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IMPACT ASSESSMENT REPORT

SCHOOL INFRASTRUCTURE DEVELOPMENT PROJECT



SOULACE CONSULTING PVT. LTD.

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CSR	Corporate Social Responsibility	
FGD	Focus group discussion	
FY	Financial Year	
NEP 2020	National Education Policy 2020	
NGO	Non-Governmental Organisation	
SDGs	Sustainable Development Goals	

PROJECT BACKGROUND

Sun Pharmaceutical Industries Ltd. Implemented the School Infrastructure Development Program across setter (Locations in Cujant (Panchmahal, Vadodara, Bharuch), Madhya Pradesh (Dewas) and Tamil Nadu (Chengajantu) to address persistent gaps in basis school infrastructure. The program aimed to improve the quality of the learning environment in government schools, especially in underserved and rural areas, by upprding physical infrastructure and essential facilities.

The initiative focused on the renovation and construction of classrooms, along with the provision of smart classrooms, installation of sanitation and drinking water facilities, supply of classroom furniture, and overall school beautification. It aimed to enhance student attendance, learning outcomes, and school resention, particularly among grist and children from disadvantaged communities. By improving the functionality and inclusivity of school spaces, the program worked toward creating a safe, engaging, and enabling environment for students and tackers alike.

PROJECT DETAILS



Implementation year FY 2020-23



Assessment year



Total number of beneficiaries



Total number of schools



21 schools



Locations

Panchmahal, Vadodara, Bharuch, Dewas, Chengalpattu



Budget

Rs. 1,20,00,000/-

Direct Implementation by

Sun Pharmaceutical Industries Ltd.





Alignment with SDGs



The program also reflected strong coherence with national initiatives:

National Education Policy (NEP) 2020 and Samagra Shiksha Abhiyan

PROJECT ACTIVITIES





Building and refurbishing toilet facilities to improve sanitation in schools.



Setting up smart classrooms with digital learning tools such as smart TVs, digital panels, and audio systems.



Supplying essential classroom furniture and learning aids, including benches, desks, chairs, cupboards, and other educational materials.



Developing supporting infrastructure like midday meal sheds and kitchen spaces and distributing utility items such as plates and tumblers to enhance school meal programs.

KEY FINDINGS



Most of the surveyed students (66.6%) were enrolled in grades 6 to 8, with 19.6% from grades 2 to 5 and 14.2% from grades 9 to 11.



In terms of age distribution, 61.9% of respondents were aged 13-15 years, followed by 20.8% between 10-12 years.



Female students made up a little over half of the sample, accounting for 54.6% of the respondents.

A large majority of the respondents (97.7%) stated that classrooms are now more comfortable and supportive of learning.

84.6% of the respondents rated the sanitation and hygiene facilities in their schools as good.

Daily use of the new sanitation facilities was reported by 85.8% of the students, while 11.9% indicated they used them only occasionally.



KEY IMPACTS



01. INTRODUCTION

NEED FOR THE PROGRAM

In many rural and tribal regions of India government schools serve as the main and sometimes the only access point to formal education for children. However, these schools often struggle with inadequate infrastructure, including poor building conditions, insufficient sanitation, and limited access to water and other basic facilities. These gaps in Infrastructure continue to affect thildren's learning, health, and overall development.

Recent studies highlight that basic infrastructure remains a major challenge in government schools across many parts of India Beyond tollets and classrooms, schools often lack essential facilities like benches, clean drinking water, and electricity, making the learning environment difficult for students. As per the ASER 2027 report, only 573% of schools had using girls tollets, and just 758% had drinking water available during the survey. These gaps particularly affect attendance and retention among adolescent (gifs The NIT Alargis 2022 report also notes that poor school infrastructure is a significant barrier to addressing multidimensional poverty, especially for children from manginalised communities.

In response to these challenges, Sun Pharmaceutical industries Ltd. Honerootth referred to as Sun Pharma), through its Corporate Social Responsibility (CSR) efforts, implemented a program that comprehensively addresses infrastructure gaps in government schools. The initiative focused on enhancing learning environments by upgrading key facilities like labs, classrooms, sanitation, drinking water, furniture, and libraries. The program was implemented across nine locations in the states of Madhya Phadesh, Cujarat, Maharashtra, and Tamil Nadu. Its goal was to enhance the physical and learning infrastructure of schools, threeby creating a more enabling environment for students and taxehes.

OBJECTIVES OF THE PROGRAM



To strengthen physical infrastructure in government schools to create safe and <u>supportive</u> learning environments.



To enhance access to education for children in rural and underserved communities.

ABOUT SUN PHARMA

Sun Pharmaceutical Industries Ltd. is one of the world's leading pharmaceutical companies, committed to delivering high-quality, affordable medicines to patients in over 100 countries. Alongside its core business. Sun Pharma places a strong emphasis on social responsibility, integrating community development into its broader vision. Guided by its mission to leverage its people, expertise, and networks to serve societal needs, the company strikes to catalyse inclusive and sustainable development by balancing economic, environmental, and social goals. Its CSR efforts are focused on supporting underserved and underprivileged communities, with priority areas including healthcare, education, safe drinking water, and sanitation.



02 RESEARCH METHODOLOGY

> Sun Pharma assigned SoulAce to conduct a study to assess the impact of the school infrastructure development project, with a particular focus on its effects on students.

OBJECTIVES OF THE STUDY

The primary objectives of the study were



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To evaluate the immediate and enduring impacts of the program. To measure the extent to which school infrastructure development initiatives have enhanced student enrolment, attendance, retention, and academic performance.

To provide insights into the strengths and areas for improvement of the program implementation.

