MSWIL

IMPACT ASSESSMENT

Aided support to Schools, Inter Colleges & Communities

FY 2025-2026

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Strictly Private & Confidential

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Date: 01.07.2026

Date: 1st July 2026

Subject: Final report for Impact assessment of Aided Support to Schools, Inter Colleges & Communities programme

Dear Sir/Madam,

This refers to our engagement letter dated 29th June 2026 with Motherson Sumi Wiring India Limited ("you") ('the Contract').

We appreciate the opportunity to assist Motherson Sumi Wiring India Limited in providing Impact assessment services to their Aided Support to Schools, Inter Colleges & Communities programme.

This report is our final report and signifies completion of our Services as described in the Engagement Contract. The performance of our Services and the report issued to you pursuant to the Services are based on and subject to the terms of the Contract.

This report is solely for your benefit and information and is not to be referred to in communications with or distributed or disclosed for any purpose to any third party without our prior written consent. We have been engaged by you for the Services and to the fullest extent permitted by law, we will not accept responsibility or liability to any other party in respect of our Services or the report.

It has been our privilege to work with you, and we look forward to continuing our relationship with you.

Yours sincerely

Yours faithfully

KPMG

Jignesh Thakkar
Partner, KPMG Assurance and Consulting Services

Agreed and accepted on behalf of Motherson Sumi Wiring India Limited

Signature .....

Name Anurag Gahlot

Position Whole Time Director & Chief Operating Officer

Date July 1, 2026

Disclaimer and Notice to Reader

- This report has been prepared exclusively for Motherson Sumi Wiring India Limited ("Client") in accordance with the terms of the Engagement agreement dated 29th June 2026 between Client and KPMG Assurance and Consulting Services LLP ("KPMG" or "we") (collectively 'Contract'). The performance of KPMG's services and the report issued to the Client are based on and subject to the terms of the Contract.
- For the use of management only. It is not to be distributed beyond the management nor is to be copied, circulated, referred to or quoted in correspondence, or discussed with any other party, in whole or in part, without our prior written consent, except as per terms of business agreed under the above-mentioned Contract.
- This report sets forth our views based on the completeness and accuracy of the facts stated to KPMG and any assumptions that were included. If any of the facts and assumptions is 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 have assumed the authenticity of all documents or information referred or provided. 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.
- In accordance with its policy, KPMG advises that neither it nor any partner, director or employee undertakes any responsibility arising in any way whatsoever, to any person other than Motherson Sumi Wiring India Limited in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.
- In connection with our report or any part thereof, KPMG does not owe duty of care (whether in contract or in tort or under statute or otherwise) to any person or party to whom the report is circulated to and KPMG shall not be liable to any party who uses or relies on this report. KPMG thus disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.
- 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.
- Performance of our work was based on information and explanations given to us by the staff of Motherson Sumi Wiring India Limited. Neither KPMG nor any of its partners, directors or employees undertake responsibility in any way whatsoever to any person in respect of errors in this report, arising from incorrect information provided by Motherson Sumi Wiring India Limited' s staff.
- Our report may make reference to 'KPMG 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.
- **By reading our report the reader of the report shall be deemed to have accepted the terms mentioned hereinabove.**

CONTENTS

ABBREVIATIONS

S. No.	Abbreviation	Full Form
1	CSR	Corporate Social Responsibility
2	KPMG	Klynveld Peat Marwick Goerdeler
3	NGO	Non-Governmental Organization
4	OECD	Organization for Economic Co-operation and Development
5	DAC	Development Assistance Committee
6	KPI	Key Performance Indicator
7	FGD	Focus Group Discussion
8	SDG	Sustainable Development Goal
9	WASH	Water, Sanitation and Hygiene
10	MSWIL	Motherson Sumi Wiring India Limited
11	SLMTT	Swarn Lata Motherson Trust
12	KCT	Kailash Charitable Trust

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Motherson Sumi Wiring India Limited (MSWIL), under its Corporate Social Responsibility (CSR) initiatives, implemented the Aided Support to Schools, Inter Colleges and Communities programme through Swarn Lata Motherson Trust (SLMTT), in collaboration with Kailash Charitable Trust (KCT). The programme aimed to address critical infrastructure gaps across government schools, inter colleges, vocational institutions, and select community spaces in select districts of Uttar Pradesh. Interventions focused on strengthening classroom infrastructure, WASH facilities, digital learning resources, and community infrastructure to improve learning environments, access to essential services, and overall community well-being.

This impact assessment evaluates the performance of the programme across selected locations in Uttar Pradesh. The assessment is based on a mixed-methods approach, incorporating data from institutions, schools, and community-level assessments, supplemented by field observations and stakeholder consultations. The evaluation has been conducted using the OECD-DAC framework, covering relevance, effectiveness, efficiency, impact, sustainability, and coherence.

Key Findings

Relevance

- The programme effectively addressed critical gaps in classroom infrastructure, WASH facilities, and digital access across institutions
- 83% of teachers reported digital interventions to be highly relevant to teaching needs
- Students consistently highlighted improvements in seating and access to drinking water, indicating alignment with priority requirements
- Community-level interventions responded to essential infrastructure needs, extending programme relevance beyond educational institutions

Effectiveness

- 71% of teachers reported classroom infrastructure (seating, lighting, ventilation) as fully adequate post-intervention
- 100% of teachers observed improved student comfort and classroom experience
- 67% of teachers reported WASH facilities as adequate after intervention
- 83% of digital assets were reported to be functional
- 64% of the students reported full improvement in drinking water access, with the remaining indicating improvements
- Students exposed to digital tools reported enhanced learning experience and increased engagement
- In a few instances, assets that were initially functional and in regular use required minor maintenance over time, with their continued use linked to institutional maintenance practices following handover

Efficiency

- The programme ensured effective conversion of inputs into usable infrastructure, with most assets reported to be functional and in active use
- Targeted investments enabled focused improvement in key infrastructure gaps across institutions
- Students confirmed regular use of classroom furniture, lighting, and digital tools
- Infrastructure provided is well integrated into daily school functioning, supporting effective utilization

Impact

- 100% of students reported improved attention and participation in classrooms
- 78% of teachers reported improved access to drinking water
- 80% of teachers observed improvements in students' digital learning exposure and skills
- Infrastructure interventions contributed to enhanced comfort, accessibility, and engagement in learning environments
- Community-level assets demonstrated high usage and relevance, benefiting both institutions and surrounding populations

Sustainability

- 90% of teachers indicated that infrastructure is likely to remain usable over the next 2–3 years
- Students reported consistent use of classroom infrastructure, indicating continued relevance and integration into daily activities
- Ownership by institutions and local stakeholders supports ongoing functionality of assets
- Existing foundations provide strong potential for long-term sustainability with continued upkeep practices

Coherence

- Programme components (infrastructure, WASH, digital) are well integrated and mutually reinforcing
- Interventions align with education sector priorities and developmental goals, including National Education Policy (NEP) 2020, and Sustainable Development Goals (SDGs)
- Combined improvements across infrastructure and learning resources contribute to a holistic enhancement of the school environment

Conclusion

The programme represents a well-designed and context-responsive CSR initiative, successfully addressing key infrastructure gaps in schools, inter colleges, and community spaces. It has contributed to improved access to essential services, enhanced classroom environments, and increased student engagement.

