



2026

Impact Assessment Report

Construction of School
Building

CSR INITIATIVE

OF

**B. G. Shirke Construction
Technology Private Limited**

Construction of School Buildings to
Promote Quality Education and
Accessibility, In Rural Areas of Baramati
and Daund Blocks of Pune District



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Pune-52**

IMPACT ASSESSMENT OF

Construction of School Building
Under CSR Initiatives of
**B. G. SHIRKE CONSTRUCTION TECHNOLOGY
PVT LTD**



Conducted By: Prof. Dr. Mahesh Thakur

Submitted to:



**B. G. SHIRKE CONSTRUCTION TECHNOLOGY
PVT LTD**

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ACKNOWLEDGEMENT

We, at the **Karve Institute of Social Service (KINSS), Pune**, express our sincere gratitude to the **B. G. Shirke Construction Technology Private Limited** for commissioning and supporting the impact assessment of the *School Building Construction Project* at **Vidya Pratishthan Anantrao Pawar English Medium School, Chincholi**, and **Vidya Pratishthan's Supe English Medium School, Supe**. Their commitment under Corporate Social Responsibility has significantly strengthened educational infrastructure, improving the quality, safety, and accessibility of learning environments.

We are thankful to the **Vidya Pratishthan management**, and extend our appreciation to the **principals, teaching staff, and administrative teams** of both schools for their cooperation and support during the assessment. We also acknowledge the **students and parents** for their valuable participation and feedback, which provided meaningful insights into the impact of the intervention on learning experience, well-being, and school engagement.

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We extend our gratitude to all individuals and stakeholders who have contributed to the successful completion of this study. It is hoped that this assessment will serve as a valuable reference for future initiatives in strengthening school infrastructure and educational development.

Prof. (Dr.) Mahesh Thakur

Director

Karve Institute of Social Service, Pune

Executive Summary

Executive Summary

The Karve Institute of Social Service (KINSS), Pune, conducted a comprehensive impact assessment of the **School Building Construction Project supported by B. G. Shirke Construction Technology Private Limited** at:

- **Vidya Pratishthan's Supe English Medium School, Supe**
- **Vidya Pratishthan Anantrao Pawar English Medium School (CBSE), Chincholi**

The study aimed to evaluate the effectiveness of infrastructure development in improving **learning environments, teaching-learning processes, student engagement, and institutional performance**, using a **multi-stakeholder, triangulated methodology** covering students, staff, and parents .

Scale and Infrastructure Transformation

The intervention has resulted in **significant expansion in institutional capacity and infrastructure across both schools.**

- **Student Strength**
 - Chincholi: **540 → 946 (~75% increase)**
 - Supe: Expanded to **1,300+ students**
- **Classrooms (Chincholi): 17 → 49**
- **Laboratories (Chincholi): 3 → 29**
- **Villages Covered (Chincholi): 21 → 39**
- **RTE Inclusion (Chincholi): 0 → 85 students**

Basic infrastructure improvements have been particularly transformative:

- **Water Capacity (Chincholi): 5,000L → 3,45,000L**
- **Toilets (Chincholi): 8 → 66 units**
- **Student-Toilet Ratio: 67.5 → 14.33**

Across both schools, infrastructure now reflects **well-planned, safe, and student-centric environments**, with improved classrooms, ventilation, sanitation, and safety systems .

Strengthening of Teaching–Learning Ecosystem

Infrastructure improvements have directly enhanced academic delivery:

- **Faculty Strength (Chincholi): 28 → 48**
- **Teacher Training: 25 → 50 hours annually**
- **Student–Teacher Ratio: Improved from 20:1 → 19:1**
- **Digital Learning Access: 100% maintained**

Teachers reported improved **classroom management, better use of teaching aids, and increased student engagement**, indicating a shift toward **interactive and experiential learning practices** .

Both schools demonstrate **strong academic performance**, with **consistent 100% success rates**, supported by structured pedagogy and improved infrastructure.

Student Impact (Primary Beneficiaries)

The intervention has led to **clear behavioural and educational improvements among students**:

- Increased **attendance and regularity**
- Higher **interest, motivation, and participation in learning**
- Improved **academic engagement and classroom interaction**
- Enhanced **access to labs, digital tools, and co-curricular activities**
- Better **health, hygiene, and safety conditions**

Students demonstrated a stronger **emotional connection with the school**, indicating a shift from passive attendance to **active engagement in learning** .

Parent and Community Impact

- Increased **parental trust and satisfaction**
- Improved perception of schools as **safe, high-quality institutions**
- Greater **enrollment demand and community preference**
- Enhanced **parent-school engagement**

Parents reported noticeable improvements in **student behavior, discipline, and interest in education**, validating the intervention’s impact beyond the classroom .

Staff and Institutional Impact

- Improved **teaching efficiency and reduced operational constraints**
- Enhanced **faculty motivation and performance**
- Strengthened **institutional systems and governance**
- Better **coordination and administrative efficiency**

The improved infrastructure has enabled staff to focus more on **pedagogy and student development**, rather than operational limitations.

Achievements and Recognition

Both schools demonstrate strong performance across multiple levels:

Supre School

- National-level achievements in **chess and academic competitions**
- Recognition as **ISO Certified School and Cyber Smart School**
- Inclusion in the **India Book of Records**
- Strong performance across **state, district, and taluka levels**

Chincholi School

- National-level achievements in:
 - **Abacus competitions (Champion-level performance)**
 - **International GK examinations**
 - Participation in **Khelo India & martial arts competitions**
 - **INSPIRE MANAK Award selection**
- State and district achievements in:
 - Science exhibitions, AI hackathons, cultural competitions
- Awards:
 - **Trusted & Most Promising School of the Year – Maharashtra**
 - **Excellence in Educational Standards**
 - **Best School Award (Taluka Level)**

Integrated Impact Pathway

The assessment establishes a clear transformation model:

**Infrastructure Investment → Improved Facilities → Enhanced Learning Environment
→ Behavioural Change → Institutional Growth**

This demonstrates that the project has successfully moved from **infrastructure creation to measurable educational impact** .

SDG and ESG Alignment

SDGs:

- SDG 4: Quality Education
- SDG 6: Clean Water & Sanitation
- SDG 3: Health & Well-being

ESG Impact:

- **Environmental:** Improved WASH and resource systems
- **Social:** Enhanced access, equity, and student outcomes
- **Governance:** Strengthened institutional systems and accountability

Conclusion

The School Building Construction Project supported by **B. G. Shirke Construction Technology Private Limited** has delivered a **high-impact, scalable, and sustainable model of educational transformation**. The intervention has:

- Expanded **access and enrollment**
- Strengthened **infrastructure and academic systems**
- Improved **student behaviour and engagement**
- Enhanced **stakeholder confidence and institutional credibility**

The convergence of findings across students, parents, and staff validates the project as a **successful CSR intervention with long-term developmental impact**.



Chapter-I Introduction



Introduction

1.1 Background of the Study

Education plays a critical role in shaping human capital and driving sustainable socio-economic development. The quality of education is not only determined by curriculum and pedagogy but is also significantly influenced by the **availability and quality of physical infrastructure within schools**. Adequate infrastructure—such as well-designed classrooms, sanitation facilities, safe drinking water, and learning resources—forms the foundation for creating an **effective and inclusive learning environment**.

In many educational settings, especially in developing regions, gaps in infrastructure often limit the ability of schools to deliver quality education. Issues such as overcrowded classrooms, inadequate sanitation, poor ventilation, and lack of safety measures can negatively impact both **student learning outcomes and teacher effectiveness**. Addressing these challenges through targeted infrastructure interventions is therefore essential for improving overall educational performance.

Recognizing this need, the **B. G. Shirke Construction Technology Private Limited**, under its Corporate Social Responsibility (CSR) initiative, supported the **School Building Construction Project** aimed at strengthening educational infrastructure. The project was implemented at two institutions under Vidya Pratishthan:

- Vidya Pratishthan's Anantrao Pawar English Medium School, CBSE, Chincholi.
- Vidya Pratishthan's Supe English Medium School, Supe.

These interventions were designed to enhance the **physical learning environment, safety, accessibility, and overall educational experience** of students.

1.2 Rationale for the Study

While infrastructure development is a critical investment, its effectiveness must be assessed in terms of its **actual impact on teaching-learning processes, student behaviour, and institutional performance**. Infrastructure alone does not guarantee improved outcomes unless it translates into **enhanced usability, engagement, and educational quality**.

The present study was undertaken to evaluate whether the infrastructure improvements have:

- Created a more conducive learning environment
- Enhanced teaching effectiveness and classroom processes
- Improved student attendance, motivation, and engagement
- Strengthened institutional credibility and stakeholder confidence

The study is particularly important in the context of CSR initiatives, where there is a need to demonstrate **accountability, impact, and sustainability of investments**.

1.3 Objectives of the Study

The primary objective of the study is to assess the impact of school infrastructure development on educational outcomes and stakeholder experiences.

The specific objectives include:

- To evaluate the effectiveness of infrastructure improvements in enhancing the learning environment
- To assess the utilization and functionality of infrastructure facilities
- To examine changes in student attendance, engagement, and learning behaviour
- To understand the impact on teaching effectiveness and classroom management
- To capture perceptions of parents regarding changes in student behaviour and school environment
- To analyze institutional improvements in terms of efficiency, reputation, and stakeholder engagement
- To identify strengths, gaps, and areas for further improvement

1.4 Scope of the Study

The scope of the study is confined to the two selected schools where the infrastructure intervention was implemented. The assessment covers:

- Physical infrastructure including classrooms, WASH facilities, and safety measures
- Teaching-learning environment and processes
- Student behaviour and engagement
- Stakeholder perceptions (students, staff, and parents)
- Institutional performance and community-level impact

The study adopts a **multi-dimensional perspective**, focusing not only on infrastructure availability but also on its **functional and behavioural outcomes**.

1.5 Approach and Framework

The study is based on a **holistic impact assessment framework**, which links infrastructure inputs to educational outcomes through a structured pathway:

- Infrastructure Development → Improved Learning Environment → Enhanced Teaching Conditions → Behavioural Change → Educational Outcomes

A **triangulated approach** has been adopted to strengthen the validity of findings by integrating insights from:

- Students (experience-based perspective)
- Teachers (functional and pedagogical perspective)
- Parents (behavioural and outcome-based perspective)

This approach ensures that the findings are:

- Comprehensive
- Cross-validated
- Contextually relevant

1.6 Significance of the Study

The study holds significant relevance for multiple stakeholders:

For the Funding Agencies

It provides evidence on the effectiveness of infrastructure investments and demonstrates **return on social impact**, supporting future decision-making and scaling strategies.

For Educational Institutions

It offers insights into how infrastructure improvements influence teaching practices, student engagement, and institutional performance.

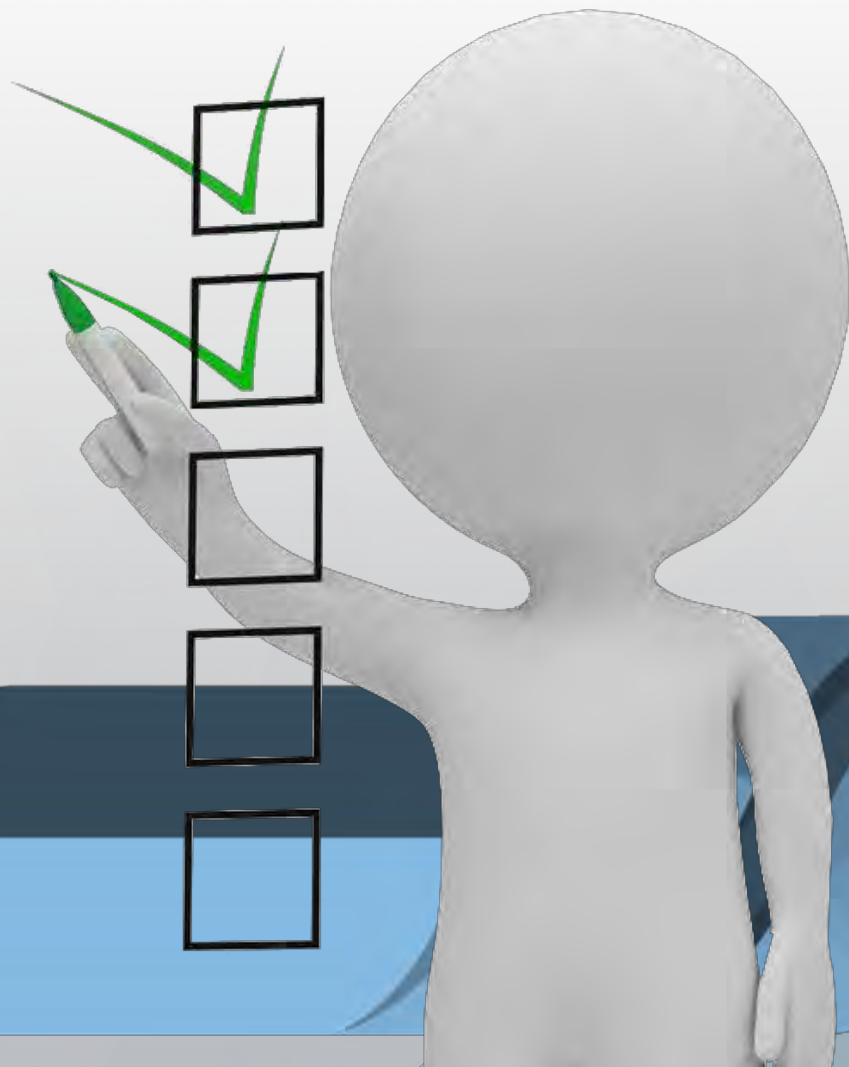
1.7 Conclusion

The introduction establishes the foundation for understanding the importance of infrastructure in shaping educational outcomes. The study is designed to move beyond physical assessment and explore the **transformational impact of infrastructure on learning environments, teaching processes, and student behaviour**.

By adopting a structured and triangulated approach, the study aims to provide **credible, actionable, and meaningful insights** into how targeted infrastructure interventions can contribute to **sustainable and high-quality education systems**.

CHAPTER- II

METHODOLOGY



Methodology

1. Introduction

This study adopts a **systematic and evidence-based approach** to assess the impact of school infrastructure development on educational outcomes, student experience, and institutional effectiveness. The methodology is designed to ensure **reliability, validity, and triangulation of findings**, capturing perspectives from multiple stakeholders and linking infrastructure inputs to measurable educational and behavioural outcomes.

The approach integrates **qualitative and quantitative techniques**, enabling a holistic understanding of both **perception-based changes and functional improvements** across the selected schools.

2. Research Design

The study follows a **descriptive and evaluative research design**, aimed at:

- Assessing the effectiveness of infrastructure interventions
- Understanding stakeholder perceptions and experiences
- Evaluating changes in teaching-learning processes
- Identifying behavioural and educational outcomes among students

The design is **cross-sectional**, capturing data at a specific point in time after the implementation of infrastructure improvements, while also incorporating **retrospective comparison (before vs after perception)**.

3. Study Area and Institutional Coverage

The study was conducted across the following institutions:

- **Vidya Pratishthan Anantrao Pawar English Medium School, CBSE, Chincholi**
- **Vidya Pratishthan's Supe English Medium School, Supe**

These schools represent structured educational environments where **infrastructure interventions have been implemented to improve learning conditions, safety, and overall institutional performance**.

