




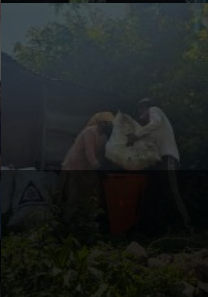
ABB



**CONSOLIDATED
IMPACT ASSESSMENT
REPORT**



CY: 2025- 2026



SoulAce
Path to Sustainability

SOULACE CONSULTING PVT. LTD.

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A BBREVIATIONS

AMRUT	Atal Mission for Rejuvenation and Urban Transformation
MIDC	Maharashtra Industrial Development Corporation
NMC	Nashik Municipal Corporation
AAC	Augmentative and Alternative Communication
APD	Association of People with Disability
CWDs	Children with Disabilities
DAC	Development Assistance Committee
DG	Digital/Display
ENT	Ear, Nose, and Throat
FGD	Focus Group Discussion
ICT	Information and Communication Technology
IEP	Individual Education Plan
IEPs	Individual Education Plans
IRPs	Individual Rehabilitation Plans
MoU	Memorandum of Understanding
NEP	National Education Policy
OT	Occupational Therapy
PT	Physical Therapy / Physiotherapy
PTA	Parent-Teacher Association
RPWD	Rights of Persons with Disabilities
SDMC	School Development and Management Committee
SIS	Shradhanjali Integrated School
SLT	Speech and Language Therapy
SMC	School Management Committee
EBUS	Endobronchial Ultrasound
FISH	Fluorescent In Situ Hybridisation
HFNC	High-Flow Nasal Cannula
ICU	Intensive Care Unit
SSCF	Sri Shankara Cancer Foundation

EVS	Environmental Science
MELA	Meghshala English Language Acquisition
APF	Akshaya Patra Foundation
FSSAI	Food Safety and Standards Authority of India
GOI	Government of India
Kcal	Kilocalories
KII	Key Informant Interview
MDM	Mid-Day Meal
PM POSHAN	Pradhan Mantri Poshan Shakti Nirman
ESSCI	Electronics Sector Skills Council of India
NSDC	National Skill Development Corporation
NSQF	National Skills Qualification Framework
PLFS	Periodic Labour Force Survey
AB-PMJAY	Ayushman Bharat – Pradhan Mantri Jan Arogya Yojana
APL	Above Poverty Line
BMT	Bone Marrow Transplant
BPL	Below Poverty Line
HCG	Healthcare Global Enterprises Ltd.
MRI	Magnetic Resonance Imaging
MSW	Medical Social Worker
PET-CT	Positron Emission Tomography–Computed Tomography
RAN	Rashtriya Arogya Nidhi
NPCDCS	National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke
BE	Bachelor of Engineering
LPF	Lila Poonawalla Foundation
AIIMS	All India Institute of Medical Sciences
ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AWW	Anganwadi Worker
CHD	Congenital Heart Disease
CHF	Child Heart Foundation
FLW	Frontline Worker

G.B. Pant	Govind Ballabh Pant Hospital
IEC	Information, Education and Communication
KPI	Key Performance Indicator
NCR	National Capital Region
NHM	National Health Mission
OPD	Outpatient Department
PHC	Primary Health Centre
RBSK	Rashtriya Bal Swasthya Karyakram
SMS	Short Message Service
SWOT	Strengths, Weaknesses, Opportunities and Threats
CFO	Chief Financial Officer
ECG	Electrocardiogram
MICU	Medical Intensive Care Unit
ORIF	Open Reduction Internal Fixation
HHF	Healing Himalayas Foundation
MRF	Material Recovery Facility
SBM	Swachh Bharat Mission
CCTV	Closed-Circuit Television
BCC	Behaviour Change Communication
NRLM	National Rural Livelihoods Mission



ABOUT ABB INDIA FOUNDATION

ABB is a global technology leader in electrification and automation, enabling a more sustainable and resource-efficient future. By connecting its engineering and digitalization expertise, ABB helps industries run at high performance, while becoming more efficient, productive and sustainable so they outperform. At ABB, we call this 'Engineered to Outrun'. The company has over 140 years of history and around 110,000 employees worldwide. ABB's shares are listed on the SIX Swiss Exchange (ABBN) and Nasdaq Stockholm (ABB). www.abb.com. In India ABB is present in for over a century and manufacturing for more than 75 years. It operates with the entire ecosystem of ABB's R&D, engineering and services in the country.

ABB India Foundation, the corporate social responsibility arm of ABB in India, advances the company's commitment to inclusive and sustainable development. Guided by ABB's sustainability framework—enabling a low carbon society, preserving resources, and promoting social progress with integrity—the Foundation aligns its initiatives with national development priorities. It designs and delivers high impact programs across education and skilling, diversity and inclusion, environmental conservation, renewable energy and climate action, community development, health, and livelihood enhancement. Through a mix of direct implementation and long term partnerships with credible NGOs, local institutions, and government bodies, the Foundation leverages technology and innovation to create measurable social impact and build resilient communities across India

BACKGROUND OF THE PROGRAM

ABB India Foundation has undertaken a diverse portfolio of Corporate Social Responsibility (CSR) initiatives aimed at addressing critical development gaps across infrastructure, education, healthcare, skilling, environmental sustainability, and social inclusion. These interventions were designed to respond to context-specific challenges faced by underserved communities such as unsafe road infrastructure, limited access to quality education, inadequate healthcare facilities, youth unemployment, waste management concerns, and barriers to inclusion for vulnerable groups. Across geographies, the Foundation partnered with specialised implementation agencies and local authorities to deliver targeted solutions such as road and public infrastructure upgrades, digital learning support, school meal programs, employability training, specialised healthcare services, inclusive education models, and environmental conservation initiatives.

The need for these interventions emerged from persistent systemic gaps that affected safety, access, and quality of life for communities. Poor road conditions and inadequate civic infrastructure disrupted mobility, schools lacked access to modern learning resources, economically vulnerable youth faced limited livelihood opportunities, and underserved patients often struggled to access affordable healthcare. Similarly, environmental degradation and poor waste management practices created long-term sustainability concerns. ABB India Foundation's projects were therefore designed to create measurable social impact by strengthening infrastructure, improving service delivery, enhancing livelihood opportunities, and promoting sustainable community development. Collectively, these initiatives reflect ABB's broader commitment to building resilient, inclusive, and future-ready communities through strategic CSR investments.

ABOUT IMPLEMENTING PARTNERS

THE ASSOCIATION OF PEOPLE WITH DISABILITY (APD)

The Association of People with Disability (APD) is a registered non-profit organisation established in 1959 with a mission to empower persons with disabilities through comprehensive services, rights-based advocacy, and systemic interventions. Over six decades, APD has evolved into a leading disability sector organisation in India, working across multiple thematic areas including inclusive education, early intervention, rehabilitation, livelihood development, assistive technology, community-based rehabilitation, and policy advocacy. APD follows a Life Cycle Approach, providing age-appropriate and context-sensitive support to people with disabilities from early childhood through adulthood, ensuring access to services, rights, entitlements, and dignity at every stage. The organisation operates the Shradhanjali Integrated School (SIS), a recognised mainstream primary school up to Class VII that implements an innovative 80:20 inclusive education model, in which 80% of enrolled children have disabilities, and 20% are non-disabled peers. This integrated approach fosters social inclusion, peer learning, and normalisation of disability within an educational setting, whilst providing individualised education plans, therapeutic services, and family support to ensure holistic child development and successful transition to mainstream schools.

SHREE KANCHI KAMAKOTI EDUCATIONAL AND CULTURAL CENTRE

Shree Kanchi Kamakoti Educational and Cultural Centre is a not-for-profit trust. Shree Kanchi Shankara Public School, Gota, is one of the esteemed educational institutions established under the blessings of His Holiness Shri Shankaracharya of the Kanchi Mutt, rooted in the rich spiritual and cultural heritage of Bharat. In the aftermath of the devastating Bhuj earthquake on 26th January 2001, His Holiness Jayendra Saraswathi Swamigal of the Kanchi Shankara Mutt visited Gujarat to offer solace and support, and the Government of Gujarat generously offered land for its service initiatives.

MEGHSHALA TRUST

Meghshala Trust was established in 2013 as a not-for-profit organisation dedicated to transforming education by empowering teachers with innovative teaching methodologies and high-quality digital resources. By leveraging technology, Meghshala equips educators with lesson plans, pedagogical tools, and training to create engaging and effective learning experiences for students, especially in underserved communities. Aligned with India's National Education Policy (NEP) 2020, the organisation focuses on competency-based learning, technology integration, and teacher empowerment to improve education outcomes at scale. Through its mission, Meghshala aims to bridge learning gaps and foster a more inclusive, dynamic, and impactful education system across India. Educating for a better world. Mission - Transform education by helping teachers create inclusive, accessible and equitable classrooms designed to help students become responsible global citizens.

THE AKSHAYA PATRA FOUNDATION

The Akshaya Patra Foundation is a not-for-profit organisation dedicated to addressing classroom hunger and supporting children's education by providing nutritious mid-day meals. Established in 2000, the Foundation works in partnership with the Government of India and various state governments to implement the Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) programme, one of the world's largest school feeding initiatives. The organisation operates a network of centralised and decentralised kitchens across multiple states in India, delivering freshly prepared meals to government and government-aided schools. Through technology-enabled kitchen operations, standardised cooking processes, and structured supply chain systems, the Foundation ensures the preparation and timely distribution of safe, hygienic, and nutritious meals.

THE ELECTRONICS SECTOR SKILLS COUNCIL OF INDIA (ESSCI)

The Electronics Sector Skills Council of India (ESSCI) is a not-for-profit organisation established in 2013 under the aegis of the National Skill Development Corporation (NSDC) and the Ministry of Skill Development and Entrepreneurship, Government of India.

Headquartered in New Delhi, the Council works towards strengthening the electronics and allied sectors by developing industry-aligned occupational standards, facilitating training programmes, and promoting certification aligned with the National Skills Qualification Framework (NSQF). ESSCI collaborates with industry partners, training providers, and government institutions to bridge the skill gap and enhance employability among youth through market-relevant vocational training.

TEAM LEASE FOUNDATION (TLF)

Team Lease Foundation (TLF), established in 2016, is a Section 8 and FCRA-registered not-for-profit organisation committed to empowering India's youth through education, skill development, and employment-linked opportunities. As part of Team Lease EdTech and the larger Team Lease Group, the foundation leverages a strong ecosystem of universities, employers, and government partners to bridge the gap between education and employment. Aligned with national priorities such as the National Education Policy (NEP) 2020 and the Skill India Mission, Team Lease Foundation focuses on building an inclusive and skilled workforce by equipping young people with industry-relevant competencies. The organisation works extensively with underserved communities, including youth from economically disadvantaged backgrounds, women, and persons with disabilities, enabling them to access sustainable livelihood opportunities.

THE LILA POONAWALLA FOUNDATION (LPF)

The Lila Poonawalla Foundation (LPF) is a non-profit Public Charitable Trust in India, founded in 1995 by Mrs. Lila Poonawalla, a recipient of the Padma Shri award in 1989, and Mr. Firoz Poonawalla. Headquartered in Pune, the Foundation also operates regionally in Bengaluru, Hyderabad, Wardha, Amravati, and Nagpur. It is accredited by the Credibility Alliance and is dedicated to promoting girl education and women's empowerment across India.

The Foundation focuses on supporting academically bright but financially disadvantaged girls through merit-cum-need based scholarships. In addition to financial assistance for professional education, LPF provides structured personal and professional skill-building programs that prepare scholars for employability and leadership. Over its 29-year journey, the Foundation has positively transformed the lives of around 16,000 girls and their families, made possible through the sustained support of partners and well-wishers. LPF's mission, "Leading Indian Ladies Ahead," reflects its commitment to empowering meritorious and economically disadvantaged Indian girls with scholarships for professional education, life skills development, employability training, and affirmative action initiatives that enhance employment readiness.

CHILD HEART FOUNDATION (CHF)

Child Heart Foundation (CHF) is a registered Public Charitable Trust. The trust specialises in paediatric cardiology and cardiac care for children from economically disadvantaged backgrounds, with a mission to ensure that no child with congenital heart disease (CHD) is denied life-saving treatment due to financial constraints. CHF has established a robust ecosystem for early detection, diagnosis, treatment, and follow-up care of children with CHD, leveraging partnerships with tertiary care hospitals, community-based organisations, and government health systems. The organisation's programmatic approach integrates community-level awareness generation, frontline health worker capacity building, establishment of decentralised OPD services, and facilitation of surgical interventions at empanelled hospitals.