With its strong operational foundation and need-based design, the programme is well positioned to sustain and build upon current gains. Continued focus on maintenance, institutional ownership, and alignment of infrastructure with usage patterns will further strengthen long-term outcomes.

Overall, the programme demonstrates strong potential to deliver sustained improvements in educational environments and community well-being, contributing meaningfully to inclusive and quality education outcomes.

CHAPTER 1: INTRODUCTION

INTRODUCTION

Access to safe, functional, and enabling educational infrastructure remains a critical determinant of educational outcomes in India, particularly in rural and peri-urban areas. Government schools, aided institutions, and inter colleges continue to face persistent gaps across WASH (Water, Sanitation and Hygiene) facilities, physical infrastructure, and access to digital resources, directly affecting student attendance, participation, and overall learning experience.

Persistent gaps in WASH infrastructure continue to be a major concern. Access to clean water, sanitation, and hygiene facilities in schools is closely linked to improved health, attendance, and dignity of students, especially girls[1]. However, nearly half of schools in India lack basic handwashing facilities, and inadequate access to functional and gender-segregated sanitation facilities contribute to absenteeism and dropout[2].

While national datasets suggest widespread availability of infrastructure, functionality and adequacy remain key challenges[3]. Additionally, access to inclusive infrastructure remains limited, with only about one-third of government schools equipped with disabled-friendly toilets, many of which are not fully functional[4]. These gaps underline the need for interventions that go beyond asset creation to ensure usability, maintenance, and accessibility.

Beyond WASH, the quality of the physical learning environment, including classroom infrastructure, furniture, and lighting, plays a significant role in shaping student engagement and learning outcomes. Evidence indicates that inadequate infrastructure can adversely affect participation, comfort, and academic performance, reinforcing educational disparities[5]. In addition, the growing importance of digital education has further highlighted inequities in access to technology across schools.

The digital divide remains a critical barrier, particularly in government schools. National data indicates that only around 57% of schools have access to functional computers, and approximately half have internet connectivity[6]. More advanced infrastructure such as smart classrooms is available in only about one-fourth of schools, with government schools lagging behind private institutions[7]. This limited access constrains opportunities for interactive and technology-enabled learning, which are increasingly essential in modern education systems.

In the context of Uttar Pradesh, similar challenges persist across government schools, particularly in districts such as Gautam Buddh Nagar, where gaps in functional sanitation facilities, reliable drinking water access, classroom infrastructure, and digital resources

[1] Monitoring WASH and school dropouts in India: Is there adequate data? An assessment of four national databases | Journal of Water, Sanitation and Hygiene for Development | IWA Publishing
[2] Clean India - Clean schools | UNICEF India
[3] Government report reveals stark infrastructure gap in Indian schools - The Hindu
[4] Insights from India's School Infrastructure Report 2023-24
[5] Government report reveals stark infrastructure gap in Indian schools - The Hindu
[6] Insights from India's School Infrastructure Report 2023-24
[7] Digital Dreams, Divided Realities: Navigating Educational Access in India

continue to affect the quality of the learning environment[8][9]. These challenges are more pronounced in peri-urban pockets, reinforcing the need for targeted interventions to improve infrastructure functionality and usability at the institutional level[10].

In addition, gaps also persist in community-level infrastructure and shared public spaces, particularly in underserved areas. Basic community assets such as common-use infrastructure often remain underdeveloped or poorly maintained, affecting accessibility, usability, and dignity of local populations. These gaps have the potential to influence the broader socio-economic environment.

The aforementioned challenges underscore the need for integrated interventions that address infrastructure gaps holistically, spanning sanitation, drinking water, physical learning environments, digital access, as well as community infrastructure. Such approaches are critical to improving not only immediate schooling conditions but also overall community well-being.

In this context, Motherson Sumi Wiring India Limited (MSWIL), under its Corporate Social Responsibility (CSR) initiatives, has implemented the Aided Support to Schools, Inter Colleges and Communities programme, with SLMTT serving as the implementing agency and facilitating coordination with partner organizations, including Kailash Charitable Trust (KCT), and other stakeholders. By addressing gaps across WASH facilities, physical infrastructure, and access to basic and digital resources, the programme seeks to improve the operational effectiveness of schools and colleges, while also enhancing the usability of community infrastructure. This integrated approach recognizes that strengthening educational institutions alongside supporting community assets contributes to improved access to services, better learning environments, and overall community well-being.

The present impact assessment evaluates the relevance, effectiveness, and outcomes of the programme, with a focus on understanding its contribution to improving school infrastructure and overall learning environments.

About Motherson Sumi Wiring India Limited (MSWIL)

Motherson Sumi Wiring India Limited (MSWIL) is a focused, dynamic, and progressive manufacturing company that provides innovative and value-added solutions to its customers while maintaining a strong commitment to responsible business practices and community development. As part of the Motherson Group, the company consistently emphasizes creating long-term value for all stakeholders, including customers, employees, investors, and the communities in which it operates.

The company's approach is guided by its vision of being a globally preferred sustainable solutions provider, achieved through high standards of governance and a focus on ethical and responsible operations. In line with this vision, MSWIL integrates Corporate Social Responsibility (CSR) into its core business philosophy, recognizing its role in contributing to

[8] NHRC Orders Action on Poor Conditions in Gautam Budh Nagar Govt Schools - Times of India
[9] Gautam Budh Nagar: 28 decaying schools face demolition as infra push | Hindustan Times
[10] Evidenced transformations: using data to demonstrate improvement in school-based access to water, sanitation and hygiene in Uttar Pradesh, India | H2Open Journal | IWA Publishing

broader social and developmental priorities. The company undertakes CSR initiatives as a means to create a positive and lasting impact, aligning its programmes with both community needs and national development goals.
MSWIL's CSR framework is structured to ensure effective planning, implementation, and monitoring of projects in accordance with the Companies Act, 2013 and relevant CSR Rules. The company adopts a strategic approach to identifying and implementing CSR programmes, including partnerships with credible implementing agencies, to maximize impact and ensure sustainability.
Through its CSR initiatives, MSWIL seeks to contribute meaningfully to social development by supporting interventions that address key challenges across communities. The company's focus on structured, impact-oriented programmes reflects its commitment to responsible corporate citizenship and its intent to foster inclusive and sustainable growth beyond its core business operations.

