, 2013

The project is aligned with Section 135 of the Companies Act, 2013 and the activities specified under Schedule VII, particularly those relating to the promotion of education, environmental sustainability, and employment-enhancing vocational skills. Through investments in renewable energy, structural improvements, and multipurpose learning spaces, the project contributed to strengthening the school's physical learning environment while supporting broader objectives related to sustainable infrastructure and skill development.

3.5 Impact

3.5.1 Reduced Operational Costs and Improved Power Reliability

"The solar power system has significantly reduced our electricity expenditure and has been particularly useful during the monsoon season, when power disruptions are more frequent. It has helped us manage our electricity requirements more reliably while reducing the financial burden on the school."

School principal, Mukul Madhav Vidyalaya

The most immediate and clearly evidenced impact was the substantial reduction in the school's electricity expenditure following installation of the rooftop solar power system. The school reported an

estimated 80–100% reduction in electricity expenditure, releasing resources that would otherwise have been allocated towards recurring utility costs. The intervention was also particularly relevant to the school's operating context in the Konkan region, where heavy monsoon rainfall can result in frequent power disruptions. By providing an alternative source of electricity, the solar installation reduced the school's dependence on conventional grid power and supported more reliable day-to-day functioning.



Solar Power Grid at MMV

3.5.2 Expanded Learning and Enrichment Opportunities

The construction of the additional floor and two large multipurpose halls has expanded the school's capacity to provide learning and enrichment opportunities beyond routine classroom teaching. The new spaces are being used for extracurricular activities, indoor sports, expert sessions, seminars, workshops, and vocational education. Their availability has been particularly valuable during the monsoon season, enabling students to continue activities indoors when outdoor spaces are difficult to use.

The additional infrastructure has also enabled the school to introduce greater exposure to subject-specific and career-oriented learning. Faculty from Finolex Academy of Management and Technology have visited the school to conduct sessions on Chemistry, Mathematics, Physics, engineering concepts, emerging technologies, and future career opportunities. These interactions provide students with exposure to areas beyond the regular curriculum and help broaden their awareness of potential educational and career pathways. The principal noted, "*The new space has let us bring in indoor karate, guest experts in Chemistry, Math, and Physics, and even engineering sessions from Finolex Academy, opening our students' eyes to careers they'd never considered before.*"

Parent participants also viewed the improved infrastructure positively, particularly the availability of additional space and the opportunities it has created for students to participate in extracurricular and enrichment activities. Their perspectives complemented the school's account of the new facilities contributing to a broader and more engaging school experience.

3.5.3 Community and Vocational Benefits

The additional multipurpose halls have extended the benefits of the project beyond regular classroom and student activities. The spaces are being used for vocational training, including sewing classes for both students and members of the surrounding community. This has enabled the school infrastructure to serve as a platform for skill development and community engagement, while increasing the utilisation of the newly created facilities beyond the formal school timetable.

The use of the halls by community members also indicates that the infrastructure has acquired a wider social function, allowing the investment to benefit stakeholders beyond the school's immediate student population. *“The newly constructed halls provide adequate space for vocational training programmes, including sewing classes. These programmes are being attended by both students and members of the surrounding community, allowing us to make wider use of the infrastructure and provide opportunities for skill development beyond regular school activities.”*

External Recognition

The project's contribution to the school's sustainability efforts is also reflected in the school's recognition through the **Green School Awards 2025**, where it secured the **9th national rank**. The recognition highlights the school's broader efforts to integrate environmentally responsible practices into its operations and infrastructure. The rooftop solar power system supported through the project formed an important part of these efforts by enabling the school to adopt renewable energy while reducing its dependence on conventional grid electricity and electricity-related expenditure. The recognition provides an external indicator of the school's progress towards a more sustainable operating model and adds value to the project's contribution beyond its immediate infrastructure outputs.

Dimension	Observed Impact
Operational cost	80–100% reduction in electricity expenditure following solar power grid installation.
Learning environment	Additional indoor space enabled continuity of activities during the monsoon and hosting of seminars and workshops.
Student enrichment	Introduction of indoor karate, subject-expert sessions, and engineering exposure sessions.
Community benefit	Vocational sewing training extended to community members alongside students.
External validation	9th National Rank, Green School Awards 2025.