Child Heart Foundation's implementation framework is characterised by systematic coordination between medical teams, project staff, and community mobilisers, ensuring that families receive comprehensive support throughout the treatment journey. The establishment of the Paediatric Cardiac OPD at Balak Ram Hospital in Faridabad, Haryana, under the partnership with ABB India Foundation, exemplified the organisation's commitment to decentralising paediatric cardiac care and reducing dependency on overburdened tertiary facilities such as AIIMS and G.B. Pant Hospital in Delhi.

SRI SHANKARA CANCER FOUNDATION (SSCF)

Sri Shankara Cancer Foundation (SSCF) is a not-for-profit healthcare institution based in Bhubaneswar, Odisha, dedicated to providing comprehensive and affordable cancer care services. The foundation focuses on improving access to quality oncology diagnosis and treatment for patients across the region through specialized services including diagnostics, medical and surgical oncology, and supportive care. Committed to addressing the growing cancer burden in Odisha, the hospital prioritizes accessibility and affordability by offering subsidized services and facilitating access to government health insurance schemes such as Ayushman Bharat - Pradhan Mantri Jan Arogya Yojana (PM-JAY). Through its focus on advanced medical infrastructure and multidisciplinary care, Sri Shankara Cancer Foundation aims to strengthen cancer diagnosis and treatment services while improving patient outcomes for underserved populations.

HCG FOUNDATION

HCG Foundation is the philanthropic arm of HealthCare Global Enterprises Ltd. (HCG), one of India's largest networks of cancer care hospitals. Established with the mission of making quality cancer care accessible to all, HCG Foundation works to bridge the gap between the need for cancer treatment and the ability to afford it. The Foundation has been operational since 2006, supporting thousands of patients across its network of cancer centres in India. The Foundation provides financial assistance for cancer diagnosis and treatment, covering chemotherapy, surgery, radiation therapy, bone marrow transplants, and diagnostics.

PRASHANTHI BALAMANDIRA TRUST

Prashanthi Balamandira Trust is a public charitable trust established in 1981, guided by the philosophy of "Love All, Serve All," inspired by Sri Sathya Sai Baba. The Trust focuses on providing education, healthcare, nutrition, and community services to underserved rural and economically disadvantaged populations in India. The Trust supports holistic development through initiatives in education and health. It runs educational programs from primary to higher levels and implements community welfare activities, including nutrition and healthcare support.

In healthcare, the Trust manages the Sri Sathya Sai Sarala Memorial Hospital in Muddenahalli, a multi-specialty facility that provides medical services and supports community health programs seeking to improve access to essential services for vulnerable communities.

HEALING HIMALAYAS

Healing Himalayas, founded in 2016, is dedicated to preserving the Himalayan region's fragile ecosystem and cultural heritage. The organization emerged in response to the environmental degradation caused by increasing tourism and human activity in the mountains. Over the years, the Himalayas have suffered from waste accumulation along treks and trails, threatening both natural beauty and local communities. To combat this, Healing Himalayas Foundation educates tourists, trekkers, and locals on sustainable waste management. The organization conducts year-round clean-up drives and builds material recovery facilities in remote areas. Over the past more than eight years, with the help of 4,000+ volunteers, Healing Himalayas has removed over 1633 tonnes of waste via decentralised MRF across four districts and continues to lead impactful environmental initiatives.

02.

RESEARCH METHODOLOGY

ABB India Foundation commissioned SoulAce to conduct an impact assessment study to evaluate the immediate and enduring impacts of their CSR program. The impact assessment study was conducted in the fiscal year FY 2025-26.

OBJECTIVES OF THE STUDY



To evaluate the immediate and enduring impacts of the CSR program implemented by ABB India Foundation.



To assess the effectiveness of the program in achieving its intended goals and objectives.



To capture the short and long-term direct, indirect, and unintended impacts.



To identify strengths and areas for improvement in the program implementation process.



To provide recommendations for enhancing the program's impact and sustainability in the future.

PROJECT EVALUATION FRAMEWORK

The assessment was guided by the OECD-DAC evaluation framework, ensuring adherence to globally recognised standards. This approach provided a structured and credible basis for evaluating the program's relevance, effectiveness, and impact.



USE OF MIXED METHODOLOGY FOR MAXIMUM INSIGHTS

The research problem pertained to assessing the impact of this initiative on local communities. The project's success lies in understanding how this initiative has positively influenced the lives of individuals within the local communities, including their economic well-being, social integration, and overall quality of life. It aims to measure the tangible and intangible benefits brought about by the initiative and evaluate its effectiveness in addressing the needs and challenges of the target population.

ENSURING TRIANGULATION


Triangulation was needed to increase the credibility and validity of the research findings. It was also a measure taken to ensure the trustworthiness of the research process. The findings of the quantitative research have been verified with the insights from qualitative research, and the report has also been structured to reflect this point.

SAMPLING FRAMEWORK

Project Name	Implementation Agency	Location	Sample Size	Stakeholders Covered
Public and infrastructure upgradation, Nashik - Civil	ABB India Foundation	MIDC Satpur, Nashik	50	Pedestrians, Industrial employees, Local residents & shopkeepers, Government officials, Implementing Partner
Phase 3 Rural road development	ABB India Foundation	Nelamangala, Karnataka	50	Pedestrians, Industrial employees, Local residents & shopkeepers, Government officials, Implementing Partner
Special school to mainstream 200 children with disability	Association of People with Disability	Bangalore, Karnataka	50	Students, School Vice Principal, Implementing Partner, School Management Committee Members
Infrastructure upgradation of the Shree Kanchi Shankara Public School	Shri Kanchi Kamothi Educational and cultural Centre	Gota, Ahemadabad	50	Children and parents, School teachers, principal & SMCs, Implementing Partner
Digital and Teachers Training program across additional Govt schools operation	Meghshala Trust	Peenya, Nelamangala, Karnataka	100	Teachers, Students, Parents, School Management Committee, Members, Implementing Partner
Mid-day meal program across Govt schools	The Akshaya Patra Foundation	Vadodara (Gujarat), Delhi, Bangalore (Karnataka)	100	Headmasters & school principals, School teachers, Implementing partner, Kitchen staff, Students, Parents
Smart Center for Electrician	Electronics Sector Skills Council of India (ESSCI)	Faridabad, Haryana	100	Centre Manager, ESSCI Trainer, Electrician NSQF Level 4 Programme & Trainees
Skill development for 1400 Youth	Teamlease Foundation	Haryana, Maharashtra, Gujarat, and Karnataka	100	Youth/ trainee & families, Trainers & educators, Alumni & employers, Implementing Partner
Women engineering scholarship program	Lila Poonawala Foundation	Bangalore, Karnataka	25	Alumni, Students, Implementing Partner
Supporting the operation of a pediatric cardiac center	Child Heart Foundation (CHF)	North Delhi and Faridabad (Haryana)	50	Patient Families, Medical staff, Para-medical staff, ASHA/ ANM/ AWW workers & Implementation Partner
Medical equipment support for diagnosis and cancer treatment	Sri Shankara Cancer Foundation	Bhubaneswar, Odisha	50	Patients, Doctors, medical staff, Implementing Partner
Support towards Cancer Diagnosis and Treatment	HCG Foundation	Bangalore, Karnataka	50	Patients and families, Medical and para-medical staff, Implementing Partner
Advancing Critical Care for the Needy	Prashanthi Balamandira Trust	Bangalore, Karnataka	50	Hospital management, Medical and para-medical staff, Implementing Partner
Swarnim Himalayas	Healing Himalayas Foundation	Kasol & Barshaini, Himachal Pradesh	25	Implementing partner, Community members/ Nearby residents, Local govt. officials,

03.

ASSESSMENT FINDINGS



1.0000	1.0000	1.0000	1.0000	.00000
1.1052	.90484	.10017	1.0050	.09967
1.2114	.81873	.20134	1.0201	.19738
1.3199	.74082	.30452	1.0453	.29131
1.4308	.67032	.41075	1.0811	.37995
1.5447	.60653	.52110	1.1276	.46212
1.6221	.54881	.63665	1.1855	.53705
2.0138	.40159	.75833	1.2542	.60437
2.2211	.30174	.88667	1.3347	.66404
2.4511	.21131	1.0311	1.4281	.71630
2.7111	.13111	1.1911	1.5341	.76159
3.0012	.06111	1.3695	1.6541	.80050
3.3201	.03111	1.5095	1.7881	.83365
3.6693	.0153	1.6984	1.9371	.86172
4.0552	.0080	1.9043	2.1011	.88535
4.4817	.0043	2.1293	2.2811	.90515
4.9530	.0019	2.3756	2.5771	.92167
5.4739	.0008	2.6456	2.8281	.93541
6.0496	.0003	2.9422	3.1071	.94681
6.6859	.0001	3.2682	3.4111	.95624
7.3891	.0000	3.6269	3.7411	.96403
8.1662		4.0219	4.0911	.97045
9.0250		4.4571	4.4611	.97574
9.9742		4.9370	4.8611	.98010
11.023		5.4669	5.2911	.98367
12.182		6.0411	6.1323	.98661
13.464		6.6647	6.7690	.98903
14.880		7.3463	7.4735	.99101
16.445		8.0919	8.2527	.99263
18.174		8.9096	9.1146	.99396
20.086		9.8018	10.068	.99505
22.198		10.776	11.122	.99595
24.533		11.846	12.287	.99668
27.113		13.038	13.575	.99728
29.964		14.365	14.999	.99777
33.115		15.843	16.573	.99818
36.598		17.485	18.313	.99851
40.447		20.211	20.236	.99878
44.701		23.239	23.362	.99900



PROJECT 1

EXTERNAL ROAD DEVELOPMENT PROJECT AT MIDC SATPUR, NASHIK

Implementation Mode : Direct implementation

Implemented by : ABB India Foundation

Implementation Year : CY 2023 - 2024

NEED OF THE PROGRAM

The MIDC Main Road and Someshwar Colony Road within the Maharashtra Industrial Development Corporation (MIDC) industrial area at Satpur, Nashik serve as vital movement corridors for industrial traffic, employees, local residents, pedestrians, and public transport users. Prior to the implementation of the project, the area faced significant challenges such as unorganized parking, inadequate pedestrian infrastructure, poorly defined bus stopping areas, insufficient lighting, and lack of systematic road markings and signage. These issues resulted in frequent traffic congestion, unsafe pedestrian movement, and increased risk of accidents, particularly during peak hours. Pedestrians were compelled to walk along the carriageway due to the absence of proper footpaths, while uncontrolled vending and informal bus halts caused traffic obstructions during loading and unloading. Inadequate drainage and utility planning further affected road conditions during monsoon seasons. Additionally, the lack of aesthetic planning and poor maintenance of green spaces reduced the overall quality of the surrounding environment.

Recognising these concerns, the need for a comprehensive external road development intervention became essential to improve traffic efficiency, enhance pedestrian safety, organize utilities and services, and create a cleaner and more structured streetscape. The CSR initiative undertaken by ABB India Limited through ABB Foundation was therefore aimed at developing a safe, hygienic, and sustainable road environment by easing traffic movement, improving public transport access, retaining and enhancing greenery, and promoting social awareness, thereby contributing to the overall well-being and long-term development of the MIDC Satpur industrial area.

OBJECTIVES OF THE PROGRAM



To create a safe, hygienic, and well-organized road environment for smooth vehicular and pedestrian movement in the MIDC area.



To improve traffic efficiency and public safety through organized parking, pedestrian facilities, proper bus stops, and enhanced streetscape development.

PROJECT ACTIVITIES



Development of external roads on MIDC Main Road and Someshwar Colony Road to create a hygienic and safe surrounding for vehicular and pedestrian movement.



Provision of organized parking, footpaths, traffic easing measures, lighting, road markings, and signage as part of road improvement works.



Organization of utilities and services including electrification, rainwater management, and drainage systems.



Retention and enhancement of existing greenery along the road corridor, along with landscaping works.



Construction of systematic, safe, and clean bus stops with seating arrangements to avoid traffic congestion during bus loading and unloading.



Implementation of community safety measures such as zebra crossings, railings, balusters, and traffic signals.



Display of public awareness and social messages within the project area.



KEY FINDINGS AND IMPACTS

This chapter presents insights and analysis derived from road users, local residents, industrial employees, shopkeepers, and key stakeholders associated with the External Road Development Project implemented on MIDC Main Road and Someshwar Colony Road at MIDC Satpur, Nashik, under the CSR initiative of ABB India Limited. Drawing on primary survey responses, stakeholder interviews, and field observations, the assessment examined the extent to which the project has contributed to improved road safety, pedestrian comfort, traffic movement, and overall usability of the developed road infrastructure.