Aided support to Schools , Inter Colleges and Communities: Programme Overview

Motherson Sumi Wiring India Limited (MSWIL), under its Corporate Social Responsibility (CSR) framework, has implemented the Aided Support to Inter Colleges and Communities programme through SLMTT as the implementing agency, with coordination across supported institutions, local stakeholder, and partner organizations, including KCT. The programme is designed as a need-based infrastructure support initiative targeted at strengthening educational institutions and select community infrastructure in areas surrounding MSWIL's operational locations.

Programme Objective and Approach

The primary objective of the programme is to address critical gaps in infrastructure and basic service provision across government schools, inter colleges, and identified community institutions. The programme adopts a decentralized, institution-specific approach, wherein interventions are identified based on on-ground requirements and implemented to improve functionality, usability, and accessibility of facilities.

The programme scope extends across multiple locations, including Noida, Dadri, Jewar, and Greater Noida, in the district of Gautam Buddh Nagar, Uttar Pradesh and covers different types of institutions such as primary schools, upper primary schools, secondary schools, inter colleges, and vocational training institutes, along with select community infrastructure.

Key Intervention Areas

The programme focuses on the following core areas:

1. WASH (Water, Sanitation and Hygiene) and Basic Facility Strengthening

- Provision and installation of safe drinking water infrastructure, including water coolers and dispensers
- Repair, restoration, and improvement of sanitation facilities, including toilets
- Support for basic utilities contributing to hygiene and usability of institutional spaces

2. Educational Infrastructure Improvement

- Construction of new classrooms and renovation of existing school and college infrastructure
- Refurbishment works, including flooring, electrical fittings, and general repair of institutional spaces
- Provision of essential classroom infrastructure such as desks, chairs, tables, storage units, and teaching aids
- Installation of basic amenities including fans, lighting fixtures, and related electrical infrastructure

3. Digital and Learning Resource Support

- Provision of ICT equipment including computers, laptops, and printers
- Installation of digital learning aids such as smart LED televisions and related accessories
- Support aimed at enabling improved access to technology-assisted learning environments

4. Support to Inter Colleges and Vocational Institutions

- Infrastructure upgrades tailored to institutional requirements, including classroom improvements and furniture provisioning

5. Community Infrastructure Support

- Improvement and augmentation of select community assets, including common-use infrastructure such as cremation grounds

Against this backdrop, the present impact assessment seeks to examine the relevance, effectiveness, efficiency, impact, and sustainability of the interventions implemented across selected government schools. The following chapter outlines the scope, methodology, and assessment framework adopted to evaluate programme performance and document key outcomes.

CHAPTER 2: SCOPE & METHODOLOGY

SCOPE & METHODOLOGY

This impact assessment covers the interventions implemented under the Aided Support to Schools, Inter Colleges and Communities programme across selected locations namely, Noida, Greater Noida, Dadri, and Jewar, in the state of Uttar Pradesh. The programme focused on providing infrastructure and facility support to government schools, inter colleges, vocational institutions, and select community spaces.

The assessment is guided by the OECD-DAC evaluation framework, which forms the basis for analysing programme performance across key dimensions. It examines the relevance, effectiveness, and preliminary outcomes of the programme interventions, with a focus on improvements in infrastructure, usability of facilities, and overall learning and community environments. The study draws upon primary data collected from key stakeholder groups, including students, teachers, school and institutional management, and community members, along with secondary data and programme records.

Methodology of the Study

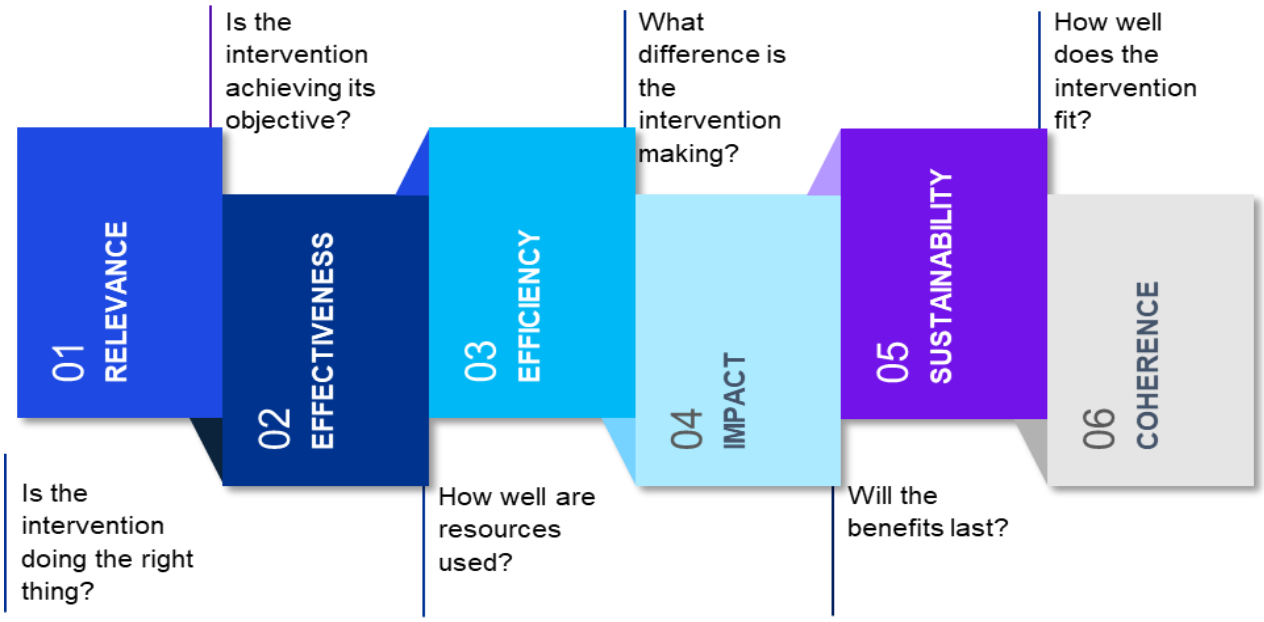
A four-phase structured methodology was adopted for the evaluation of the projects:

Phase	Description
1. Consultation & Scoping	• Gathering secondary data related to the projects • Consultations with MSWIL and SLMTT to understand programme scope, coverage, and intervention design
2. Research Design	• Development of assessment framework aligned to programme objectives • Design of data collection tools (questionnaires and interview guides) for different stakeholder groups • Identification of sample locations and beneficiaries
3. Data Collection, cleaning, and analysis	• Field visits to selected schools, inter colleges, and community sites • Physical interviews with students, teachers, institutional heads, and community members • Analysis of quantitative and qualitative data collected during the survey
4. Reporting	• Synthesis of findings across intervention areas • Preparation of impact assessment report with key insights and observations