USE OF MIXED METHOD APPROACH

The evaluation adopted a comprehensive mixed methods approach, integrating both qualitative and quantitative research methodologies. The qualitative component allowed for an in depth exploration of the subjective experiences and viewpoints of key stakeholders, such as women and family members, community leaders and entrepreneurs, and project staff, offeng a nuanced grasp of their perspectives. Concurrently, quantitative methods facilitated the gathering and analysis of numerical data obtained from the beneficiaries: the community members, yielding statistical insights and identifying trends. By employing a mixed methodology approach, the evaluation leveraged the strengths of both qualitative and quantitative techniques, a comprehensive understanding of the project and its impact, ensuring a well-rounded and multificated assessment.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative methods provided insights into the real-life experiences, viewpoints, and stories of beneficiaries and stakeholders like those responsible for project implementation. Engaging these stakeholders through in-depth interviews and focus group discussions allowed for a comprehensive examination of observed changes. Collectively, these qualitative techniques yielded a rolic, constructiated understanding of program processes and impacts, guiding actionable recommendations for strengthening future implementation.

APPLICATION OF QUANTITATIVE TECHNIQUES

In the quantitative aspect, the study utilised structured interviews featuring predetermined response options. Closed-ended surveys included specific questions with multiple-choice or Likert-scale options. This approach facilitated the collection of data that could be quantified and statistically analysed, offering a clear and measurable understanding of the project's impact.

ENSURING TRIANGULATION

To bolster the reliability and validity of its conclusions, the study implemented various triangulation strategies. Data triangulation was achieved by gathering information from diverse sources, including field notes, interviews with beneficiaries, interactions with community members and feedback from project staff. This extensive data collection process facilitated a comprehensive evaluation of the program and its impact. Additionally. methodological triangulation was employed, utilising a range of research methods such as surveys, interviews, and focus group discussions. This approach allowed for cross-verification of information and helped mitigate potential biases inherent to any single method. Through the implementation of these triangulation techniques, the study ensured a robust and dependable analysis. reinforcing the trustworthiness and credibility of its findings.

KEY STAKEHOLDERS



DESEADCH DESIGN

	Name of the project School infrastructure development project
** **	Implementing Organisation Sun Pharmaceutical Industries Ltd.
R	Research design used Descriptive Research Design
Δ	Sampling technique Random and Purposive sampling
6602 6602	Sample size 260 beneficiaries



Qualitative Methods Used

Semi-structured interviews, testimonials, and focus group discussion (FGD) with key stakeholders

Ouestionnaires for primary beneficiaries -

Structured questionnaires were developed, and the project details for each of the focus areas were reviewed. Indicators were pre-defined before conducting the surveys. Semi-structured questionnaires and focus group discussions were conducted with teachers, principals, parents, and project staff.

ETHICAL CONSIDERATIONS

The impact evaluation was conducted within a ethical framework, prioritizing strong participant rights and well-being. Informed consent was obtained by clearly explaining the study's purpose, procedures, risks, and benefits. Confidentiality was strictly maintained through secure data storage and anonymization. Participation was entirely voluntary, with no coercion, and all individuals were treated with respect, dignity, and fairness, with support provided when needed.



KEY FINDINGS AND ASSESSMENT OF IMPACTS This chapter synthesises findings from primary data sources to assess the program's overall impact and efficacy. It incorporates both qualitative and quantitative data collected through comprehensive surveys and in-depth stakeholder interactions. Drawing on diverse viewpoints, the chapter provides an in-depth analysis of how well the program has met its intended goals and contributed to long-term sustainability.

The study explored multiple aspects of beneficiary demographics to understand their conditions and needs comprehensively. This aspect of the study was critical to establish that the benefits of the program were targeted towards the appropriate section of the community.

DEMOGRAPHIC PROFILE OF RESPONDENTS

CHART 1: GRADE-WISE DISTRIBUTION OF RESPONDENTS





66.6%

of the respondents were studying in grades 6 to 8, while 19.6% were in primary grades-between 2nd and 5th standard. A small proportion of respondents (14.2%) were students from the 9th to 11th standard (Source: Primary Data).



CHART 2: AGE DISTRIBUTION OF RESPONDENTS



CHART 3: GENDER DISTRIBUTION OF RESPONDENTS



Femal Male



61.9%

of the respondents were between 13 and 15 years, followed by around a quarter (20.8%) who were aged between 10 and 12 years. More than half (54.6%) of the respondents were female





Before the intervention, my children were attending school, but the conditions were extremely poor. The school had a thatched roof, no fans, broken doors, and very few classrooms. During the monsoon season, water leaks through the roof and floods the rooms. There were no proper seating arrangements, making it hard for students to focus.

Rizvan Munaf Bangi, parent of two students from Government Primary School, Kharod Village, Gujarat

PRE- AND POST-INTERVENTION SCENARIO

SCHOOL INFRASTRUCTURE

PRE-INTERVENTION

Focus group discussions and stakeholder interviews have provided insights into the condition of school infrastructure before the intervention across various study locations.

In Government Primary School, Kharod Village, Ankleshwar Block, Bharuch District, Gujarat, parents reported that the school previously lacked basic infrastructure. It had only a basic roof, no fans, broken doors, and limited classrooms. The structure included a thatched roof, which would leak during the monsoon season, making it diffucult for children to attend regularly.

Similarly, in Covernment Primary School, Sanjali Village, also in Ankleshwar Block, the school faced severe structural issues. It had a thatched roof that leaked during rains, and both doors and windows were damaged or broken.

During discussions with teachers in Vijayanj Mandi. Dewas, it was noted that students had to sit on the floor, and the overcrowded classrooms hindered teachers' ability to move around and teach efficiently. During interactions and field observations in Chengalpattu, it was also evident that students faced significant challenges in the classroom due to the absence of basic furniture like desks and tables. As a result, they were seated on the floor, which negatively impacted their learning experimee. Additionally, this made it uncomfortable for them to wear shoes, leading many to walk barefoot or use slippers outside the classroom.