4. Target Population and Sampling

4.1 Target Respondent Groups

The study covers three key stakeholder groups:

- **Students** – Primary beneficiaries of the intervention
- **Teaching Staff** – Implementers and facilitators of the learning process
- **Parents** – Observers of behavioural and educational changes at home

4.2 Sample Size and Distribution

A **multi-stakeholder sampling approach** was adopted:

- Students: Representative samples across grades
- Staff: Teaching faculty across subjects
- Parents: Guardians of enrolled students

The sampling ensured:

- Adequate representation
- Diversity across respondents
- Reliability of findings through sufficient coverage

4.3 Sampling Technique

A **purposive and stratified sampling method** was used:

- **Purposive sampling** to select relevant stakeholder groups
- **Stratified selection** to ensure representation across grades and roles

This approach ensured that respondents had **direct experience and exposure to the intervention**.

5. Data Collection Methods

The study employed a **mixed-method approach**, combining structured tools with observational insights.

5.1 Primary Data Collection

Primary data was collected through:

a) Structured Questionnaires

Separate questionnaires were designed for:

- Students
- Staff
- Parents

The questionnaires included:

- Close-ended questions (Yes/No, Likert scale)
- Perception-based indicators
- Experience-based responses

b) Field Observations

On-site observations were conducted to assess:

- Classroom conditions
- Infrastructure utilization
- Sanitation and hygiene
- Teaching-learning environment

c) Informal Interactions

Discussions with teachers and school authorities provided:

- Contextual understanding
- Validation of responses
- Insights into operational aspects

5.2 Secondary Data Collection

Secondary data sources included:

- School records
- Achievement reports
- Institutional documents
- Infrastructure details

These were used to **validate primary findings and strengthen analysis.**

6. Research Tools and Instruments

The study utilized **custom-designed assessment tools** aligned with educational impact evaluation frameworks.

6.1 Key Assessment Domains

The tools were structured around the following domains:

1. Learning Environment
2. Infrastructure Quality
3. WASH (Water, Sanitation, Hygiene)
4. Teaching Effectiveness
5. Student Engagement and Behaviour
6. Safety and Security
7. Institutional Performance

6.2 Tool Design Approach

- Questions were designed to be **simple, clear, and respondent-friendly**
- Tools captured both **perception and experience-based insights**
- Indicators were aligned with:
 - **SDG 4 (Quality Education)**
 - **SDG 6 (Sanitation and Water)**
 - **ESG Social and Environmental dimensions**

6.3 Validation of Tools

- Tools were reviewed for **content validity and relevance**
- Pre-testing was conducted to ensure:
 - Clarity of questions
 - Ease of response
 - Logical flow

7. Data Analysis Framework

7.1 Quantitative Analysis

- Frequency distribution analysis
- Response pattern identification
- Comparative interpretation across indicators

7.2 Qualitative Analysis

- Thematic analysis of responses
- Interpretation of behavioural and experiential changes
- Narrative-based reporting

7.3 Triangulation Method

A **triangulated analysis approach** was used to strengthen findings:

- Student responses → Experience validation
- Staff responses → Functional validation
- Parent responses → Behavioural validation

This ensured:

- Cross-verification of data
- Reduced bias
- Strong credibility of conclusions

8. Key Indicators of Assessment

The study evaluated impact using the following indicators:

Infrastructure Indicators

- Classroom comfort and space
- Cleanliness and maintenance
- Safety of buildings

WASH Indicators

- Availability of toilets
- Clean drinking water

Educational Indicators

- Teaching quality
- Student engagement
- Learning experience

Behavioural Indicators

- Attendance
- Motivation to learn
- Enjoyment in studies

Institutional Indicators

- School image
- Parent engagement
- Operational efficiency

9. Ethical Considerations

The study adhered to ethical standards, including:

- **Informed consent** from respondents
- Ensuring **confidentiality and anonymity**
- Avoiding bias in data collection and reporting
- Respecting participants' responses and perspectives

10. Limitations of the Study

While the study provides strong insights, certain limitations are acknowledged:

- Dependence on **perception-based responses**
- Limited scope for deep quantitative statistical modeling

However, these are mitigated through:

- Large sample coverage

- Triangulated analysis
- Strong consistency across responses

11. Reliability and Validity

The study ensures:

Reliability

- Consistent response patterns across stakeholders
- Standardized tools and procedures

Validity

- Alignment of tools with study objectives
- Cross-verification through triangulation
- Field observation support

12. Conclusion

The methodology adopted for this study provides a **robust, multi-dimensional framework for impact assessment**, combining quantitative rigor with qualitative depth. The use of a **triangulated approach, structured tools, and multi-stakeholder inputs** ensures that the findings are:

- Reliable
- Comprehensive
- Contextually relevant

This methodology effectively captures the **link between infrastructure development and educational transformation**, making the study suitable for **CSR evaluation, institutional reporting, and policy-level insights**.

CHAPTER III- ANALYSIS OF THE DATA



ANALYSIS OF THE DATA

Vidya Pratishthan's Anantrao Pawar English Medium School, Chincholi.



Vidya Pratishthan's Anantrao Pawar English Medium School, (CBSE,) Chincholi, has undergone a substantial and measurable transformation following the infrastructure intervention supported by **B. G. Shirke Construction Technology Private Limited**. The school, which was already functioning as a structured and student-centric institution, has significantly strengthened its capacity, infrastructure, and overall educational ecosystem, resulting in enhanced access, quality, and institutional performance .

One of the most notable impacts is the **expansion in institutional capacity and outreach**. The student strength increased from **540 to 946**, reflecting growing trust among the community. Simultaneously, the school's outreach expanded from **21 to 39 villages**, and inclusivity improved with the introduction of **85 students under the RTE category**, strengthening equitable access to quality education.

The **infrastructure development is both quantitative and qualitative in nature**. The number of classrooms increased from **17 to 49**, ensuring better space utilization and reduced congestion. More significantly, the school transitioned from **3 laboratories to 29 specialized labs and learning hubs**, enabling a strong shift toward **experiential, activity-based, and inquiry-driven learning**, as also reflected in the institution's pedagogical approach .

From a **teaching and academic delivery perspective**, improvements are evident in both faculty strength and capacity building. The number of teachers increased from **28 to 48**, and **teacher training exposure doubled from 25 to 50 hours annually**, indicating a focused investment in instructional quality. The **student-teacher ratio improved from 20:1 to 19:1**, supporting more individualized attention and effective learning outcomes. The school has consistently maintained a **100% academic success rate**, demonstrating strong academic systems and performance stability.

The intervention has also significantly strengthened **environmental and basic infrastructure systems**. Water storage capacity witnessed a major increase from **5,000 liters to 3,45,000 liters**, ensuring sustainability and uninterrupted access. Sanitation facilities improved from **8**

to **66 units**, resulting in a sharp improvement in the student-to-toilet ratio from **67.5 to 14.33**, thereby enhancing hygiene, dignity, and compliance with WASH standards. Additionally, the introduction of a **waste management system (from 0 to 1)** reflects a structured move toward environmental responsibility.

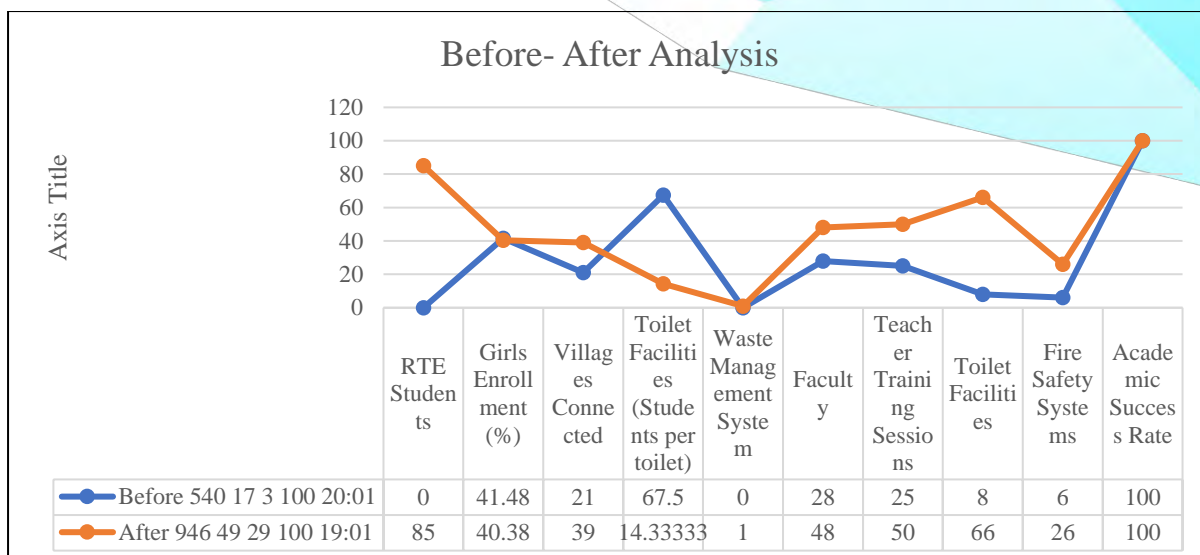
In terms of **safety and governance**, the school has strengthened its systems through the establishment of **fire safety infrastructure and monitored safety mechanisms**, ensuring a secure learning environment. Simultaneously, the institution continues to demonstrate strong administrative systems, structured processes, and institutional discipline .

The **digital learning ecosystem remains robust**, with **100% digital access maintained**, supporting ICT-enabled teaching and modern pedagogical practices. This aligns with the school’s broader focus on technology integration and future-ready education.

Beyond infrastructure and academics, the school continues to demonstrate excellence in **holistic student development**, with strong participation and achievements across **national, state, district, and taluka levels** in academics, sports, cultural activities, and innovation platforms. These outcomes highlight that the infrastructure support has not only expanded capacity but also **enhanced the quality of student engagement and talent development** .

BEFORE- AFTER ANALYSIS

Sr No	Metric	Before	After	Unit	Category	SDG
1	Student Quantity	540	946	Number	Social	SDG 4
2	Classrooms	17	49	Number	Social	SDG 4
3	Labs / Hubs	3	29	Number	Social	SDG 4
4	Digital Learning Access (%)	100	100	%	Social	SDG 4
5	Student-Teacher Ratio	20:01	19:01	Ratio	Social	SDG 4
6	RTE Students	0	85	Number	Social	SDG 10
7	Girls Enrollment (%)	41.48	40.38	%	Social	SDG 5
8	Villages Connected	21	39	Number	Social	SDG 11
9	Water Capacity	5000	345000	Liters	Environmental	SDG 6
10	Toilet Facilities (Students per toilet)	67.5	14.33333	Number	Environmental	SDG 6
11	Waste Management System	0	1	Binary	Environmental	SDG 12
12	Faculty	28	48	Number	Social	SDG 4
13	Teacher Training Sessions	25	50	hours/year	Social	SDG 4
14	Toilet Facilities	8	66	Number	Environmental	SDG 6
15	Fire Safety Systems	110	11010	Binary	Governance	SDG 11
16	Academic Success Rate	100	100	%	Social	SDG 4



Overall Impact

The intervention by **B. G. Shirke Construction Technology Private Limited** has enabled a **multi-dimensional institutional transformation**, characterized by:

- **Increased access and inclusivity** (enrollment growth, RTE integration, expanded village outreach)
- **Strengthened academic infrastructure** (classrooms, labs, digital systems)
- **Improved teaching quality and faculty capacity**
- **Enhanced environmental sustainability and WASH infrastructure**
- **Robust safety, governance, and institutional systems**
- **Sustained academic excellence and holistic student development**

“The infrastructure support has transformed the school into a high-capacity, inclusive, and future-ready educational institution, significantly enhancing both access and quality while strengthening overall institutional performance.”

Ms. Sarita Shinde, Principal Vidya Pratishthan’s Anantrao Pawar English Medium School, (CBSE,) Chincholi,

Student-Level Impact Assessment

1. Introduction to Student-Level Assessment

The student-level assessment serves as the **primary evidence base** for evaluating the effectiveness of the school infrastructure intervention. Students, as the direct beneficiaries, provide critical insights into how infrastructure influences their **daily learning experience, comfort, safety, and academic engagement**.

The assessment captures student perspectives across multiple domains, including:

- Classroom environment and infrastructure quality
- Safety and hygiene conditions
- Water and sanitation facilities
- Attendance and participation behaviour
- Learning experience and motivation
- Perceived teaching effectiveness

The findings are interpreted through a qualitative impact lens, focusing on how infrastructure improvements translate into **behavioural, educational, and experiential outcomes**.



Figure 1- Well equipped library and reading hall.

2. Transformation of Infrastructure and Learning Environment

2.1 Classroom Comfort and Learning Experience

Students consistently expressed that the classroom environment has become significantly more comfortable and conducive to learning. The improved infrastructure has enhanced:

- Air circulation and ventilation

- Natural and artificial lighting conditions
- Seating arrangements and ergonomics
- Overall classroom layout and space utilization

This transformation has reduced physical discomfort and created an environment where students can **focus more effectively on learning activities**. A comfortable classroom environment has also contributed to **improved attention span, reduced fatigue, and better cognitive engagement**.



2.2 Cleanliness and Maintenance of Classrooms

Students observed that classrooms are clean, organized, and well maintained. This reflects the presence of:

- Regular cleaning systems
- Institutional accountability for maintenance
- Consistent hygiene practices

A clean environment plays a critical role in shaping:

- Student discipline and behaviour
- Psychological comfort
- Health and hygiene standards

The consistency in responses indicates that cleanliness is not incidental but **systematically maintained**, contributing to a structured and positive learning atmosphere.

2.3 Adequacy of Space and Classroom Functionality

Students reported that sufficient space is available for seating and classroom activities. This suggests that the intervention has effectively addressed earlier challenges related to overcrowding and limited classroom mobility.

Adequate space has enabled:

- Comfortable seating arrangements
- Better teacher-student interaction
- Smooth classroom movement and participation
- Improved classroom discipline

While overall space adequacy is strong, minor variations in responses suggest that **certain classrooms may require micro-level adjustments**, particularly in cases of uneven student distribution.



Figure 2- Adequate and well-ventilated classrooms

2.4 Safety within School Infrastructure

Students expressed a strong sense of safety within the school premises. This includes confidence in:

- Structural stability of the building
- Safe movement within classrooms and corridors
- Absence of hazardous conditions

A safe environment is fundamental to education, as it ensures:

- Continuity in attendance
- Emotional comfort
- Trust in the institution

The findings indicate that safety has been successfully established as a **baseline condition for effective learning**.

3. WASH Infrastructure and Student Well-being

3.1 Sanitation Facilities

Students reported that toilet facilities are functional and usable, indicating that the infrastructure has addressed essential sanitation needs. However, slight variations in responses suggest that:

- Maintenance consistency may vary across facilities
- Cleaning schedules may require strengthening in certain instances

Sanitation facilities are directly linked to:

- Student health and hygiene
- Comfort and dignity
- Attendance continuity, particularly for older students

Overall, sanitation systems are effective, with scope for improving **consistency in upkeep and monitoring**.