Assessment Framework

KPMG adopted a results-based assessment framework aligned with the OECD-DAC evaluation criteria, evaluating the project across the following dimensions:

- **Relevance:** The degree to which the project addressed the actual needs of the target communities and aligned with national and global policy frameworks.
- **Effectiveness:** The extent to which the project achieved its stated objectives and delivered the intended output.
- **Efficiency:** An evaluation of the use of inputs and processes in delivering outcomes relative to the investment made.
- **Impact:** Evidence of positive changes attributable to the project, including direct and indirect benefits to students, teachers, and the wider school community.
- **Sustainability:** The likelihood that the benefits of the project will be maintained after the current phase of funding.
- **Coherence:** The extent to which the project is compatible and complementary with other interventions and policies in the same sector and geography. This includes alignment with government priorities, convergence with existing schemes, and the degree to which the project avoids duplication while creating synergies with efforts undertaken by local institutions and stakeholders.



Data Collection Methods

A mixed-methods approach was employed to ensure rigorous triangulation of evidence:

- **Quantitative Surveys:** Structured questionnaires were conducted with teachers and school authorities to capture their views on infrastructure, sanitation, attendance, and learning experience before and after the intervention.
- **Focus Group Discussions (FGDs):** FGDs were conducted with students in presence of the teachers to gather detailed qualitative insights.
- **Secondary Data Review:** Programme documents, project records, and relevant literature were reviewed to support and contextualize the primary findings.

Sample Design

The impact assessment adopted a purposive sampling approach to capture insights from key stakeholders across the programme locations. A total of 11 educational institutions and select community sites (2) were covered under the study, representing a mix of government schools, inter colleges, vocational institutions, and community infrastructure supported under the programme[11].

Sampling Framework

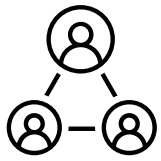
Institution Type	Coverage	Respondent Type	Method	Sample per Institution/Site
Government Schools (Primary/Upper Primary/Secondary)	Covered across selected locations	Headmaster/Teacher	Key Informant Interview	1 per school
		Students	Focus Group Discussion (FGD)	3 FGD (6–8 students) (subject to availability)
Inter Colleges	Covered across selected locations	Principal/Teacher	Key Informant Interview	1 per institution
Vocational Institutions (e.g., ITI)	Covered where applicable	Institutional Head/Staff	Interview	1 per institution

[11] Please refer to the Annexure for the detailed list of school/ sites sampled for the study

Community Sites	Selected locations	Community Members	Interviews	2–5 participants per site

The sample was designed to:

- Capture institution-level perspectives through interviews with school and institutional authorities
- Understand student experiences through FGDs conducted in each sampled school/inter college
- Incorporate community viewpoints, particularly in locations where community infrastructure interventions were undertaken



44
Respondents covered for the study

Stakeholders	Sample Covered
Students	28
Teachers/ Principal	11
Community Members	5
Total	**44**

Ethical considerations for data privacy

KPMG has followed the guidelines outlined as per the latest Digital Personal Data Protection (DPDP) Act guidelines by implementing robust data governance frameworks, conducting internal compliance reviews and ensuring protection of data. For the data collection process, KPMG has adhered to ethical considerations for data privacy:

- Informed Consent: All participants were briefed about the purpose of data collection and asked for consent before participating.
- Confidentiality: Personal identifiers were removed or anonymized to protect participants identity.
- Secure Data Storage: All collected data has been stored in secure, access-controlled environments to prevent unauthorized access.
- Limited Access: Only authorized personnel involved in the project have access to the project data.
- Use of Data: Data is used solely for research and programme evaluation purposes, in line with the consent provided by participants.

CHAPTER 3: ANALYSIS & FINDINGS

ANALYSIS & FINDINGS

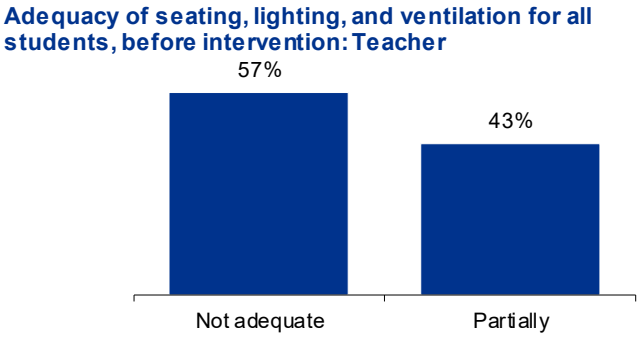
The analysis draws on data collected from teachers across institutions and students from intervention schools, along with observations from field visits. Quantitative responses were analyzed to understand key trends across infrastructure, WASH, and digital components, while qualitative insights from teacher interviews and student FGDs were used to contextualize and validate these findings.

Key Findings

This section presents the key findings of the assessment, organized across the OECD-DAC evaluation criteria. Findings are drawn from the analysis of quantitative survey responses, qualitative FGD, and field observations.

Relevance

The programme demonstrates a high degree of relevance in addressing the immediate infrastructure and service gaps faced by schools, inter colleges, and selected institutions across the intervention locations. Findings from both teachers across sample institutions and students from the intervention schools (where FGDs were conducted) consistently indicate that the programme responded to priority needs related to classroom infrastructure, WASH facilities, and digital access.



According to teachers, pre-intervention conditions were marked by significant infrastructure limitations, with seating, lighting, and ventilation in all supported schools[12] rated as either inadequate (57%) or only partially adequate (43%).

Access to basic WASH facilities was also limited, with 100% of institutions lacking water coolers prior to the intervention. These findings highlight the appropriateness of the programme's focus on improving physical infrastructure and essential services. In addition, 83% of teachers reported that digital tools were highly relevant to their teaching needs, indicating alignment with evolving requirements for technology-enabled learning.

Student responses from the schools where interventions were directly assessed through FGDs further reinforce these findings. In these schools, 100% of students reported that they did not have adequate seating arrangements prior to the intervention, while 100% reported that access to drinking water was only intermittent (sometimes"), underscoring critical gaps

[12] Schools supported with classroom infrastructure interventions.

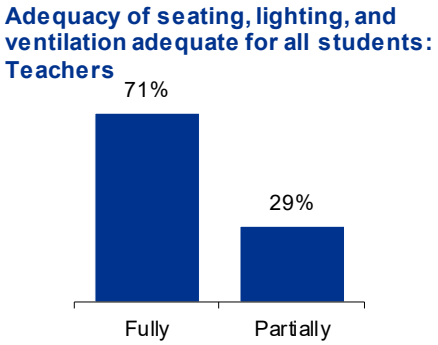
in basic facilities. These findings clearly indicate that the programme targeted core issues that directly affected students' day-to-day learning experience.