School location	Pre-intervention status – school infrastructure	
Panchmahal	Very few benches and classrooms Lack of digital learning tools	
Vadodara	No television available Benches of poor quality	
Bharuch	Basic roof structure only No fans Broken doors and windows Few classrooms Tatched roof with water leakage during monsoon	
Chengalpattu	Inadequate sanitation - no toilets Non-functional smartboards Leaky roof during rain No access to digital learning tools	
Dewas	No access to digital learning tools Limited benches and seating arrangements	

(Source: Primary Data)

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POST-INTERVENTION

Following the intervention, discussions with stakeholders, including students, revealed significant improvements in school infrastructure. The infrastructure development program initiated by Sun Pharma resulted in substantial upgrades, such as the addition of quality furniture, improved sanitation and hygiene facilities, and the renovation and construction of classrooms. During the field survey, it was observed that schools had undergone notable (infrastructural enhancements. These included the construction of new classrooms, refurbishment of existing ones, and upgrades to sanitation facilities- all contributing to a more supportive and healthier learning environment for students.

Sun Pharma's infrastructure support varied across schools and locations, covering essential, digital, and aesthetic improvements. Upgrades included renovated classrooms, new benches and desks, improved sanitation facilities, and installation of digital boards, projectors, and four smart classrooms. Schools were also beautified with wall paintings and landscaping. Additional support included slate boards, teaching aids, solar lights, and yrills, posker systems, and a paved pathway from the office to the main gate.

Location	School Location	Post intervention status - school infrastructure
Panchmahal	Government Primary School, Tarkhanda	New classrooms Benches TV. Speaker Paint in school Constructed shed, reconstructed path, safety grill Ground beautification
	Covernment Primary School, Abhetva	New benches Paints in school Library Digital class, smart class Water coole Lunchroom
Vadodara	Jeevan Chetna Vidyalaya, Vadodara	TV in classroom Quality benches New water cooler Clean and painted environment
	Shree Sayaji Girls High School, Mandvi	100 benches donated
	Prathmik School, Bill village	 2 RO systems, 2 water coolers, multipurpose shade provided
Bharuch	Government Primary School, Sanjali Village	New classrooms Sanitation facility Improved furniture Smart TV
	Government Primary School, Bhadi Village	Smart TV, smart panel Bala pictures Improved furniture Sanitation facility
	Government Primary School, Kharod Village	Smart TV, smart panel Bala pictures Improved furniture Sanitation facility

Location	School Location	Post intervention status – school infrastructure
Chengalpattu	Food shed, painting and ceiling renovations, compound wall, girls' toilet, waterproofing, classroom renovation	Food shed Painting and ceiling renovations Compound wall Gris's toilet Waterproofing Classroom renovation
Dewas	Govt. Middle School Dewas	Quality tables and attached benches Smart board

(Source: Primary Data and data from the Sun Pharma team)



STUDENTS SEATED ON BENCHES DONATED BY SUN PHARMA AT UNION PRIMARY SCHOOL, MELVALAMPETTAI.

Qualitative discussions with stakeholders have further confirmed the positive impact of the improved infrastructure provided through the program.



CHENGALPATTU LOCATION

In Chengalpattu, teachers highlighted the significant benefits of the food shed constructed by Sun Pharma. Beyond serving as a dedicated space for the mid-day meal program, the shed is also being used for various extracurricular activities, making it a versatile addition to the school. They also emphasised the importance of the compound wall built apart of the initiative.

Previously, the school lacked a boundary wall, leading to frequent disturbances from stray animals such as cows and goats entering the premises. Since the construction of the wall by Sun Pharma a few years ago, students feel much safer within the school environment. As a school with limited basic facilities, these interventions have been transformative. The toilet facility for girls, in particular, has had a major impact. Before its construction, girls were forced to practice open defecation, often resulting in infections. The new toilet block has resolved this issue, significantly improving hygiene and student well-being. "

With the implementation of the food shed, our students now have a comfortable and dry space to eat, which has greatly improved their overall dining experience. Previously, during the rainy season, our students faced significant challenges while eating, but now they have a secure and sheltered area.

Jukes Mary, Principal, Panchayat Union Primary School, Malaipalayam





DEWAS LOCATION

As part of the project, the school in Dewas received upgraded, high-quality benches and improved seating arrangements. According to teachers, one of the most valuable outcomes has been the renewed motivation and energy among both students and staff. The enhanced infrastructure has made the teaching environment more comfortable and enagaing.

Teachers noted that earlier, students had to sit on the floor, which made teaching difficult and slowed down learning, as students took more time to complete writing tasks. With the new benches and tables, students are now able to write more comfortably and efficiently. This improvement has not only accelerated the learning process but also allowed teachers to utilise the extra time for additional teaching and activities.

"

With proper seating arrangements, students are more organised, making it easier for teachers to monitor their behaviour and engagement; teachers can now move freely between rows to interact with students and provide individual support.

Sangeeta Pandya, school head, Govt. Middle School Vijayganj Mandi, Dewas



SOULACE TEAM INTERACTING WITH STAKEHOLDERS AT JEEVAN CHETNA SCHOOL, VADODARA





BHARUCH LOCATION

Qualitative discussions with stakeholders revealed that the improved hygiene and sanitation facilities, particularly the construction of new toilets, have been especially beneficial for gifs students. Additionally, the introduction of Smart Tech classe, userfriendly digital panels, vibrant school paintings, and the overall quality of new construction work were highlighted as key improvements. These enhancements have created a more effective and enangiano learning environment for the students.



VADODARA LOCATION

Parents in Vadodara shared that while their children were already attending school regularly, the recent upgrades have made school much more enjoyable. They noted improvements such as fresh painting, a visibly cleaner campus, and the installation of a new water cooler. One parent remarked. It feels like a completely new school? These channes have possible infunence dutodins' enhusism and overall school experience.

23%

CHART 4: COMFORT LEVEL IN NEW/ RENOVATED CLASSROOMS

Comfortable Not comfortable

Findings from the primary survey with children indicate that the renovation and construction of classrooms across various locations have significantly enhanced the learning environment. A large majority of respondents (97.7%) reported that the classrooms are now confortable and conducive to learning.

These insights were further reinforced through interactions with teachers, who shared that the improved infrastructure has brought comfort not only to students but also to educators. They emphasised that the classrooms have improved manifold, with colourful walls and educational charts helping to capture student' attention and maintain their interest.