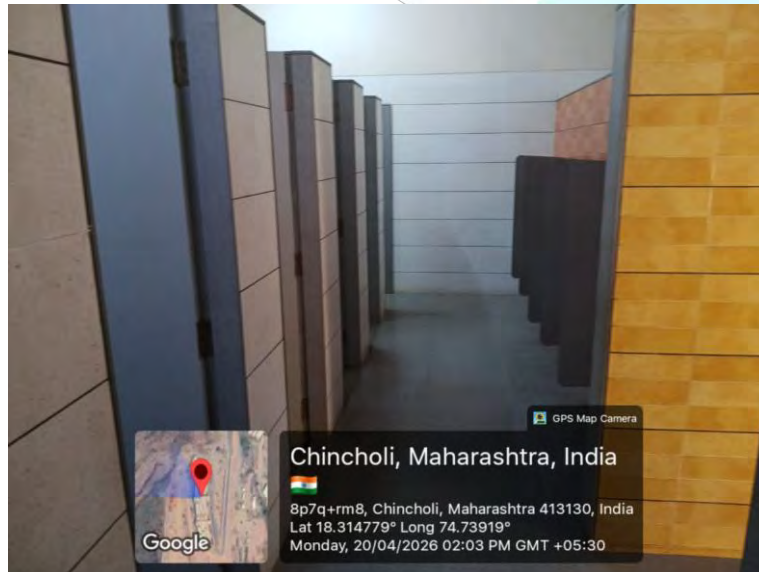


Figure 3- Clean Washrooms on every floor

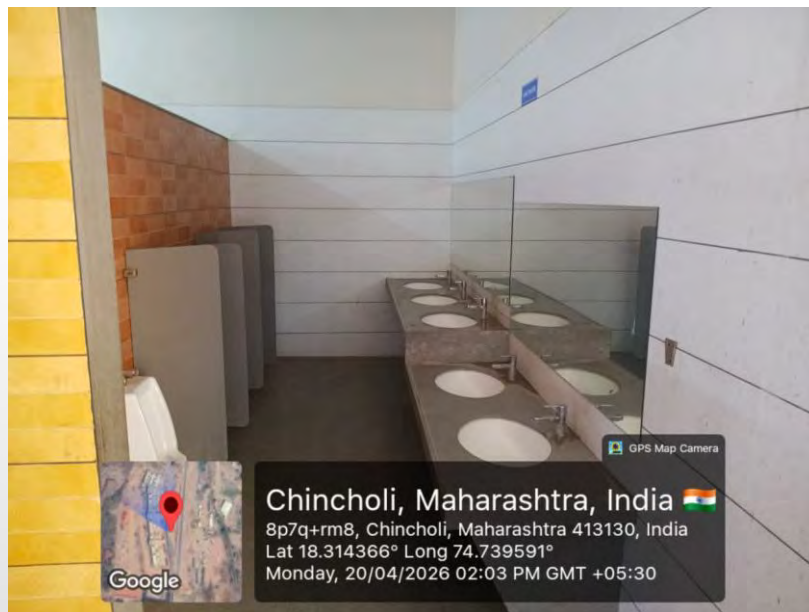


Figure 4- Washrooms cum Handwash Stations

3.2 Availability of Clean Drinking Water

Students confirmed that clean drinking water is available within the school. This reflects:

- Reliable water supply systems
- Accessibility during school hours
- Safe water for consumption



Figure 5- Clean Drinking water on every floor.

Access to clean water supports:

- Hydration and physical well-being
- Prevention of water-related health issues
- Improved concentration and learning capacity

Sustaining this outcome requires continued attention to **water quality monitoring and system maintenance**.

4. Behavioural and Educational Outcomes

4.1 Improvement in Attendance

Students reported an increase in regular attendance and consistency in school participation. This indicates that the improved infrastructure has:

- Reduced physical and environmental barriers to attendance
- Enhanced the attractiveness of the school environment
- Encouraged students to attend school more regularly

This reflects a clear behavioural shift, where students are more willing and motivated to be present in school.

4.2 Enhanced Learning Experience and Engagement

Students expressed that they enjoy studying more than before. This suggests a significant shift in:

- Attitude toward learning
- Classroom engagement
- Interest in academic activities

The improved environment has made learning more:

- Interactive
- Comfortable
- Engaging

This highlights the role of infrastructure in influencing **student perception and emotional connection to education.**





Figure 6- Rooms for Indoor Activities/ Indoor Play area

4.3 Increased Motivation to Learn

Students reported higher levels of motivation toward learning. This indicates:

- Greater curiosity and interest in subjects
- Increased participation in classroom activities
- Positive academic behaviour

Motivation is a critical outcome, reflecting **deep psychological and behavioural impact**, beyond surface-level improvements.

4.4 Perceived Improvement in Teaching Quality

Students observed improvements in teaching quality, suggesting that better infrastructure has supported:

- Clearer communication between teachers and students

- Better use of teaching aids
- More structured classroom sessions

Although teaching quality depends on teacher capability, infrastructure plays a key role in **facilitating effective teaching conditions.**

5. Integrated Impact Pathway Analysis

The qualitative findings establish a clear cause-effect relationship:

- Infrastructure improvements created a **safe, clean, and comfortable learning environment**
- This enhanced **student experience and emotional well-being**
- Improved experience led to **greater engagement and enjoyment in learning**
- Increased engagement resulted in **better attendance and participation**
- These outcomes contributed to **higher motivation and improved educational performance**

This demonstrates that the intervention has successfully moved from **infrastructure provision to educational transformation.**

6. SDG and ESG Alignment

The outcomes contribute significantly to:

Sustainable Development Goals

- Advancement of quality education through improved learning conditions
- Strengthening of health and hygiene through sanitation and water facilities
- Promotion of safe and inclusive infrastructure

ESG Dimensions

- Environmental improvement through sanitation and water systems
- Social impact through enhanced student well-being and engagement
- Governance strengthening through maintenance systems and safety measures

7. Key Insights

- The intervention has significantly improved the **learning environment and student experience**
- Students demonstrate **greater comfort, safety, and engagement**
- Behavioural outcomes such as **attendance and motivation have improved**
- Infrastructure improvements have translated into **educational outcomes**
- Minor gaps are operational in nature and relate to **maintenance consistency and space optimization**

8. Conclusion

The student-level assessment at Vidya Pratishthan's Anantrao Pawar English Medium School, Chincholi, clearly demonstrates that the infrastructure intervention has resulted in a **substantial and meaningful transformation of the educational environment**. The improved physical conditions have created a supportive and engaging atmosphere that enhances both learning experience and student behaviour.

Students now exhibit higher levels of comfort, safety, and motivation, indicating that the intervention has successfully influenced both **educational access and learning quality**. While minor operational improvements are required to ensure consistency, the overall impact is strong, sustainable, and aligned with broader educational development goals.



Staff-Level Impact Assessment

1. Introduction: Institutional Perspective on Infrastructure Impact

The staff-level assessment offers a **systemic understanding of how infrastructure interventions translate into educational outcomes**. While infrastructure development is often evaluated through physical outputs, its true effectiveness lies in how it **enables teachers to deliver quality education, manage classrooms efficiently, and foster meaningful student engagement**.

Teachers are not merely users of infrastructure—they are **active agents who convert physical resources into learning outcomes**. Their experiences therefore reflect whether the intervention has achieved:

- Functional adequacy
- Pedagogical relevance
- Operational efficiency
- Institutional strengthening

The qualitative responses indicate a **high degree of alignment between infrastructure design and academic needs**, suggesting that the intervention has successfully bridged the gap between **physical development and educational effectiveness**.



Figure 7- Upgraded labs

2. Transformation of Teaching Environment

2.1 From Physical Space to Pedagogical Space

Staff members consistently emphasized that classrooms have evolved from being **basic physical enclosures to structured pedagogical environments**. This transformation is significant because it reflects a shift from:

- Passive infrastructure → Active learning environment
- Space occupancy → Space utilization
- Physical presence → Academic engagement

Teachers now experience classrooms as **enabling ecosystems**, where spatial organization, visibility, and accessibility support the teaching process.

This transformation has reduced the cognitive and operational burden on teachers, allowing them to focus more on:

- Lesson delivery
- Student interaction
- Conceptual clarity



Figure 8- Physics Lab

2.2 Spatial Adequacy and Functional Flexibility

The availability of adequate space has introduced a new level of **functional flexibility in classrooms**. Teachers reported that they are now able to:

- Move freely within the classroom
- Engage with students across different sections
- Conduct group-based and activity-oriented learning sessions

This flexibility is critical for modern pedagogical approaches, particularly:

- Experiential learning
- Collaborative learning
- Activity-based instruction

While the overall perception is strongly positive, subtle variations suggest that **space utilization dynamics may differ across grades or class sizes**, indicating an opportunity for micro-level optimization rather than structural redesign.



Figure 9- Chemistry Lab



Figure 10- Biology Lab

2.3 Environmental Quality: Ventilation and Lighting

The improvement in ventilation and lighting has had a **multi-dimensional impact** on the teaching-learning process. Staff members highlighted that these changes have contributed to:

- Enhanced physical comfort
- Reduced fatigue during teaching hours
- Improved student attentiveness

From an educational psychology perspective, environmental quality plays a crucial role in:

- Cognitive performance
- Behavioural regulation
- Emotional well-being

The improved environmental conditions indicate that the intervention has addressed not only **functional requirements** but also **human-centric design considerations**.

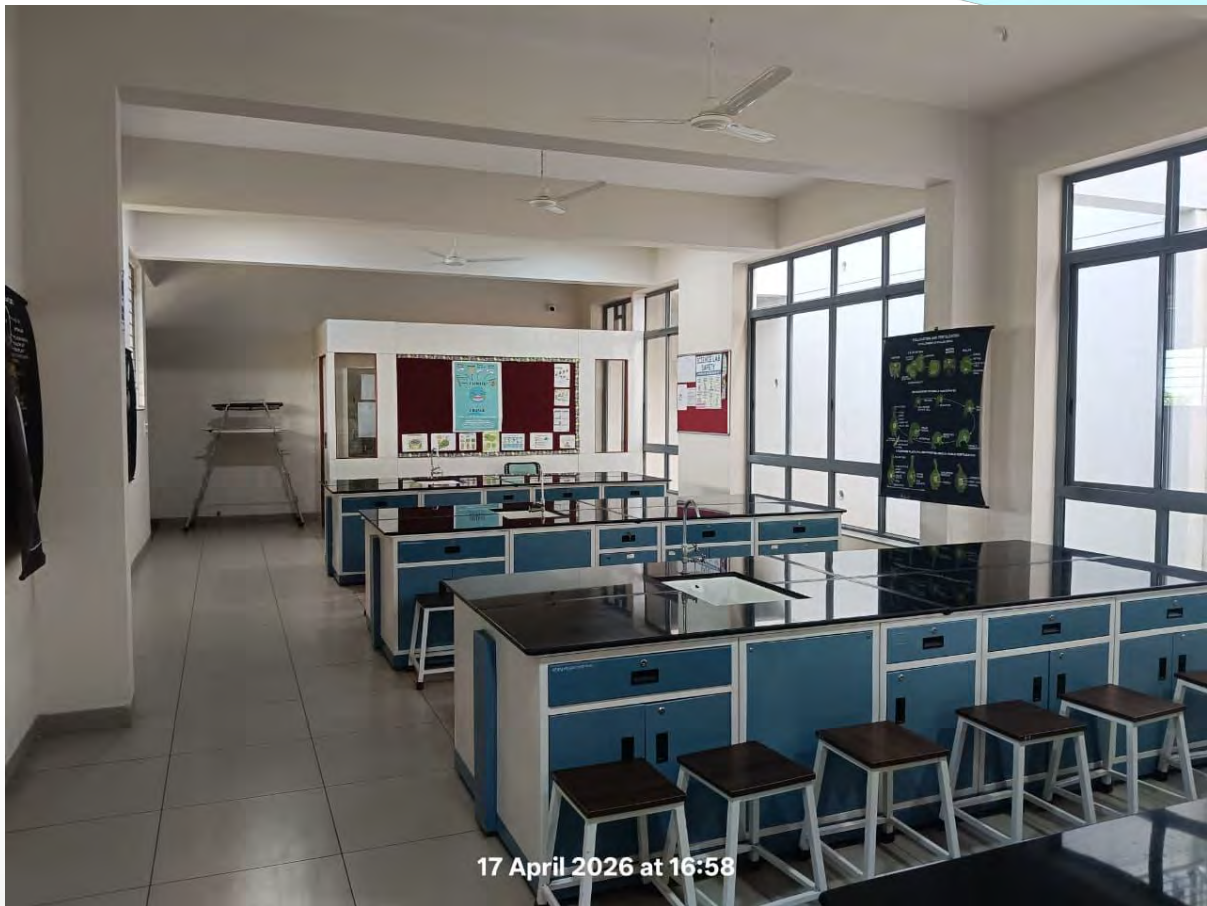


Figure 11- Natural Ventilation and adequate Natural Light

3. Strengthening of Teaching-Learning Processes

3.1 Enhanced Teaching Effectiveness

One of the most significant outcomes observed by staff is the improvement in teaching effectiveness. The upgraded infrastructure has enabled teachers to:

- Deliver lessons with greater clarity
- Maintain better continuity during instruction
- Utilize teaching aids and resources more effectively

This suggests that infrastructure has acted as a **facilitator of pedagogical efficiency**, removing barriers that previously constrained teaching quality.

Importantly, this improvement is not limited to individual performance but reflects a **system-wide enhancement in academic delivery**, indicating strong alignment between infrastructure and curriculum needs.

3.2 Student Engagement and Participation Dynamics

Teachers reported a visible shift in student behaviour, particularly in terms of:

- Increased participation in classroom discussions
- Greater attentiveness during lessons
- Improved confidence in engaging with teachers

This change can be attributed to the **psychological impact of improved environments**, where students feel:

- More comfortable
- More valued
- More motivated to participate

However, slight variations across classrooms suggest that **engagement is also influenced by pedagogical methods**, highlighting the need to complement infrastructure improvements with **continuous teacher capacity building**.

3.3 Classroom Management and Instructional Flow

The ease of classroom management emerged as a strong theme in staff responses. Teachers indicated that improved infrastructure has:

- Reduced disciplinary challenges
- Enhanced visibility across the classroom
- Enabled smoother transitions between activities

This has resulted in a more **structured and uninterrupted instructional flow**, allowing teachers to maximize teaching time and minimize disruptions.

From an operational standpoint, this represents a **significant efficiency gain**, as teachers can allocate more time to teaching rather than managing logistical constraints.



