

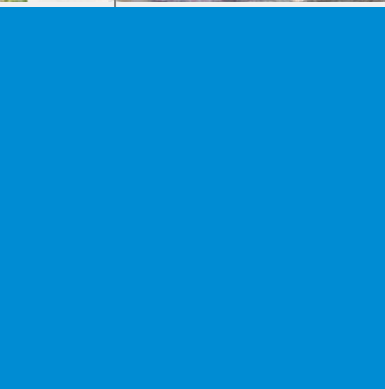
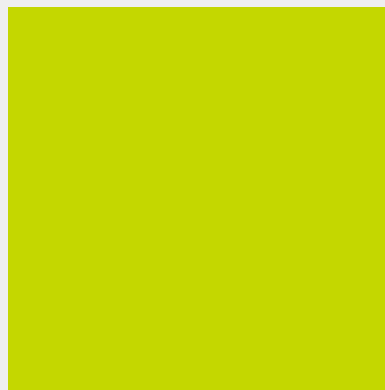


Impact Assessment Report 2024-25

# Adarsh Pathshala

Through Mixed-Method Approach

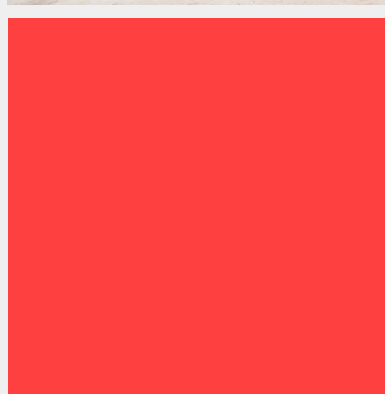
Implementation Year: 2022-23



Impact Assessment by:

**impactDash**

Implemented by:



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**Note:** The content and images in this report are sourced from the program's official website, documentation, and field data, accurately representing the program's activities and impacts as shared by stakeholders.





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# List of Abbreviations & Common Terms

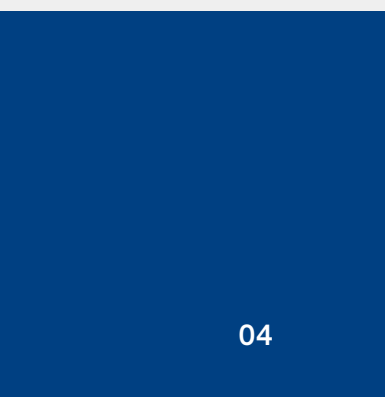
Abbreviation/Term	Description
CSR .....	Corporate Social Responsibility
CBSE .....	Central Board of Secondary Education
FGD .....	Focus Group Discussion
IDI .....	In-Depth Interview
KII .....	Key Informant Interview
NGO .....	Non-Governmental Organization
PTA .....	Parent-Teacher Association
RO System.....	Reverse Osmosis System
RBM .....	Results-Based Management
RMSA .....	Rashtriya Madhyamik Shiksha Abhiyan
SMC .....	School Management Committee
TLM .....	Teaching-Learning Materials
UDISE+ .....	Unified District Information System for Education Plus

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# Executive Summary

The Impact Assessment of the Adarsh Pathshala Initiative evaluates the outcomes of Dabur India Ltd.'s CSR-supported interventions to improve school infrastructure and enhance the learning environment. Implemented across 29 schools in seven states, it has positively impacted over 6,273 students through a comprehensive mix of infrastructure development, student engagement activities, and improved sanitation facilities.

## Project Details

The Adarsh Pathshala Initiative was designed to modernize outdated school infrastructure, promote student well-being, and enhance learning outcomes. The project focused on improving classrooms, sanitation facilities, drinking water systems, and mid-day meal spaces while incorporating BaLA (Building as Learning Aid) designs to create interactive learning environments.

## Methodology

A mixed-methods approach combining quantitative and qualitative research techniques was employed to assess the project's effectiveness. The study utilised:

- Observation to evaluate improvements in school facilities in intervention and non-intervention schools.
- In-depth interviews (IDIs) with teachers and school staff were needed to understand the impact of infrastructure.
- Focus Group Discussions (FGDs) with students and SMC members to assess their experiences.
- Key Informant Interviews (KIIs) with local authorities and community leaders to gather insights on project sustainability.

The assessment covered 13 intervention schools across 7 states, including Assam, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan, Uttar Pradesh, and Uttarakhand. Participants included:

- **Students:** A mix of male and female students across grades 4 to 10.
- **Teachers and Principals:** The majority of female teachers and male principals.
- **School Management Committee (SMC) Members:** Involved in planning and decision-making.



## FINDINGS

### 1. Infrastructure Improvements and Their Effectiveness

- Schools benefited from improved classrooms, upgraded sanitation facilities, and enhanced drinking water systems, creating a more conducive learning environment.
- The addition of gender-segregated toilets reduced absenteeism, especially among female students.
- Mid-day meal facilities were improved, ensuring students had cleaner and safer spaces to eat, positively impacting their energy levels and focus.
- BaLA (Building as Learning Aid) paintings and environmental improvements enhanced classroom aesthetics and learning engagement.

### 2. Impact on Student Attendance, Learning Outcomes, and Well-Being

- Enhanced infrastructure contributed to improved attendance, particularly for girls.
- Clean drinking water, improved sanitation, and organized meal facilities reduced illness rates and improved student concentration.
- Schools with digital resources reported improved academic performance and increased student motivation.

### 3. Teacher and School Management Perspectives

- Teachers experienced reduced workloads due to organized classrooms and improved facilities, allowing greater focus on lesson delivery.
- School management reported better student discipline, improved hygiene, and enhanced learning outcomes.
- Challenges such as limited maintenance resources, insufficient toilets, and broken RO systems require continued attention.

### 4. Community and Stakeholder Engagement

- School Management Committees (SMCs) and parents played an essential role in maintaining new facilities.
- While community participation has improved, greater efforts are required to formalize community involvement and sustain engagement.

### 5. Sustainability and Future Recommendations

- The assessment highlights the need for improved maintenance strategies, including dedicated staff or student-led teams to manage repairs.
- Investments in technology infrastructure, sports facilities, and additional resources for rural schools are recommended to ensure long-term improvements.

The Adarsh Pathshala Initiative has successfully transformed the learning environment in targeted schools by improving infrastructure, enhancing student engagement, and strengthening hygiene practices. However, addressing sustainability concerns, improving maintenance systems, and expanding digital resources will be crucial for ensuring long-term benefits.

Strengthened community involvement and strategic partnerships are essential to maximizing the initiative's impact and contributing to broader educational outcomes.





# 1 Introduction

## 1.1. Context

School infrastructure in India remains a critical area of concern, with significant challenges persisting across both public and private secondary schools. Despite government initiatives such as the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and guidelines from the Central Board of Secondary Education (CBSE), many schools continue to lack basic facilities, which adversely impacts the teaching-learning process (Lahon, 2015). A closer examination reveals that while some states have made notable progress, achieving near 100% provision of essential amenities such as boundary walls, drinking water, and toilets, substantial disparities remain across regions (Sharma, 2018).

Persistent issues include inadequate playgrounds, poor classroom conditions, and logistical challenges in accessing schools, particularly in remote and rural areas (Teotia, 2020). Furthermore, the digital divide exacerbates these challenges, as both government and private schools often lack sufficient computer and internet facilities, hindering the integration of technology into education (Ramavtar & Gautam, 2022). These infrastructural deficits are compounded by low budgetary allocations for education, which limit the capacity for improvement and may negatively affect student learning outcomes (Teotia, 2020).