Table 4: Summary of Observed Impact

3.6 Sustainability

3.6.1 Maintenance and Institutional Ownership

The infrastructure created under the project continues to be functional and is being used regularly by the school. The rooftop solar power system, multipurpose halls, and waterproofing works were reported to be operational at the time of assessment, with the school integrating the new infrastructure into its regular academic, extracurricular, vocational, and community activities.

Sustainability is supported by continued technical oversight from the Finolex/Mukul Madhav Foundation team. The Principal reported that the technical team visits the school approximately twice a month to monitor the infrastructure, conduct audits, and identify any maintenance requirements. This ongoing engagement provides an additional layer of oversight beyond the initial implementation and supports the continued functionality of the assets. School principal noted, *“The Finolex technical team conducts regular audits and monitoring and visits the school approximately twice a month to inspect the infrastructure and ensure that all assets are well maintained.”*

3.6.2 Potential for Replication

The project demonstrates potential for replication in schools facing similar challenges related to high electricity costs, monsoon-related power disruptions, ageing infrastructure, and limited functional space. The combination of rooftop solar, structural expansion, and waterproofing provides an integrated approach that addresses both operational and infrastructure requirements. The model is particularly relevant where CSR investments can be aligned with school-identified needs and complement existing infrastructure rather than duplicate government support. The reported reduction in electricity expenditure, increased utilisation of multipurpose spaces, and continued use of the facilities for student and community activities provide useful evidence of the value that such investments can generate beyond the initial construction outputs.

4. Best Practices and Suggestions for Improvement

The School Infrastructure Construction & Repair Project demonstrates several good practices in need-based planning, technical supervision, infrastructure utilisation, and continued post-completion monitoring. The assessment also identified opportunities to further strengthen maintenance planning, address remaining infrastructure gaps, and maximise the long-term value of the assets created.

4.1 Best Practices of the Project

Best practice	Description
Need-based planning	The project responded to infrastructure gaps identified by the school, including high electricity costs, power disruptions, limited functional space, and water leakage, ensuring that the interventions were relevant to the school's operating context.
Integrated infrastructure support	The project combined renewable energy, structural expansion, and waterproofing rather than addressing a single infrastructure requirement. This enabled the intervention to generate benefits across operational efficiency, space utilisation, and infrastructure functionality.
Strong technical supervision	Engineering oversight was provided during construction and solar installation, supported by quality checks and technical supervision to ensure that the infrastructure was implemented as planned.
Sustained post-completion monitoring	Regular technical visits and audits, reportedly conducted approximately twice a month, provide continued oversight of the infrastructure beyond project completion and support timely identification of maintenance requirements.
Multipurpose utilisation of infrastructure	The additional halls are being used for extracurricular activities, indoor sports, expert sessions, vocational training, workshops, and community activities, maximising the value of the newly created space.

4.2 Suggestions for Improvement

- **Develop a structured long-term Operations and Maintenance (O&M) plan:** The continued technical support from Finolex/Mukul Madhav Foundation is a strength, but future phases could formalise O&M responsibilities, maintenance schedules, escalation mechanisms, and budget provisions between the school and implementing partner. This would help sustain the assets if external technical monitoring reduces over time.
- **Close the remaining infrastructure gap:** The repair and upgradation of the school's ageing windows should be considered as a priority in future support. Addressing this requirement would help bring the overall facility to a more consistent standard of safety, functionality, and upkeep.

5. Conclusion

The School Infrastructure Construction & Repair Project, supported by Finolex Industries Limited and implemented by Mukul Madhav Foundation, has made a meaningful contribution to strengthening the infrastructure and operational environment of Mukul Madhav Vidyalaya, Ratnagiri. Through the installation of a rooftop solar power system, construction of an additional floor with two multipurpose halls, and waterproofing of the existing structure, the project addressed key infrastructure priorities related to electricity costs and reliability, availability of functional space, and monsoon-related water leakage. These interventions have contributed to a more reliable, functional, and versatile school environment.

The evaluation found that the project was closely aligned with the school's identified infrastructure needs and was supported by technical supervision during implementation and continued monitoring after completion. The infrastructure was found to be functional and regularly utilised, with the additional halls supporting extracurricular activities, indoor sports, expert-led sessions, vocational training, and community programmes. The most clearly evidenced outcome was the reported 80–100% reduction in electricity expenditure following the solar installation, alongside expanded opportunities for student enrichment and community-oriented use of the school's infrastructure.