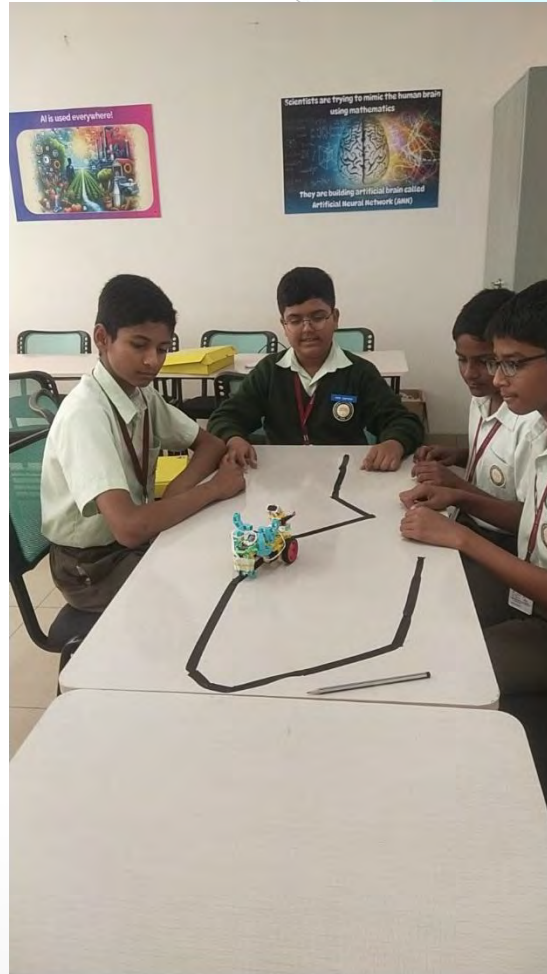


Figure 12- Robotics Lab

4. Institutional Strengthening and System-Level Impact

4.1 Enhancement of School Identity and Credibility

Staff perceptions indicate that the infrastructure intervention has contributed to a **redefinition of the school's identity**. The institution is now viewed as:

- More modern and well-equipped
- More capable of delivering quality education
- More credible in the eyes of stakeholders

This shift in perception is critical, as school image influences:

- Enrollment trends
- Community trust
- Stakeholder engagement

The improved infrastructure has thus acted as a **symbol of institutional quality and commitment**, reinforcing the school's position within the community.

4.2 Strengthening Parent-School Relationships

Teachers observed increased interest and involvement from parents, indicating that infrastructure improvements have enhanced **parental confidence in the institution**.

This has led to:

- Greater participation in school activities
- Increased communication between parents and teachers
- Stronger accountability mechanisms

From a systems perspective, this reflects the strengthening of the **education ecosystem**, where school, students, and parents function as interconnected stakeholders.

5. Operational Efficiency and Workforce Impact

5.1 Improved Work Experience for Teachers

Teachers reported that their daily work has become more manageable and structured. The improved infrastructure has:

- Reduced physical strain
- Simplified classroom organization
- Enabled smoother execution of teaching tasks

This has led to a more **positive work environment**, which is essential for:

- Teacher motivation
- Job satisfaction
- Retention and performance

5.2 Productivity and Time Utilization

The reduction in operational challenges has allowed teachers to:

- Optimize instructional time
- Focus more on student learning outcomes
- Reduce time spent on non-academic adjustments

This represents a shift from **effort-intensive teaching to efficiency-driven teaching**, enhancing overall productivity within the school system.

6. Systemic Impact Pathway

The intervention demonstrates a clear transformation pathway:

- Infrastructure improvements created a **supportive physical environment**
- This enabled **better teaching conditions and operational ease**
- Improved teaching conditions led to **higher student engagement and participation**
- Increased engagement contributed to **better learning experiences**
- These outcomes strengthened **institutional credibility and stakeholder trust**

This pathway highlights that the intervention has achieved **multi-layered impact across physical, academic, and social dimensions**.

7. Sustainability and Long-Term Implications

The qualitative findings suggest strong potential for **long-term sustainability**, provided that:

- Maintenance systems remain consistent
- Teacher capacity continues to be strengthened
- Stakeholder engagement is sustained

The intervention has laid a foundation for:

- Continuous improvement in teaching practices
- Institutional growth and development
- Replicability across other schools and regions

8. Strategic Recommendations

Sustainability Mechanisms

- Implement **preventive maintenance systems**
- Ensure long-term resource allocation for infrastructure upkeep

9. Comprehensive Conclusion

The extended qualitative assessment demonstrates that the infrastructure intervention has resulted in a **transformational shift in the educational ecosystem from the staff perspective**.

Classrooms have evolved into enabling environments that support effective teaching, facilitate student engagement, and enhance operational efficiency. Teachers now experience greater ease in managing classrooms and delivering lessons, leading to improved academic processes and outcomes.

Beyond the classroom, the intervention has strengthened institutional identity, improved stakeholder confidence, and fostered stronger relationships between the school and the community. The consistency of positive perceptions across staff members indicates that the impact is **system-wide rather than localized**, reflecting the robustness of the intervention design and implementation.

Overall, the findings confirm that the project has successfully moved beyond infrastructure development to achieve **holistic educational transformation**, making it a strong model for sustainable and scalable CSR interventions aligned with quality education goals.



Figure 13- Investigators having discussion with Teachers

Parent-Level Impact

1. Introduction: Community Perspective on Infrastructure Impact

The parent-level assessment provides a **community-centric lens** to evaluate the effectiveness of the school infrastructure intervention. Parents act as **indirect yet highly perceptive stakeholders**, as they observe changes not only within the school environment but also in their children's **behaviour, attitudes, and educational engagement at home**.

Unlike students and staff, whose responses are based on direct interaction with the infrastructure, parents provide insights into:

- **Behavioural transformation in children**
- **Perceived quality of education delivery**
- **Trust and confidence in the institution**
- **Overall satisfaction with school environment and outcomes**

The qualitative findings reflect a **highly positive and consistent perception across all domains**, indicating that the intervention has successfully translated into **visible and meaningful improvements at the household and community level**.

2. Improvement in Physical Infrastructure and Learning Environment

2.1 Classroom Comfort and Convenience

Parents consistently reported that classrooms have become more comfortable and convenient compared to previous conditions. This reflects a transformation in the physical learning environment characterized by:

- Better seating arrangements
- Improved ventilation and lighting
- Enhanced classroom usability
- Reduced overcrowding

From a parental perspective, these improvements are significant because they directly influence how children **experience school daily**. A comfortable environment reduces resistance to schooling and promotes **positive emotional association with education**.

2.2 Cleanliness and Maintenance of School

Parents observed that the school is now consistently clean and well maintained. This indicates that the intervention has not only created infrastructure but has also ensured:

- Regular upkeep and cleaning practices
- Proper maintenance of classrooms and common areas
- Sustained hygiene standards

This aspect is critical from a community standpoint, as cleanliness is often associated with:

- Student health and safety
- Institutional discipline
- Trust in school management

The perception of a clean school reinforces confidence among parents that their children are studying in a **safe and healthy environment**.

2.3 Availability of Adequate Space

Parents highlighted that sufficient space is now available for both seating and activities. This suggests that the infrastructure has effectively addressed previous issues related to:

- Overcrowded classrooms
- Limited mobility within classrooms
- Lack of space for co-curricular activities

The availability of space is particularly important as it enables:

- Activity-based learning
- Student interaction and collaboration
- Better classroom management

From a broader perspective, this indicates a shift from **restricted learning environments to flexible and engaging educational spaces**.

2.4 Safety of School Infrastructure

Parents expressed strong confidence in the safety of the school building. This includes perceptions related to:

- Structural stability

- Safe movement within the premises
- Overall security of the environment

Safety is a foundational requirement for education, and parental trust in this aspect plays a crucial role in:

- Regular school attendance
- Long-term enrollment decisions
- Emotional assurance for both parents and students

The findings suggest that the intervention has successfully created a **secure and reliable learning environment**, strengthening trust between the institution and the community.

3. WASH Infrastructure and Student Well-being

3.1 Clean and Usable Toilets

Parents reported that sanitation facilities are clean, functional, and usable. This indicates that the intervention has effectively ensured:

- Accessibility of toilets for students
- Regular cleaning and maintenance
- Improved hygiene conditions

From a social perspective, this is particularly important for:

- Student dignity and comfort
- Health and hygiene
- Attendance consistency, especially among older students

3.2 Availability of Clean Drinking Water

Parents confirmed that clean drinking water is readily available within the school. This reflects the presence of:

- Reliable water supply systems
- Safe and potable water for consumption
- Easy accessibility for students

Access to clean water is essential for maintaining:

- Student health and hydration
- Daily school functioning
- Overall well-being

This outcome indicates that the intervention has successfully addressed **basic but critical needs that directly influence learning capacity**.

4. Behavioural and Educational Transformation in Children

4.1 Improvement in Student Attendance

Parents observed a clear increase in their children's regular attendance at school. This indicates that the improved infrastructure has:

- Made the school more attractive and welcoming
- Reduced reluctance to attend
- Encouraged consistency in participation

This is a key indicator of success, as it demonstrates that infrastructure improvements have moved beyond physical upgrades to influence **actual educational participation**.

4.2 Increased Interest and Enjoyment in Learning

Parents reported that children now enjoy studying more than before. This reflects a significant shift in:

- Attitude toward education
- Engagement with classroom activities
- Overall learning experience

The improved environment appears to have made learning:

- More interactive
- More comfortable
- More engaging

This outcome highlights the **psychological impact of infrastructure**, where a better environment fosters **positive learning behaviour**.

4.3 Perceived Improvement in Teaching Quality

Parents observed improvements in the quality of teaching. While teaching quality is primarily influenced by teachers, infrastructure plays a supportive role by:

- Enabling better classroom conditions
- Improving communication and interaction
- Facilitating structured lesson delivery

This perception indicates that the intervention has strengthened the **overall teaching-learning ecosystem**, not just the physical environment.

4.4 Student Happiness and Emotional Well-being

Parents consistently noted that children are happier to attend school. This reflects:

- Increased emotional comfort
- Positive school experiences
- Reduced stress or hesitation related to schooling

A happy student is more likely to:

- Participate actively
- Learn effectively
- Maintain regular attendance

This outcome highlights the **holistic impact of the intervention**, extending beyond academics to emotional well-being.

4.5 Motivation to Learn

Parents reported a noticeable increase in their children's motivation to learn. This suggests that the improved school environment has:

- Encouraged curiosity and interest
- Fostered active participation
- Created a sense of belonging and engagement

Motivation is a critical driver of long-term educational success, indicating that the intervention has influenced **deep behavioural and attitudinal change**.

5. Integrated Impact Pathway (Parent Perspective)

The qualitative findings establish a clear transformation pathway:

- Improved infrastructure created a **comfortable, safe, and clean environment**
- This enhanced **student experience and emotional comfort**
- Improved experience led to **greater interest and enjoyment in learning**
- Increased engagement resulted in **better attendance and participation**
- These changes contributed to **improved learning outcomes and motivation**

This pathway demonstrates that the intervention has successfully translated **infrastructure inputs into behavioural and educational outcomes at the household level.**

6. Institutional and Community-Level Impact

From the parent perspective, the intervention has contributed to:

- Strengthened **trust in the school system**
- Improved **perception of educational quality**
- Enhanced **community confidence in infrastructure investments**

The school is now viewed not just as a place of learning, but as a **safe, reliable, and supportive institution for child development.**

7. Sustainability and Long-Term Implications

The consistent positive feedback from parents indicates strong potential for:

- Sustained student attendance
- Continued engagement in education
- Long-term improvement in educational outcomes

However, sustaining this impact will require:

- Continued maintenance of infrastructure
- Consistent hygiene practices
- Ongoing engagement with parents

8. Strategic Recommendations.

- Maintain **high standards of cleanliness and infrastructure upkeep**
- Strengthen **parent-school communication mechanisms**
- Introduce **feedback systems for continuous improvement**
- Monitor **student attendance and performance trends**
- Encourage **community participation in school development initiatives**

9. Comprehensive Conclusion

The parent-level assessment clearly demonstrates that the infrastructure intervention has had a **profound and holistic impact on students, families, and the broader community**. Parents have observed significant improvements not only in the physical condition of the school but also in their children’s behaviour, engagement, and emotional well-being. Children are now more motivated, happier, and more consistent in attending school, indicating a strong positive shift in educational participation.

The intervention has successfully bridged the gap between **infrastructure development and real-world educational impact**, creating a learning environment that is safe, clean, engaging, and supportive. From a community perspective, the school has emerged as a **trusted and valued institution**, reinforcing the effectiveness and sustainability of the CSR initiative.



Figure 14- KINSS team with School Staff

Triangulated Impact Assessment (Students – Staff – Parents) Chincholi.

1. Introduction: Rationale for Triangulation

The impact assessment adopts a **triangulated approach**, integrating perspectives from three key stakeholder groups:

- **Students (Primary Beneficiaries)**
- **Staff (Institutional Implementers)**
- **Parents (Community Observers)**

This approach strengthens the validity of findings by:

- Cross-verifying outcomes across independent respondent groups
- Capturing both **direct and indirect impacts**
- Linking **infrastructure inputs to behavioural and institutional outcomes**

The convergence of responses across these stakeholders provides **robust evidence of intervention effectiveness**, minimizing bias and enhancing credibility.

2. Triangulated Analysis Framework

The analysis is structured across five core dimensions:

1. Learning Environment & Infrastructure
2. WASH (Water, Sanitation & Hygiene)
3. Teaching-Learning Process
4. Behavioural & Educational Outcomes
5. Institutional & Community Impact

Each dimension is validated through **multi-stakeholder alignment**.

3. Learning Environment & Infrastructure

Triangulated Evidence

- **Students** reported improved comfort, safety, and usability of classrooms
- **Staff** confirmed that classrooms now support effective teaching and are easier to manage

- **Parents** observed improved infrastructure quality, cleanliness, and space availability

Integrated Interpretation

The alignment across all three groups indicates that the intervention has successfully transformed classrooms into **functional, inclusive, and enabling learning environments**.

Key observed improvements include:

- Enhanced seating arrangements and spatial organization
- Better ventilation and lighting conditions
- Safe and structurally reliable buildings
- Clean and well-maintained infrastructure

Impact Insight

This convergence confirms that infrastructure has moved beyond **physical asset creation** to delivering **practical usability and academic relevance**, forming the foundation for improved educational outcomes.

4. WASH Infrastructure (Water, Sanitation & Hygiene)

Triangulated Evidence

- **Students** reported access to clean drinking water and largely functional sanitation facilities
- **Staff** acknowledged improved hygiene conditions supporting a healthy learning environment
- **Parents** confirmed availability of clean water and usable sanitation facilities

Integrated Interpretation

The findings demonstrate that WASH infrastructure is:

- Functional and accessible
- Maintained with reasonable consistency
- Contributing to student health and dignity

Impact Insight

Improved WASH conditions have a direct influence on:

- Student well-being

- Attendance continuity
- Overall school experience

This dimension highlights the **intersection of health and education**, reinforcing the holistic nature of the intervention.

5. Teaching-Learning Process Transformation

Triangulated Evidence

- **Students** perceived improvements in teaching quality and classroom interaction
- **Staff** reported enhanced teaching effectiveness, better classroom management, and improved instructional delivery
- **Parents** observed noticeable improvements in teaching quality and academic engagement

Integrated Interpretation

The convergence of perceptions indicates that infrastructure has acted as a **catalyst for pedagogical improvement**, enabling:

- Clearer lesson delivery
- Increased use of interactive teaching methods
- Better teacher-student engagement

Impact Insight

This dimension confirms that the intervention has successfully bridged the gap between:

Infrastructure Development → Academic Delivery Enhancement

It demonstrates that physical improvements have translated into **core educational quality improvements**.