Additionally, teachers noted a shift in classroom dynamics. Previously, students sat on the floor, which made movement difficult and limited teacher-student interaction. With the new sealing arrangements, teachers can now move freely around the classroom, allowing them to maintain better visibility and engagement with all students. This increased interaction has led to a more inclusive environment where students feel more comfortable asking questions, resulting in improved participation and learning outcomes.





CHART 5: CONDITION OF SANITATION AND HYGIENE FACILITIES



Cood Poor



84.6%

of the student respondents rated the sanitation and hygiene facilities in their schools as good. This positive feedback was supported by interactions with teachers and parents, who shared that the newly constructed toilets, particularly for glish, have significantly improved hygiene practices among students. Children now feel more comfortable using school toilets, which has helped eliminate instances of open unination and defectation However, field observations and stakeholder discussions also highlighted the need for further improvements in sanitation infrastructure. For example, in Malaipalayam Village, Chengaptatu District, a discussion with the school principal revealed that no sanitation or Hyginer facilities were provided under the initiative. The existing infrastructure is in poor condition and in urgent need of repair and maintenance.

At the Panchayat Union Middle and High School in Malaipalayam, it was observed that while Sun Pharma had constructed toilet facilities last year, they cater only to girls, leaving boys without proper amenties. This has led to disastisfaction among male students. Additionally, the girls reported issues with the toilet doors, stating that the locks are broken and not durable. Due to this, they often accompany each other to hold the door shut, raising concerns about privacy and safety.



VADODARA

Every day Sometimes Rarely



85.8%

CHART 6: FREQUENCY OF USING NEW SANITATION AND HYCIENE FACILITIES

> students reported using new sanitation and hygiene facilities every day, while 11.9% highlighted using them rarely.

"

We really feel our kids are safe now after they built the new girls' toilet. They can use it comfortably, and they don't have to go to the open spaces anymore, which was a big worry for us. As parents, we're so relieved knowing our children have a clean, safe, and private place.

Nalina, parent of a 4th-class student, Nisha

"

While the infrastructure development program has led to several positive outcomes, field visits and interactions with stakeholders have highlighted persistent gaps across multiple school locations.

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In Melavalampettai Village, parents expressed concern over the lack of a drinking water facility. They emphasized that once children finish the water they bring from home, they are left without access to clean drinking water during school hours. Parents stressed that access to safe drinking water is essential for students' health and well-being and called for immediate attention to this issue.

Further discussions revealed that inadequate infrastructure, particularly related to toilets, desks, tables, and drinking water, remains a challenge. A key concern raised was regarding the water filter donated by Suo Pharma three years ago, which has faced recurring maintenance issues. Despite the school spending Rs. 2000 twice on repairs, the problem persisted, and due to the high maintenance cost of Rs. 10:00; the filter was eventually discontinued.

Additionally, the waterproofing work carried out on the 9th-grade and primary classrooms 2-3 years ago has proven ineffective, as leaks have reappeared.

While many students reported no challenges, common issues include a lack of pure drinking water. hygienic toilets, and proper seating arrangements. Some schools still lack classrooms, science and computer labs, and functional smart boards. Broken toilet locks, leaking ceilings, and inadequate sports facilities were also highlighed as ongoing concerns.

Students suggested improvements such as better toilet facilities, working water purifiers, and proper seating arrangements. Many requested computer and science labs, a library, functional smart boards, and a PET (Physical Education Teacher). Additionally, students emphasised the need for playgrounds, sports equipment. Wi-Fi connectivity, and a dedicated food shed for high school students.

"

We truly appreciate the support provided by Sun Pharma. However, we continue to face challenges in ensuring basic amenities, particularly the lack of a proper toilet facility for our boy students. We are actively reaching out to organisations, including Sun Pharma, for help in addressing this important issue. With their continued support, we are hospful that we can build a more inclusive and equitable learning environment for all our students.

Dhakshiyayani, headmaster, Panchayat Union Primary School, Melavalampettai

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UNION PRIMARY SCHOOL, MELAVALAMPETTAI



Hansika, a 3rd-grade student at Panchayat Union Primary School in Melavalampettai, a rural village, faced a common challenge that many girls in her school encountered - inadequate sanitation facilities. The school's existing toilets were in poor condition, leading to hygiene, health, and safety concerns. Girls faced difficulties due to the lack of safe, clean, and private toilets.

To address this issue, Sun Pharma built a new tollet block exclusively for girls, providing a clean, safe, and private space for them to use. The new facility included clean and well-maintained toilets with a water supply, washbasins for handwashing, and mirrors. The impact of this intervention has been significant. Hansika now attends school without worrying about inadequate sanitation facilities.

Clean toilets and access to handwashing facilities have reduced the incidence of illnesses among girls. Moreover, Hansika feels more confident and comfortable in school, knowing that she has access to a clean and private toilet. With improved sanitation facilities, Hansika can focus better on her studies, leading to enhanced learning outcomes.





STUDENTS AT JEEVAN CHETNA SCHOOL, VADODARA

KEY IMPACTS

IMPROVED STUDENTS' ATTENDANCE IN SCHOOL

Following the implementation of the project, a significant improvement in student attendance was observed. According to Chart 7, data from the primary survey revealed that 98.5% of student respondents reported attending school on a daily basis after the intervention. This shows that better infrastructure and a more supportive learning environment have helped students attend school more requality.

CHART 7: FREQUENCY OF SCHOOL ATTENDANCE



This finding was further supported by qualitative discussions with stakeholders, including teachers, principals, and parents, who agreed that improved school infrastructure has led to more consistent student attendance. Teachers across various locations observed a noticeable increase in regular attendance following the intervention.

After the project was implemented, both regular attendance and new admissions saw a noticeable increase. Improved infrastructure –such as new classrooms, better sanitation, comfortable furniture, smart TVs, and Bala Chitras–has plaged a key role in this change. Earlier, students were reluctant to attend school due to poor facilities, but now, with a more welcoming and well-equipped environment, they are motivated and happy to come to school regularly.