The evaluation focused on key dimensions such as pedestrian and vehicular movement, safety features, bus stop usability, lighting adequacy, cleanliness, retention of greenery, and overall stakeholder satisfaction.

DEMOGRAPHIC PROFILE OF BENEFICIARIES

The survey findings show that a majority of respondents belonged to the 18-30 years age group, followed by those aged 31-45 years. The respondent group was largely male(88%), with female participants forming a smaller share(12%). Among the total respondents, 44% were residents, forming the largest share of the sample. This was followed by shopkeepers/vendors (12%) and ABB vendors (12%), while smaller proportions included visitors (10%), ABB staff (8%), pedestrians (8%), daily commuters (4%), and auto drivers (2%).

BASELINE SITUATION PRIOR TO PROGRAM IMPLEMENTATION

Interactions with local residents, government officials, implementing partners, security personnel, shopkeepers, and daily road users revealed a clear picture of the pre-intervention conditions along the MIDC Main Road and Someshwar Colony Road at MIDC Satpur, Nashik.

UNSAFE AND DISORGANIZED TRAFFIC MOVEMENT

Prior to the intervention, traffic movement was highly unorganised due to the absence of proper lane markings, signage, and designated stopping zones.



Traffic congestion was common, particularly during peak industrial shift hours, disrupting smooth movement and emergency access.

Heavy industrial vehicles, buses, private vehicles, and pedestrians shared the same carriageway, leading to frequent conflicts and near-miss incidents.

LACK OF PEDESTRIAN INFRASTRUCTURE AND SAFETY

Earlier, there were no clearly marked zebra crossings or pedestrian railings, resulting in unsafe road crossings and frequent jaywalking.



Continuous footpaths were either absent or encroached upon, forcing pedestrians to walk on the road alongside moving vehicles.

Women, elderly citizens, and children faced heightened safety risks, especially during early morning and late evening hours.

POOR LIGHTING AND SECURITY CONCERNS

Security personnel and local shopkeepers reported frequent safety incidents, particularly during night shifts.



The road stretch suffered from inadequate street lighting, creating dark patches that increased the risk of theft, mobile snatching, and other petty crimes.

The lack of surveillance and lights contributed to a persistent sense of fear among pedestrians and employees commuting after dark.

UNREGULATED PARKING AND ENCROACHMENT

Before the intervention, unorganised roadside parking and encroachment by vendors reduced carriageway width and restricted pedestrian movement.



Buses and shared transport stopped at random locations, causing frequent traffic congestion during boarding and alighting.

INADEQUATE PUBLIC TRANSPORT FACILITIES

Before the intervention, public transport facilities along the road were inadequate. Bus stops lacked defined locations, seating, shelters, and schedule information, forcing commuters to wait on the roadside.



The absence of structured bus bays contributed to congestion and unsafe stopping practices.

WATERLOGGING AND DRAINING ISSUES

Prior to the intervention, waterlogging occurred frequently due to inadequate drainage systems and improper road slopes.



Rainwater flooded the carriageway and adjoining shops, disrupting traffic and affecting local livelihoods.

Repeated water accumulation led to road deterioration and made the stretch difficult to use during heavy rainfall.

POOR STREETScape CONDITION

Before implementation, the overall streetscape reflected neglect and lack of planning.

The area lacked planned greenery, paving, and visual coherence, resulting in an unsafe and poorly maintained appearance.



Public walls and surfaces were in poor condition, with no civic signage or awareness messaging.

**Site engineer**

Before the project, the road was very disorganized. There were no proper footpaths, many encroachments, and it was unsafe for pedestrians, especially women. Traffic movement was irregular and hard to control.

**Maya Devare, local resident**

Earlier, the road area looked neglected and poorly maintained. There was no greenery or proper footpath, and the surroundings felt unsafe. People did not feel comfortable walking or spending time here.

**Sunita Ahire, resident**

Earlier, crossing the road was risky because vehicles did not slow down. There were no zebra crossings, so people crossed wherever they could. This often led to confusion and near accidents. After the zebra crossings were marked, drivers slow down and stop more often. Crossing the road now feels safer and more organised.

PRE-PROJECT PHASE

During the pre-project phase, essential preparatory activities were undertaken to ensure smooth and systematic execution of the ABB Infrastructure Upgradation Project at MIDC Satpur, Nashik. The initial phase focused on understanding existing site conditions, community needs, and operational constraints in a high-traffic industrial corridor.

Detailed joint site surveys were conducted in coordination with the Nashik Municipal Corporation (NMC), MIDC authorities, traffic police, and local stakeholders to assess issues related to pedestrian safety, traffic congestion, encroachments, drainage, and lighting. Community consultations with residents, shopkeepers, vendors, and industrial employees helped identify priority concerns, particularly pedestrian safety, waterlogging during monsoons, and unorganised parking.

During this phase, approvals and permissions were obtained from relevant municipal and government departments. Existing utilities such as water lines, drainage systems, electrical cables, and other underground services were mapped to avoid damage during execution. Traffic diversion plans and phased execution strategies were prepared to ensure minimal disruption to industrial operations, including uninterrupted access to the ABB factory gate. The project design was finalised with a focus on safety, future traffic requirements, and sustainability. Key components such as footpaths, zebra crossings, railings, organised parking, drainage improvement, lighting, landscaping, and bus stop development were integrated into the final plan before the commencement of on-ground work.

CONSTRUCTION PHASE

The construction phase involved coordinated execution of civil, electrical, and urban infrastructure works under close supervision by the implementing partner and in coordination with municipal authorities. Due to continuous traffic movement and industrial activity, the work was executed in carefully planned phases, including night-time work where required.

Key activities undertaken during the construction phase included:**ROAD AND DRAINAGE WORKS**

Existing Road stretches were upgraded, and new drainage systems were constructed to address long-standing waterlogging issues. Covered drains with improved capacity and proper slopes were developed to ensure smooth rainwater flow, especially during monsoons.

**PEDESTRIAN INFRASTRUCTURE**

Continuous footpaths were constructed along the project stretch, supported by railings and balusters to guide pedestrian movement. Zebra crossings were marked at appropriate locations to improve road crossing safety.

**ORGANISED PARKING AND TRAFFIC MANAGEMENT**

Designated parking bays were created to remove roadside parking from the main carriageway. This helped eliminate bottlenecks, improve traffic flow, and free footpaths from encroachment.

**PUBLIC TRANSPORT FACILITIES**

Bus stops were developed with proper seating, shelter, signage, and schedule boards to provide safe and dignified waiting spaces for commuters, particularly women, senior citizens, and students.

**LIGHTING AND ELECTRICAL WORKS**

High-mast LED street lighting and road-level lighting were installed to improve night-time visibility and enhance pedestrian and commuter safety. Electrical works were executed alongside CCTV integration to support surveillance and security.

**LANDSCAPING, PAVING, AND BEAUTIFICATION**

Pavers, tree grates, and landscaped green patches were introduced to enhance the visual appeal of the corridor. Existing trees were protected, and new plantation was carried out to improve the streetscape and environmental quality.

**SIGNAGE, BRANDING, AND AWARENESS MESSAGING**

Road signage, safety markings, and public awareness messages were installed to promote safe road behaviour and civic responsibility. Branding elements helped create a sense of ownership and identity for the upgraded corridor.

Despite challenges such as utility shifting, traffic management during construction, the project was completed within the planned duration of 14 months, including the monsoon hold period. The integrated and phased execution approach ensured minimal disruption while delivering a safe, organised, and sustainable road environment.

STAKEHOLDER COORDINATION AND PROJECT MANAGEMENT

Throughout the implementation period, continuous coordination was maintained among ABB India Foundation, Nashik Municipal Corporation (NMC), MIDC authorities, traffic police, and the implementing partner. Regular coordination meetings were held to review construction progress, traffic management plans, safety measures, and site-level challenges. Relevant stakeholders were kept informed about work schedules, phased execution, and temporary traffic diversions to ensure minimal disruption to industrial operations and daily commuters.

POST-INTERVENTION SCENARIO

COMMUNITY SAFETY AND TRAFFIC MANAGEMENT

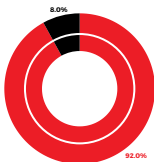


100%

of the respondents were aware of the pedestrian and road safety features introduced under the project.

This indicates that safety measures such as zebra crossings, signage, railings, and signals were clearly visible and were well recognised by road users.

CHART 1: PERCEIVED EFFECTIVENESS OF SAFETY MEASURES IN IMPROVING PEDESTRIAN SAFETY (N=50)



■ Very safe
■ Somewhat safe



92.0%

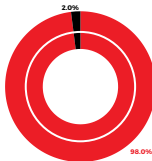
of the respondents stated that the road environment feels very safe, as highlighted in Chart 1, which shows that all respondents reported improved pedestrian safety after the intervention.

This reflects strong confidence in the safety measures introduced, such as zebra crossings, signage, and railings.

During interactions, Executive Engineer from the Construction Department, Nashik Municipal Corporation noted that the safety features implemented under the project such as zebra crossings, traffic signals, railings, and balusters were developed in accordance with Indian standards and government-approved norms. He stated that these measures have significantly improved pedestrian and commuter safety and have provided a safer environment for the community.

During interactions, Site Engineer Mr. Prafulla Bhoge noted that the interventions have been transformative. He explained that the defined railings and zebra crossings have guided pedestrian movement and reduced random road crossing. He also observed that night-time safety has improved significantly due to high-mast lighting, leading to a reduction in safety-related incidents near the premises.

CHART 2: IMPACT OF ORGANIZED PARKING ON EASE OF ROAD MOVEMENT



■ Significantly
■ Somewhat

Survey respondents unanimously noted that the introduction of organised parking has noticeably improved the ease of movement along the upgraded road. Many users shared that earlier, haphazard parking often blocked lanes and forced vehicles to slow down or navigate around obstacles. With the new system in place, these obstructions have reduced significantly, resulting in smoother and more predictable traffic flow.



98.0%

of the respondents stated that the improvement was substantial, highlighting how organised parking has made daily travel—whether by two-wheeler, car, bus, or on foot—far more convenient and less stressful for regular commuters.

Interactions with stakeholders further reinforced these insights. They shared that organised parking has played a crucial role in resolving earlier traffic bottlenecks, as designated parking bays now prevent vehicles from spilling onto the main carriageway. Stakeholders also pointed out that removing illegally parked vehicles from footpaths has made pedestrian movement smoother and noticeably safer, especially during busy hours. The overall experience, as described by shopkeepers, commuters, and security personnel, reflects a marked improvement in both traffic flow and walkability along the stretch.

Testimonials

Earlier, it used to take almost 10-12 minutes just to cross the MIDC stretch; now it hardly takes 3-4 minutes.

With the vendors shifted and lanes properly marked, buses are no longer getting stuck while entering the junction.

Peak-hour jams have reduced a lot; earlier we used to avoid this road, but now it's smoother.



CHART 3: PERCEIVED REDUCTION IN TRAFFIC CONGESTION (N=50)

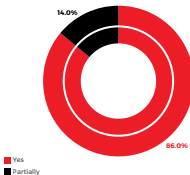
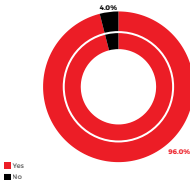


CHART 4: IMPROVEMENT IN SMOOTHNESS OF VEHICULAR AND PEDESTRIAN MOVEMENT THAN BEFORE (N=50)



There was a clear reduction in traffic congestion after the improvements in road design and the removal of encroachments.



86.0%

of the respondents reported a major reduction in congestion, and 14% noted a partial reduction, with all survey respondents acknowledging this positive change.



96.0%

of the respondents experienced smoother movement for both vehicles and pedestrians after the intervention.

Users explained that clearer road geometry, unobstructed footpaths, and organized traffic lanes have made the stretch easier and safer to navigate.

Testimonials

Earlier pedestrians would walk in the middle of the road; now the footpaths are continuous and clean, so walking is much easier.

Two-wheelers no longer weave unpredictably because the lanes are marked clearly.

Crossing has become safer for children—we don't hesitate like before.



Prathamesh Ingale, ABB vendor

Organised parking has really made a big difference. Earlier, vehicles used to block the road and footpaths, which caused a lot of congestion. Now, with designated parking bays, the main road is clear and footpaths are free. Moving around the area has become much easier and safer.