6. Behavioural and Educational Outcomes

Triangulated Evidence

- **Students** reported increased attendance, motivation, and enjoyment in learning
- **Staff** observed higher student participation and engagement
- **Parents** confirmed improved attendance, increased interest in studies, and higher motivation levels in children

Integrated Interpretation

The strong alignment across stakeholders indicates a **clear behavioural shift among students**, characterized by:

- Increased willingness to attend school
- Greater participation in classroom activities
- Improved attitude toward learning
- Enhanced motivation and curiosity

Impact Insight

This represents a critical transition from:

Infrastructure Output → Behavioural Outcome

It confirms that the intervention has achieved **deep educational impact**, influencing not just access but also **engagement and learning behaviour**.

7. Institutional and Community-Level Impact

Triangulated Evidence

- **Staff** reported improved school image, easier operations, and increased parent engagement
- **Parents** expressed greater trust in the school and observed positive changes in their children
- **Students** demonstrated increased comfort and emotional connection with the school

Integrated Interpretation

The intervention has strengthened the school as an institution by:

- Enhancing credibility and reputation
- Improving stakeholder confidence
- Building stronger school-community relationships

Impact Insight

This reflects a shift from:

School as Infrastructure → School as Trusted Institution

The school is now perceived as a **safe, reliable, and aspirational space for learning and development.**

8. Integrated Impact Pathway (Triangulated Model)

The combined findings establish a clear and validated impact pathway:

Input

CSR-supported infrastructure development

Output

Improved classrooms, WASH facilities, safety, and space

Outcome

- Better learning environment
- Enhanced teaching conditions
- Improved student comfort and health

Impact

- Increased attendance and participation
- Higher motivation and engagement
- Improved teaching-learning processes
- Strengthened institutional trust and community confidence

9. Cross-Stakeholder Convergence Analysis

A key strength of this assessment is the **high level of convergence across all respondent groups:**

- Students validate **experience and usability**
- Staff validate **functionality and academic effectiveness**
- Parents validate **behavioural and outcome-level changes**

This alignment indicates:

- **Consistency in impact delivery**
- **Uniform effectiveness across stakeholder groups**

- **High reliability of findings**

10. SDG and ESG Alignment (Integrated)

SDG Contributions

- **SDG 4:** Quality Education (primary impact)
- **SDG 6:** Clean Water and Sanitation
- **SDG 3:** Health and Well-being
- **SDG 11:** Safe and Sustainable Infrastructure

ESG Dimensions

- **Environmental (E):** Improved sanitation and environmental conditions
- **Social (S):** Student well-being, engagement, and educational access
- **Governance (G):** Institutional strengthening and stakeholder trust

11. Key Triangulated Insights

- Infrastructure improvements have translated into **real educational outcomes**
- There is strong alignment between **perception (students), implementation (staff), and observation (parents)**
- The intervention has achieved **multi-dimensional impact:**
 - Physical
 - Behavioural
 - Academic
 - Institutional
- Minor operational gaps (e.g., sanitation consistency or space optimization) are **localized and manageable**

12. Strategic Recommendations (Integrated)

A. Infrastructure Sustainability

- Establish structured **maintenance and audit systems**

- Ensure long-term upkeep of WASH facilities

B. Pedagogical Strengthening

- Promote **activity-based and experiential learning**
- Provide continuous **teacher capacity building**

C. Monitoring & Evaluation

- Integrate **perception data with actual performance metrics**
- Develop **dashboard-based tracking systems**

D. Stakeholder Engagement

- Institutionalize **parent engagement mechanisms**
- Encourage community participation in school development

13. Comprehensive Conclusion

The triangulated assessment clearly demonstrates that the infrastructure intervention has achieved **holistic and multi-layered impact across the educational ecosystem**. The strong alignment of responses from students, staff, and parents confirms that the project has successfully transformed not only the physical environment but also the teaching-learning process, student behaviour, and institutional credibility.

The intervention stands as a robust example of how **well-designed infrastructure investments can drive sustainable educational outcomes**, moving beyond asset creation to enable **engagement, motivation, and long-term development**. The consistency and depth of impact across all stakeholder groups validate the effectiveness of the initiative and highlight its potential for **replication and scaling in similar contexts**.

CHAPTER IV- ANALYSIS OF THE DATA

Vidya Pratishthan's Supe English Medium School, Supe.



Vidya Pratishthan's Supe English Medium School, Supe.

Introduction

Vidya Pratishthan's Supe English Medium School, Supe, has evolved into a progressive and high-performing educational institution, demonstrating consistent advancement in academic quality, infrastructure, and student development. With a strong focus on holistic education, the school integrates academic excellence, co-curricular engagement, student well-being, and technology-enabled learning into its institutional framework.

The infrastructure support provided by **B. G. Shirke Construction Technology Private Limited** has played a pivotal role in accelerating this transformation, enabling the school to transition from a basic educational setup to a **comprehensive, future-ready learning ecosystem**.



Key Impact Areas (Before–After Analysis)

1. Access & Institutional Growth

- **Student Strength:** Inc reased from **324 to 1,324** (~4.08x growth)
- **Villages Covered:** Expanded from **20 to 46** villages
- **RTE Beneficiaries:** Increased from **2 to 111** students

This reflects significant improvement in **accessibility, inclusiveness, and community outreach**

2. Infrastructure Development

- **Classrooms:** Expanded from **11 to 38**
- **Laboratories & Learning Facilities:** Upgraded from **1 basic lab to multiple specialized labs** (Physics, Chemistry, Biology, Computer Science, Language Labs)

- **Water Storage Capacity:** Increased from **500 liters to 25,000 liters**
- **Toilet Facilities:** Expanded from **2 to 76 units**

Indicates a transition toward **adequate, scalable, and student-friendly infrastructure**



3. Academic Excellence

- **Academic Success Rate:** Achieved **100% results** in board examinations
- Strong performance across **taluka, district, state, and national-level competitions**
- Notable representation in **national-level achievements (e.g., chess championships)**

Demonstrates direct linkage between improved infrastructure and **learning outcomes**

4. Faculty & Teaching Quality

- **Faculty Strength:** Increased from **16 to 40 teachers**
- Adoption of **technology-enabled teaching practices and smart classrooms**

Improved **student-teacher ratio and instructional quality**

5. Student Development & Co-curricular Growth

- Active participation in:
 - Sports (skating, athletics)
 - Cognitive development (abacus competitions)
 - Cultural and communication activities (elocution, arts)
- Establishment of student development clubs such as:
 - Skating Club
 - Abacus Training
 - Commando Training
 - Dance Activities

Reflects strong emphasis on **holistic development and talent nurturing**

6. Safety, Health & Well-being

- Installation of **fire safety systems**
- Improved **sanitation and hygiene infrastructure**
- Provision of **safe drinking water and clean campus environment**

Ensures a **safe, healthy, and conducive learning environment**

7. Technology & Innovation

- Integration of:
 - Digital learning tools
 - Smart classroom methodologies
 - ICT-based instruction
- Recognition as a **Cyber Smart School**

Enhances **student engagement and future readiness**

8. Institutional Strength & Recognition

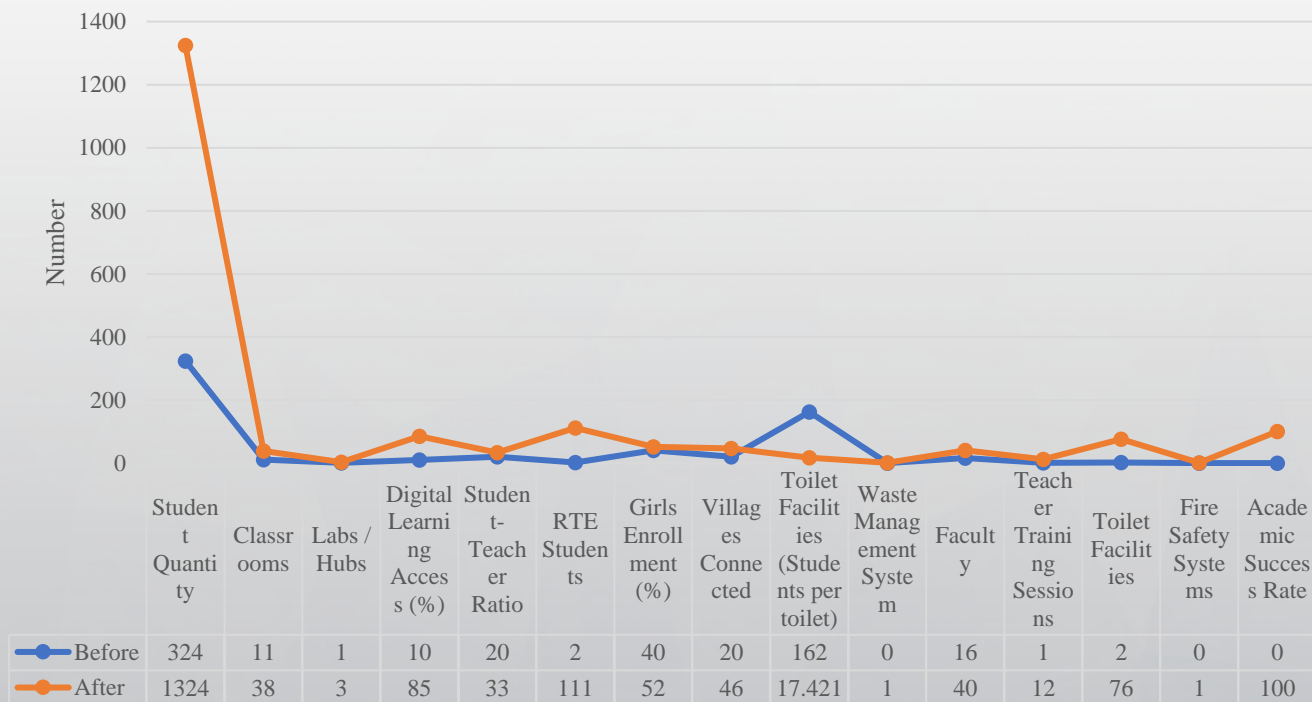
- **ISO Certified School**
- Recognized in **India Book of Records**
- Strong administrative systems and governance practices

Indicates **institutional credibility and sustainability**

Impact Before and After

Sr No	Metric	Before	After	Unit	Category	SDG
1	Student Quantity	324	1324	Number	Social	SDG 4
2	Classrooms	11	38	Number	Social	SDG 4
3	Labs / Hubs	1	3	Number	Social	SDG 4
4	Digital Learning Access (%)	10	85	%	Social	SDG 4
5	Student-Teacher Ratio	20	33	Ratio	Social	SDG 4
6	RTE Students	2	111	Number	Social	SDG 10
7	Girls Enrollment (%)	40	52	%	Social	SDG 5
8	Villages Connected	20	46	Number	Social	SDG 11
9	Water Capacity	500	25000	Liters	Environmental	SDG 6
10	Toilet Facilities (Students per toilet)	162	17.421	Number	Environmental	SDG 6
11	Waste Management System	0	1	Binary	Environmental	SDG 12
12	Faculty	16	40	Number	Social	SDG 4
13	Teacher Training Sessions	1	12	Number	Social	SDG 4
14	Toilet Facilities	2	76	Number	Environmental	SDG 6
15	Fire Safety Systems	0	1	Binary	Governance	SDG 11
16	Academic Success Rate	0	100	%	Social	SDG 4

Before and After (Supe)



Overall Impact

The infrastructure intervention by **B. G. Shirke Construction Technology Private Limited** has resulted in a **multi-dimensional transformation** of the school, significantly improving:

- **Access to education** (4x increase in enrollment)
- **Quality of infrastructure and learning facilities**
- **Academic performance and student outcomes**
- **Health, safety, and hygiene standards**
- **Holistic development opportunities**

“The CSR-supported infrastructure development has transformed the school into a high-capacity, inclusive, and performance-driven institution, demonstrating substantial improvements in access, quality, and student outcomes.”

Dr. Yogesh Patil, Principal, Vidya Pratishthan’s Supe English Medium School, Supe



Figure 15- School Before



Figure 16- After Construction of new building



Figure 17- School Before (Old Building)



Figure 18- School New Building



Figure 19- School Building (Before)



Figure 20- School Building (After)

Student-Level Impact Assessment

Vidya Pratishthan's Supe English Medium School, Supe

The student-level assessment conducted at **Vidya Pratishthan's Supe English Medium School, Supe** provides a comprehensive understanding of how the infrastructure intervention has influenced the **learning environment, student behaviour, and educational experience**.

The responses from students reflect **complete consistency across all key indicators**, indicating that the intervention has achieved a **uniform and institution-wide impact**. The findings demonstrate that the project has not only improved physical infrastructure but has also contributed significantly to **enhancing student engagement, motivation, and overall learning outcomes**.

Students, being the primary beneficiaries, provide direct evidence that the intervention has successfully strengthened:

- Classroom environment and usability
- Safety and hygiene standards
- Teaching-learning processes
- Behavioural and academic engagement

2. Transformation of Learning Environment

2.1 Classroom Comfort and Usability

Students reported that the newly developed classrooms are highly comfortable and conducive to learning. The improved infrastructure has created a **learner-centric environment** characterized by:

- Better seating arrangements
- Improved ventilation and natural lighting
- Enhanced classroom layout

This transformation has reduced physical discomfort and allowed students to **focus more effectively on academic activities**, contributing to a more productive learning atmosphere.