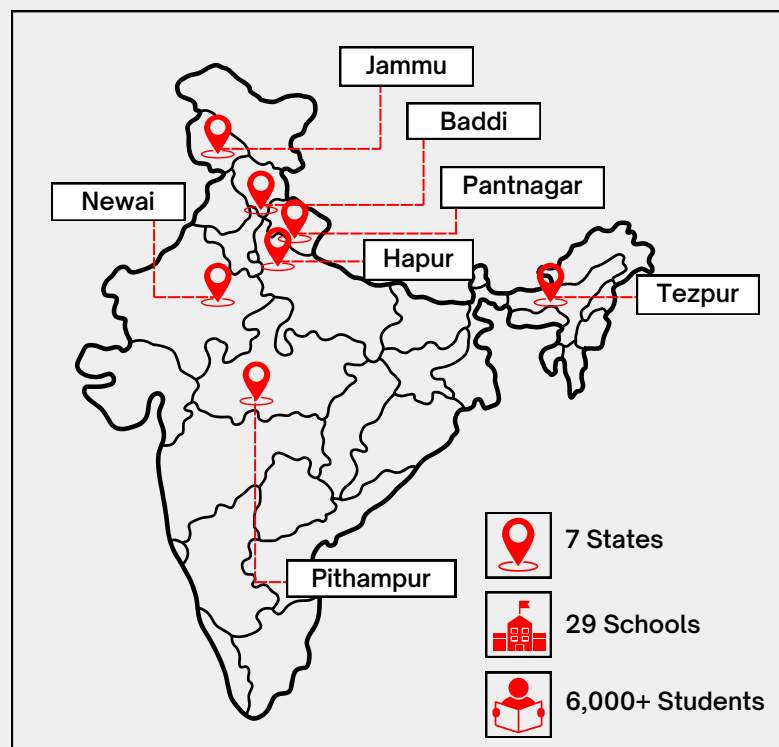
The importance of robust school infrastructure cannot be overstated. Quality infrastructure which impacts learning environment encompasses not only physical structures but also essential components such as well-equipped classrooms, libraries, sanitation facilities, and access to technology.

A conducive learning environment is critical for students' cognitive development and overall well-being, with infrastructure playing a pivotal role. While progress has been made, significant gaps remain, particularly in rural schools.

According to the UDISE+ 2021-2022 report, while most schools have basic amenities like drinking water and toilets, only 47.5% have computer facilities, and a mere 33.9% offer internet access (Ambika N, 2022). These disparities disproportionately affect marginalized groups, including girls and students with disabilities, exacerbating challenges in attendance and academic performance. Poor infrastructure often leads to lower participation and higher dropout rates, further widening educational inequities (Empathy Foundation, 2021).

Addressing infrastructure gaps is essential to ensure inclusive education for every child in India. Dabur India Ltd.'s Adarsh Pathshala program, implemented through its Jivanti Welfare and Charitable Trust with NGO partners, has impacted over 6,273 students across 29 schools.

**Map 1: Map depicting the intervention areas under project Adarsh Pathshala.**



1.2. Project Details

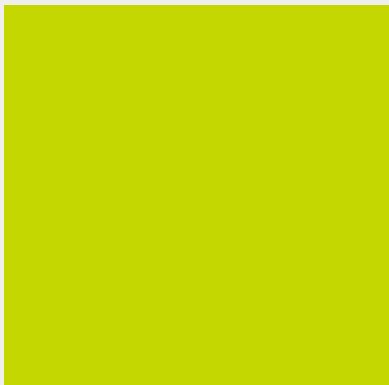
The “Adarsh Pathshala” is a central part of the School Support Programme, carried out by “Jivanti Welfare and Charitable Trust” in partnership with NGOs. This initiative works closely with school management teams, teachers, students, and local communities to improve school infrastructure and enhance the overall learning experience. By engaging school management committees from schools across India, the program primarily targets the improvement of infrastructure in primary schools. Led by school management and teachers, it uses a collaborative approach to refine school facilities, ensuring a better learning environment for students.



- To transform old school into model school with the modernisation of old and measurable infrastructure.
- The purpose is to increase the enrolment rate of students with quality education.

Table 1: Infrastructure creation under project Adarth Pathshala

Construction of new boundary wall	Paver blocks in the open space	New construction of mid-day meal hall
New construction of girls toilet	Repairing of boys toilet	Water proofing work of roof top
Providing desk benches	Installation of 50 LPH R.O. system	BaLA painting
Whole premise repairing, plastering and painting	Develop kitchen areas (tiles and flooring)	Kitchen garden area development and tree plantation





### 1.3. Assessment Objectives

#### Evaluate Infrastructure Improvements and Their Effectiveness

- Assess the quality, usability, and maintenance of newly constructed and renovated school infrastructure, including classrooms, toilets, water facilities, mid-day meal halls, and digital learning resources.
- Examine the role of BaLA (Building as Learning Aid) paintings and other environmental improvements in enhancing student engagement.

#### Analyze the Impact on Student Attendance, Learning Outcomes, and Well-Being

- Examine changes in student attendance, retention, and punctuality following infrastructure improvements.
- Assess the impact of sanitation, drinking water, and mid-day meals on students' health, participation, and concentration in learning activities.

#### Evaluate whether improved school environments contribute to higher academic performance and motivation

- Understand Teacher and school management perspectives.
- Examine how infrastructure improvements have influenced teachers' ability to deliver lessons and manage classrooms.

#### Identify challenges faced by school management in maintaining and sustaining the new facilities

- Assess the need for additional training or resources to optimize the use of new infrastructure and technology.
- Assess community and stakeholder engagement.

#### Investigate the role of School Management Committees (SMCs), parents, and community stakeholders in supporting and sustaining school improvements

- Examine the effectiveness of public-private partnerships in implementing and maintaining infrastructure projects.
- Identify challenges and gaps in stakeholder participation and collaboration.

### Determine Sustainability and Future Recommendations

- Evaluate the presence and effectiveness of maintenance strategies for newly developed infrastructure.
- Identify areas for further investment and improvement to ensure long-term benefits for students and schools.

### 1.4. Report Structure

The report follows a structured approach to present a comprehensive analysis of the program's impact:

- **List of Abbreviations and Common Terms:** Ensures clarity and accessibility for readers.
- **Executive Summary:** Provides a concise overview of key findings and recommendations.
- **Chapter 1 (Introduction):** Outlines the background, objectives, and structure of the report.
- **Chapter 2 (Methodology):** Details the analytical framework and research design, ensuring transparency and rigour.
- **Chapter 3 (Progress Against Overall Targets):** Assesses program achievements.
- **Chapter 4 (Conclusion and Recommendations):** Synthesizes findings and provides actionable insights for future interventions.
- **Annexure:** Includes supplementary data to support the findings.

This structured approach ensures a thorough and evidence-based evaluation of the program's effectiveness.



# 2 Methodology

## 2.1 Assessment Framework

Results-Based Management (RBM) was employed as the guiding framework for assessing the program's impact. RBM focuses on achieving measurable results by linking inputs, activities, outputs, and outcomes within a structured performance framework.

This approach ensures accountability, continuous improvement, and evidence-based decision-making.

The application of RBM in this assessment involved:

- **Defining Clear Objectives:** Establishing intended outcomes such as improved infrastructure, student engagement, and teacher effectiveness.
- **Monitoring and Evaluation:** Using key performance indicators (KPIs) to track progress against predefined targets.

- **Stakeholder Engagement:** Involving students, teachers, school management committees, and community members to assess program effectiveness.
- **Outcome Measurement:** Evaluating tangible improvements in school infrastructure, learning outcomes, and sustainability initiatives.