Bhavikkumar N Patel, Principal, Kharod Primary School, Bharuch location Additionally, village leaders from the Bharuch location highlighted the positive impact of the Sun Pharma program on students' education and school attendance. One leader shared that before the project, many children, especially girls, were hesitant to attend due to the poor condition of the school, including broken walls and unsafe infrastructure. As a result, attendance was low. With the construction of new classrooms, better sanitation, and overall improved infrastructure. the school has seen a clear rise in attendance and new admissions. More importantly, it has become a place where students feel motivated and safe to learn. The village leader noted that these changes have boosted the confidence of girl students, reassured parents, and renewed the community's interest in education.



CHART 8: IMPACT OF INFRASTRUCTURE IMPROVEMENT IN SCHOOL ATTENDANCE



Yes Not sur



97.3%

agreed that improvements in school infrastructure have positively influenced their school attendance.

This finding is further supported by discussions with parents in the Panchmahal location, who emphasised how upgraded infrastructure has not only improved attendance but also increased students' interest in learning. One parent shared that during the summer months, children often avoid school due to the heat and lack of basic facilities. However, with the addition of a shed for seating and lunch, along with a water cooler, students are now more comfortable, and attendance has definitely improved as a result.



If you had told me a few years back to put my child in Government Primary School, Tarkhanda, I would have dismissed the idea. It would have emptied my pockets, but I would maybe think of private schools. But after the renovations and intervention by Sun Pharma, I put my child here, and I am very happy with how she is learning and will grow here now.

Balram Chawda, parent of Anjana Chawda, 1st grade, Government Primary School, Tarkhanda





WATER COOLER SYSTEM AT THE JEEVAN CHETNA SCHOOL, VADODARA Teachers across various locations have consistently reported that the improvement in school infrastructure has led to a noticeable increase in student attendance and enrollment, along with a significant reduction in dropouts.

The Principal of Government Primary School, Tarkhanda shared an example:

"Previously, our attendance hovered around 60-70%. Now, it's consistently above 90%. Our enrolment has also grown-from 260 students to over 300."

These improvements highlight the direct impact of better infrastructure on student retention and overall school participation.



There has definitely been a rise in attendance, and a big reason is that a conducive learning environment has opened the doors to creative learning. When children enjoy learning, they come to school willingly and without excuses. Attendance and enrolment have both increased. In my class alone, 7 new students have pioned from private schools/Across Grades 6 to 8, nearly 30 new students have enrolled.

Vandana Patel, teacher from Government Primary School, Arad, Panchmahal

"

In some locations like Chengalpattu, teachers noted that overall school attendance was not a major concern even before the intervention. However, the availability of proper toilet facilities for girls has made a significant difference in reducing dropouts and improving retention, particularly for girl students.

S kalaiselvi, a high school teacher from Panchayat Union Middle and High School. Malaipalayam, shared - The improved toilet facility for girl students has contributed to a safer and healthier environment. While the general attendance rate was stable even before the intervention, we have seen a noticeable improvement in girls' attendance, especially during their monthly cycles. The availability of toilets has made it easier and more comfortable for them to come to school requirity.



GOVERNMENT PRIMARY SCHOOL, ABHETVA

CHART 9: FACTORS MOTIVATING REGULAR SCHOOL ATTENDANCE



Findings from Chart 9, based on a multiplechoice question in the primary student survey, show that better classrooms were the most frequently chosen reason for regular school attendance, with 762% of respondents selecting this option. Additionally, 512% of students said they were encouraged by teachers, while 27.7% cited parental support, and 26.9% pointed to improved sanitation and hygiene facilities as key motivators for attending school regularly.

Students highly appreciate the Smart TV classrooms, benches, water coolers, and improved seating arrangements, which enhance their comfort and learning experience. Many also highlighted toilet facility upgrades, wall paintings, and the compound wall for providing a better school environment. Features like mid-day meal sheds, computer rooms, and libraries were also valued.

Teachers also shared similar observations, noting that the introduction of new furniture and smart boards has positively influenced student attendance, as students are now more excited and motivated to attend school. In schools where food sheds were provided, teachers observed a significant reduction in absenteeism, attributing it to the improved environment for mid-day meals. Moreover, they highlighted that the program has especially benefited marginalised communities. In schools with a majority of students from minority backgrounds, teachers reported a rise in enrolment, suggesting a growing awareness within the community about the value of education.

The school received a smartboard, metal table, and benches under this project, and this equipment have made a significant impact on students, especially the smart class

that improved students' learning by interactive sessions.

Akash Sahu, Principal, Govt. Middle School Dewas

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SOULACE TEAM INTERACTING WITH STUDENT AT JEEVAN CHETNA SCHOOL, VADODARA

IMPROVED ACADEMIC PERFORMANCE OF STUDENTS

CHART 10: IMPACT OF SCHOOL FACILITIES ON LEARNING FOCUS



Yes Not sure No



93.5%

of the respondents reported that improvements in school facilities have had a positive impact on their ability to focus on learning, reflecting the positive impact of infrastructure development on students' academic performance.



SOULACE TEAM INTERACTING WITH THE STAKEHOLDERS

CHART 11: CHANGES IN GRADES OR TEST SCORES AFTER THE INTERVENTION



Improved Not Improved



89.6%

reported that after the intervention, their lets cores or grades improved. The majority of students reported improvement in English, Accounts, Science, and Mathu, with many also mentioning Statistics, Hindi, and Social Science. A few students noted that their academic performance was not directly influenced by infrastructure improvements but felt safer or more comfortable due to changes like compound walls.

These findings were further supported by intractions with teachers, principals, and other stakeholders, who observed that the improved infrastructure has contributed to better subjectwise academic engagement and a noticable increase in students' confidence. Teachers mentioned that students appear more at ease while withing, which may help improve their writing speed and handwriting, thereby supporting overal learning progress. Hitsh Bhatia, Principal of Covernment Primary School, Tarkhanda, shared, 'We've seen a real-change. Earlier, our overall results were around 50%. Now, they've risen to nearly 80%. Students are more eager to learn and participate, and the improved environment has played a big part in that."