Figure 21- Well Equipped Classrooms

2.2 Cleanliness and Maintenance

Students consistently observed that classrooms are clean and well maintained. This reflects the presence of:

- Strong institutional systems for upkeep
- Regular cleaning practices
- Sustained hygiene standards

A clean and organized environment supports:

- Better concentration and discipline
- Reduced health-related disruptions
- A positive and structured learning atmosphere

2.3 Adequate Space for Learning

Students indicated that sufficient space is available for seating and classroom activities. This suggests that the intervention has effectively addressed earlier challenges such as:

- Overcrowding
- Limited mobility within classrooms

The availability of adequate space enables:

- Comfortable seating arrangements
- Smooth classroom interaction
- Activity-based and participatory learning

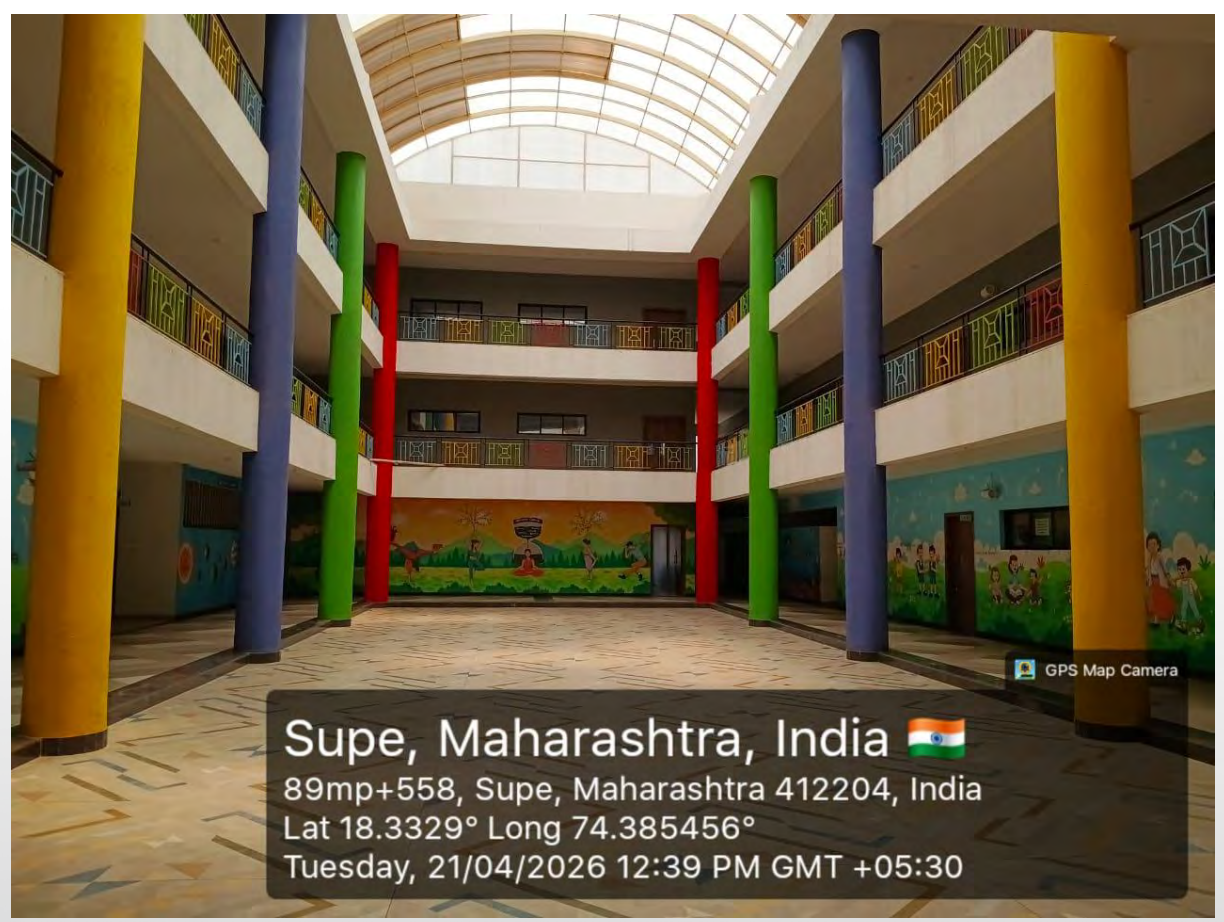


Figure 22- Adequate Space

2.4 Safety in School Infrastructure

Students reported a strong sense of safety within the school premises. This reflects confidence in:

- Structural quality of the building

- Safe movement within classrooms and corridors
- Overall secure learning environment

A safe infrastructure is fundamental to ensuring **consistent attendance, emotional comfort, and uninterrupted learning.**



3. WASH Infrastructure and Student Well-being

3.1 Sanitation Facilities

Students confirmed that toilet facilities are clean, functional, and usable. This indicates:

- Effective sanitation infrastructure
- Regular maintenance and cleaning
- Improved hygiene conditions

Access to proper sanitation facilities contributes significantly to:

- Student health and dignity
- Comfort during school hours
- Sustained participation in education

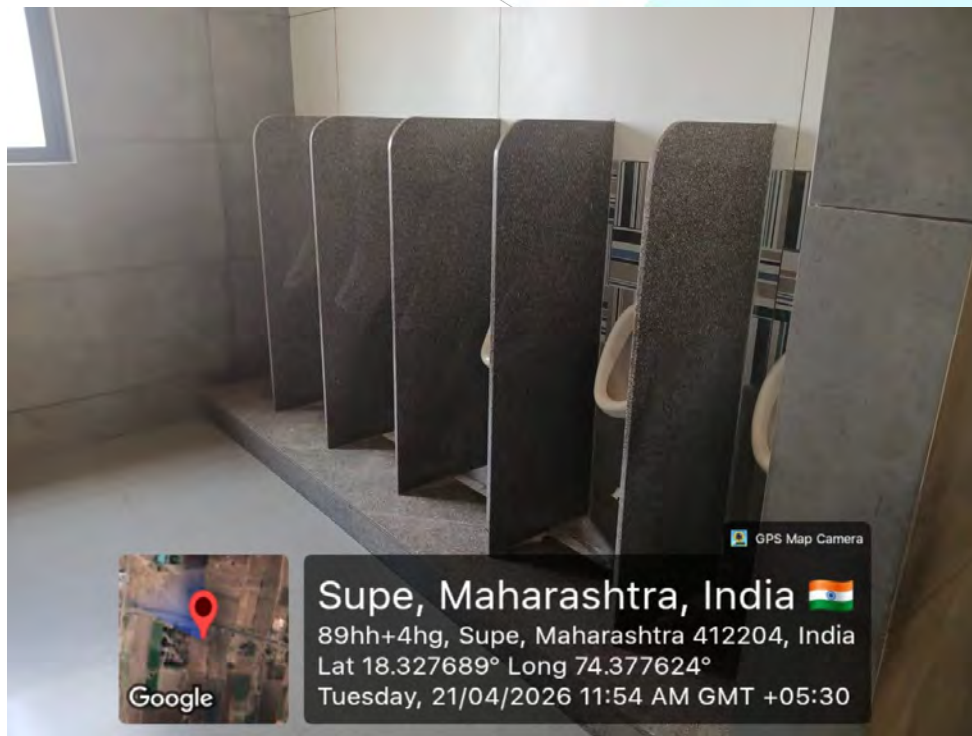


Figure 23- Clean Washroom & Sanitation Facilities



Figure 24- Handwash Stations

3.2 Availability of Clean Drinking Water

Students reported that clean drinking water is readily available within the school. This reflects:

- Reliable water supply systems
- Safe and accessible drinking facilities

Access to clean water supports:

- Student hydration and health
- Improved concentration levels
- Overall well-being

4. Behavioural and Educational Outcomes

4.1 Improvement in Attendance

Students indicated a noticeable improvement in their attendance patterns. The enhanced infrastructure has contributed to:

- Increased willingness to attend school
- Reduced absenteeism
- Greater consistency in participation

This demonstrates that the intervention has successfully influenced **student behaviour and engagement**.

4.2 Increased Enjoyment in Learning

Students reported that they now enjoy studying more than before. This reflects a positive shift in:

- Attitude toward education
- Engagement with classroom activities
- Overall learning experience

The improved environment has made learning more **interactive, comfortable, and appealing**.

4.3 Improvement in Teaching Quality

Students perceived that teaching quality has improved. This indicates that the enhanced infrastructure has supported:

- Better teacher-student interaction
- Improved clarity in lesson delivery
- More structured and effective classroom sessions

4.4 Motivation to Learn

Students expressed increased motivation toward learning. This highlights:

- Greater interest in academic activities
- Higher participation levels
- Positive learning behaviour

Motivation is a key indicator of long-term educational impact, suggesting that the intervention has influenced **both mindset and engagement**.

5. Integrated Impact Pathway

The findings establish a clear transformation pathway at **Vidya Pratishthan's Supe English Medium School**:

- Infrastructure improvements created a **safe, clean, and comfortable learning environment**
- This enhanced **student experience and emotional well-being**
- Improved experience led to **greater enjoyment and engagement in learning**
- Increased engagement resulted in **better attendance and participation**
- These outcomes contributed to **higher motivation and improved educational performance**

6. Key Qualitative Insights

- The intervention has achieved **complete consistency in student responses across all indicators**
- Infrastructure improvements have translated into **measurable behavioural and academic outcomes**
- Students demonstrate **higher comfort, engagement, and motivation**
- The impact is **uniform across the institution**, indicating strong implementation quality
- No major gaps or dissatisfaction areas were identified

7. SDG and ESG Alignment

SDG Contributions

- Advancement of quality education through improved learning conditions
- Strengthening of health and sanitation standards
- Promotion of safe and inclusive school infrastructure

ESG Dimensions

- **Environmental:** Improved sanitation and water facilities
- **Social:** Enhanced student well-being and educational engagement
- **Governance:** Effective infrastructure management and maintenance systems

8. Conclusion

The student-level assessment at **Vidya Pratishthan's Supe English Medium School, Supe** clearly demonstrates that the infrastructure intervention has resulted in a **holistic and transformative impact on the educational ecosystem**. The consistent and positive responses across all indicators reflect a system where physical improvements have successfully translated into **enhanced learning experience, improved attendance, and increased student motivation**.

The intervention stands as a strong example of how **well-planned and effectively implemented infrastructure can create a sustainable, engaging, and high-quality learning environment**, contributing significantly to educational development and long-term student outcomes.

Staff-Level Impact Assessment Vidya Pratishthan's Supe English Medium School, Supe

1. Introduction

The staff-level assessment at **Vidya Pratishthan's Supe English Medium School, Supe** provides a **critical institutional perspective on the effectiveness of the infrastructure intervention**, particularly in terms of its influence on teaching practices, classroom management, and overall academic delivery.

Teachers, as primary facilitators of the learning process, offer insights into whether infrastructure is merely functional or truly **pedagogically enabling**. The responses indicate a **high degree of consistency and strong positive perception across all indicators**, confirming that the intervention has significantly strengthened the **teaching-learning ecosystem and institutional capacity**.

While the overall feedback is overwhelmingly positive, minor variations in a few responses suggest **localized and manageable areas for refinement**, rather than systemic issues.



2. Teaching Environment and Infrastructure Effectiveness

2.1 Classroom Environment Supporting Teaching

Staff consistently reported that the classroom environment is highly supportive of teaching activities. The upgraded infrastructure has transformed classrooms into **structured and enabling academic spaces**, where teachers can:

- Deliver lessons without physical constraints
- Maintain better focus and clarity
- Engage students more effectively

The improved layout, organized seating, and reduced disturbances have shifted classrooms from **basic instructional spaces to active learning environments**, supporting both traditional and activity-based pedagogy.



Figure 25- Adequate Classroom Space

2.2 Adequacy of Classroom Space

Teachers highlighted that adequate space is now available for conducting classes. The improved spatial design has:

- Eliminated overcrowding challenges
- Enabled free movement within classrooms
- Supported interactive and group-based learning

This has enhanced classroom functionality and allowed teachers to adopt **more participatory and student-centered teaching methods**, improving overall learning dynamics.



Figure 26- Adequate Natural Light and Ventilation

2.3 Ventilation and Lighting Conditions

Staff perceptions indicate that ventilation and lighting conditions are highly satisfactory. Classrooms now provide:

- Adequate natural light
- Proper air circulation
- Comfortable environmental conditions

These improvements contribute to:

- Reduced fatigue for both teachers and students
- Improved concentration and attentiveness
- Healthier classroom environments

The infrastructure reflects attention to **human-centric design**, ensuring that environmental conditions actively support teaching and learning.



Figure 27- Natural Ventilation and Light in Classroom

3. Teaching-Learning Process Transformation

3.1 Improvement in Teaching Effectiveness

Teachers unanimously observed that their teaching effectiveness has improved. The upgraded infrastructure has enabled:

- Clearer communication with students
- Better utilization of teaching aids

- More structured lesson delivery

By removing infrastructural limitations, teachers can now focus on **instructional quality, innovation, and student engagement**, resulting in a more effective teaching-learning process.

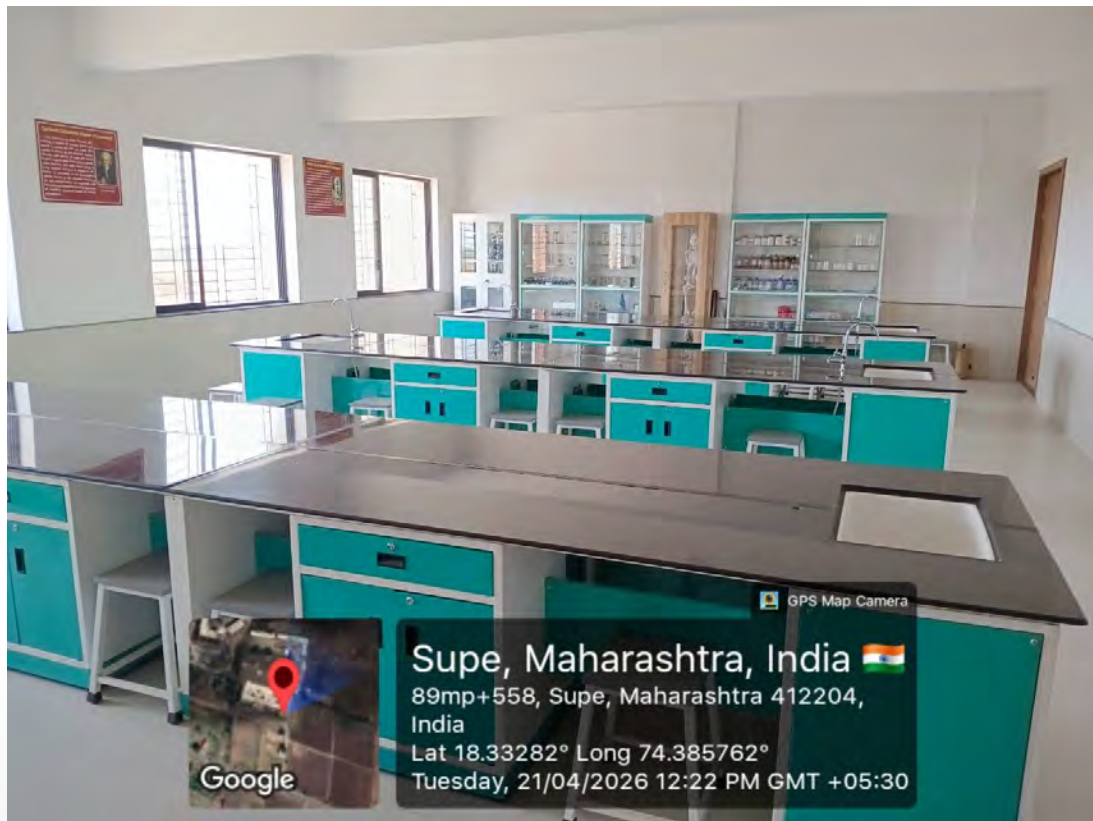


Figure 28- Upgraded Labs





Figure 29- Fully Updated Computer Labs

3.2 Increase in Student Participation

Staff reported a noticeable increase in student participation during classroom sessions. The improved environment has:

- Encouraged active involvement
- Increased student confidence
- Enhanced interaction during lessons

This reflects a shift toward a more **interactive and engagement-driven learning model**, where students are not passive recipients but active participants.

3.3 Classroom Management

Teachers indicated that classroom management has become easier overall. The improved infrastructure has contributed to:

- Better visibility across classrooms

- Organized seating arrangements
- Reduced disruptions

A small variation in responses suggests that while classroom management has significantly improved, **minor differences may exist across specific classroom contexts**, which can be addressed through operational adjustments.

4. Institutional and Stakeholder-Level Impact

4.1 Improvement in School Image

Staff members consistently observed that the school's image has improved significantly. The upgraded infrastructure has enhanced:

- Institutional credibility
- Community perception
- Overall attractiveness of the school

A well-maintained and modern learning environment has positioned the school as a **reliable and quality-focused institution**, strengthening its standing within the community.