## 2.2. Research Design

The impact assessment employed a mixed-methods approach, combining quantitative and qualitative research techniques to ensure a comprehensive evaluation of the program's effectiveness. The methodology included the following key components:

### 2.2.1. Research Design

A cross-sectional research design was used to capture data at a single point in time across multiple locations. This allowed for the evaluation of short-term impacts and provided insights into the effectiveness of various interventions.

### 2.2.2. Data Collection Methods

- **Observations:** Used to evaluate improvements in school facilities, including sanitation, classrooms, and learning spaces.

- **In-Depth Interviews (IDIs):** Administered to teachers, principals and government officials to assess changes in attendance, academic performance, and school infrastructure usage and project staff to understand the process.
- **Focus Group Discussions (FGDs):** Conducted with students, and community members to gain insights into their experiences and perceptions of the improvements.
- **Key Informant Interviews (KIs):** Engaged key stakeholders such as local education officials and community leaders to understand implications and sustainability concerns.

### 2.2.3. Sampling Strategy

A two-stage stratified random sampling technique was used:

1. **School Selection:** Schools were selected based on number of activities conducted in intervention areas to ensure representativeness.
2. **Participant Selection:** Within each school, students, teachers, and community members were selected based on simple random sampling.





### 2.3. Sample Plan

Table 2: Sample plan of the study

Category	Cluster 1	Cluster 2	Cluster 3
Students (FGD)	3	4	5
Teachers (IDI)	5	6	12
Principals (IDI)	3	4	5
SMC Members (FGD)	3	3	5
School Management Staff (IDI)	2	4	5
Government Officials (KII)	1	1	0
Implementation Partners/Project Staff (KII)	3	1	2

**Note:**

Cluster 1 includes Madhya Pradesh, Rajasthan, and Jammu & Kashmir.

Cluster 2 includes Uttar Pradesh and Uttarakhand.

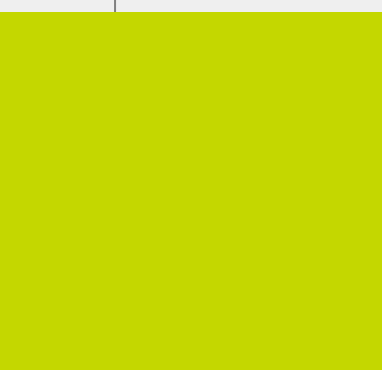
Cluster 3 includes Assam and Himachal Pradesh.

**Full Forms:**

- FGD = Focus Group Discussion
- IDI = In-Depth Interview
- KII = Key Informant Interview

**Focus Group Discussions (FGDs):**

Each FGD comprised 6-8 students, ensuring diverse perspectives while maintaining manageable group sizes for meaningful discussion.



## 2.4. Data Analysis

The data analysis followed a structured approach to ensure a comprehensive understanding of the program's impact:

- **Comparative Analysis:** Intervention and non-intervention schools were compared to assess in terms of infrastructure.
- **Thematic Coding:** Transcripts from FGDs, IDIs, and KIs were coded using qualitative data analysis software to identify recurring themes.
- **Sentiment Analysis:** Stakeholder responses were categorised to assess perceptions of program impact.

Findings from multiple sources (observations, interviews and focus-group discussion) were cross-verified to enhance reliability.

## 2.5. Ethical Consideration

- **Informed Consent:** All participants were briefed on the purpose of the study, and informed consent was obtained before data collection.
- **Confidentiality:** Responses were anonymised to protect participants' identities.
- **Non-Coercion:** Participation was voluntary, ensuring that respondents could opt out at any stage.

## 2.6. Limitation of the Study

The study encountered certain limitations that may have influenced the findings. In some schools, Focus Group Discussions (FGDs) were not conducted, particularly in primary schools, as younger students were unable or unwilling to respond effectively. Additionally, the complete intended sample could not be reached due to the unavailability of participants. While telephonic interviews were used as an alternative, in some cases, this approach was not feasible. Since this is primarily a qualitative study, the findings may not be generalizable to a larger population.





# 3 Findings

This section presents the key findings of the impact assessment, organised thematically to highlight infrastructure improvements, student engagement, teacher and school management perspectives, community involvement, and sustainability. The findings are structured to provide a clear understanding of the successes, challenges, and areas for improvement within the program. Each theme is supported by observations from field assessments, interviews with key stakeholders like principals and teachers, and focus group discussions with students and community members.

## 3.1. Demographic Profile of Respondents

### 3.1.1. Students



Participants ranged from 9 to 18 years old, with most students between 10 and 14 years.



The FGDs included a mix of male and female students, ensuring gender-balanced perspectives.



Students from Class 4 to Class 10 participated, representing a wide range of educational level.

### 3.1.2. Teachers and Principals



The majority of the teachers interviewed were female, reflecting a higher representation of women in teaching roles in these regions.



The majority of the principals were male.

### 3.1.3. School Management Committee Members and Staff



Women were prominently represented in school management and teaching roles, reflecting their significant contribution to education in these regions.



Stakeholders, particularly parents and students, come from low-to-middle-income backgrounds, highlighting the importance of infrastructure improvements in underserved areas.



The involvement of both older community members and younger students underscores the long-term benefits of these projects for future generations.







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### 3.2. Infrastructure Improvements and School Environment

Qualitative data collected through Focus Group Discussions (FGDs) with students across schools in Assam, Himachal Pradesh, Jammu, Madhya Pradesh, Rajasthan, Uttar Pradesh, and Uttarakhand highlighted notable improvements in school infrastructure. These enhancements have contributed positively to the overall learning environment, fostering better engagement, comfort, and motivation among students. Key findings include:

Qualitative data collected through Focus Group Discussions (FGDs) with students across schools in Assam, Himachal Pradesh, Jammu, Madhya Pradesh, Rajasthan, Uttar Pradesh, and Uttarakhand highlighted notable improvements in school infrastructure. These enhancements have contributed positively to the overall learning environment, fostering better engagement, comfort, and motivation among students. Key findings include:

#### 3.2.1. Improved physical infrastructure

Students across all schools reported significant improvements in infrastructure, such as the construction of new classrooms, toilets, water systems, and BaLA paintings. These enhancements have fostered a more welcoming and motivating learning environment, contributing to improved student engagement and well-being.

These improvements have created a more conducive learning environment and fostered a sense of pride and ownership among students, enhancing their overall engagement and motivation.



*The new paint, well-maintained walls, and clean desks create a more pleasant and organized atmosphere, which really helps in learning.*

**Student's FGD Response, Jammu**



*The school environment is much more improved compared to before. It can help us to learn more.*

**Student's FGD Response, Assam**



*Earlier, the condition of the toilets was terrible; they didn't even have gates, but now gates have been installed, and water is also available.*

**Student's FGD Response, Rajasthan**



### 3.2.2. Enhanced Water and Sanitation Facilities

The construction of new toilets and drinking water facilities (e.g., RO systems) has notably improved hygiene and reduced illnesses. Students reported feeling healthier and more comfortable due to improved access to clean water and well-maintained sanitation facilities.

*Earlier, we used to fall sick often,  
but now we fall sick less frequently.*

**Student's FGD Response, Rajasthan**





### 3.2.3. Mid-Day Meal Facilities

The establishment of dedicated meal halls and kitchens has enhanced the quality and enjoyment of mid-day meals. Students reported that meals are now more nutritious, tastier, and served in cleaner environments. In Rajasthan, students appreciated sitting together on carpets in the meal hall, while in Assam, the improved kitchen cleanliness was highlighted as a positive change.