I have observed a notable improvement in students' overall academic performance. The classroom renovation and paining work carried out three years ago have had a profoundly positive impact on our students' learning experience. These improvements have increased interest and motivation among our students, leading to better academic outcomes.

Jukes Mary, headmaster, Panchayat Union Primary School, Malaipalayam

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Additionally, teachers reported that their own interest and motivation in teaching have improved as a result of the enhanced school facilities. One of the most impactful outcomes of the project has been the motivation in instilled in both teachers and students. Not only are students more engaged, but teachers also feel more energetic and comfortable in their teaching, making the overall learning environment more positive and productive.

This renewed enthusiasm has had a direct positive impact on students' academic performance. As one teacher from the Bhanuch location noted, 'I can definitely see the positive impact that the improved facilities have on our student's learning experience-and on our teaching experience as well." During focus group discussions with parents, it was widely noted that students' interest and engagement in school activities have significantly improved since the intervention. Parents shared that children are particularly enthusiastic about learning English, with many showing increased interest after being exposed to English tutorial videos on smart TVs. These audio-visual tools were said to help students improve their pronunciation and accent, making the learning process more enjoyable and effective. Parents observed that children often revise what they've learned at school once they return home, indicating deeper engagement.

"

Kinjal likes to watch history videos. She enjoys all subjects, so even at home, she watches what they have watched already in school on my phone again. It's good that she can use the phone to revise smart class videos instead of wasting time.

Mahendrabhai Mehta, parent of a student from Jeevan Chetna Vidyalaya, Vadodara

"

Parents from Bharuch and Vadodara locations also highlighted that the benefits of infrastructure development extend beyond academics, positively influencing students' habits, motivation, and confidence. They shared that children have shown noticeable improvement in subjects such as Gujarati, Mathematics. Science, and English. In addition to better academic performance, there have been positive behavioural changes, with students demonstrating greater interest. responsibility, and self-confidence in their education-habits which they are also beginning to apply at home.



Through this project, the most valuable changes have been seen in our children, such as the behaviour of our children, increase in confidence related to education, increase in academic performance, increase in enthusians trowards school, increase in cleanliness and discipline and interest in studying has increased.

Naziya Khalif Arar, parent of 2 children studying in Kharod Primary School



ENHANCED LEARNING EXPERIENCE OF STUDENTS

A well-designed physical environment is essential for effective learning, as highlighted in the Hight to Education (RFL) act. 2000, NE 2020, and Samagros Shikhas. Schools should have as den and well-maintained classrooms, adequate lighting and ventilation, and clean drinking water. There must be functional, separate toilets for boys and girls and accessible infrastructure like ramps for children with disabilities. A playground or goen space supports physical activity, while a boundary wall ensures student stafey. For upper grades, facilities like a library, science lab, and ICT-enabled classrooms are recommended to enhance learning. (Sources: RTE Act 2000, NEP 2020, Samagra Shikhas Framework).

CHART 12: RATING OF LEARNING EXPERIENCE AFTER THE INTERVENTION



Much better No change Somewhat better



88.1%

of the respondents felt their learning experience improved significantly after the intervention, while an additional 9.6% reported that it was somewhat better. These findings highlight the positive impact of the program in creating an improved and more engaging learning environment for students in school. During discussions with teachers and principals across various locations, these findings were further echoed. They emphasised that the improvement in school infrastructure, including the Smart Tech classes, the user-friendly digital panels, vibrant classroom painting, and the quality of new construction, has been highly beneficial for students' education. These elements have not only enhanced the learning environment but also made lessons more engaging and effective.

"

The learning environment has improved as students are now feeling more comfortable sitting in the classroom. They are more focused and energetic during class.

Sangeeta Pandya, school head, Govt. Middle School Vijayganj Mandi, Dewas



Parents have also observed a noticeable improvement in the school's learning environment following the infrastructure upgrades. Several parents mentioned that the new tables have provided a more comfortable and supportive space for their children to study. They appreciated the range of improvements made by the school, including renovation work, new furniture, and the construction of toilets for girls, which they noted has contributed significantly to their children's safety and wellbeing. Overall, parents highlighted that the most impactful outcomes of the project have been the upgraded infrastructure, increased student enrollment, and a more engaging and supportive learning atmosphere.

"

My child, Niranjan, was studying well, but the infrastructure was not good. The classrooms didn't have tables before. Despite these challenges, Niranjan was able to adapt and schotten bis studies. However, now that the school has undergone some improvements, things have changed for the better. The new tables have created a more comfortable learning environment, which has positively impacted Niranjan studies.

Alamelu, Parent of students from 3rd grade, Panchayat Union Primary School, Melavalampettai

"

S. Durgadevi Sundaramoorthy. Ward councilor, Melavalampetia: and aparent of a student at the same school, shared, The facilities are of excellent quality and very usale. The classrooms are well-ventilated and well-painted, and the furniture is comfortable and suitable for the children. The overall infrastructure is well-designed and functional, providing a good learning environment for our children."



TOILET FACILITIES AT UNION PRIMARY SCHOOL, MELAVALAMPETTAI

INCREASED PARENTAL PARTICIPATION IN CHILDREN'S EDUCATION

One of the significant outcomes of the school infrastructure improvement initiative has been the increase in parental involvement in their children's education. With schools becoming safer, structured, and velcoming, parents, especially from marginalised communities, are now more confident and engaged in their children's learning. The addition of smart classrooms, dedicated lunch areas, and proper sanitation facilities has helped build trut between schools and families.

This shift was clearly reflected in interactions with teachers across various locations, who noted that parental participation in Parent-Teacher Meetings (PTMs) had increased notably after the intervention. Parents are now taking a more active role-regularly attending meetings, checking on academic progress, and encouraging regular attendance at home. A teacher from the Dewas location shared during a focus group discussion, "Parents have become more involved in their children's progress. This increased involvement has been beneficial, as children now receive more support and encouragement at home." This increased engagement highlights a growing awareness among parents of the value of education and their role in supporting it.