Interaction with stakeholders, including government officials, echoed similar findings. The Executive Engineer from the Construction Department, Nashik Municipal Corporation, Mr. Sandesh Shinde, noted that the organised parking arrangement ensured that vehicles do not block the movement of other vehicles. He highlighted that, as the project area experienced heavy industrial traffic, the provision of organised parking, proper signage, and road safety measures have resulted in better traffic management.

Users noted that traffic now moves far more smoothly after the removal of ad-hoc parking and roadside kiosks, which had earlier squeezed the road into narrow, irregular lanes. Several respondents shared that during company shift changes—when traffic previously came to a standstill—vehicles now pass through without long delays. Others mentioned that ambulances and security vehicles, which once struggled to navigate the cluttered stretch, can now move unhindered due to the clearer carriageway and organised flow. Overall, stakeholders described the post-intervention movement as significantly more predictable and stress-free.

Several users shared that informal vendors were included in the planning discussions and were shifted to clearly marked vending zones set slightly away from the main footpath. According to them, this not only gave vendors a safer and more legitimate space to operate but also brought greater orderliness to the stretch. Many pedestrians noted that, after vendors were relocated, footpaths became fully usable and free from encroachment, allowing them to walk without stepping onto the road. Regular commuters also mentioned that the freed-up carriageway now enables smoother vehicular movement, especially during peak hours. Users recalled that small on-site adjustments—such as fine-tuning the location of vending zones were made during implementation, which helped make the layout more practical and acceptable for everyone using the road.



IMPROVEMENT IN THE ROAD AFTER THE PROJECT

PEDESTRIAN FACILITIES & PUBLIC UTILITIES

CHART 5: CONVENIENCE AND SAFETY OF FOOTPATHS FOR PEDESTRIANS (N=50)

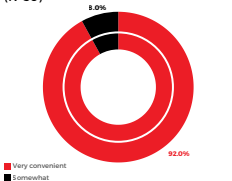


Chart 5 showed that every surveyed respondent felt that the new footpaths are convenient and safe for walking.



92.0%

of the respondents described the footpaths as very convenient, noting that they finally have a continuous and unobstructed space to walk on.



8.0%

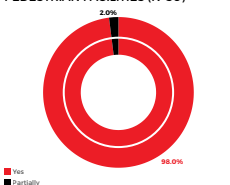
of the respondents felt they were somewhat convenient, mentioning that the footpaths are a clear improvement compared to earlier conditions.

Several pedestrians shared that they now feel more comfortable walking with children or elderly family members, especially during early mornings and late evenings.

When asked about public amenities, respondents consistently pointed out that the sitting benches and street lighting were the most helpful and well-positioned additions. Many mentioned that the benches provide a welcome resting spot, particularly for senior citizens and workers returning from shifts. Improved street lighting was also described as making the area feel safer at night.

Users also noted that the footpaths and designated vending spaces have been laid out thoughtfully and function well in day-to-day use, allowing both pedestrians and vendors to coexist without obstruction.

CHART 6: CONDITION AND MAINTENANCE STATUS OF ROAD AND PEDESTRIAN FACILITIES (N=50)



98.0%

of the respondents reported that road and pedestrian facilities in the surveyed area are well-maintained and in good condition.



2.0%

of the respondents stated that the facilities are partially maintained.

Overall, this reflects strong infrastructure maintenance.



Shivaji Kapse, local resident

The impact has been very positive. We now have wide, continuous, and clean footpaths. Proper lighting and bus stop shelters with seating have made walking and waiting much safer and more comfortable, especially for senior citizens.

PUBLIC TRANSPORT SERVICES

All surveyed respondents reported that the bus stops along the project corridor are conveniently located and easy to access. Many shared that the new placements have reduced unnecessary walking and waiting in unsafe or cluttered areas. Respondents highlighted that the bus stops are now positioned closer to key junctions and workplace entry points, making daily commuting smoother.

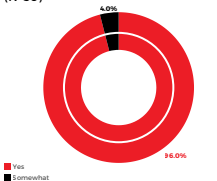


Earlier, we had to stand on the roadside and wave at the bus. Now the stop is clearly marked, and buses halt properly.

The new stop near the factory gate has made it easier for women during late shifts—we don't have to walk far in the dark anymore.

Earlier, the bus used to stop anywhere, and it created chaos. Now the designated point is clear, and boarding feels safer.

CHART 7: ADEQUACY OF SEATING AND SHELTER FACILITIES AT BUS STOPS (N=50)



96.0%

of the respondents felt that the seating and shelter facilities at the bus stops are adequate, while the remaining 4% considered them somewhat adequate.

Overall, the feedback reflects a strong sense of comfort and usability among commuters.

Residents shared several practical experiences that reinforced these findings. Many mentioned that the bus stops are now clean, organised, and easy to navigate, with clearly displayed bus schedules and safety instructions. One resident noted, **"Earlier, we were never sure when the bus would come. Now the schedule board makes it much easier to plan our travel."** Another added that the shelters protect them well from the sun and rain, making waiting more comfortable than before.

Stakeholders also observed a noticeable improvement in the commuter experience and confidence after the upgrades. They shared that women and senior citizens, in particular, feel more secure using the stops due to better lighting and clear visibility. A few users shared that they no longer hesitate to wait during evening hours. Students also reported that the seating helps during peak school timings, with one saying, **"We used to stand on the roadside in groups, but now we have a proper place to wait without blocking the road."**

These experiences collectively indicate that the upgraded bus stop infrastructure has contributed to a more dignified, safer, and clearer commuting environment for all user groups.



INTERACTION WITH THE COMMUNITY MEMBERS

BASIC SERVICES AND INFRASTRUCTURE

The program introduced comprehensive road electrification by installing streetlights across the project stretch. These installations now provide uniform illumination across the carriageway, footpaths, and bus stop areas, greatly improving visibility during evening and night hours. This has contributed to safer and more comfortable movement for both pedestrians and vehicles.

All surveyed respondents reported a positive change in night-time visibility following the installation of the new lights. Many shared that they now feel more confident walking along the stretch after dark, noting that earlier they would avoid the area due to long stretches of dimly lit or completely unlit zones. One respondent mentioned, **"Earlier, there were patches where we couldn't see who was walking ahead. Now the entire stretch feels well-lit and safe."** Another added that the lighting has made it easier for two-wheelers to navigate turns that were previously risky at night.

Stakeholder interactions reinforced these observations. They highlighted that the new LED lights have effectively eliminated dark pockets, making the entire corridor consistently visible. Several stakeholders shared that this has improved not only pedestrian safety but also the clarity of CCTV footage, as better lighting supports surveillance and deters minor offences. Security personnel also reported fewer incidents of nighttime snatching or suspicious activity since the illumination became uniform.

Overall, the enhanced lighting infrastructure has played a key role in creating a safer, more reliable, and well-monitored corridor for night-time commuters.

The program introduced redesigned, covered drainage systems with greater capacity along the road corridor. These upgraded drains now channel rainwater more efficiently and prevent the kind of waterlogging that previously flooded the carriageway during the monsoon. As a result, the road remains usable even during heavy rainfall, with no disruption to traffic flow or nearby commercial activities.

Users shared that, before the intervention, even moderate showers would cause water to stagnate, forcing vehicles to slow down or divert. Several shopkeepers mentioned that rainwater used to enter their storefronts, affecting business hours.

One respondent remarked, "Earlier, the road would look like a small stream after every rain, but now the water drains off quickly." Commuters also noted that two-wheelers no longer skid at low-lying points and that buses can maintain regular timings even during peak monsoon days.

These experiences collectively highlight that the improved drainage systems have significantly enhanced road reliability and day-to-day functioning during the rainy season.

CHART 8: EFFECTIVENESS OF DRAINAGE AND RAINWATER MANAGEMENT IN REDUCING WATERLOGGING

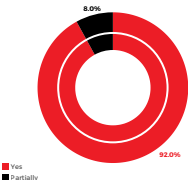


Chart 8 showed that the newly developed drainage and rainwater management systems have played a significant role in reducing waterlogging across the project corridor.



92.0%

of the respondents reported that these measures have been effective, while the remaining 8% felt they were partially effective—indicating that the system has delivered consistent improvements during rainfall.

Local residents shared that earlier, even short spells of rain would lead to ankle-deep water on the road, slowing down traffic and making walking difficult. Several shopkeepers recalled instances where rainwater seeped into their storefronts during heavy showers. In contrast, they now observe that water clears quickly, even during intense rainfall. One resident noted, "Last year, during the heavy showers, the road remained clear—no puddles like before."

Government officials and the site engineer reinforced these experiences in their interactions. They explained that the stormwater drainage system was redesigned with covered drains and enhanced capacity specifically to withstand high-volume runoff. The site engineer mentioned that during the last two monsoon seasons, there was no waterlogging at all along the main stretch. This ensured smooth traffic movement and prevented the usual interruptions faced by nearby commercial establishments during earlier monsoons.

Overall, both data and user experiences strongly indicate that the upgraded drainage system has made the road far more resilient, reliable, and convenient during the rainy season.



**Sandesh Shinde,
Executive Engineer,
Construction
Department, Nashik
Municipal Corporation**

Earlier, waterlogging was a major issue in this area due to the slight slope of the road, and traffic was heavily disturbed during the monsoon season. After the implementation of the project, the drainage system has been properly planned and managed.

Waterlogging is no longer an issue, and the road remains usable during the monsoon and in the future as well.

Local residents shared that waterlogging used to be a persistent problem, especially because the slight slope of the road caused rainwater to gather at specific low points. They recalled that during monsoons, even moderate rainfall would lead to pools of standing water that slowed down traffic and made the stretch difficult to walk or drive through. Several residents mentioned that two-wheelers often skidded in these patches and that vehicles would frequently get stuck in slow-moving queues.

After the project's implementation, however, residents reported a clear and noticeable improvement. They expressed that the new drainage system is well planned and properly maintained, allowing rainwater to flow away quickly instead of accumulating. Many noted that during recent monsoon seasons, the road remained fully functional without any flooding. As one resident explained, "**Earlier, the water would stay for hours, but now it disappears within minutes.**" Another shared that shops no longer face rainwater entering their entrances, making business hours smoother during the rainy months.

Overall, residents affirmed that waterlogging is no longer an issue, marking a significant improvement in both mobility and safety during monsoon periods.



Rekha Paradesi, local vendor

Earlier, the monsoon season was very difficult. Rainwater used to flood the road and enter my shop, damaging my tools and materials. There was no proper shelter or parking, so customers could not stop easily. After the project, the situation has improved, and these problems no longer exist.

CHART 9: OVERALL SATISFACTION WITH BASIC URBAN SERVICES (N=50)

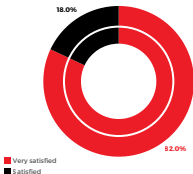


Chart 9 showed overall satisfaction among surveyed respondents with basic urban services, including electricity, drainage, and water management.



82.0%

of the respondents reporting that they were very satisfied and 18% reporting that they were satisfied, indicating a high level of approval of the basic services provided under the project.



DISCUSSION WITH THE
NMC OFFICER SHINDE SIR



ROADSIDE LANDSCAPING AND PUBLIC ART DEVELOPED BY ABB INDIA FOUNDATION

KEY LEARNINGS FROM THE PROGRAM

Discussions with stakeholders, including government officials and the implementing site engineer, highlighted the following key learnings:

Early and continuous community engagement was critical for finalising design and gaining public acceptance.



Use of quality materials and standardised designs reduced long-term maintenance requirements.



Phased execution with minimal disruption helped maintain traffic flow and community support during construction.



WHAT COULD BE DONE DIFFERENTLY IF WANT TO DONE IN A DIFFERENT PLACE

Based on implementation experience, stakeholders noted:

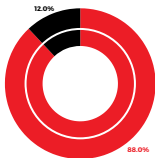
Utility mapping and shifting should be initiated earlier to avoid delays during execution.



Vendor relocation should be formalised at the design stage in consultation with vendor groups.

BEAUTIFICATION AND ENVIRONMENT

CHART 10: PERCEIVED IMPROVEMENT IN AREA AESTHETICS (N=50)



■ Significantly
■ Somewhat

The program also expanded its scope to include area beautification through greenery and landscaping interventions along the project corridor.



88.0%

of the respondents perceived a significant improvement in the area's aesthetics, while 12% reported a moderate improvement.

Together, the feedback reflects a strong positive shift in how people now experience the visual appeal of the neighbourhood.

Sajjad Khan, local resident

The greenery and landscaping have made the area look much better. The pavers and plants give the road a clean and modern look. Walking here now feels pleasant and organised. Existing trees have been kept, and new plants have been added. The natural surroundings have been improved without damaging the environment.