*The quality of mid-day meal  
has improved.*

**Student's FGD Response, Madhya Pradesh**





### 3.3. Student Engagement and Learning Outcomes

Qualitative data further show the positive impact of infrastructure improvements and community-led initiatives on student engagement and learning outcomes. Key findings include:

#### 3.3.1. Active Involvement in School Activities

Students reported participating in activities such as plantation drives, slogan writing, and cleanliness campaigns, which fostered a sense of responsibility and ownership.



*We participate in plantation, games, cleaning, and other school activities.*

**Student's FGD Response, Assam**

*Being involved in cleanliness efforts gives us a sense of responsibility and ownership over our school environment.*

**Student's FGD Response, Jammu**

#### 3.3.2. Encouragement from Teachers

Teachers played a key role in motivating students to engage in school development activities. This support was crucial for fostering student engagement and participation.

*Our teacher asks and encourages us to participate in the activities, and we enjoy joining in.*

**Student's FGD Response, Assam**

*Teachers teach well at school, and special classes are being arranged for weaker students.*

**Student's FGD Response, Uttar Pradesh**





### 3.3.3. Improved Learning Environment

Fresh paint, new desks, and teaching-learning materials (TLMs) have created a more conducive learning environment. A well-maintained and visually appealing classroom environment enhances students' ability to focus and engage in lessons.



The improvements to the classrooms (painting, new desks, etc.) are mostly affected they are learning.

**Student's FGD Response, Assam**

The new desks and bright walls helped us concentrate better.

**Student's FGD Response, Jammu**

### 3.3.4. Technology Integration

While certain schools have integrated computers into their teaching methods to support interactive learning, others face notable gaps in technology access, such as the absence of computers and inverters. For instance, in Jammu, students actively utilize computers for activities like painting and other creative tasks, demonstrating the potential for enhanced engagement through technology. Conversely, in Assam, the absence of computer facilities was identified as a significant gap. Expanding technology access can enrich the learning experience, foster digital literacy, and address disparities in educational resources, particularly in underserved regions.

### 3.3.5. Impact on Learning Outcomes

Students reported that improvements in the school environment and facilities enhanced their concentration and learning outcomes. In Assam, students shared that the improved environment “**motivates us to learn better**”. In Rajasthan, the addition of new desks and painted walls created a more comfortable and engaging space. A clean and organized environment reduces distractions while fostering a sense of pride and ownership among students.



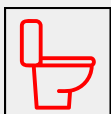
### 3.4. Teachers' Perspectives

This section presents a detailed examination of qualitative data gathered from in-depth interviews (IDIs) with teachers across Himachal Pradesh, Jammu and Kashmir, Rajasthan, Uttar Pradesh, and Uttarakhand. The findings are organized into key themes and sub-themes, supported by direct quotes from teachers to provide contextual insights and depth.

#### 3.4.1. Infrastructure Improvements and their Effectiveness



Teachers reported improvements in classrooms with new desks, painted walls, and BaLA paintings, enhancing the learning environment. However, some schools face space constraints and furniture maintenance issues.



New toilets and RO systems improved hygiene and reduced illnesses, but challenges like insufficient toilets, broken RO systems, and irregular cleaning persist.



Dedicated meal halls and kitchens improved meal quality and enjoyment, though some schools still lack meal halls, and students suggested better meal variety.



Some schools adopted computers, while others lack technology like computers and inverters. Teachers emphasized the need for better technology integration.



BaLA paintings, wall paintings, and slogans improved student engagement, fostering greater motivation and participation.

#### 3.4.2. Impact on Teacher

- **Influence on Teaching and Classroom Management:** Teachers reported that the improved infrastructure has enhanced their ability to deliver lessons and manage classrooms. The availability of new desks, teaching-learning materials (TLMs), and clean classrooms has made teaching more effective and enjoyable.





### 3.4.3. Impact on Student Attendance, Learning Outcomes, and Well-Being



Teachers reported a notable improvement in student attendance and punctuality following infrastructure enhancements. Access to clean facilities, comfortable classrooms, and nutritious meals has increased students' willingness to attend school regularly.



Improved sanitation facilities, particularly separate toilets for boys and girls, have enhanced comfort and boosted female attendance. Access to clean drinking water and nutritious mid-day meals has improved students' health and energy levels, contributing to increased participation and engagement in school activities.



Teachers observed that enhanced school infrastructure improved students' concentration, task completion, and comprehension levels. The improved environment has further motivated students to attend school regularly and actively engage in learning activities.



### 3.5. Head of the School Perspectives

The interview with the principal and School Management Committee (SMC) members provided valuable insights into the impact of infrastructure improvements in the school supported by Dabur India. The findings show:

#### 3.5.1. Infrastructure Improvements and Effectiveness

- BaLA paintings transformed classrooms into interactive learning spaces, featuring murals of alphabets, numbers, and stories that enhanced student engagement and improved conceptual understanding.
- Classrooms were repainted and waterproofed, addressing leakage issues and creating a more visually stimulating environment. This contributed to an increase in attendance from 70% to 95% post-renovation.
- New gender-segregated toilets reduced absenteeism, particularly among female students. However, RO systems and water purifiers face maintenance challenges, with some units reported as non-functional.

##### Effectiveness:

- BaLA paintings and classroom upgrades were highly effective in enhancing engagement.
- Sanitation improvements directly improved health and attendance but require sustained maintenance.

*Children now sit in class and discuss the stories on the walls. They even teach their siblings at home using these visuals.*

**Principal's IDI, Uttarakhand**

#### 3.5.2. Impact on Student Attendance, Learning Outcomes, and Well-Being

- The construction of toilets significantly reduced dropout rates among girls, as parents now view the school as safer and more hygienic.
- Students arrive earlier to explore BaLA paintings, fostering a culture of curiosity and engagement.
- Principals reported increased class participation and improved performance in district-level competitions. BaLA visuals simplified complex concepts, particularly in mathematics.
- Students now display pride in their improved school environment, resulting in better discipline, enhanced peer collaboration, and a stronger sense of ownership.

*Earlier, girls dropped out during puberty. Now, they attend regularly and even lead hygiene campaigns.*

**Principal's IDI, Madhya Pradesh**

*There is an improvement in attendance, especially among sixth, seventh, and eighth-grade students. They are regular; very few are absent.*

**Principal's IDI, Himachal Pradesh**

*We need projectors to teach science practically. Children are curious about technology but have no access.*

**Principal's IDI, Uttar Pradesh**



### 3.5.3. Sustainability and Maintenance Challenges

- While student-led teams contributed to daily cleaning, their efforts are limited to routine tasks, as they lack the technical skills required for repairs and long-term maintenance.
- The absence of a structured budget for infrastructure upkeep has resulted in reliance on irregular government schemes, posing challenges in ensuring consistent maintenance and sustainability.
- While Dabur's support — including desks, paintings, and roofing — has been transformative, broader collaboration with NGOs and government agencies is essential to ensure sustained improvements and expanded support.