Earlier, very few parents came to the parent-teacher meetings, but now more parents are attending. They have become more aware of the importance of children's education. The overall awareness about the value of education in the community has increased compared to before.

Bhavikkumar N Patel, Principal, Kharod Primary School, Bharuch

Similarly, parents expressed during discussions that their role in their children's education has changed since the intervention. They now take a more active interest in their children's studies and view education as a shared responsibility between school and home.

This shift in mindset was evident during field discussions and observations, where parents expressed happiness and pride after seeing the improvements in school infrastructure. Mary mentioned that they now believe their children are receiving a quality education that enables them to compete with students from private schools.

In locations like Panchmahal and Bharuch, there has been a noticeable change in community attitudes toward education. More parents and village committees are actively supporting education, recognising its long-term value. Encouraged by the renovations, they not only send their own children to the school but also promote it within their communities, highlighting the importance of studying in a well-equipped learning environment.



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"

We definitely attend the parent-teacher meetings held every two months as part of the school project. In these meetings, we discuss our child's development, behaviour, discipline, and learning. The school renovation is also a topic of discussion. The principal and teachers update us on the construction and improvements happening at the school and even seek our suggestions when needed.

Sumisha Sureshbhai Vasava, parent of three children from Kharod Primary School, Bharuch





Varshth, a grade 5 student at Panchayat Union Primary School, a government school in the rural village of Melavalampetai, faced a common challenge like his peers - inadequate furniture. Before the intervention, students had to at ion the ground making learning uncomfortable. To address this issue. Sun PPiarma provided new benches/study tables to the school. The new furniture enabled students to sit comfortably, focus better on their studies, and maintain better posture.

Varshith now attends classes with renewed enthusiasm, and he says that the new furniture helps him with his academic performance. The improved learning environment has also boosted his confidence, enabling him to be more comfortable and focused on the classroom and that has increased his classroom participation.

However, Varshith is concerned that while the girls' tollet facilities were improved earlier, the boys' tollets have not been yet. He hopes that the boys' tollets will also be upgraded soon to ensure a better and healthier environment for all students.





04. IMPACT CREATED ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL

Improved hygiene habits, contributing to better health and overall well-being.

Higher levels of student motivation and participation foster deeper engagement in the classroom.

Increased regularity in attendance, enabling consistent learning and reduced learning gaps.





concentration, contributing

to better academic

performance and subject

comprehension.



Enhanced self-confidence. allowing students to express themselves, ask questions, and take initiative in their learning journey.

Greater involvement in children's education, leading to more supportive learning environments at home.

FAMILY LEVEL



Higher enrolment in schools from within the household. contributing to improved educational access

Improved student attendance and enrolment. resulting in higher classroom engagement and reduced dropout rates

SCHOOL LEVEL

Retter classroom management. supported by adequate space, seating, and resources.

Improved school reputation, attracting more students and increasing community support and trust.



Enhanced teaching and learning environment, allowing for interactive and effective pedagogy.



COMMUNITY LEVEL

Greater community engagement with schools, resulting in collective ownership of educational progress.



Improved school reputation within the locality, encouraging more families to enrol their children.

STATE LEVEL



Contribution to local educational development by enhancing school infrastructure, which aligns with state goals for quality education, equitable access, and improved learning outcomes, particularly in underserved regions.

NATIONAL LEVEL



Support for national education initiatives aimed at promoting universal access, equity, and quality in education, contributing to broader socio-economic development and reduced educational disparities across the country.



BENCHES AT GOVERNMENT PRIMARY SCHOOL, ARAD

05. KEY CHALLENGES AND BARRIERS

Interactions with various stakeholders revealed the following challenges:

MAINTENANCE ISSUES

Lack of regular maintenance support for infrastructure such as water filters, smart panels, and toilets, leading to disuse or deterioration over time.

WATER ACCESS

The absence of drinking water facilities in certain schools, especially in rural areas, remains a major concern for students' health and comfort.

INCOMPLETE FACILITIES

In some locations, certain infrastructure components were missing -for example, toilets were constructed for girls, but adequate sanitation facilities for boys were not provided, leading to disastifaction and imbalance.

LIMITED SCOPE OF DIGITAL TOOLS

Digital infrastructure like smart TVs or panels was appreciated, but many teachers cited the lack of training or technical support to use them effectively.

POOR QUALITY

Instances of broken locks on toilet doors, leaky roofs despite previous waterproofing, and substandard materials affect usability and privacy.

06. SWOT ANALYSIS





The provision of renovated classrooms, smart boards, proper seating, and sanitation facilities has significantly improved students' focus, attendance, and overall academic outcomes.



The program has been particularly beneficial for girls and students from disadvantaged groups, contributing to a notable reduction in dropout rates due to enhanced safety, sanitation, and inclusive infrastructure.



The program supports national and state priorities such as NEP 2020 and Samagra Shiksha, reinforcing education policy coherence.



In some locations, the absence of structured maintenance systems has led to the deterioration of facilities such as water filters, toilet locks, and roofing



WEAKNESSES

Certain schools did not receive a full range of improvements, for example, a lack of boys' toilets or drinking water facilities, resulting in uneven access and disastisfaction among stakeholders.



In some places, teachers have not been trained enough to use digital tools like smart boards, so these tools are not used as much as they could be.



The program does not yet have a strong system to regularly monitor and evaluate the use and condition of the new infrastructure or its impact on learning.



The program has the opportunity to strengthen digital learning by using the existing smart classroom infrastructure to support tech-enabled and blended learning across more subjects and grades.



Potential to improve the program's impact by investing in regular teacher training and helping teachers use digital tools more effectively.



Involving school management committees and local panchayats in maintenance could lead to more sustainable upkeep of facilities.



Setting up monitoring and feedback systems would help track infrastructure use and its impact on learning, making it easier to plan improvements.



OPPORTUNITIES



Relying too much on external funding without strong community or government involvement may affect the program's ability to grow or continue.

Environmental factors like heavy rains, water leakage, or poor construction quality could damage the infrastructure built through the program earlier than expected.