Stakeholders and local users shared that the introduction of uniform paving, planned green patches, and neatly installed tree grates has transformed the stretch from what was once viewed as a neglected service lane into a more organised and attractive civic space. Several residents mentioned that the area "feels cleaner and more welcoming" and that the greenery has made the corridor noticeably more pleasant to walk through, especially during the daytime. Some commuters pointed out that the consistent design features give the street a more modern and cohesive appearance.

Users also appreciated that efforts were made to retain and enhance the existing green cover. Mature trees were protected during construction with tree guards, while native plant species were added in designated patches. One resident shared, "Earlier, the road looked dry and dusty, but now the plants and trees make the walk feel refreshing." Shopkeepers also noted that customers tend to linger longer around the corridor, describing the improved environment as contributing to a calmer and more community-friendly atmosphere.

Stakeholders emphasised that these beautification measures have given the area a distinct identity and encouraged residents to take greater pride in their surroundings, strengthening the sense of ownership and care across the neighbourhood.

BRANDING AND PUBLIC AWARENESS

The program also worked on branding and public awareness initiatives to promote road safety and responsible civic behaviour. These included safety signage, zebra crossing alerts, footpath symbols, wall paintings, and awareness messages placed along the road corridor.

Interactions with stakeholders confirmed that branding and signage have played an important role in improving road usage behaviour. Stakeholders noted that clear signage such as zebra crossing warnings and footpath symbols act as continuous, passive education for road users. Branding of the project helped create a sense of collective ownership among the community. These messages have encouraged drivers to slow down near pedestrian crossings and helped pedestrians adopt safer habits, such as using designated crossings.

During interactions, Mr. Sandesh Vimal Gajmal Shinde, Executive Engineer, Construction Department, Nashik Municipal Corporation, stated that these branding and awareness messages have been well received by the community. He noted that the repainting of old walls with clear instructions, colours, and safety messages has improved public awareness and compliance with traffic rules, while also enhancing the visual appeal of the area. He further shared that coordination between MIDC, Nashik Municipal Corporation, and the Police Department ensured smooth execution of the CSR work without any rework or disruption. He added that there are no pending gaps or operational challenges and suggested that similar CSR-led infrastructure and branding initiatives should be replicated in other parts of the city, including the development of additional bus stops along Trimbak Road.



INTERACTION WITH THE STAKEHOLDERS OF ABB INDIA FOUNDATION

KEY IMPACTS



IMPROVEMENT IN COMMUNITY SAFETY

The road infrastructure development has had a substantial positive impact on overall community safety in the project area. Post-intervention feedback shows a clear rise in the sense of safety among pedestrians, commuters, and roadside vendors. Users consistently reported that improved street lighting, organised pedestrian pathways, and better surveillance systems have made the stretch much safer—particularly during evening and night hours. These measures have reduced unsafe conditions and increased the confidence of people moving through the area on a daily basis.

In interactions with local residents, many shared that the project has directly addressed long-standing safety concerns that had persisted for years. Residents recalled that before the intervention, the area felt neglected and unsafe, especially for women walking alone or small shop owners who stayed open late. Poor lighting created dark pockets where visibility was low, and several residents mentioned that incidents such as mobile snatching were fairly common. One shopkeeper noted, **“Earlier, after 7 pm, people avoided this road because you couldn't see who was coming toward you.”** Another resident shared that her family discouraged walking along the stretch after dusk because it felt isolated and unsafe.

After the improvements, users reported a noticeable shift in the atmosphere of the street. Better lighting, clearer pedestrian routes, and the presence of surveillance systems have made the corridor feel more secure. Vendors shared that they feel safer operating during late hours, and pedestrians noted that they no longer hesitate to use the road after dark. Overall, the interventions have transformed the stretch into a safer, more comfortable, and more reassuring public space for all user groups.

Lakshmi Natha, a local resident, said, **“Before the project, the road outside the industrial gate was so poorly lit that it always felt unsafe. Walking there every day was stressful, especially in the evenings. After the high-mast LED lights and CCTV cameras were installed, the entire stretch became much brighter and safer. We hardly hear about any criminal activities now. Women, pedestrians, and even shopkeepers like us feel much more confident using the road or running our businesses after dark.”**

From a stakeholder perspective, implementing partners and site-level personnel observed a clear improvement in safety conditions after the intervention. They noted that organised pedestrian facilities, defined crossings, and improved lighting have reduced random road crossing and unsafe movement, especially during peak hours. Night-time visibility has improved significantly, allowing better monitoring of the area and creating a safer environment for both pedestrians and vehicle users.



Bhagvan Pardeshi, local resident

Prior to the intervention, the area felt unsafe, especially during the evening hours. Poor lighting and frequent thefts made it difficult to work and move around. After proper street lights and CCTV cameras were installed, the surroundings are now well-lit. I feel safer, and daily commuting has become more secure.

Officials from the Nashik Municipal Corporation acknowledged that the safety interventions were implemented in line with approved standards and have strengthened overall road safety in the industrial area. They noted that incidents such as chain snatching and other petty offenses have stopped following the installation of proper street lighting along the road.

REDUCTION IN ACCIDENTS AND NEAR-MISS INCIDENTS

CHART 11: CHANGE IN INCIDENCE OF ACCIDENTS OR NEAR-MISSES AFTER THE INTERVENTION (N=50)

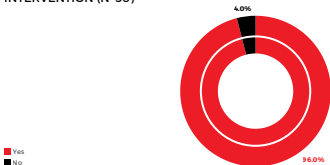


TABLE: KEY SAFETY IMPROVEMENTS AND USER-REPORTED OBSERVATIONS



IMPROVED STREET LIGHTING

Users reported that night-time visibility was much clearer than before

Earlier we would slow down because we couldn't see potholes or people crossing. Now the road is bright and clear.



CLEARLY MARKED ZEBRA CROSSINGS

Pedestrians shared that the new crossings made road navigation safer and more predictable

For the first time, cars actually stop when we stand at the zebra crossing.



ORGANISED PARKING SYSTEM

Commuters noted that organised parking had reduced lane blockages and random vehicle movements

Earlier, bikes would suddenly pull out from random spots. Now everything is aligned and predictable.



DEFINED PEDESTRIAN PATHWAYS

Pedestrians mentioned that continuous footpaths allowed them to walk safely without entering the carriageway

We don't have to walk on the road anymore. Footpaths are clear, even during peak hours.





REMOVAL OF ENCROACHMENTS

Users observed that clearing encroachments removed blind spots and reduced sudden conflicts

Now buses can pull in smoothly without honking or sudden braking.



STRUCTURED BUS STOP ZONES

Residents shared that designated bus bays had reduced abrupt stoppages and confusion

The bus now stops only at the new bay, so other vehicles don't get blocked suddenly.



BETTER TRAFFIC FLOW DESIGN

Many reported that clearer lane markings had eased congestion and improved discipline

Two-wheelers no longer cut between cars unexpectedly because the lanes are properly marked.



SURVEILLANCE SUPPORT

Users pointed out that CCTV visibility improved after better lighting was installed

We feel safer riding at night because the cameras and lights cover every corner now.



Bapu Savale, local resident

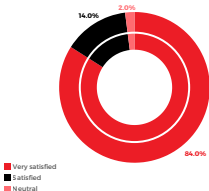
Accidents and near-miss incidents have reduced after the project. Earlier, vehicles moved fast and pedestrians crossed randomly, which often caused risky situations. With proper lighting, zebra crossings, and organised parking, traffic movement is more controlled. Drivers slow down near crossings, and pedestrians follow safer paths. To be honest, the road feels much safer than before.



IMPROVEMENT IN DAILY COMMUTE AND QUALITY OF LIFE

The road infrastructure development has led to a noticeable improvement in the daily commute and overall quality of life for people using the project stretch. Survey findings indicated that all respondents experienced a positive change in their daily travel after the intervention. Improved road conditions, organised parking, better lighting, safe pedestrian facilities, and well-managed bus stops have made everyday movement smoother, safer, and less stressful.

CHART 12: OVERALL SATISFACTION WITH ROAD AND INFRASTRUCTURE DEVELOPMENT (N=50)



This positive response suggests that the combination of improved road design, better lighting, organised pedestrian infrastructure, and regulated traffic movement has substantially enhanced safety conditions on the corridor.

Overall, the chart strongly supports that the project has been effective in minimising accident-prone situations and creating a safer daily commuting environment for road users.

The chart clearly shows a strong positive impact of the road intervention on safety.



96.0%

of the respondents reported a reduction in accidents or near-miss incidents after the intervention.



4.0%

of the respondents indicated no change, showing that almost all users experienced improved safety.



Priya Gosavi, vendor

Earlier, this area felt neglected and unsafe. Now, people feel proud of this road. Footpaths are used by everyone, children, elders, and daily commuters. Residents take care of the surroundings, and our shops receive more customers because the area looks cleaner and better organised. The change has made a real difference to our daily life.

The project has not only enhanced physical infrastructure but has also strengthened people's sense of ease, safety, and well-being in their daily lives, resulting in a meaningful improvement in quality of life for the surrounding community.



Sandesh Shinde, Executive Engineer, Construction Department, Nashik Municipal Corporation

The community is very satisfied with this project, and I am personally happy with the work that has been done. The planning was thoughtful and kept future requirements and the needs of the community in mind. Traffic movement and road safety were fully considered during execution. The most positive change is the improvement in community safety along with the creation of a clean and green urban environment. The road is now well organised, properly lit, and safer for both pedestrians and vehicles. Greenery, clean footpaths, and planned infrastructure have significantly improved the overall appearance of the area and contributed positively to city beautification.

IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL



Enhanced street lighting, organized footpaths, and safer crossings improved safety for pedestrians and commuters, especially at night.



Reduced accidents and near-miss incidents improved confidence in daily travel and made commuting less stressful.



Better bus stops, seating, and shelter improved comfort for public transport users, especially elderly citizens and women.



Elimination of waterlogging during monsoons protected livelihoods of roadside vendors and improved day-to-day convenience.

COMMUNITY LEVEL



Improved safety, cleanliness, and greenery transformed the road stretch into a more usable and welcoming public space.



Reduced unsafe road behaviour and improved overall traffic discipline.



Reduced crime and better night-time visibility strengthened community confidence and encouraged responsible road use.



Beautification and branding fostered community pride and a sense of ownership over the developed infrastructure.

STATE LEVEL

Improved urban road infrastructure supported Maharashtra's priorities related to road safety, pedestrian-friendly streets, and sustainable urban development.



Enhanced connectivity and safer commuting contributed to workforce mobility and local economic activity in industrial zones.

NATIONAL LEVEL



The project supported national objectives related to road safety, urban infrastructure improvement, and sustainable mobility.

CASE STUDY



Case Example: Rekha - Roadside Footwear Repair Vendor, Nashik

Rekha, who has been repairing footwear near the ABB factory gate for several years, experienced the full contrast between the conditions before and after the road development project.

"Before the project, this stretch was very dim and unsafe. By evening, I would keep looking over my shoulder because thefts were common, and people avoided walking here. During the monsoon, the water would collect right in front of my spot. My tools would get wet, and some days I couldn't work at all. After the new lights and CCTV cameras were installed, the whole area became much safer. Now I don't feel scared even if I have to work a little late. The drainage also works properly, so even during heavy rains, water doesn't stagnate like before. The organised parking has helped too. Earlier, vehicles would stop anywhere, and customers hesitated to come near my stall. Now the place looks cleaner, and people can stop easily. My work feels more stable, and I feel respected because the area itself has improved."

Through her experience, Rekha expressed that the upgraded road infrastructure has brought greater safety, stability, and dignity to her daily livelihood.



Case Example: Prakash Badgujar - Security Officer, ABB Nashik

Prakash Badgujar, who has been stationed at the ABB factory gate for over two decades, has observed the transformation in safety conditions before and after the CSR-led road and lighting improvements.

"I've worked here for more than 20 years, and earlier, the night shifts were the toughest. The lighting was so poor that we could barely see beyond a few metres. Mobile thefts were quite common near the gate, and women employees often told us they felt unsafe walking to their buses or vehicles after dark. For us in the security team, monitoring the area was difficult. There were too many dark corners, and we couldn't track movement properly. Even coordinating with the police when incidents happened took more effort because visibility was so low. After the LED street lights and CCTV cameras were installed, everything changed. The entire stretch became well-lit, and the dark spots disappeared. We started getting much better surveillance coverage, and theft incidents went down noticeably. Now the area feels orderly and secure. People walk with more confidence, even during late-night shifts. For us, managing security has become smoother, and communication with the police is easier because the cameras capture everything clearly. These improvements haven't just helped us as security staff—they've made the whole environment safer for employees, pedestrians, and even nearby residents."



EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The road infrastructure development project in the MIDC Satpur area of Nashik is highly relevant, as it addressed critical gaps in pedestrian safety, traffic management, lighting, drainage, and public amenities. Prior to the intervention, unsafe road conditions, congestion, and poor infrastructure affected daily commuting and community well-being in this high-traffic industrial area. By introducing organised parking, safe pedestrian facilities, improved lighting, drainage, and bus stops, the project directly responded to local needs and municipal priorities, making it a timely and context-appropriate intervention.



COHERENCE

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



The intervention also aligns with Government of India's flagship programs:

- Smart Cities Mission - Promotes safe, inclusive, and sustainable urban development.
- AMRUT (Atal Mission for Rejuvenation and Urban Transformation) - Improves urban infrastructure such as roads, drainage, water supply, and sewerage.
- National Road Safety Policy - Aims to reduce road accidents and improve traffic safety.



EFFECTIVENESS

The project was effective in achieving its intended outcomes related to road safety, traffic management, and pedestrian convenience. The introduction of organised parking, continuous footpaths, safe bus stops, improved lighting, drainage, and road safety features significantly improved daily mobility and safety conditions along the project stretch. Survey findings showed high satisfaction with pedestrian safety, smoother traffic flow, and reduced congestion. Stakeholder feedback confirmed a noticeable reduction in accidents and near-miss incidents, particularly during peak hours and at night. Minor challenges, such as the need for ongoing enforcement to prevent re-encroachment, slightly limit overall effectiveness.



EFFICIENCY

The project demonstrated efficient use of resources despite challenges such as traffic management during construction, coordination with multiple departments, and utility shifting. Strong coordination between ABB, the implementing partner, and government authorities enabled phased execution with minimal disruption to daily road users. Timely on-ground decisions, use of standardised materials, and integrated planning of drainage, lighting, and pedestrian facilities helped avoid cost overruns and rework. The structured approach ensured quality outcomes within the planned timeframe.



IMPACT



The project has greatly enhanced community safety, mobility, and quality of life. Surveys revealed that 96% of respondents noted fewer accidents, and 92% felt safer as pedestrians post-intervention. Improvements like better street lighting, zebra crossings, railings, and organized pedestrian facilities have notably decreased unsafe road behavior, particularly at night.



Traffic movement improved considerably due to organised parking and removal of encroachments, with 98% of respondents reporting easier road movement. Daily commuting became smoother and less stressful for industrial workers, residents, and public transport users. The elimination of waterlogging through improved drainage ensured uninterrupted road use during monsoons, protecting local livelihoods and mobility.



Beyond functional improvements, the project enhanced overall quality of life and community pride. Residents and shopkeepers reported increased footpath usage, better business footfall, and a cleaner, greener environment. Government officials and implementing partners noted a decline in safety-related complaints and improved compliance with traffic rules, indicating that the project has delivered meaningful and sustained community-level impact.



SUSTAINABILITY

The project demonstrates strong sustainability through durable construction and clearly defined maintenance arrangements. A five-year maintenance contract with the civil contractor and a Memorandum of Understanding with the Nashik Municipal Corporation for lighting and greenery support long-term upkeep. Stakeholder interactions reflected a strong sense of ownership among municipal authorities. Continued monitoring, periodic maintenance, and enforcement against encroachments will further strengthen the project's long-term sustainability and independent functioning.

RECOMMENDATIONS



This project represented a successful integrated model of road safety, organised parking, drainage improvement, pedestrian infrastructure, lighting, bus stop development, and streetscape enhancement. The intervention demonstrates how coordinated planning and CSR support can create safe, organised, and community-friendly urban corridors. Documenting and publicising this initiative as a structured case study will help position it as a replicable model that other corporates and municipal bodies can emulate in similar urban and industrial areas.

SUSTAINABILITY



The road infrastructure development has established a strong foundation for long-term safety, mobility, and public convenience in the project area. The sustainability of the intervention is supported by clear maintenance arrangements and shared responsibility between the implementing agency and local authorities. The project was designed using durable materials and standardised specifications to minimise long-term maintenance requirements.

To ensure continuity after project completion, a formal five-year maintenance contract has been established with the civil contractor for structural upkeep. In addition, a Memorandum of Understanding (MoU) with the Nashik Municipal Corporation (NMC) has been signed to integrate street lighting, greenery, and routine upkeep into the municipality's regular maintenance schedules. This arrangement has ensured that essential services such as lighting, landscaping, and cleanliness continue without disruption. Stakeholder interactions indicated a strong sense of ownership among municipal authorities and confidence in the project's long-term functionality. With defined maintenance responsibilities and institutional handover in place, the project demonstrates high exit readiness and is well-positioned for sustained operation and replication in other areas.



PROJECT 2

PHASE 3 RURAL ROAD DEVELOPMENT

Implementation Mode : Direct implementation

Implemented by : ABB India Foundation

Implementation Year : CY 2023 - 2024

NEED OF THE PROGRAM

Road accidents are one of the leading causes of death globally and primarily affect individuals in the age group of 15 to 49 years. According to the Ministry of Road Transport and Highways (MoRTH), India recorded over 4.8 lakh road accidents in 2023, resulting in more than 1.7 lakh fatalities, highlighting the critical need for improved road infrastructure, better signage, and enhanced pedestrian safety measures. The road from the Back Gate of ABB India Limited to Nelamangala Road (NH Road to ABB Junction) in Nelamangala Taluk was an important access route used by factory vehicles, employees, suppliers, and local residents. Heavy vehicles and regular traffic operated on this road throughout the day.

The road surface had become worn out and uneven at several locations. During the rainy season, water accumulated on the road due to improper camber and inadequate drainage. This condition led to pavement damage and unsafe driving situations.

Proper footpaths were not available in certain stretches, forcing pedestrians to walk on the carriageway and increasing the risk of accidents. Street lighting was insufficient, reducing visibility during night-time. Road safety features such as clear markings, reflectors, rumble strips, and signboards were either missing or inadequate. Overgrown vegetation along the roadside reduced visibility and narrowed the effective width of the road. Proper kerb stones, drainage arrangements, and organized roadside development were also lacking.

Therefore, improvement of this road became necessary to ensure smoother traffic movement, improved pedestrian and vehicular safety, better drainage, adequate lighting, and overall enhancement of road conditions. The project was undertaken to create a safer and more organized road environment for all users of this stretch.

Recognising these concerns, the need for a comprehensive rural road development intervention became essential to improve traffic efficiency, enhance pedestrian and vehicular safety, strengthen drainage infrastructure, and create a cleaner and more organized village road environment. The Corporate Social Responsibility (CSR) initiative undertaken by ABB Foundation was therefore aimed at developing a safe, hygienic, and sustainable road corridor at Gangadarana Palya in Nelamangala Taluk. The project focused on improving rural connectivity, easing traffic movement, enhancing pedestrian access through footpaths and railings, providing adequate solar-powered lighting, strengthening drainage systems, and incorporating road safety measures.

OBJECTIVES OF THE PROGRAM



To create a safe, durable, and well-organized road environment, ensuring smooth traffic movement, improved pedestrian safety, proper drainage, and adequate lighting along the village road at Gangadarana Palya in Nelamangala Taluk.

PROJECT ACTIVITIES



Development and strengthening of the existing village road to create a safe, durable corridor for vehicular and pedestrian movement.



Construction of covered drainage systems and rainwater management structures to prevent waterlogging during monsoons.



Installation of solar street lighting to improve night-time visibility and promote sustainable infrastructure.



Removal of distressed road surface and overlay with bituminous surfacing, including correction of camber for proper drainage.



Construction of kerb stones and structural improvements to define carriageway edges and improve road durability.



Provision of pedestrian footpaths with stainless steel railings to enhance safety and organised movement.



KEY FINDINGS AND IMPACTS

This chapter presents insights and analysis derived from road users, local residents, shopkeepers, daily commuters, and key stakeholders associated with the project titled "Improvements to Road from ABB Back Gate to Nelamangala Road (NH Road to ABB Junction) in Nelamangala Taluk." The project was implemented under the CSR initiative of ABB India Limited through ABB India Foundation.

Drawing on primary survey responses, stakeholder interviews, and field observations, the assessment examined the extent to which the project contributed to improved road safety, pedestrian convenience, traffic flow, drainage effectiveness, and overall usability of the developed rural road infrastructure at Gangadarana Palya in Nelamangala Taluk. The evaluation focused on key dimensions such as vehicular movement, pedestrian accessibility, effectiveness of drainage systems, functionality of solar street lighting, reduction in waterlogging, improvement in travel time, and overall stakeholder satisfaction.

DEMOGRAPHIC PROFILE OF BENEFICIARIES

The survey findings show that nearly half(48%)of respondents belonged to the 31-45 years age group, followed by 28% among the age group 18-30 years. 24% were 46-60 years. The respondent group was largely male(90%), with female participants forming a smaller share(10%). Among the total respondents, more than a quarter (26%) were ABB vendors, forming the largest share of the sample. This was followed by residents (24%) and shopkeepers (18%), while smaller proportions included visitors (16%), ABB staff (14%), driver (2%).

BASELINE SITUATION PRIOR TO PROGRAM IMPLEMENTATION

Interactions with local residents, government officials, the implementing partner, shopkeepers, daily commuters, and regular road users provided a clear understanding of the pre-intervention conditions along the road stretch from ABB Back Gate to Nelamangala Road (NH Road to ABB Junction) at Gangadarana Palya in Nelamangala Taluk.

CHART 1: ROAD CONDITION BEFORE IMPROVEMENTS

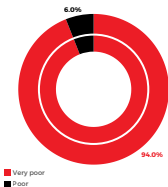


Chart 1 showed that all surveyed respondents perceived the road condition negatively.



94.0%

of the respondents rated the condition at the lowest level on the scale, while the remaining 6% also considered it unsatisfactory.

This reflected widespread dissatisfaction with the surface quality, uneven pavement, and overall usability of the road before improvement.



Mohan, ABB vendor

I travel daily on my two-wheeler. Earlier, the road conditions around the workplace were very poor. Waterlogging, unsafe walking paths, poor lighting at night, and frequent near-miss accidents were common issues. During rains, the roads would become muddy and slippery, making it difficult to travel safely.

CHART 2: MAJOR ISSUES FACED BEFORE ROAD IMPROVEMENT

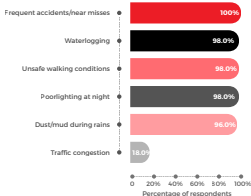


Chart 2 highlighted the major challenges faced before the intervention.



100%

of the respondents reported frequent accidents or near-miss incidents as a serious concern.



98.0%

of the respondents experienced severe waterlogging during the monsoon season, which affected mobility and caused inconvenience.



98.0%

of the respondents reported unsafe walking conditions and inadequate lighting at night, which increased safety risks.



96.0%

of the respondents indicated that dust and mud during rainy periods created further difficulties for commuters and nearby residents.

The baseline findings demonstrated that the road stretch had faced critical issues related to safety, drainage, surface quality, and pedestrian accessibility prior to the implementation of the improvement project.



Narayana, ABB staff

I had been working at ABB India Limited for more than two years and used to commute daily to the office on my two-wheeler. Earlier, the journey had been stressful, especially during the rainy season.

The road condition had been poor, with frequent waterlogging and inadequate lighting at night. At times, walking conditions were unsafe and there were instances of near-miss accidents. During rains, the road had become muddy and slippery, and traffic congestion had made commuting more difficult. As a regular employee, I had faced these challenges almost every day. It had affected my sense of safety and comfort while traveling to work.

During discussions with Mr. Manjunath, Panchayat Development Officer (PDO), it was highlighted that prior to the intervention, the road had served as a critical access route for villagers, farmers, and school children but remained in poor condition.

The officer noted that during the monsoon season, the stretch had experienced severe waterlogging and surface damage, which had caused transportation difficulties, delays in emergency services, and reduced connectivity to markets and educational institutions. The PDO emphasized that, before the project implementation, the lack of proper drainage, lighting, and safety measures had affected safe movement and overall rural mobility. Therefore, the road improvement was necessary to strengthen last-mile connectivity and support the broader goals of rural development.

PRE-PROJECT PHASE

During the pre-project phase, essential preparatory activities were undertaken to ensure smooth and systematic execution of the ABB Rural Road Development Project at Gangadarana Palya in Nelamangala Taluk. The initial phase focused on assessing existing road conditions, understanding community needs, and identifying safety and drainage-related concerns affecting daily commuters.