*We formed student groups for cleaning, but the RO system broke down, and we can't fix it without funds.*

**Principal's IDI, Rajasthan**

*After one or two years, the paintings become dull. We should make changes, add new pictures, so that children's curiosity remains.*

**Principal's IDI, Himachal Pradesh**

*We have monthly SMC meetings where parents and teachers participate. We discuss school development and children's welfare. Mothers attend meetings in large numbers. They are informed about the school's improvements. They are happy about the changes.*

**Principal's IDI, Uttarakhand**

*Parents appreciate the changes but rarely contribute. We inform them through those who attend meetings.*

**Principal's IDI, Uttarakhand**



### 3.6. School Management Staff/Government Stakeholder Perspectives

This section of the report presents the findings from interviews with school management staff across various regions regarding the impact of infrastructure improvements funded by Dabur. The findings show:

#### 3.6.1. Role and Responsibilities of School Management Staff

- School management staff, including coordinators, teachers, and principals, played a pivotal role in identifying infrastructure needs, collaborating with Dabur, and monitoring project implementation. For example, Sonia Choudhary (Jammu) managed budgets and coordinated with contractors, while Nisha (Madhya Pradesh) ensured mid-day meal program compliance.
- Successful implementation relied on effective communication with teachers, parents, and local government officials. Strategies included hosting regular meetings, facilitating community forums, and strengthening parent-teacher associations to engage stakeholders and foster community involvement.



#### 3.6.3. Impact on Students

- Infrastructure improvements contributed to increased student attendance and improved health outcomes. In Rajasthan, access to clean drinking water and hygienic toilets notably reduced illnesses and boosted enrolment, particularly among girls.
- Enhanced learning environments, including painted classrooms, new furniture, and computer labs, positively influenced student engagement and academic performance. Management staff observed that students were more attentive, motivated, and actively involved in classroom activities.

#### 3.6.2. Impact on School Operations

- Infrastructure enhancements, including new classrooms, water and sanitation facilities, and mid-day meal halls, significantly improved daily operations. For instance, in Rajasthan, the installation of taps and clean water systems minimized disruptions and enhanced hygiene.
- While the initial investments were substantial, schools anticipated long-term cost savings through reduced water bills and improved energy efficiency. However, some schools, such as those in Uttar Pradesh, reported ongoing challenges with government funding and emphasized the need for additional resources to maintain improvements.





### 3.6.4. Impact on Teachers and Staff

- Improved meal preparation facilities and organised classrooms enabled teachers to devote more time to teaching rather than managing logistical challenges.
- Enhanced work environments boosted staff morale and fostered greater collaboration. Teachers in Uttar Pradesh reported increased satisfaction with new resources such as computers and library books, which enriched their teaching methods and improved lesson delivery.



### 3.6.5. Community and Parental Involvement

- Parents and local communities actively participated in consultations and volunteered during project implementation. In Rajasthan, parents expressed appreciation for the improved facilities and encouraged regular school attendance.
- Schools leveraged parent-teacher meetings and community events to highlight the benefits of infrastructure improvements. However, some schools, particularly in Uttarakhand, reported limited engagement from local villagers, indicating a need for stronger outreach strategies.



### 3.6.6. Challenges and Obstacles

- Delays caused by weather conditions, logistical issues, and the absence of structured maintenance plans were common hurdles. In Jammu, concerns about theft of school resources and the upkeep of sanitation facilities remained persistent challenges.
- Although most stakeholders supported the improvements, some schools encountered resistance from parents who believed that the government should be solely responsible for providing facilities, limiting community contributions.



Dabur's infrastructure improvements have enhanced education quality and the school environment. With strong support from school management staff, these changes improved student attendance, health, and performance, while boosting teacher morale and community engagement.

However, challenges in sustainability, funding, and community involvement remain. Structured maintenance plans, stronger partnerships, and active stakeholder engagement are essential to ensuring the long-term success of these improvements.



### 3.7. Community Members' Perspectives

This section presents key findings from Focus Group Discussions (FGDs) with School Management Committee (SMC) members across selected schools in India. The discussions assessed the effectiveness of recent infrastructure improvements, identified challenges, and gathered recommendations for future initiatives. Key findings include:

#### 3.7.1. Involvement and Governance

- SMC members played a key role in planning, decision-making, and monitoring school improvements, emphasising collaboration with teachers, parents, and the local community.
- Regular meetings and open communication channels were established to promote transparency and ensure accountability in project implementation.
- Some SMC members faced difficulties in understanding their roles and responsibilities, particularly in areas related to governance and decision making.



*Regular meetings and open communication channels helped ensure that everyone was aligned in their efforts to improve the school infrastructure and overall learning environment.*

**SMC Member, Jammu**

*We submitted a proposal within our SMC and held meetings to ensure transparency. The community appreciated our efforts, and we gave certificates to Dabur for their excellent work.*

**SMC Member, Rajasthan**





### 3.7.2. Impact of Infrastructure Improvements

- Improvements in sanitation, drinking water, and classroom conditions significantly boosted student attendance, engagement, and academic performance.
- Access to clean drinking water and improved hygiene practices reduced waterborne diseases, enhancing overall student well-being.
- Parents expressed satisfaction with the upgraded facilities, noting that these improvements created a more conducive learning environment.



*We are happy with the resources provided by Dabur, but we need a structured mechanism for long-term maintenance.*

**SMC Member, Madhya Pradesh**

*The new toilets and clean drinking water facilities have made a huge difference. Students are healthier, and attendance has improved significantly.*

**SMC Member, Rajasthan**

*The improved classroom conditions, such as better ventilation and seating arrangements, have created a more conducive learning environment.*

**SMC Member, Jammu**





### 3.7.3. Engagement and Support

- The community responded positively to the improvements, with parents and local residents actively supporting and maintaining the new facilities.
- SMC members played a vital role in engaging parents and the broader community through regular meetings, skill development programs, and community events.
- Enhanced community participation fostered a sense of ownership, contributing to the sustainability of the improvements.



Parents come to the school, see the facilities, and feel secure knowing that their children are studying in a good school with proper sanitation.

**SMC Member, Rajasthan**

We go to general meetings and we are asked to give our suggestions. Our involvement is crucial for the sustainability of these improvements.

**SMC Member, Assam**





### 3.8. Intervention vs Non-Intervention Schools Visuals

Intervention Schools



Non-Intervention Schools



### 3.9. Project Staff's Insights

Dabur's project staff emphasized that the success of CSR initiatives relies on effective planning, execution, and stakeholder collaboration. While staff played a key role in resource coordination and community engagement, challenges like funding delays and maintenance issues persisted. Despite this, their efforts improved school facilities, student well-being, and community involvement.

#### Roles and Responsibilities:

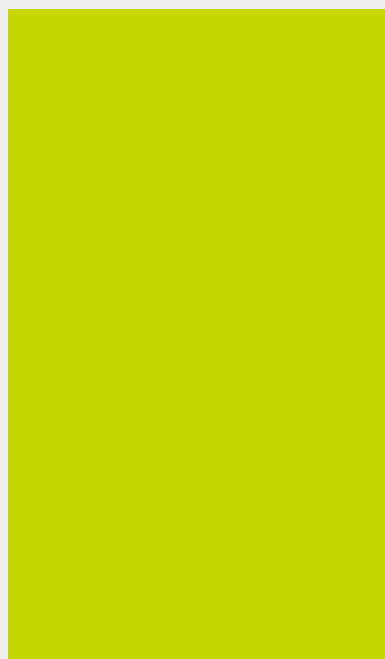
- The project staff are at the forefront of Dabur's CSR initiatives, ensuring that projects are executed efficiently and align with the needs of schools and communities. Their responsibilities included:
- Conducting need assessments to identify gaps in school infrastructure.
- Coordinating with local authorities, school management, and communities for approvals and support.
- Supervising construction activities to ensure quality and timely completion.
- Providing training and capacity-building for school staff and communities to sustain the infrastructure.

For example, in Madhya Pradesh, a project staff member shared, "We identified gaps like the lack of separate toilets for girls and provided desks and benches to improve the learning environment."