07. OECD FRAMEWORK



















Relevance

Coherence

Effectiveness Efficiency

Sustainability

RELEVANCE

The school infrastructure development program was implemented across multiple locations, including Panchmahal (Guiarat), Vadodara (Guiarat), Bharuch (Guiarat), Chengalpattu (Tamil Nadu), and Dewas (Madhya Pradesh). It addressed critical infrastructure gaps in government schools. such as poor classrooms, lack of sanitation, and limited access to learning resources that were directly affecting students' education. By focusing on inclusive, safe, and supportive learning environments, the program was highly relevant to the needs of students.



The program showed strong alignment with the following Sustainable Development Goals (SDGs):



The program also reflected strong coherence with national initiatives:

- National Education Policy (NEP) 2020: The program supports NEP 2020's vision by creating inclusive. learner-friendly environments. integrating digital learning tools, and strengthening foundational infrastructure essential for effective teaching and learning.
- · Samagra Shiksha Abhiyan: The program aligns with the objectives of Samagra Shiksha by focusing on the holistic development of school infrastructure, promoting equity in access to quality education, and supporting improved learning outcomes across government schools.



EFFECTIVENESS

The program met its objectives: renovated classrooms, new food sheds and compound walls, and quality furniture noticeably improved the learning environment. Surveys and interviews showed that 97.7% of respondents found classrooms more comfortable, 98.5% reported increased attendance. 93.5% experienced better learning, and 89.6% noted improved academic performance. Regular use of smart classrooms, sanitation facilities, and new furniture further boosted student focus, engagement, and hygiene.

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Resources were used efficiently-classroom renovations, mart boards, seating, sanitation blocks and multipurpose sheds were delivered at scale with minimal extra cost and immediately improved tackhing time. However, these gains were uneven; some schools received incomplete upgrades (e.g., only girls' oileist), lack of a maintenance system led to early deterioration of filters, waterproofing and locks, and digital tools remained under-utilised due to limitet deschort training and support.

IMPACT

The school infrastructure development program has made a meaningful impact by improving access to quality education in rural and underseved areas. Upgrades to classrooms, sanitation, and digital learning tools have contributed to better attendance, academic performance, and student engagement, particularly among gils and students from marginalized communities. Parents have shown increased trust in government schools, with some choosing to enrol their children in improved public institutions over private ones. Teachers: reported feeling more motivated, and parental involvement in school activities, such as parent-teacher meetings, has grown. The program has also promoted inclusive education and helped create a more positive and supportive learning environment.

SUSTAINABILITY

To ensure long-term resilience and usability of the new infrastructure, robust maintenance mechanisms could be built in from the start– it could include formalising quarterly facility audits led by School Management Committees against simple checklists, training local volunters or technicians in basic repairs (roof patching, lock replacement, filter ervicing), and partnering with nearby vocational institutes or NOCS for specialised servicing of smart classrooms and water system. This would have the potential to transform one-off upgrades into enduring, community-owned assets.





ENSURE ONGOING MAINTENANCE AND REPAIR SUPPORT

To sustain the benefits of improved infrastructure, schools need access to regular maintenance support. Establishing local maintenance plans through School Management Committees and providing basic training or resources for uokeen will help prevent the deterioration of facilities over time.



ENHANCE TEACHER TRAINING FOR DIGITAL TOOLS

While many schools have received smart boards and digital panels, their effective use relies on teacher preparedness. Providing regular training and refersher sessions, in partnership with educational organisations or training institutes, can help teachers confidently integrate these tools into daily classroom practices-thereby improving student engagement and learning outcomes.



PROMOTE INCLUSIVE AND EQUITABLE USE OF FACILITIES

Ensure that all students benefit equally from infrastructure improvements by incorporating gender-sensitive design and accessibility features for children with disabilities. Periodic assessments should be conducted to identify usage gaps and ensure facilities are being accessed and maintained equitably across student groups.



MONITOR AND EVALUATE PROGRESS

Develop a simple monitoring and evaluation system to track infrastructure usage and its impact on students and teachers. Regular feedback from students, teachers, and parents can help identify issues early and guide improvements. 09. CONCLUSION The school infrastructure Development Program, implemented by Sun Pharma, was designed to address critical agos in basic education infrastructure across underserved and rural areas in states such as Cujarat. Madhya Pradesh, and Tamil Nadu. The initiative focused on upgrading esential facilities in government schools, such as Gastrooms, toilest, drinking water stations, and digital learning tools to create functional, safe, and supportive environments for students and teachers alike.

The impact of these infrastructure improvements has been clearly reflected in student and stacholder fedback. 98% of students reported attending school regularly, while 93.5% felt their learning experience had improved, and 89.6% noted better academic performance. Teachers reported increased motivation, and pearst showed hipler levels of involvement, contributing to improved school-community relationships. Coing forward, greater attention should be given to ensuring the regular maintenance of infrastructure such as water filters, smart panels, and toilets, to prevent deterioration and ensure long-term usability. There is also a need to address gaps in facility coverage for example, by ensuring that both gils and boys have access to adequate and separate santiation facilities. Improving access to safe drinking water, especially in rural schools, should be prioritised to support student health and comfort. Future planning can also focus on enhancing construction quality and durability, with specific attention to features like toilet door locks and waterprofer orofing.



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Social Impact Certificate

This is to certify that SoulAce Consulting Private Limited has carried out social impact assessment of the School Infrastructure Development Program, supported by Sun Pharmaceutical Industries Ltd. under their CSR initiative in the financial year of FY 2024-25. This project is spread across different geographical regions of India and focused on areas such as Gujarat, Madhya Pradesh and Tamil Nadu. This report presents systematic findings and impact created by the projects.

SoulAce Consulting Private Limited wishes to express its sincere gratitude to Sun Pharmaceutical Industries Ltd. for trusting us with this assignment. We thank the beneficiaries and stakeholders for extending their support and providing valuable insights to accomplish this impact assessment study.

Arib Dech For SOULACE CONSULTING (P) LTD.

Authorised Signatory