Post-intervention, both teachers and students acknowledged improvements, indicating that the programme addressed these immediate challenges effectively. Students reported better access to seating and drinking water, while also highlighting the benefits of digital learning where implemented. In particular, students in intervention schools reported that digital classes were engaging and contributed positively to their learning experience, suggesting alignment with current educational needs.

In addition to educational infrastructure, the programme also addressed critical gaps in community-level infrastructure, which emerged as an important area of need in specific locations. Field observations indicate that interventions such as the construction of a tin shed at cremation grounds responded to essential community requirements, improving usability of the space and ensuring dignity in adverse weather conditions. Similarly, the installation of water facilities in or near shared community spaces (e.g., panchayat areas) catered to a wider population, with high usage reported, indicating strong relevance beyond institutional beneficiaries.

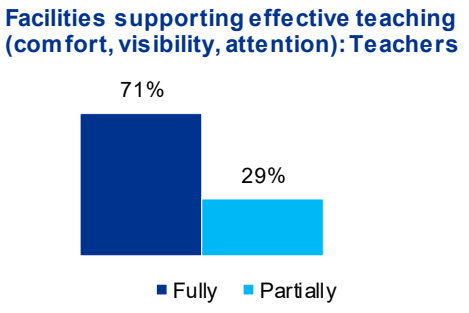
Effectiveness

The programme has been effective in improving infrastructure conditions and delivering immediate outputs across the intervention locations. Findings indicate that the programme has led to noticeable improvements in classroom infrastructure, WASH facilities, and digital learning environments.



From the perspective of teachers, post-intervention classroom conditions have improved significantly. 71% of teachers reported that seating, lighting, and ventilation are now fully adequate, while an additional 29% reported partial adequacy, indicating a clear shift from earlier conditions.

These improvements have translated into better teaching-learning environments, with 71% of teachers reporting that infrastructure fully supports effective teaching and a further 29% indicating partial support as in some cases the desks provided got damaged by students and some needed more fans.



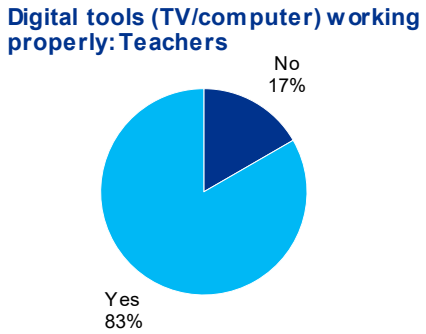
Teachers widely observed improvements in student experience, with 100% reporting enhanced comfort in classrooms. This was

particularly evident in schools such as Primary School, Ali Ahmadpur Garhi (Jewar), where students previously sat on the floor and now have access to desks.

However, the extent of classroom improvement was largely perceived as incremental, with 80% of teachers rating improvements as moderate and 20% as significant, indicating that while key constraints have been addressed, some broader infrastructure requirements remain. For instance, at Uchh Prathmik Vidyalay, Duryai Dadri, the addition of a classroom helped address immediate space constraints, but further expansion is still required, while at Junior High School, Salarpur Kalan (Dadri), issues such as damage to desks affected the overall adequacy of facilities.

WASH interventions have also improved access and usability. 67% of teachers reported that WASH facilities are now adequate, with similarly high levels of utilization reported. Improvements in drinking water access were noted across institutions, including at Sarswati Shisu Mandir (Dadri), where even repair of toilets enhanced usability. At the same time, effectiveness was influenced by operational factors in certain locations. For example, at Rajkiya ITI College, Nithari, newly constructed sanitation facilities were not yet in use due to pending operationalization and administration reasons, while at Primary School Sidipur NTPC (Dadri) and Primary School, Ali Ahmadpur Garhi (Jewar), water coolers experienced technical issues only recently (e.g., electrical/earthing concerns) that temporarily limited usage. Similarly, at Junior High School, Salarpur Kalan, functionality of the water dispenser was affected due to operational issue, although it had been functional earlier. While these assets were reported to be fully functional and effectively utilized during the initial period following installation, their continued performance over time is dependent on proactive maintenance and regular oversight at the institutional level.

Digital interventions demonstrated mixed effectiveness from the teacher perspective. While 83% of devices were reported to be functional, usage varied across institutions, with 33% in presence of the teachers as a Dish TV was provided instead of a smart TV, restricting access to relevant digital content. Similarly, at Uchh Primary Vidhyalaya Loudana (Jewar), although the computers were reported to have been in use earlier, they were not fully operational at the time of assessment as the school had recently undergone a merger and connections were yet to be re-established for regular use.



Findings from students across the schools where FGDs were conducted further validate and strengthen these observations. In these schools, 100% of students reported that desks and seating were not adequate prior to the intervention, while post-intervention, 44% of the students reported seating as adequate and 56% as partially adequate, as desks provided did not last very long in one school because students damaged it. However, in the remaining schools all students reported that desks and benches are now usable, fans and lights

function daily, and that these improvements have helped them focus and pay attention in class, corroborating teacher-reported improvements in engagement and classroom experience.

In the WASH component, 64% of students reported that drinking water availability has fully improved, while the remaining 36% reported partial improvement, confirming improved access from the student perspective. However, as noted by teachers, functionality issues also influenced student experience in some cases. For instance, at Junior High School, Salarpur Kalan (Dadri), the water dispenser, which was functional following the intervention, was no longer in use due to a temporary issue affecting its functioning. In another instance, the facility had been temporarily shut down recently due to an electrical (earthing) issue, affecting its usage. As these assets had been handed over to the institution, their continued functioning is dependent on regular maintenance and operational oversight at the school level.

Digital interventions were perceived very positively by students in the participating schools. 100% of students reported attending digital classes on a weekly basis, with fully functional devices that make learning "very interesting." This suggests that in contexts where digital tools are actively integrated, they are highly effective in enhancing student engagement, even though usage patterns vary across institutions as reported by teachers.

Overall, the programme has been effective in improving foundational infrastructure and enhancing student learning environments. While outcomes vary across intervention types and contexts, there is strong evidence from both teachers and students that the programme has led to improved classroom conditions, better access to basic services, and increased engagement in the learning process, particularly in schools where interventions are fully operational.

Community Infrastructure Support: Drinking Water Facility near Panchayat Ghar

As part of its community-focused interventions, the programme supported the installation of a drinking water facility (water cooler) near the Panchayat Ghar, addressing a critical need for accessible and reliable drinking water for local residents.