Similarly, in Jammu, a project staff emphasized, "My role involves evaluating project progress, ensuring compliance with quality standards, and coordinating with local authorities like panchayats and ZDO."

#### Community and Stakeholder Engagement:

- **Collaboration with Authorities:** In Jammu, project staff coordinated with Panchayati Raj Institutes and local officials to facilitate approvals and resource allocation.
- **Community Ownership:** In Rajasthan, involving school management committees and local leaders ensured project success through active participation.
- **Positive Feedback:** In Uttar Pradesh, parents appreciated the improved infrastructure and expressed gratitude for Dabur's efforts.





### Challenges and Lessons Learnt:

Despite the successes, project staff have faced several challenges during implementation:

- **Logistical Issues:** In Uttar Pradesh, waterlogging and garbage issues around schools caused delays in construction. A project staff member mentioned: "Khichra village has significant water problems, which caused delays in constructing the boundary wall."
- **Coordination Delays:** In Jammu, delays in obtaining approvals from government officials slowed down project execution. A staff member shared: "Sometimes, government officials do not work quickly, causing delays in approvals and project execution."
- **Quality Control in Remote Areas:** In Himachal Pradesh, ensuring quality in remote schools was challenging due to limited access and resources. A staff member noted: "In remote areas, it is difficult to monitor the quality of work as frequently as we would like."

### Impact:

- **Improved School Infrastructure:** Renovated classrooms, sanitation facilities, and water systems have enhanced the overall schooling experience, making schools safer and more conducive to learning.
- **Higher Student Attendance & Enrollment:** The infrastructure improvements, particularly gender-segregated toilets and clean drinking water, have encouraged more girls to attend school regularly. Improved school conditions have also increased overall enrollment, with parents and students preferring government schools due to upgraded facilities.
- **Better Learning Outcomes:** The integration of BaLA (Building as Learning Aid) paintings, classroom enhancements, and digital learning resources has led to higher student engagement and focus. Teachers report better classroom management and improved student performance.
- **Community Participation:** School Management Committees (SMCs), teachers, and local authorities have actively participated in planning and maintaining the improvements. Parental involvement has also increased, fostering a sense of ownership.
- **Health & Hygiene Improvements:** The installation of RO water systems, handwashing stations, and better sanitation facilities has led to a reduction in waterborne diseases and improved student health, creating a positive impact on attendance and learning capacity.

### Sustainability:

- **Maintenance & Upkeep:** While the school staff is responsible for maintaining the infrastructure, there is a need for formalized maintenance plans.
- **Strengthening Community Ownership:** Encouraging stronger community engagement through SMCs, local governance bodies, and school management committees will be crucial.
- **Technology Integration:** Expanding access to computers, internet connectivity, and smart classrooms will bridge the digital divide and enhance learning outcomes.

The inputs from Dabur's project staff, it is clear that intervention have significantly improved school infrastructure, boosted enrollment, and enhanced community engagement.

However, logistical issues, coordination delays, and quality concerns in remote areas require continued efforts. Strengthening community involvement, addressing logistical challenges, and ensuring quality can further enhance project sustainability and impact.



## 3.10. Findings as per the RBM Framework

Table 3: Findings of the study

Component	Indicators	Baseline Situation	Intervention/ Activities	Expected Outcomes	Actual Outcomes
Impact	Improved learning environment, attendance, and academic performance	Poor infrastructure, low attendance and minimal student engagement	Infrastructure upgrades, sanitation improvements, and BaLA paintings	Enhanced educational outcomes, better student well-being, and improved attendance	Increased attendance, better hygiene, and improved academic focus
Outcome 1	Improved school infrastructure	Outdated classrooms, limited seating, and lack of sanitation facilities	Construction of classrooms, provision of desks, and installation of RO systems	Cleaner, organized, and safer learning spaces	Improved hygiene, organized classrooms, and reduced absenteeism
Outcome 2	Enhanced student engagement	Limited learning aids and interactive resources	Introduction of BaLA paintings, slogan walls, and educational murals	Increased student participation and improved focus	Greater student involvement in activities and improved concentration
Outcome 3	Improved teacher effectiveness	Limited resources for effective lesson delivery	Provision of digital learning resources, improved classroom structure, and inverter installation	Enhanced lesson delivery and reduced teacher workload	Teachers reported better classroom management and improved student focus
Outcome 4	Improved hygiene and sanitation facilities	Dirty toilets, poor hygiene practices, and unsafe drinking water	Construction of new toilets, installation of RO systems, and hygiene awareness programs	Reduced illness rates and improved well-being	Improved hygiene practices and better health outcomes for students
Outcome 5	Increased community involvement	Limited parental engagement and low SMC participation	Formation of PTAs, SMC involvement in infrastructure planning, and awareness campaigns	Improved community ownership and engagement in school development	Increased parental involvement, though sustaining engagement remains a challenge



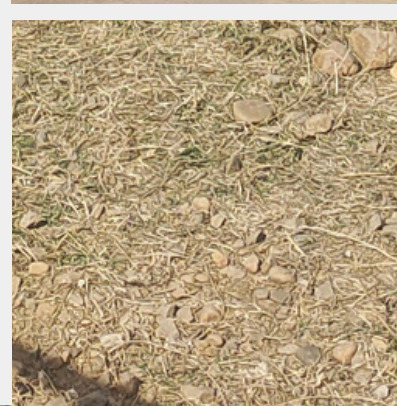
### 3.11. Challenges

Despite the positive outcomes of the Adarsh Pathshala initiative, several challenges were identified during its implementation, underscoring the need for strategic interventions to ensure sustainability:

- **Maintenance Challenges:** Schools encountered difficulties in sustaining infrastructure improvements, particularly in maintaining RO systems, toilets, and classroom furniture. The absence of dedicated maintenance staff further exacerbated these issues, compromising long-term functionality.
- **Resource Constraints:** Financial limitations restricted efforts to expand digital learning resources, enhance sports facilities, and implement structured maintenance plans, limiting the initiative's full potential.
- **Coordination Delays:** Bureaucratic delays in securing government approvals occasionally disrupted project timelines, impacting the timely delivery of planned interventions.
- **Limited Community Engagement:** While some schools experienced active involvement from parents and School Management Committees (SMCs), sustaining meaningful engagement over time proved challenging, highlighting the need for ongoing outreach and capacity-building initiatives.









# 4 Conclusion & Recommendations

## 4.1. Conclusion

The infrastructure improvements supported by Dabur have brought transformative changes to the school environment, significantly enhancing both education quality and student well-being. Key upgrades in water and sanitation facilities, mid-day meal programs, and classroom infrastructure have created a more conducive learning environment, contributing to increased student attendance, improved health outcomes, and enhanced academic performance.

Teachers and school staff reported improved morale and reduced workloads, allowing them to focus more effectively on teaching and student engagement. However, challenges persist in ensuring the sustainability of these improvements. Issues such as insufficient toilets, broken RO systems, limited technology access, and weak maintenance systems highlight the need for ongoing investment and structured planning.

While public-private partnerships, like Dabur's initiative, have been effective in initiating change, improved coordination, follow-up, and active stakeholder engagement are crucial for maintaining these gains. Strengthening community participation and establishing formal monitoring mechanisms will be vital in ensuring the long-term success of these interventions.

Based on feedback from various study participants, specific recommendations are outlined on the following page.