Detailed site surveys were conducted to evaluate pavement condition, traffic movement patterns, waterlogging issues during monsoons, pedestrian safety gaps, and lighting inadequacies. Consultations were held with local residents, Gram Panchayat representatives, and officials from the RDPR Department to identify priority concerns such as unsafe walking conditions, frequent near-miss incidents, poor surface quality, and inadequate drainage.

During this phase, necessary approvals and permissions were coordinated with relevant local authorities. Existing site conditions, including available right-of-way and surface drainage paths, were assessed to avoid disruptions during execution. A phased execution plan was prepared to ensure that vehicular and pedestrian movement continued during construction.

The project design was finalized with a focus on road strengthening, improved drainage, pedestrian safety, solar lighting, and installation of essential road safety measures. Key components such as bituminous overlay with camber correction, kerb stones, drainage systems, footpaths with pavers, railings, solar streetlights, and traffic calming measures were integrated into the final plan prior to commencement of on-ground work.

CONSTRUCTION PHASE

The construction phase involved coordinated execution of civil and electrical works under the supervision of the implementing partner, in consultation with local authorities. The project covered a total length of 0.79 km and was implemented over a duration of six months. Due to continuous use of the road by villagers, workers, and daily commuters, the work was executed in carefully planned phases. Construction activities were undertaken on one side of the road at a time while maintaining access on the other side to minimize inconvenience and ensure safety.

Key Activities Undertaken During the Construction Phase:

ROAD AND DRAINAGE WORKS

The existing road surface was strengthened through bituminous overlay, including correction of camber to improve riding quality and facilitate proper surface water flow. Kerb stones were installed, and drainage systems were constructed with appropriate slope to reduce water stagnation during monsoons.



**ROAD AND DRAINAGE WORKS**

Footpaths were constructed using pavers to create a dedicated pedestrian space. Stainless steel railings were installed along the footpath to guide pedestrian movement and reduce pedestrian-vehicle conflict, particularly benefiting children and elderly residents.

**SOLAR STREET LIGHTING**

A total of 34 solar streetlights were installed to enhance night-time visibility and improve overall road safety. The lighting system was positioned to ensure adequate coverage across the stretch.

**ROAD SAFETY MEASURES**

Road safety interventions including thermoplastic road markings, rumble strips, speed breakers, road studs, and cautionary signboards were installed to regulate vehicle speed and improve driver awareness at critical points.

Despite operational challenges such as traffic management, weather conditions, and coordination for permissions, the project was completed within the planned six-month duration. The phased execution strategy ensured minimal disruption while delivering improved safety, drainage, and mobility.

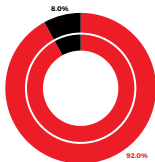
STAKEHOLDER COORDINATION AND PROJECT MANAGEMENT

Throughout the implementation period, continuous coordination was maintained among ABB India Limited, ABB Foundation, the RDPR Department, and the implementing partner. Regular site reviews and coordination meetings were conducted to monitor progress, address technical challenges, and ensure adherence to quality and safety standards. Community members were informed about construction schedules and phased work plans to minimize inconvenience.

POST-INTERVENTION SCENARIO

ROAD QUALITY AND DRIVING COMFORT

CHART 3: OVERALL QUALITY OF THE ROAD AFTER CONSTRUCTION



Very good
Good

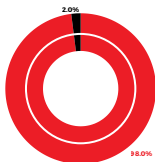


92.0%

of the respondents rated the overall quality of the road after construction as very good, while 8% rated it as good.

This indicated a high level of satisfaction with the upgraded road infrastructure.

CHART 4: SURFACE QUALITY AND DRIVING COMFORT AFTER IMPROVEMENT



Very Satisfactory
Satisfactory



100%

of the respondents were satisfied with the surface quality and driving comfort after the improvement.



98.0%

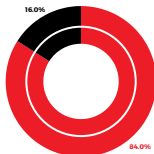
of the respondents rated it as very satisfactory, while 2% rated it as satisfactory.

This indicated that the improved road surface and proper leveling have made travel smoother, reduced vehicle vibration, and enhanced the overall driving experience for commuters.

Regarding the condition and functionality of kerb stones and side drains, all respondents confirmed that they are properly constructed and functioning effectively. This reflects the quality of execution and the effectiveness of the drainage system in maintaining road durability and preventing water stagnation.

SAFETY AND CONVENIENCE OF FOOTPATHS FOR PEDESTRIAN

CHART 5: SAFETY AND CONVENIENCE OF FOOTPATHS FOR PEDESTRIANS



Very safe
Somewhat safe

In terms of safety and convenience of footpaths, the surveyed respondents reported positive feedback after the road improvement.



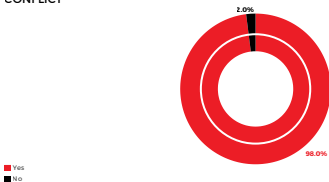
84.0%

of the respondents stated that the footpaths are very safe, while 16% considered them somewhat safe.

This indicates a high level of satisfaction with the pedestrian infrastructure created under the project.

Interactions with the program team reflected similar findings. Mr. Nikil Kapileshwari, program manager noted that the installation of railings has played a significant role in guiding pedestrian movement and preventing random road crossing. This has helped reduce direct conflict between vehicles and pedestrians and improved overall road safety.

CHART 6: EFFECTIVENESS OF RAILINGS IN PREVENTING PEDESTRIAN-VEHICLE CONFLICT



98.0%

of the respondents confirmed that the railings are effective in preventing pedestrian-vehicle conflict, according to survey data, while only 2% did not find them effective.

These findings indicate strong approval of the pedestrian safety measures introduced under the project.



Renukamurthy, daily commuter

I use this road every day for work. Earlier, pedestrians used to walk on the main road, and vehicles had to slow down suddenly or change direction, which was risky. After the railings were installed, people now use the footpath properly and avoid walking in the middle of the road. Traffic movement feels more orderly, and driving has become safer.

BASIC SERVICES AND INFRASTRUCTURE

The project incorporated comprehensive road electrification through the installation of solar streetlights along the entire stretch. These installations now provide consistent illumination across the carriageway and pedestrian areas, significantly improving visibility during evening and night hours. This enhancement has enabled safer and more comfortable movement for both pedestrians and motorists.

All surveyed respondents reported a noticeable improvement in night-time visibility following the installation of the solar streetlights. Many shared that earlier they avoided using the road after dark due to poorly lit or completely unlit sections. One respondent mentioned that it was previously difficult to clearly see who was walking ahead, whereas now the entire stretch feels uniformly illuminated and secure. Another respondent stated that improved lighting has made it easier for two-wheelers to navigate curves and junctions that were earlier considered risky at night.

Stakeholder interactions reinforced these observations. They emphasized that the solar lighting system has effectively eliminated dark pockets, ensuring consistent brightness across the corridor. Several stakeholders noted that the improved illumination has enhanced overall safety and reduced the likelihood of unsafe activities during late hours.



Mr. Manjunath D R, Panchayat Development Officer, Rural Development and Panchayat Raj

The installation of solar street lights has made a significant difference in nighttime visibility along this road stretch. The entire corridor is now properly illuminated, which has greatly improved safety for both pedestrians and vehicle users. Earlier, certain sections remained dark, creating safety concerns, but now movement during night hours feels much more secure.

The improved lighting has also supported better monitoring and enforcement, as road activities are clearly visible after sunset. In addition, the use of solar-powered lights is environmentally sustainable and cost-effective for long-term maintenance. Overall, this intervention has strengthened both safety and sustainability in the area.

The project introduced redesigned, covered drainage systems with enhanced capacity along the road corridor. These upgraded drains channeled rainwater efficiently and prevented the waterlogging that previously affected the carriageway during monsoon seasons. As a result, the road remained usable even during heavy rainfall, without disruption to traffic movement or nearby commercial activities.



IMPROVEMENT IN ROAD CONDITION AFTER THE PROJECT INTERVENTION

CHART 8: REDUCTION IN WATERLOGGING DURING RAINS

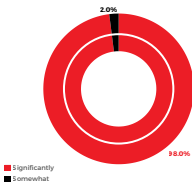


Chart 8 indicated that the improved drainage and rainwater management systems played a significant role in addressing water stagnation.



98.0%

of the respondents reported that the drainage system had been effective in reducing waterlogging, while 2% felt it had been partially effective.

This reflected the strong overall performance of the system during rainfall events.

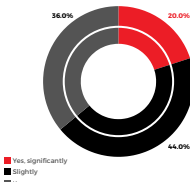
Local residents shared that earlier, even short spells of rain would result in ankle-deep water accumulating at low-lying points due to improper slope and limited drainage capacity. This slowed down traffic, created inconvenience for pedestrians, and increased the risk of skidding for two-wheelers. Several shopkeepers recalled instances where rainwater entered their premises during heavy showers, affecting daily business operations.

In contrast, respondents observed that rainwater cleared quickly, even during intense rainfall. One resident noted that during recent heavy showers, the road remained clear without the formation of large puddles. Another mentioned that water, which earlier remained for hours, now drained away within minutes. Shopkeepers confirmed that water no longer entered their storefronts, allowing smoother functioning during monsoon months.

Mr. Manjunath D R, Panchayat Development Officer from the RDPR Department, stated that the quality of infrastructure developed under the project was very good and aligned with prescribed technical standards. He observed that the road surface was smooth and durable, the drainage systems were properly designed to prevent water stagnation, footpaths were constructed to enhance pedestrian safety, and adequate lighting and road safety measures were installed. Overall, he noted that the infrastructure was highly relevant and well-suited to the local requirements. He further mentioned that the improved drainage system significantly reduced waterlogging issues. During monsoon seasons, rainwater flowed out efficiently instead of accumulating on the road surface. This improvement enhanced year-round road usability and minimized structural damage, thereby contributing to the long-term durability of the road.

BEAUTIFICATION AND ENVIRONMENT

CHART 9: IMPACT OF GREENERY ALONG FOOTPATHS ON ROAD ENVIRONMENT



The program also expanded its scope to include area beautification through greenery and limited landscaping interventions along the project corridor. Chart 9 reflected the perceived impact of greenery along the footpaths on the overall road environment.



20.0%

of the respondents reported that greenery had a significant impact, 44% felt it had a slight impact, and 36% indicated that it had no noticeable impact.

These findings suggested mixed perceptions regarding the influence of landscaping on the road environment.

CHART 10: ROLE OF LANDSCAPING IN IMPROVING WALKING COMFORT AND AESTHETICS

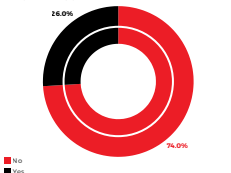


Chart 10 highlighted the role of landscaping in improving walking comfort and overall aesthetics.



26.0%

of the respondents reported that landscaping contributed positively to walking comfort and visual appeal, while the majority (74%) did not feel that it had a significant impact.

These findings indicated that although greenery enhanced the appearance of the corridor to some extent, its influence on pedestrian comfort was perceived as limited.

Among those who viewed the landscaping positively, stakeholders and local users shared that the introduction of uniform paving and organized roadside elements contributed to a more structured and visually improved corridor. Several residents mentioned that the area felt cleaner and better maintained compared to its earlier condition. Some commuters also observed that the consistent layout and improved infrastructure gave the stretch a more neat and cohesive appearance.



Shivalingayya, local resident

The greenery has made the road look better. Earlier it looked dry, but now it feels cleaner and more pleasant. It also feels nicer to walk along the road during the day.

However, as noted by the project team, landscaping interventions were limited due to space constraints at the project location. Large-scale plantation or extensive green patches could not be implemented because of restricted right-of-way and functional requirements of the road. Consequently, no major plantation activity was undertaken under the project. Despite limited greenery, respondents acknowledged that the improved road surface, proper alignment, and organized layout enhanced the overall visual appeal and user experience. The project team also indicated that there remains future scope for additional greenery if more space becomes available along the corridor.



INTERACTION WITH THE PROJECT STAKEHOLDER

KEY IMPACTS



IMPROVEMENT IN COMMUNITY SAFETY

The road infrastructure development had a substantial positive impact on overall community safety in the project area. Post-intervention feedback showed a clear increase in the sense of safety among pedestrians, commuters, and local residents. Users consistently reported that improved solar street lighting, organised pedestrian pathways, defined crossings, and structured road safety measures made the stretch significantly safer—particularly during evening and night hours.

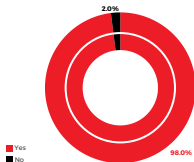
Many residents shared that the project addressed long-standing safety concerns. Before the intervention, poor lighting and uneven road conditions created unsafe situations, especially for women, elderly persons, and shopkeepers returning home after dark. After the improvements, users reported a noticeable change in the overall environment. Better illumination and clearly defined pedestrian routes reduced unsafe movement and increased confidence among road users.