The location of the water cooler in a shared public space has ensured its high relevance and continuous usage, particularly for villagers and visitors accessing the Panchayat premises. This has been especially significant during the summer months, when rising temperatures increase the demand for safe and easily accessible drinking water. According to community feedback, the facility is used regularly by a large number of people throughout the day, indicating its importance as a public utility.

The intervention has also demonstrated strong sustainability through local ownership. The Pradhan has taken active responsibility for the maintenance, repair, and electricity costs associated with the water cooler, ensuring its uninterrupted functioning. This level of community involvement has contributed to the effective upkeep of the asset and reinforces the role of local leadership in sustaining infrastructure interventions.

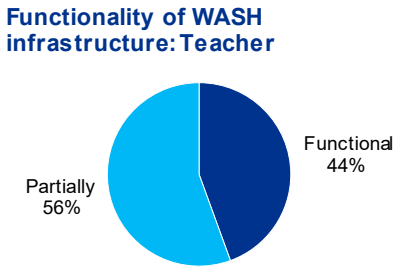
Overall, the installation of the water cooler has enhanced access to drinking water, improved convenience for community members, and provided relief during extreme weather conditions, reflecting the programme's responsiveness to essential community needs.

Efficiency

The programme demonstrates reasonable efficiency in translating inputs into usable infrastructure and services across the covered institutions. From the perspective of teachers, the adoption of a need-based approach enabled targeted investments in classroom infrastructure, WASH facilities, and digital resources, ensuring that key gaps were addressed in a focused manner. As a result, most institutions reported that the assets created were relevant and have been put into use, contributing to improved availability of basic infrastructure within schools and colleges.

Student feedback further supports this finding. Students consistently reported that classroom furniture, lighting, and digital tools are functional and actively used, except in one case where it was damaged.

At the same time, the extent of optimal utilization was influenced by certain contextual and implementation factors. There were also isolated instances of partial or delayed provisioning, including missing items or equipment requiring additional inputs to become fully operational.



External factors also played a role in shaping utilization levels. Situations such as school mergers, relocation of institutions, or availability of parallel infrastructure support resulted in temporary underutilization of certain assets. In the WASH component, teachers reported variation in operational status, with 44% of facilities fully functional and another 56% partially functional, indicating the need for periodic maintenance or minor technical adjustments. Relatedly, both teacher and student feedback highlighted that functionality may be temporarily affected by practical issues. For example, at Junior High School, Salarpur Kalan (Dadri), the water dispenser was functioning effectively during the initial period following support, and only recently experienced minor maintenance requirements. As the asset had been handed over, its ongoing upkeep and functioning is dependent on maintenance practices at the school.

Further, student responses also reflect that while infrastructure is being utilized, it may not fully meet total demand in all cases. For instance, 56% of students reported seating as only partially adequate, suggesting that while facilities have been provided and are in use, additional capacity may still be required in certain classrooms.

Impact

The programme has resulted in positive changes in the overall learning environment and access to essential services across the intervention locations, with impacts primarily evident in the short- to medium-term. Findings from teachers across institutions and students from intervention schools indicate that improvements in infrastructure have translated into meaningful changes in classroom experience, access, and engagement.

From the perspective of teachers, improvements in classroom infrastructure have contributed to enhanced student comfort and participation. Better seating arrangements, improved lighting, and more functional classroom environments have enabled students to engage more actively during lessons. These improvements are particularly significant in schools where baseline conditions were constrained, such as in cases where students previously sat on the floor.

Student feedback from the schools strongly reinforces these observations. In these schools, 100% of students reported that improvements in classroom facilities have helped them focus and pay better attention in class, highlighting a direct impact on learning engagement. Students consistently indicated that the availability of desks, proper seating, and functional classroom conditions has made it easier to participate in and follow classroom activities, confirming the link between infrastructure improvements and learning outcomes.

In the WASH component, teacher responses indicate that interventions have improved access to drinking water, with 78% reporting better water availability for students. This has contributed to improvements in convenience and daily school functioning, with 33% of teachers reporting a significant impact on student hygiene and 44% reporting a moderate impact. Student responses further validate these findings, with 64% reporting that drinking water availability has fully improved and 36% reporting partial improvement, indicating a clear shift in access compared to earlier conditions.

For the remaining responses, the perceived lack of observable change was primarily associated with sanitation infrastructure that had been constructed but was not yet operational at the time of assessment due to pending handover and administrative processes. As a result, the impact of these interventions is expected to be realized once facilities are formally handed over and become fully functional.

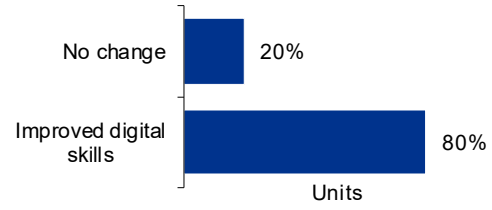
"Before the intervention, our classrooms had mud floors, which were uncomfortable and posed safety concerns for students. With proper flooring now in place in three classrooms, the classroom environment has improved significantly."

- Bhartiya Adarsh Vaidik Balik Inter College, Tilpata

"Earlier, we did not have a separate washroom for female students, and they even had to step outside the campus to use a public facility. The construction of dedicated toilets within the college has definitely helped address one of our key needs."

- Faculty, Rajkiye ITI College

Outcomes observed due to digital support: Teacher



Digital interventions have also contributed to improved learning experiences, particularly in institutions where devices are actively used. From the teacher perspective, 80% observed improvements in students' digital skills, indicating early outcomes in this area. Student responses further highlight the experiential impact of these interventions, with 100% of students reporting that digital classes are engaging and make learning more interesting. This suggests that digital tools have enhanced the quality of learning interactions by making lessons more interactive and accessible, especially in classrooms where structured usage is in place.

At the community level, select infrastructure interventions have led to localized but important impacts. Improvements such as the development of shared facilities and access to water infrastructure have benefited not only institutions but also the surrounding community, indicating spillover effects beyond direct beneficiaries. These interventions have improved the usability of shared spaces and contributed to better access to basic services at the community level.

Overall, findings from both teachers and students indicate that the programme has had a positive impact on improving access, comfort, and engagement within educational environments, while also contributing to better availability of essential services. While the scale of impact varies across locations and intervention types, there is consistent evidence that strengthening foundational infrastructure has led to improvements in the quality of the learning environment and student experience.

"Our computer teacher makes us learn about different tools like Word and PowerPoint. I liked learning about PowerPoint and making a ppt during the computer classes."

- Students, RS Public School

"Earlier, we had no dedicated space to accommodate our youngest children, which made it very difficult to conduct Aanganwadi activities effectively. The new classroom has made a meaningful difference. It has given the children a safe environment to learn and play. While we still need more classrooms to meet our growing requirements, this intervention has addressed a critical gap for us."