## 4.2. Recommendations

### 1. Maintenance and Monitoring

- Establish a structured monitoring system with regular visits and assessments to identify maintenance needs early.
- Conduct training sessions for school staff and community members on maintaining RO systems, toilets, and furniture.
- Supply schools with a toolkit containing spare parts, repair instructions, and technical support contacts.
- Develop preventive maintenance schedules with schools and provide resources for routine upkeep.

### 2. Community Engagement and Awareness

- Establish community committees or PTAs to oversee maintenance. Provide guidelines and resources to support their work.
- Organise workshops and meetings to educate parents and community members about infrastructure maintenance and their role in supporting it.

### 3. Infrastructure Development and Accessibility

- Provide schools with computers, projectors, and internet connectivity to enhance digital learning. Offer teacher training on technology integration.
- Ensure improvements are accessible to students with disabilities by installing ramps, accessible toilets, and other inclusive features.
- Invest in playgrounds, sports equipment, and recreational spaces to encourage physical activity and holistic development.





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# 6 Annexures

## 6.1. List of Intervention Schools

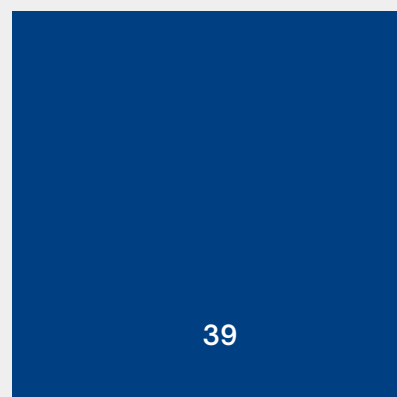
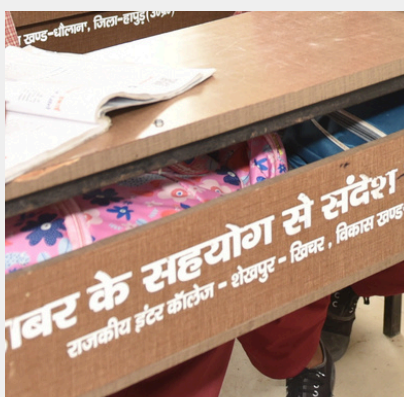
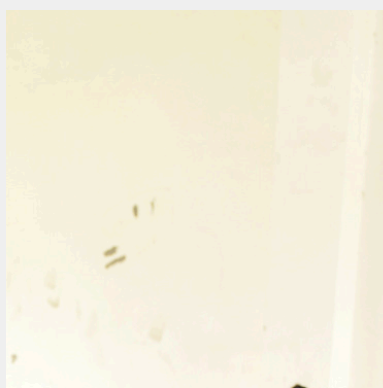
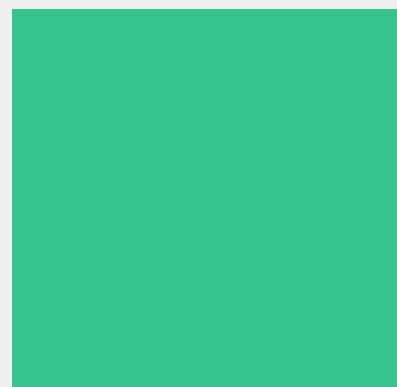
Table 4: List of intervention schools covered in the study

Cluster	States	Name of the School
Cluster 1	Rajasthan (District Tonk)	<ul style="list-style-type: none"> <li>Govt. Upper Primary School, Jamat (Village Newai Jamat)</li> </ul>
	Jammu and Kashmir (District Samba)	<ul style="list-style-type: none"> <li>Govt. Upper Primary School, Shah da Talab (Zone-Vijaypur)</li> </ul>
	Madhya Pradesh (District Dhar)	<ul style="list-style-type: none"> <li>Govt. Primary School, Suhagpura Cluster</li> </ul>
Cluster 2	Uttarakhand (District Udham Singh Nagar)	<ul style="list-style-type: none"> <li>Govt. Primary School, Jagdishpur</li> <li>Govt. Primary School, Kulha</li> <li>Govt. Upper Primary School, Bindukhera</li> </ul>
	Uttar Pradesh (District Hapur)	<ul style="list-style-type: none"> <li>Shekpur Khichra, Village Dhaulana Cluster</li> </ul>
Cluster 3	Himachal Pradesh (District Solan)	<ul style="list-style-type: none"> <li>GSSS Baddi</li> <li>GPS Sai</li> <li>GSSS Barian</li> </ul>
	Assam (District Sonitpur)	<ul style="list-style-type: none"> <li>Borati Primary School</li> <li>Hem Barua Higher Secondary School</li> <li>74 Nos. Ghoramari Primary School</li> </ul>

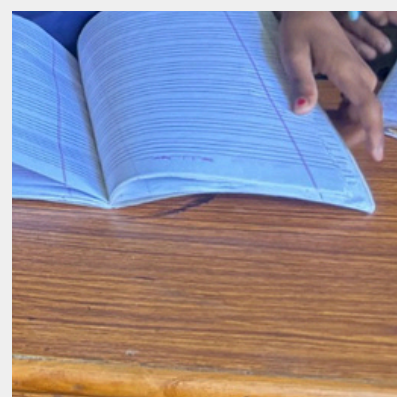
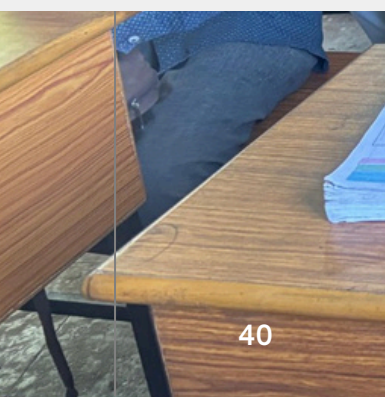
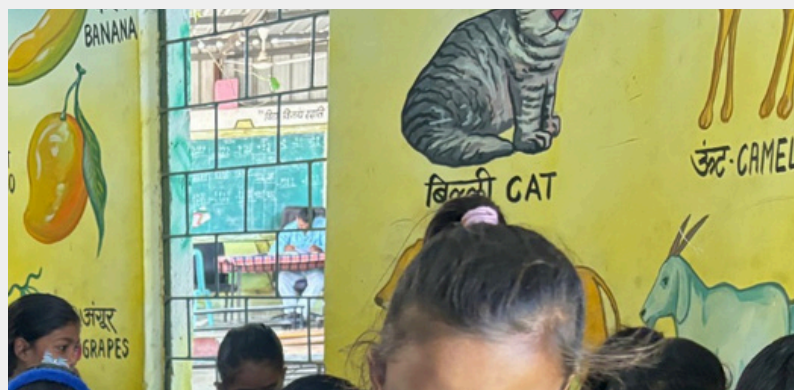
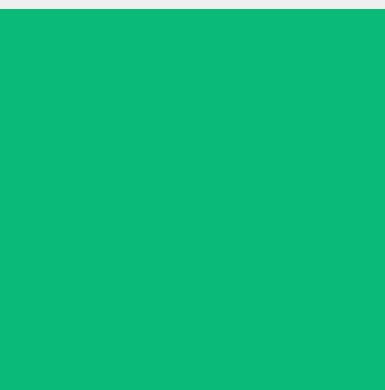
**Note:** The schools were selected based on the activities carried out to develop them into model schools. In Uttarakhand, one additional school was added since Uttar Pradesh had only one school under intervention.