4.2 Increase in Parent Engagement

Teachers reported increased involvement from parents, indicating strengthened trust in the school. Improved infrastructure has encouraged:

- Greater parental participation in school activities
- Increased interest in student progress
- Stronger communication between school and families

This reflects the development of a **more connected and engaged educational ecosystem**.

5. Staff Satisfaction and Operational Efficiency

5.1 Satisfaction with Infrastructure

The majority of staff expressed satisfaction with the new infrastructure, indicating that the intervention has successfully met their expectations and operational needs. The facilities are perceived as:

- Functional

- Relevant to teaching requirements
- Supportive of daily academic activities

A very small proportion of responses indicating dissatisfaction suggests **isolated concerns**, which may relate to specific facilities or individual expectations rather than systemic issues.

5.2 Ease of Work and Efficiency

Teachers reported that their work has become easier due to improved infrastructure. Enhanced facilities have:

- Reduced physical and administrative effort
- Simplified classroom organization
- Improved overall workflow

While most staff experienced significant improvements, a small variation in responses indicates that **some operational aspects can be further optimized** to achieve complete efficiency.

6. Integrated Impact Pathway (Staff Perspective)

The staff responses establish a clear institutional transformation pathway:

- Infrastructure improvements created a **supportive teaching environment**
- This enabled **better classroom management and instructional delivery**
- Improved teaching conditions led to **increased student participation and engagement**
- These changes contributed to **enhanced educational quality and institutional performance**

7. Key Qualitative Insights

- The infrastructure has successfully transformed classrooms into **pedagogically enabling environments**
- Teachers experience **greater efficiency, clarity, and control in teaching processes**
- Student engagement has increased, reflecting **improved learning dynamics**
- Institutional image and stakeholder trust have strengthened significantly

- Minor variations in satisfaction and operational ease indicate **localized improvement opportunities**, not systemic gaps

8. SDG and ESG Alignment

SDG Contributions

- Strengthening of quality education through improved teaching conditions
- Enhancement of health and well-being through better classroom environments

ESG Dimensions

- **Environmental:** Improved ventilation, lighting, and classroom conditions
- **Social:** Enhanced teaching effectiveness, student engagement, and staff well-being
- **Governance:** Strengthened institutional systems and stakeholder trust

9. Strategic Recommendations

To further strengthen and sustain the impact:

- Address **localized infrastructure or operational concerns identified by staff**
- Continue **regular maintenance of classroom facilities and environmental systems**
- Promote **innovative and activity-based teaching methods**
- Establish **continuous feedback mechanisms for staff**
- Monitor **teaching outcomes and classroom efficiency metrics**

10. Conclusion

The staff-level assessment at **Vidya Pratishthan's Supe English Medium School, Supe** demonstrates that the infrastructure intervention has achieved **deep institutional impact**, significantly improving teaching effectiveness, classroom management, and operational efficiency. The classrooms have evolved into enabling environments that support both educators and learners, contributing to a more structured, engaging, and effective academic process.

While the overall perception is highly positive, the presence of minor variations highlights opportunities for **continuous improvement and refinement**, ensuring long-term sustainability. Overall, the intervention stands as a strong example of how infrastructure

development can enhance not only physical conditions but also **educational delivery and institutional performance.**

Parent-Level Impact Assessment

Vidya Pratishthan's Supe English Medium School, Supe

1. Introduction

The parent-level assessment at **Vidya Pratishthan's Supe English Medium School, Supe** provides a **community-based validation of the infrastructure intervention**, offering insights into how improvements within the school have translated into **visible changes in children's behaviour, learning experience, and overall well-being**.

Parents, as key stakeholders, observe the impact of educational interventions beyond the classroom—particularly in terms of:

- Children's attitude toward school
- Consistency in attendance
- Interest in studies
- Emotional and behavioural development

The responses indicate a **complete alignment across all indicators**, reflecting a **uniform and highly positive perception of the intervention at the household level**. This consistency strengthens the credibility of the findings and confirms that the project has achieved **meaningful and observable impact beyond the school environment**.

2. Improvement in School Infrastructure and Environment

2.1 Classroom Comfort and Convenience

Parents consistently reported that classrooms have become more comfortable and convenient compared to earlier conditions. This reflects improvements in:

- Seating arrangements
- Ventilation and lighting
- Overall classroom usability

From a parental perspective, these changes are critical as they directly influence how children **experience school daily**, contributing to a more positive and engaging learning environment.

2.2 Cleanliness and Maintenance

Parents observed that the school is clean and well maintained, indicating that the intervention has ensured:

- Regular upkeep of facilities
- Consistent hygiene practices
- Proper maintenance of classrooms and common areas

A clean school environment builds **trust and confidence among parents**, assuring them that their children are studying in a safe and healthy setting.

2.3 Adequacy of Space for Learning and Activities

Parents highlighted that sufficient space is available for seating as well as activities. This suggests that the infrastructure has:

- Eliminated overcrowding
- Improved classroom functionality
- Enabled activity-based and interactive learning

Adequate space allows children to participate more actively, supporting both academic and co-curricular development.

2.4 Safety of School Building

Parents expressed strong confidence in the safety of the school building. This includes:

- Structural reliability
- Safe movement within premises
- Overall secure learning environment

Safety plays a crucial role in ensuring **regular attendance and parental assurance**, and the findings indicate that the school has successfully established itself as a **secure and dependable space for children**.

3. WASH Infrastructure and Student Well-being

3.1 Sanitation Facilities

Parents confirmed that toilet facilities are clean and usable. This reflects:

- Functional sanitation infrastructure
- Regular maintenance

- Improved hygiene conditions

This is particularly important for:

- Student dignity and comfort
- Health and hygiene
- Consistent school attendance

3.2 Availability of Clean Drinking Water

Parents reported that clean drinking water is readily available in the school. This indicates:

- Reliable water supply
- Safe drinking conditions
- Easy accessibility for students

Access to clean water supports children's **health, hydration, and ability to concentrate during school hours.**

4. Behavioural and Educational Impact on Children

4.1 Improvement in Attendance

Parents observed that their children's attendance has improved. This reflects:

- Increased willingness to attend school
- Reduced absenteeism
- Greater consistency in participation

This is a key indicator that the improved school environment has positively influenced **student behaviour and engagement.**

4.2 Increased Enjoyment in Learning

Parents reported that children now enjoy studying more than before. This indicates:

- A positive shift in attitude toward education
- Greater interest in classroom activities
- Improved overall learning experience

The enhanced infrastructure has made learning more **comfortable, engaging, and enjoyable**.

4.3 Perceived Improvement in Teaching Quality

Parents observed improvements in teaching quality, suggesting that better infrastructure has supported:

- More effective lesson delivery
- Improved teacher-student interaction
- Structured classroom processes

This reflects the strengthening of the **teaching-learning ecosystem** as a result of the intervention.

4.4 Student Happiness and Emotional Well-being

Parents consistently indicated that children are happier to attend school. This reflects:

- Increased emotional comfort
- Positive school experiences
- Reduced resistance toward schooling

A happy student is more likely to:

- Engage actively in learning
- Maintain regular attendance
- Develop a positive outlook toward education

4.5 Motivation to Learn

Parents reported that children are more motivated to learn. This indicates:

- Increased curiosity and interest
- Higher participation in academic activities
- Positive behavioural change

Motivation is a critical long-term indicator, suggesting that the intervention has influenced not just access but also **learning mindset and aspiration**.

5. Integrated Impact Pathway (Parent Perspective)

The findings establish a clear transformation pathway:

- Improved infrastructure created a **clean, safe, and comfortable environment**
- This enhanced **student experience and emotional well-being**
- Improved experience led to **greater enjoyment and engagement in learning**
- Increased engagement resulted in **better attendance and participation**
- These outcomes contributed to **higher motivation and improved educational outcomes**

6. Key Qualitative Insights

- The intervention has achieved **complete consistency in parent responses across all indicators**
- Parents have observed **clear behavioural and educational improvements in children**
- The school is now perceived as a **safe, clean, and reliable institution**
- Children demonstrate **higher engagement, happiness, and motivation**
- The impact extends beyond school into the **household and community level**

7. SDG and ESG Alignment

SDG Contributions

- Strengthening quality education through improved learning environment
- Enhancing health and sanitation conditions
- Promoting safe and inclusive educational infrastructure

ESG Dimensions

- **Environmental:** Improved sanitation and water facilities
- **Social:** Enhanced student well-being, participation, and learning outcomes
- **Governance:** Strengthened institutional trust and community confidence

8. Strategic Recommendations

To sustain and enhance the impact:

- Maintain **high standards of cleanliness and infrastructure upkeep**
- Strengthen **parent-school communication mechanisms**
- Establish **continuous feedback systems for parents**
- Monitor **student attendance and academic progress**
- Encourage **community participation in school development initiatives**

9. Conclusion

The parent-level assessment at **Vidya Pratishthan's Supe English Medium School, Supe** clearly demonstrates that the infrastructure intervention has resulted in a **holistic and highly visible impact on students and their families**. Parents have observed consistent improvements across all aspects of the school environment, along with significant positive changes in their children's behaviour, engagement, and emotional well-being.

The findings confirm that the intervention has successfully moved beyond infrastructure development to achieve **real and meaningful educational outcomes**, strengthening trust in the institution and enhancing the overall learning ecosystem. The school now stands as a **safe, supportive, and engaging environment for students**, reflecting the effectiveness and sustainability of the CSR initiative.



Triangulated Impact Assessment Vidya Pratishthan's Supe English Medium School, Supe

1. Introduction: Triangulated Evaluation Approach

The impact assessment for **Vidya Pratishthan's Supe English Medium School, Supe** adopts a **triangulated methodology**, integrating perspectives from:

- **Students (primary beneficiaries)**
- **Staff (implementers and facilitators)**
- **Parents (community observers)**

This approach ensures a **holistic and validated understanding of impact**, where:

- Students reflect **direct experience**
- Staff reflect **functional and pedagogical effectiveness**
- Parents reflect **behavioural and outcome-level changes**

The convergence of responses across all three groups provides **strong evidence of consistency, reliability, and depth of impact**, confirming that the intervention has achieved **system-wide transformation** rather than isolated improvements.

2. Transformation of Learning Environment

Triangulated Evidence

- **Students** experienced improved comfort, safety, and usability of classrooms
- **Staff** confirmed that classrooms actively support teaching and are easier to manage
- **Parents** observed enhanced infrastructure quality, cleanliness, and space availability

Integrated Interpretation

The intervention has successfully transformed classrooms into **learner-centric and pedagogically enabling environments**. The improved infrastructure is characterized by:

- Comfortable and well-organized seating arrangements
- Adequate space for both teaching and activity-based learning
- Improved ventilation and lighting
- Safe and structurally sound buildings
- Consistent cleanliness and maintenance

Impact Insight

The alignment across stakeholders confirms that the infrastructure is not only **functionally adequate** but also **academically effective**, creating a strong foundation for improved learning outcomes.

3. WASH Infrastructure and Student Well-being

Triangulated Evidence

- **Students** reported access to clean water and usable sanitation facilities
- **Staff** acknowledged improved hygiene conditions within the school
- **Parents** confirmed availability and reliability of WASH facilities

Integrated Interpretation

The intervention has ensured that essential facilities such as water and sanitation are:

- Functional and accessible
- Consistently maintained
- Supportive of student health and dignity

Impact Insight

Improved WASH infrastructure contributes directly to:

- Student well-being and hygiene
- Reduced health-related disruptions
- Improved attendance and comfort

This demonstrates the integration of **health and education outcomes**, reinforcing the holistic nature of the intervention.

4. Teaching-Learning Process Enhancement

Triangulated Evidence

- **Students** perceived improvement in teaching quality and classroom interaction
- **Staff** reported enhanced teaching effectiveness, better classroom management, and improved instructional delivery

- **Parents** observed noticeable improvement in academic engagement and teaching quality

Integrated Interpretation

The infrastructure has acted as a **catalyst for pedagogical transformation**, enabling:

- Clear and structured lesson delivery
- Increased use of interactive teaching methods
- Better teacher-student communication
- Reduced operational challenges for teachers

Impact Insight

This confirms a critical transition:

Infrastructure Development → Improvement in Teaching Quality

The intervention has strengthened the **core academic function of the school**, not just its physical environment.

5. Behavioural and Educational Outcomes

Triangulated Evidence

- **Students** reported increased attendance, enjoyment in learning, and motivation
- **Staff** observed higher student participation and engagement
- **Parents** confirmed improved attendance, interest in studies, and positive behavioural changes

Integrated Interpretation

The findings demonstrate a clear and consistent **behavioural shift among students**, including:

- Greater willingness to attend school regularly
- Increased participation in classroom activities
- Improved attitude toward learning
- Higher levels of motivation and curiosity

Impact Insight

This represents a significant transition:

Infrastructure Output → Behavioural and Educational Outcomes

The intervention has successfully influenced **student mindset, engagement, and learning behaviour**, which are critical for long-term educational success.

6. Institutional and Community-Level Impact

Triangulated Evidence

- **Staff** reported improved school image, easier operations, and increased parent engagement
- **Parents** expressed greater trust and confidence in the school
- **Students** demonstrated increased comfort and emotional connection with the school

Integrated Interpretation

The intervention has strengthened the institution by:

- Enhancing credibility and reputation
- Building trust among parents and the community
- Improving internal efficiency and management

Impact Insight

The school has evolved from a **basic educational facility to a trusted and aspirational institution**, reinforcing its role in community development.

7. Integrated Impact Pathway (Validated Model)

The triangulated findings establish a clear transformation pathway:

Input

CSR-supported infrastructure development

Output

Improved classrooms, WASH facilities, safety, and space

Outcome

- Enhanced learning environment
- Improved teaching conditions
- Better student comfort and well-being

Impact

- Increased attendance and participation
- Higher motivation and engagement
- Improved teaching-learning processes
- Strengthened institutional trust and community confidence

8. Cross-Stakeholder Convergence

A key strength of this assessment is the **high degree of convergence across all stakeholder groups**:

- Students validate **experience and usability**
- Staff validate **functionality and academic effectiveness**
- Parents validate **behavioural and real-life outcomes**

This alignment indicates:

- **Uniform impact across the institution**
- **Strong implementation quality**
- **High reliability and credibility of findings**

Minor variations observed in staff responses are **localized and operational**, and do not affect the overall positive outcome.