- Principal, Uchh Prathmik Vidyalay, Duryai

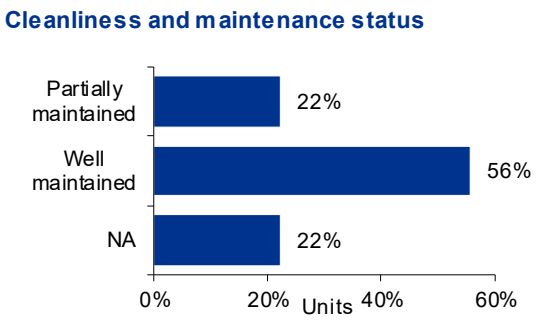
Sustainability

The sustainability of programme interventions appears to be moderate, supported by positive perceptions of continued usability, while also influenced by operational and contextual factors. Findings from teachers and students from intervention schools indicate that the infrastructure created under the programme is largely functional and currently in use, suggesting a positive foundation for sustained benefits.

From the teacher perspective, 90% reported that infrastructure provided under the programme is likely to remain usable over the next 2–3 years, indicating confidence in the durability and continued relevance of assets. In several institutions, school authorities and local stakeholders have taken responsibility for upkeep, which supports ongoing functionality and strengthens ownership at the institutional level. These factors contribute positively to the long-term sustainability of programme outcomes.

Student responses further validate this outlook. Across these schools, students reported that classroom assets such as desks, fans, and lighting are functional and regularly used, indicating that infrastructure is well integrated into daily activities. This consistent usage suggests that the assets remain relevant and are likely to continue supporting learning needs. However, in some instances, such as Junior High School, Salarpur Kalan (Dadri), functionality of the water dispenser was affected temporarily due to usage-related issues, highlighting the importance of regular upkeep.

At the same time, both teacher and student's findings highlight the importance of ongoing maintenance and operational support in sustaining programme benefits. Teachers reported that 56% of WASH facilities were well maintained, with variation in cleanliness and upkeep practices across institutions. Issues such as equipment breakdowns, electrical faults, and delays in repairs were observed in some locations, affecting uninterrupted usage. External factors, including school mergers and relocation of institutions, also influenced the continuity of asset utilization in certain cases.



In specific instances, sustainability was affected by institutional and operational constraints. For example, at Rajkiya ITI College, Nithari, sanitation facilities constructed under the programme were not in use at the time of assessment, as they were awaiting completion of handover and operationalization. Additional financial requirements and coordination processes influenced their readiness for use. Such cases indicate that sustained functionality is dependent not only on infrastructure creation but also on timely completion, handover, and operational integration.

Student observations also highlight how continued usability is closely linked to proper usage and scale of need. For instance, at Junior High School, Salarpur Kalan (Dadri), the temporary non-functionality of a water dispenser due to misuse underscores the role of user practices in maintaining assets. Additionally, 56% of students reported seating as only partially adequate, suggesting that infrastructure needs may evolve over time with changing enrolment and usage patterns.

Overall, findings indicate that while the programme has successfully established functional infrastructure that is currently in use, long-term sustainability will depend on strengthening maintenance systems, clarifying responsibility for upkeep, and reinforcing institutional ownership. The continued use of assets by students and the confidence expressed by teachers provide a strong foundation, which can be further supported through structured maintenance and monitoring mechanisms.

> "The support provided has helped make the multipurpose hall more functional. The space is now used for meetings, library activities, career-related sessions, and various institutional and community programmes. It also supports occasional government-led awareness initiatives conducted at the institution.
>
> - Principal, Jain Inter College

Coherence

The programme's focus on improving school infrastructure, WASH facilities, and access to digital learning resources aligns with Government of India priorities aimed at strengthening foundational infrastructure and learning environments in public educational institutions, particularly government schools, inter colleges, and vocational institutions. By working within existing institutions and addressing identified gaps, the programme complements ongoing government initiatives, while also supporting improved functionality and service delivery at the institutional level.

The programme aligns with several Sustainable Development Goals (SDGs). Improvements in classroom infrastructure and digital learning resources contribute directly to SDG 4 (Quality Education) by supporting safer, more engaging, and effective learning environments. Investments in drinking water and sanitation facilities align with SDG 6 (Clean Water and Sanitation), while the emphasis on equitable access to basic facilities in public institutions supports SDG 10 (Reduced Inequalities) by improving conditions for students in resource-constrained settings.

At the institutional level, stakeholders reported that different components of the programme, such as improved seating, better access to water, and availability of digital tools collectively contribute to enhancing the teaching-learning environment. Overall, the programme shows strategic alignment with national priorities and SDGs, contributing positively to the education ecosystem.

CHAPTER 4: CONCLUSION

CONCLUSION

The impact assessment of the programme indicates that the initiative has been well aligned with identified needs and largely implemented as intended, contributing to meaningful improvements in educational and community infrastructure across the intervention areas.

The programme demonstrates strong relevance by effectively addressing critical gaps in classroom infrastructure, WASH facilities, and access to digital resources in government schools, inter colleges, and vocational institutions. The need-based approach adopted during implementation ensured that interventions were responsive to on-ground requirements and contributed to improved availability and usability of essential infrastructure. In this regard, the programme is also aligned with the principles of the National Education Policy (NEP) 2020, which emphasizes the creation of safe, inclusive, and well-equipped learning environments as a foundation for improving educational outcomes. Continued alignment of interventions with evolving institutional needs, particularly in areas such as digital enablement and infrastructure expansion, will further strengthen the programme's responsiveness and long-term applicability.

Across the OECD-DAC dimensions, the programme has delivered positive outcomes with varying degrees of performance. Improvements in classroom infrastructure have enhanced the physical learning environment, contributing to better student comfort and participation. Similarly, increased access to drinking water and sanitation facilities has improved daily school conditions. While these gains are evident, their sustained effectiveness will depend on strengthening supporting measures such as routine maintenance, timely repairs, and adequate provisioning aligned with student capacity and usage patterns.

The programme has also contributed to improved student engagement and learning experience, as reflected in both teacher observations and student feedback. The integration of digital tools has further enhanced exposure to technology-enabled learning, in line with NEP 2020's emphasis on integrating technology into education to enhance learning experiences and bridge access gaps, particularly in government institutions. Strengthening the alignment between digital infrastructure provided and institutional readiness, including usability of equipment and integration into teaching practices, will be important in maximizing the effectiveness of these interventions.

At the community level, the programme has demonstrated added value by addressing critical infrastructure gaps in shared public spaces, thereby extending benefits beyond institutional boundaries. These interventions highlight the importance of continued engagement with local stakeholders, including community representatives, to ensure that assets remain functional, well-maintained, and responsive to local needs. Strengthening such partnerships can further improve ownership and long-term sustainability of community infrastructure.