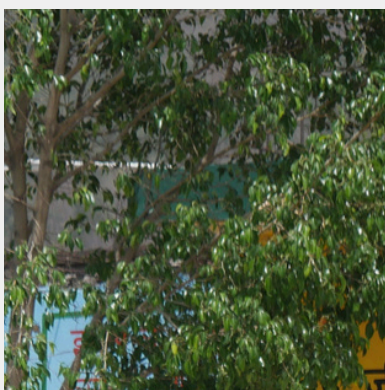
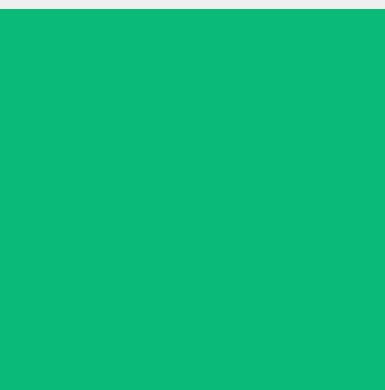
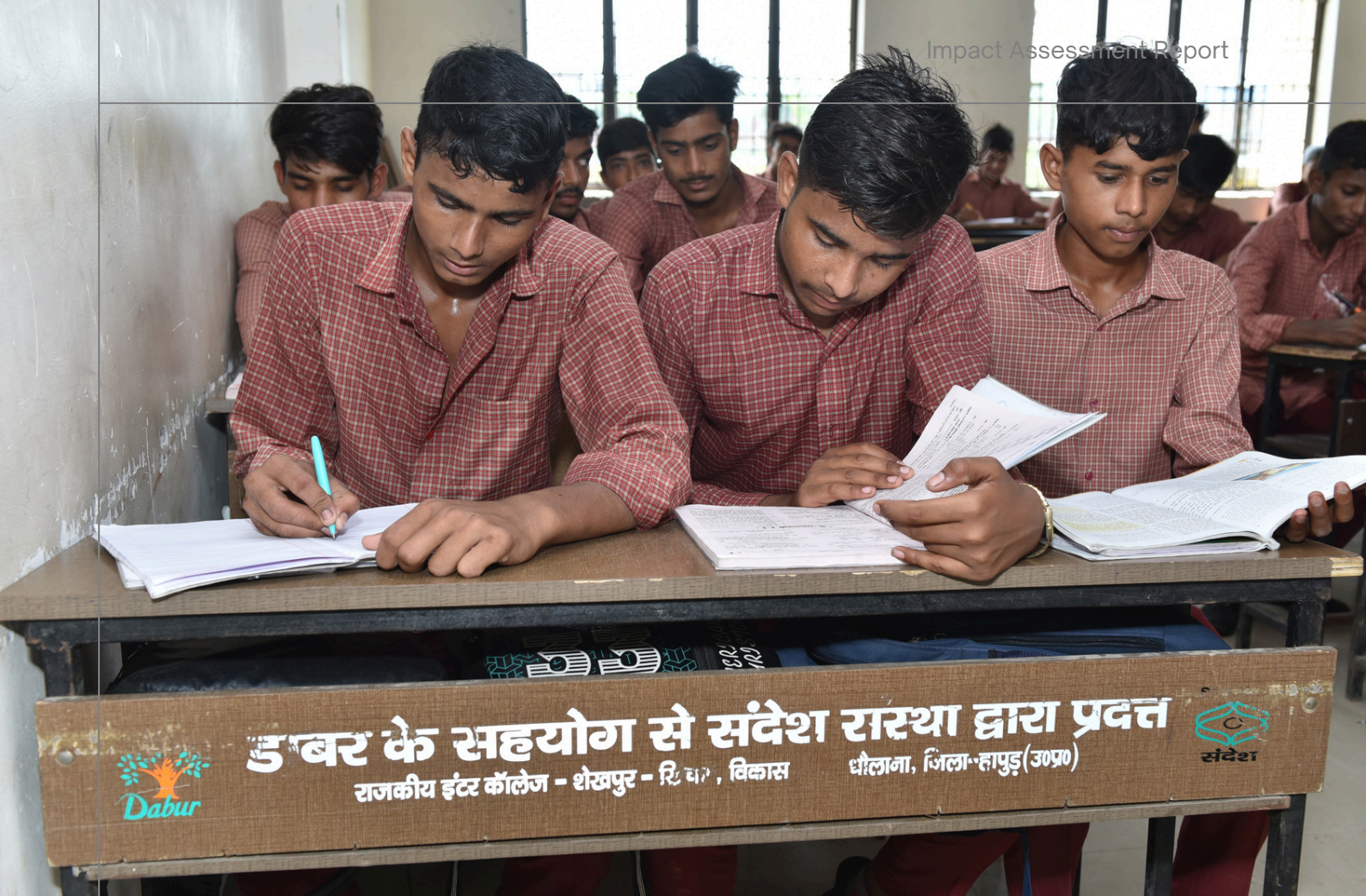




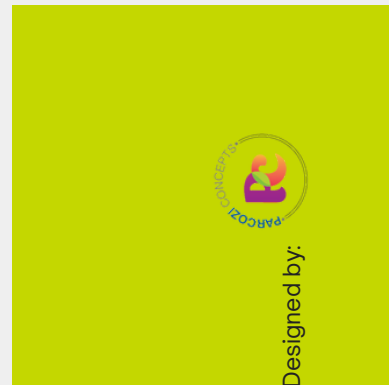
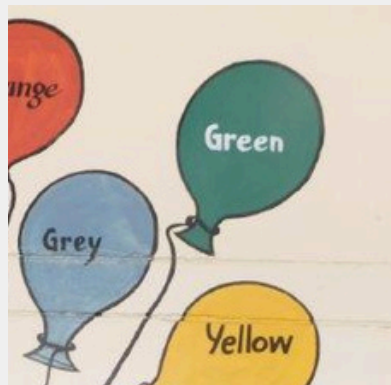
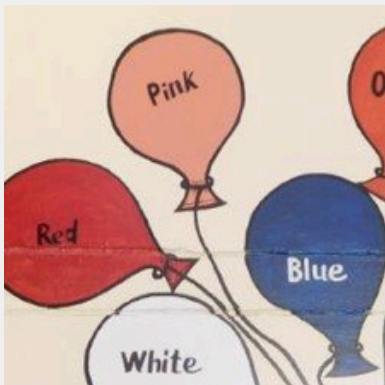
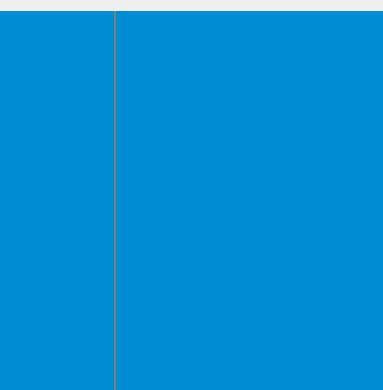
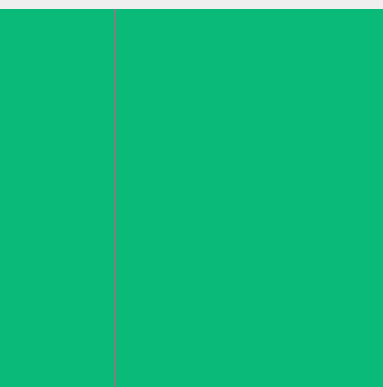
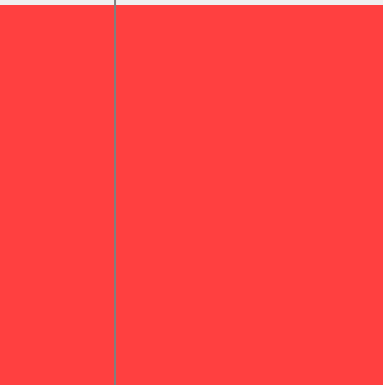












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