9. SDG and ESG Alignment

SDG Contributions

- Advancement of quality education through improved learning environments
- Strengthening of health and sanitation conditions
- Promotion of safe and inclusive infrastructure

ESG Dimensions

- **Environmental:** Improved sanitation, water, and environmental conditions
- **Social:** Enhanced student well-being, engagement, and educational outcomes
- **Governance:** Strengthened institutional systems and stakeholder trust

10. Key Triangulated Insights

- Infrastructure improvements have translated into **real and measurable educational outcomes**
- Strong alignment exists across **experience (students), implementation (staff), and observation (parents)**
- The intervention has achieved **multi-dimensional impact**:
 - Physical
 - Behavioural
 - Academic
 - Institutional
- The impact is **consistent, scalable, and sustainable**
- Minor operational refinements can further enhance effectiveness

11. Strategic Recommendations

A. Sustainability of Infrastructure

- Maintain consistent **cleanliness and maintenance systems**
- Conduct periodic **infrastructure audits**

B. Strengthening Teaching Practices

- Promote **activity-based and experiential learning methods**
- Provide ongoing **teacher capacity building**

C. Monitoring and Evaluation

- Link perception findings with **attendance and academic performance data**
- Develop **dashboard-based tracking systems**

D. Stakeholder Engagement

- Strengthen **parent-school communication mechanisms**
- Encourage **community participation in school development**

12. Comprehensive Conclusion

The triangulated assessment for **Vidya Pratishthan's Supe English Medium School, Supe** clearly demonstrates that the infrastructure intervention has achieved **holistic and transformative impact across all levels of the educational ecosystem**. The strong alignment of responses from students, staff, and parents confirms that the project has successfully improved not only the physical infrastructure but also the teaching-learning process, student behaviour, and institutional credibility.

The intervention stands as a compelling example of how **well-designed and effectively implemented infrastructure can drive sustainable educational outcomes**, moving beyond asset creation to foster **engagement, motivation, and long-term development**. The consistency and depth of impact across stakeholders validate the success of the initiative and highlight its potential for **replication and scaling in similar educational contexts**.

MAJOR FINDINGS & RECOMMENDATIONS

1. Major Findings

The impact assessment of the School Building Construction Project supported by **B. G. Shirke Construction Technology Private Limited** reveals a deeply encouraging and multi-layered transformation across both **Vidya Pratishthan's Supe English Medium School, Supe** and **Anantrao Pawar English Medium School (CBSE), Chincholi**. The findings reflect not only improvements in infrastructure, but also meaningful shifts in learning experiences, institutional strength, and stakeholder confidence.

1.1 Transformation of Learning Environment

One of the most visible outcomes is the transition from **basic or constrained infrastructure to well-planned, student-centric learning spaces**. Expanded classrooms, improved ventilation, and structured layouts have created environments where teaching and learning can occur more effectively.

At Chincholi, the increase from **17 to 49 classrooms** and **3 to 29 laboratories** reflects a move toward **subject-specific and experiential learning**, while similar qualitative improvements at Supe have strengthened the overall academic ecosystem.

1.2 Strengthening of WASH and Basic Infrastructure

The project has made a substantial contribution to improving **Water, Sanitation, and Hygiene (WASH)** conditions. The increase in **water capacity (5,000L to 3,45,000L)** and sanitation facilities (**8 to 66 units**) at Chincholi has significantly enhanced hygiene, comfort, and dignity for students.

These improvements are not merely infrastructural—they have positively influenced **attendance, health, and continuity in learning**, especially for girls and younger students.

1.3 Enhanced Teaching–Learning Processes

Teachers across both schools reported that improved infrastructure has reduced operational challenges and enabled greater focus on **pedagogy and student engagement**. The increase in **faculty strength (28 to 48)** and **teacher training (25 to 50 hours annually)** has strengthened instructional quality.

Classrooms are now more interactive, with better use of **teaching aids, laboratories, and digital tools**, contributing to improved academic outcomes, including **consistent 100% success rates**.

1.4 Positive Behavioural Shift Among Students

A key outcome of the intervention is the noticeable change in **student behaviour and engagement**. Students are more:

- Regular in attendance
- Active in classroom participation
- Motivated and interested in learning

There is also a visible improvement in **confidence, discipline, and enthusiasm**, indicating that the infrastructure has created not just physical space, but a **sense of belonging and pride among students**.

1.5 Increased Access, Inclusion, and Community Trust

The project has significantly expanded access to education. At Chincholi, enrollment increased from **540 to 946**, with the introduction of **85 RTE students**, while outreach expanded to **39 villages**.

Parents expressed greater trust in the schools, citing improved safety, infrastructure, and academic quality. Both institutions are now viewed as **reliable and aspirational educational spaces within their communities**.

1.6 Institutional Strengthening and Recognition

Both schools demonstrate strong institutional growth, supported by improved infrastructure and systems. Recognition through awards, certifications, and achievements at **national, state, district, and taluka levels** reflects the effectiveness of the intervention.

The schools have successfully transitioned into **high-performing institutions with robust governance, structured processes, and a culture of excellence**.

1.7 Comparative Insight

While both schools have benefited significantly:

- **Supe School** shows highly consistent and uniform outcomes across all parameters
- **Chincholi School** demonstrates strong impact with minor variations in operational aspects such as sanitation maintenance

These differences are **contextual and manageable**, and do not affect the overall success of the intervention.

2. Recommendations

Building on the strong foundation created through this intervention, the following recommendations are proposed to sustain and further enhance impact:

2.1 Enhancing WASH Management Systems

- Introduce **routine sanitation monitoring mechanisms**, particularly in high-usage areas
- Promote **student-led hygiene awareness initiatives**
- Ensure **consistent water quality and facility maintenance**

2.2 Strengthening Monitoring and Evaluation Systems

- Develop **Key Performance Indicators (KPIs)** for academic and infrastructure performance
- Link **attendance, learning outcomes, and infrastructure usage data**
- Use **data dashboards (like ESG/SDG tracking tools)** for continuous monitoring

2.3 Scaling and Replication

- Document this model as a **best practice case study**
- Explore replication in other schools with similar needs
- Align future interventions with **SDG and ESG frameworks** for broader impact

Closing Note

The findings clearly demonstrate that the intervention has gone beyond infrastructure provision to create **meaningful, human-centered impact**. It has strengthened not just buildings, but **learning experiences, institutional systems, and community confidence**.

With sustained effort and strategic enhancements, this initiative has the potential to serve as a **scalable model for transformative educational development**, benefiting many more institutions in the future.

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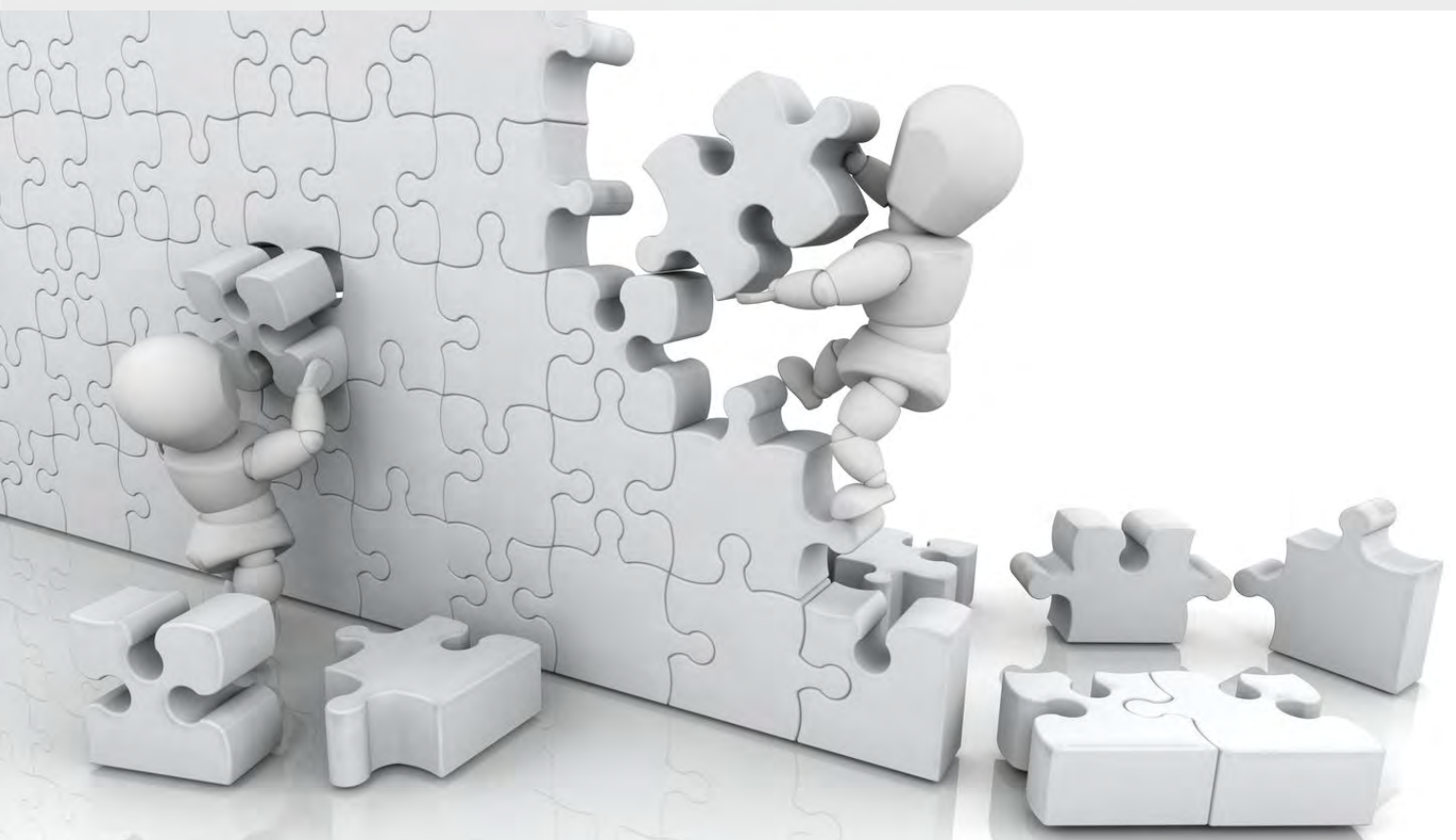
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Finalization of Report

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ANNEXURE

BENEFICIARY IMPACT TOOL

Target Group: School Adolescent

Basic Details

- Name (Optional): _____
- Class: _____
- Gender: _____

Section A: Learning Environment

Sr	Statement	Yes	No
1	I feel comfortable in the new classroom	<input type="checkbox"/>	<input type="checkbox"/>
2	Classroom is clean and well-maintained	<input type="checkbox"/>	<input type="checkbox"/>
3	There is enough space to sit properly	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Safety & Facilities

Sr	Statement	Yes	No
4	I feel safe in the school building	<input type="checkbox"/>	<input type="checkbox"/>
5	Toilets are clean and usable	<input type="checkbox"/>	<input type="checkbox"/>
6	Drinking water is available	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Educational Impact

Sr	Statement	Yes	No
7	I attend school regularly now	<input type="checkbox"/>	<input type="checkbox"/>
8	I enjoy studying more than before	<input type="checkbox"/>	<input type="checkbox"/>
9	Teachers are able to teach better	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Well-being

Sr	Statement	Yes	No
10	I feel happy coming to school	<input type="checkbox"/>	<input type="checkbox"/>
11	I feel motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>

STAFF IMPACT ASSESSMENT TOOL

Target Group: NGO Staff and School Staff

Basic Details

- Name: _____
- Role: Teacher / Admin
- Experience: _____

Section A: Teaching Environment

(Likert Scale 1–5)

Sr	Statement	1	2	3	4	5
1	Classroom environment supports teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Adequate space for conducting classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Ventilation and lighting are sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Work Efficiency

Sr	Statement	1	2	3	4	5
4	Teaching effectiveness has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Student participation increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Classroom management is easier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Institutional Impact

Sr	Statement	1	2	3	4	5
7	School image has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Parent engagement increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Satisfaction

Sr	Statement	Yes	No
9	Are you satisfied with new infrastructure?	<input type="checkbox"/>	<input type="checkbox"/>
10	Has your work become easier?	<input type="checkbox"/>	<input type="checkbox"/>

BENEFICIARY IMPACT TOOL

Target Group: Parent

Basic Details

- Name (Optional): _____
- Class: _____
- Gender: _____

Section A: Learning Environment

Sr	Statement	Yes	No
1	Ward Feel comfortable in the new classroom	<input type="checkbox"/>	<input type="checkbox"/>
2	Classroom is clean and well-maintained	<input type="checkbox"/>	<input type="checkbox"/>
3	There is enough space to sit properly	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Safety & Facilities

Sr	Statement	Yes	No
4	Ward feel safe in the school building	<input type="checkbox"/>	<input type="checkbox"/>
5	Toilets are clean and usable	<input type="checkbox"/>	<input type="checkbox"/>
6	Drinking water is available	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Educational Impact

Sr	Statement	Yes	No
7	Ward attend school regularly now	<input type="checkbox"/>	<input type="checkbox"/>
8	Ward enjoy studying more than before	<input type="checkbox"/>	<input type="checkbox"/>
9	Teachers are able to teach better	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Well-being

Sr	Statement	Yes	No
10	Ward feel happy coming to school	<input type="checkbox"/>	<input type="checkbox"/>
11	Ward feel motivated to learn	<input type="checkbox"/>	<input type="checkbox"/>

CONSTRUCTION QUALITY ASSESSMENT TOOL

Target Group: NGO Staff and School Staff

Section A: Basic Information

- Project Name: _____
- Location: _____
- Implementing Agency: _____
- Contractor Name: _____
- Date of Visit: _____
- Assessed by: _____

Section B: Structural Quality Assessment

(Tick: 1–Poor / 2–Fair / 3–Good / 4–Very Good / 5–Excellent)

Sr	Parameter	1	2	3	4	5
1	Quality of foundation work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Strength of columns and beams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Quality of concrete used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Brickwork / masonry quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Plastering quality (cracks / finish)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Finishing Quality

Sr	Parameter	1	2	3	4	5
6	Flooring quality (tiles / cement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Door and window installation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Painting quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Ceiling finish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Safety & Compliance

Sr	Parameter	Yes	No
10	Building follows approved design plan	<input type="checkbox"/>	<input type="checkbox"/>
11	Fire safety provisions available	<input type="checkbox"/>	<input type="checkbox"/>
12	Electrical wiring is safe and concealed	<input type="checkbox"/>	<input type="checkbox"/>
13	Proper drainage system available	<input type="checkbox"/>	<input type="checkbox"/>
14	Emergency exits available	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Facilities Quality

Sr	Parameter	1	2	3	4	5
15	Classroom ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Natural lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Drinking water facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Toilet construction quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Durability Indicators

Sr	Parameter	Yes	No
19	Any visible cracks in walls	<input type="checkbox"/>	<input type="checkbox"/>
20	Leakage in roof / walls	<input type="checkbox"/>	<input type="checkbox"/>
21	Dampness observed	<input type="checkbox"/>	<input type="checkbox"/>
22	Structural defects noticed	<input type="checkbox"/>	<input type="checkbox"/>

Section G: Material Quality Verification

Sr	Parameter	Yes	No
23	Standard quality materials used (cement, steel)	<input type="checkbox"/>	<input type="checkbox"/>
24	Bills / records of materials available	<input type="checkbox"/>	<input type="checkbox"/>
25	Quality certification available	<input type="checkbox"/>	<input type="checkbox"/>

Section H: Workmanship

Sr	Statement	1	2	3	4	5
26	Overall workmanship quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Supervision during construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Timely completion of project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section I: Overall Rating

- Overall Quality Score: _____ / 100
- Grade:
 - Excellent (80–100)
 - Good (60–79)
 - Average (40–59)
 - Poor (<40)
 -

Section J: Observations (Short Answer)

- Major Strengths: _____
- Key Issues: _____
- Immediate Repairs Needed: _____