Sustainability emerges as an area with a strong foundation, supported by current usage and positive stakeholder perceptions, but with scope for further strengthening. Ensuring clarity in roles and responsibilities for maintenance, along with structured systems for monitoring

and upkeep, will be key to preserving the functionality of assets over time. Additionally, accounting for contextual factors such as institutional transitions, usage intensity, and operational challenges can help improve continuity and reduce disruptions in utilization.

The programme also demonstrates alignment with broader sectoral priorities in education and infrastructure development. There remains, however, an opportunity to enhance coordination with other stakeholders and initiatives operating in the same geography. Greater convergence and alignment with existing systems and programmes may help optimize resource utilization, reduce overlap, and enhance the overall effectiveness of interventions.

Overall, the programme represents a well-conceived and context-responsive CSR initiative that has contributed to improving learning environments and access to essential services across underserved institutions and communities. With continued focus on strengthening maintenance systems, enhancing institutional ownership, improving alignment between provision and usage, and fostering coordination with stakeholders, the programme is well positioned to sustain and build upon the gains achieved, and to deliver long-term developmental impact.

PICTURE GALLERY

Figure 1: Junior High School, Salarpur Kalan, Dadri

Figure 2: Almirah provided at Junior High School, Salarpur Kalan, Dadri

Figure 1: Junior High School, Salarpur Kalan, Dadri

Figure 4: Interactions with students at Junior High School, Salarpur Kalan, Dadri

Figure 5: Interaction at Primary School Sidipur NTPC

Figure 6: Uchh Prathmik Vidyalay, Duryai Dadri

Figure 7: Computer Lab/Classroom at Uchh Prathmik Vidyalay, Duryai Dadri

Figure 8: Toilets constructed at ITI College Nithari

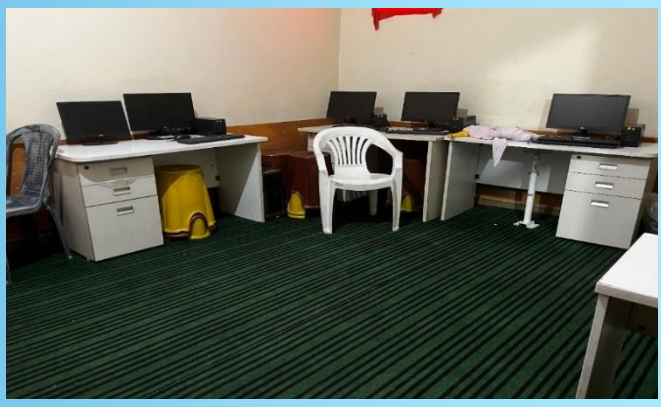


Figure 9: Computer Lab at RS Public School

Figure 10: Uchh Primary Vidyalaya Loudana supported under the programme

Figure 2: Computers provided to Uchh Primary Vidyalaya Loudana

Figure 12: Primary School, Ali Ahmadpur Garhi, Jewar (desks provided to students)

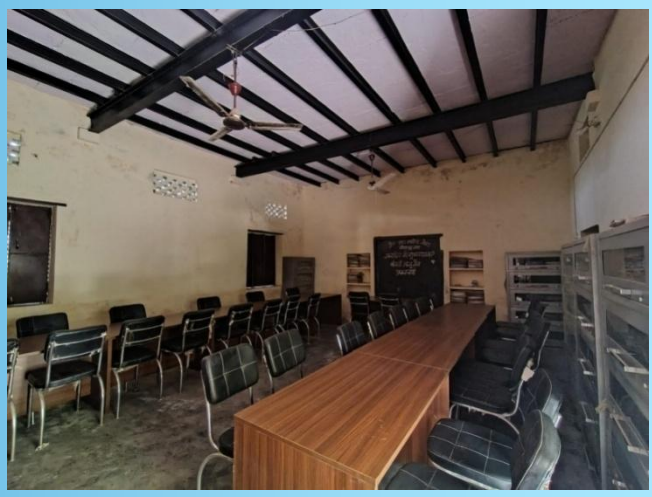


Figure 13: Shelves, chairs, tables provided to Jain Inter College

Annexure

Sample Schools

S.N	Name of School	Location	Description
1	Sarswati Shisu Mandir, Railway Road, Dadri	Dadri	CHAIR-25
		Dadri	Water Cooler- 1
		Dadri	Repair of Toilets
2	Pradhanmantri Adarsh Village-Makanpur Khadar, Jewar	Jewar	Ceiling Fan- 06
		Jewar	Tubelights- 10
		Jewar	WATER COOLER- 02
3	Uchh Prathmik Vidyalay, Duryai Dadri	Dadri	Laptop- 3
		Dadri	WATER COOLER- 01
		Dadri	Construction of New Classroom
4	Primary School, Ali Ahmadpur Garhi, Jewar	Jewar	WATER COOLER- 01
		Jewar	Desk- 20
		Jewar	Smart Led TV- 05
		Jewar	Antenna
		Jewar	Desktop- 1
		Jewar	Printer- All in One- 1
5	Junior High School, Salarpur Kalan, Dadri	Dadri	WATER DISPENSER- 01
		Dadri	Almirah- 01
		Dadri	Ceiling Fan- 06
		Dadri	Tubelights- 10
		Dadri	Desk- 10
		Dadri	White Board- 03
6	Primary School Sidipur NTPC	Dadri	Water Cooler- 01
		Dadri	Table- 2
		Dadri	Chair- 10
		Dadri	Book Shelf- 02
		Dadri	Ceiling Fan- 06
		Dadri	Computer- 01
7	RS Public School, Gejha, Sector- 93	Noida	Computer- 05
8	Bhartiya Adarsh Vaidik Balik Inter College, Tilpata	Greater Noida	Renovation of 3 Rooms (Including Flooring and Skirting)
9	Hardwari Lal Janhit Uttar Madhyamik Vidyalay Niloni Mirzapur	Jewar	Ceiling Fan- 10
		Jewar	Computer- 04
		Jewar	Water Cooler- 01
10	Jain Inter College	Jewar	Table - 10
		Jewar	Chair- 40
		Jewar	Book Shelf- 3
11	Rajkiya ITI College, Nithari	Noida	Restoration/ Renovation work in 2 Male Toilets
12	Uchh Primary Vidhyalaya Loudana	Jewar	Computer System- 04

		Jewar	Computer Table- 4
		Jewar	Chair- 40
		Jewar	Printer all in One- 1
		Jewar	Book Shelf- 03
		Jewar	Chair for Teachers- 04
13	Cremation Ground Karoli Nagla Kanchan	Jewar	Tin Shed