A local resident shared, "Before the project, the road felt unsafe in the evenings because it was dark and uneven. Now the lights are bright, the road is smooth, and we feel much more confident walking or riding after sunset." From a stakeholder perspective, implementing partners observed that improved pedestrian facilities and lighting reduced random road crossings and unsafe vehicle movements. Night-time visibility improved significantly, contributing to safer commuting conditions.

Officials acknowledged that pedestrian movement became more organized and safer following the construction of footpaths and installation of railings. Workers and school children were able to walk without fear of moving vehicles, and elderly residents felt more secure while crossing and using the road. This significantly improved overall walkability in the area. They further stated that the number of minor accidents and near-miss incidents had reduced after the project implementation. Pedestrians, especially children and elderly residents, felt safer due to the construction of proper footpaths and clearer road demarcation. The safety measures introduced under the project contributed positively to safer and more disciplined road usage.

IMPROVEMENT IN DAILY COMMUTE

CHART 11: IMPACT OF ROAD IMPROVEMENT ON LOCAL BUSINESSES AND DAILY COMMUTING



The road infrastructure development has led to a significant improvement in daily commuting for people using the project stretch.



98.0%

of the respondents reported that the road improvement positively impacted both local businesses and daily commuting.

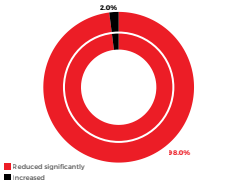
Respondents indicated that the improved road conditions resulted in smoother traffic flow and better accessibility. The upgraded road surface, effective drainage system, installation of solar street lighting, construction of pedestrian footpaths, and implementation of safety measures have collectively made everyday travel safer, faster, and more convenient.



Renukaradya, vendor

I commute daily by car or taxi. Earlier, the infrastructure conditions were very poor. There was waterlogging during rains, unsafe walking areas, poor lighting at night, and frequent near-miss incidents. The muddy roads and dust created inconvenience and safety concerns for everyone traveling to the workplace. After the road improvement, the situation has changed completely. The road surface is smooth and well-maintained, and water no longer collects during rains because of proper drainage. The lighting has improved visibility at night, and the footpaths have made pedestrian movement much safer. Traffic feels more organized now, and near-miss incidents have reduced significantly. My daily commute has become safer, faster, and far less stressful.

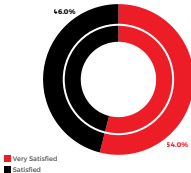
CHART 12: CHANGE IN TRAVEL TIME AFTER ROAD IMPROVEMENT



98.0%

of the surveyed respondents experienced a significant reduction in travel time following the road improvement, thereby indicating the positive impact of the project.

CHART 13: OVERALL SATISFACTION WITH ROAD IMPROVEMENT PROJECT



The findings indicate a high level of satisfaction with the road improvement project.



54.0%

of the respondents reported being very satisfied, while 46% stated they were satisfied.

This reflected strong positive feedback from the community and demonstrates broad approval of the project's outcomes and overall impact.

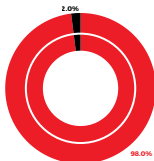
Vidya, local resident

The road improvement has made a big difference for all of us. The surface is smooth, the lighting is good, and walking feels much safer now. We are very satisfied with the work done, and it has truly improved our daily travel and comfort



IMPROVEMENT IN QUALITY OF LIFE

CHART 14: IMPROVEMENT IN QUALITY OF LIFE DUE TO ROAD IMPROVEMENT



■ Yes
■ No

The road improvement project led to a meaningful enhancement in the overall quality of life for residents and regular road users.



98.0%

of the respondents reported an improvement in their quality of life, while only 2% indicated no change.

Improved road conditions, better drainage, enhanced lighting, safer pedestrian pathways, and reduced travel time contributed to greater convenience and comfort in daily activities. Residents experienced fewer disruptions during monsoon seasons, safer movement during night hours, and smoother commuting overall.



IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL



Improved solar street lighting, organised footpaths, and clearly marked crossings strengthened pedestrians' and commuters' sense of safety, especially during evening and night hours.



Reduction in accidents and near-miss incidents increased confidence in daily travel and reduced stress during commuting.



Smoother road surface and effective drainage improved travel comfort and reliability.



Prevention of waterlogging during monsoons supported uninterrupted movement and safeguarded the livelihoods of roadside vendors and small businesses.

COMMUNITY LEVEL

Improved road design and safety measures reduced unsafe road behaviour and enhanced overall traffic discipline.



Better lighting, cleaner surroundings, and organised infrastructure transformed the stretch into a more functional and welcoming public space.

Enhanced night-time visibility strengthened community confidence and encouraged responsible road use.

STATE LEVEL

Improved urban road infrastructure supported Karnataka's priorities related to road safety, pedestrian-friendly streets, and sustainable urban development.



Enhanced connectivity and safer commuting contributed to workforce mobility and local economic activity in industrial zones.

NATIONAL LEVEL



The project supported national objectives related to road safety, urban infrastructure improvement, and sustainable mobility.

CASE STUDY



Case Study 1

Narayan has been working at ABB India Limited for more than two years and commutes daily to the office on his two-wheeler. Before the road improvement initiative, his daily travel experience was stressful and challenging. He recalled that the roads around the facility were in very poor condition, particularly during the rainy season. Frequent waterlogging, muddy and slippery surfaces, poor night-time lighting, unsafe pedestrian movement, and occasional near-miss incidents made commuting difficult and risky. Traffic congestion further added to the inconvenience. He shared, **“Earlier, traveling to the workplace was quite stressful, especially during the rainy season. The roads were in very poor condition, with waterlogging, poor lighting, and unsafe movement. It affected not only our safety but also our peace of mind while coming to work.”**

Following the infrastructure improvements supported under the ABB Foundation initiative, Narayan observed a significant transformation. The road condition improved substantially, waterlogging was reduced due to better drainage, and proper lighting enhanced night-time visibility. Traffic movement became smoother and more organized, and the risk of accidents or near-miss incidents declined. He further stated, **“Now the roads are in very good condition. Waterlogging has reduced, lighting is much better, and I feel very safe while commuting. The difference is clearly visible, and the overall experience is very satisfactory.”**

Narayan considers the current infrastructure reliable and functional, and believes the improvements have made a meaningful difference to his daily commute and overall comfort.



EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The ABB Rural Road Development Project at Gangadara Palya in Nelamangala Taluk was highly relevant, as it addressed critical gaps in rural road infrastructure, including poor surface conditions, waterlogging, inadequate lighting, and lack of pedestrian safety measures. Prior to the intervention, the stretch experienced frequent drainage issues during monsoons, unsafe pedestrian movement, and poor night-time visibility, affecting daily commuting for villagers, workers, school children, and local businesses. By introducing improved bituminous surfacing, proper drainage systems, solar street lighting, pedestrian footpaths with railings, and road safety measures, the project directly responded to local mobility and safety needs. The intervention supported rural connectivity.



COHERENCE

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



The intervention also aligns with the Government of India's flagship programs:

- Smart Cities Mission - Promotes safe, inclusive, and sustainable urban development.
- AMRUT (Atal Mission for Rejuvenation and Urban Transformation) - Improves urban infrastructure such as roads, drainage, water supply, and sewerage.
- National Road Safety Policy - Aims to reduce road accidents and improve traffic safety.



EFFECTIVENESS

The project was effective in achieving its intended outcomes related to improved road safety, drainage management, pedestrian convenience, and travel efficiency. Survey findings showed that 98% of respondents reported significant reduction in travel time, and 96% observed a reduction in accidents or near-miss incidents. Additionally, 100% of respondents reported improved pedestrian accessibility. These improvements collectively enhanced daily mobility and safety conditions. Stakeholder feedback confirmed smoother traffic flow, elimination of waterlogging during monsoons, and increased confidence among pedestrians, especially children and elderly residents. Minor limitations, such as restricted scope for landscaping due to space constraints, slightly moderated overall effectiveness but did not impact core safety and mobility outcomes.



EFFICIENCY

The project demonstrated efficient use of resources despite challenges such as traffic management during construction, coordination with multiple departments, and utility shifting. Strong coordination between ABB, the implementing partner, and government authorities enabled phased execution with minimal disruption to daily road users. Timely on-ground decisions, use of standardised materials, and integrated planning of drainage, lighting, and pedestrian facilities helped avoid cost overruns and rework. The structured approach ensured quality outcomes within the planned timeframe.



IMPACT



The project created a visible impact on community safety, mobility, and quality of life along the Gangadarana Palya road stretch in Nelamangala Taluk. Survey findings showed that 96% of respondents observed fewer accidents or near-miss incidents, while 100% reported improved pedestrian accessibility. Enhanced street lighting, footpaths, railings, rumble strips, and other safety measures significantly improved road safety, especially during evening and night hours.



Traffic movement improved significantly due to better road surfacing, alignment, and drainage, with 98% of respondents reporting reduced travel time and smoother commutes. Improved drainage also ensured uninterrupted road access during monsoons, supporting daily mobility and local economic activities.



Beyond functional improvements, the project enhanced overall quality of life and community confidence. 98% of respondents reported improvement in their quality of life, and 100% expressed satisfaction with the project. Residents and local stakeholders noted safer pedestrian movement, improved night-time visibility, and better road reliability. These outcomes indicate that the intervention delivered meaningful and sustained impact at the community level.



SUSTAINABILITY

The project demonstrates strong sustainability through durable construction practices, quality materials, and structured maintenance planning. The road was designed with proper drainage systems, camber correction, and solar-powered street lighting to ensure long-term functionality and reduced recurring costs. Maintenance responsibilities have been coordinated with local authorities to ensure periodic inspection and upkeep of the road surface, drainage channels, footpaths, and solar lighting systems. Stakeholder interactions reflected a growing sense of ownership among local authorities and community members regarding the developed infrastructure.

RECOMMENDATIONS



While the project primarily focused on safety and functionality, there is scope to enhance the corridor's aesthetic appeal through phased beautification measures such as native plantations, decorative planters, community murals, cleanliness drives, and shaded pedestrian zones to improve walking comfort and environmental quality.



Beyond beautification, it is recommended to strengthen the long-term maintenance and governance of the corridor through a structured Operations & Maintenance (O&M) plan. This may include periodic inspections, timely pothole, kerb, and footpath repairs, and the establishment of a simple mechanism for reporting issues to ensure prompt corrective action.



Monsoon preparedness should be institutionalised through scheduled desilting and cleaning of covered drains and catch pits prior to and during the rainy season. Regular monitoring will help prevent waterlogging and protect the durability of the improved road infrastructure.



Pedestrian comfort and accessibility can be improved by ensuring continuous footpaths, reducing level differences, and adding ramps at key crossings. Better parking management and control of encroachments near shops and bus stops will help keep pedestrian pathways safe and clutter-free.



This project represented a successful integrated model of road safety, organised parking, drainage improvement, pedestrian infrastructure, lighting, bus stop development, and streetscape enhancement. This demonstrates how coordinated planning and CSR support can create safe, organised, and community-friendly urban corridors. Documenting and publicising this initiative as a structured case study will help position it as a replicable model that other corporate and municipal bodies.

SUSTAINABILITY

The road infrastructure development has established a strong foundation for long-term safety, mobility, and public convenience in the project area at Gangadarana Palya in Nelamangala Taluk. The sustainability of the intervention is supported by clear maintenance arrangements and shared responsibility between the implementing agency and local authorities. The project was executed using durable materials and standard technical specifications to minimise long-term maintenance requirements. To ensure continuity after project completion, maintenance responsibilities have been coordinated with local authorities for structural upkeep and routine monitoring. Solar street lighting systems were installed to reduce recurring electricity costs and enhance long-term operational sustainability. Drainage systems were designed with adequate capacity to handle monsoon runoff, reducing the likelihood of recurring repairs.



PROJECT 3

SPECIAL SCHOOL TO MAINSTREAM 200 CHILDREN WITH DISABILITY

Implementation Mode : Implementation Agency
Implemented by : Association of People with Disability
Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Children with disabilities continue to face significant barriers in accessing and sustaining quality primary education in India. Despite policy mandates on inclusive education, structural challenges such as inaccessible infrastructure, limited specialised support, inadequate health services, and persistent social stigma restrict meaningful participation. As per the Census 2011, only 61% of children with disabilities (5-19 years) were enrolled in educational institutions, while 27% had never attended school, and 12% had dropped out. UDISE+ 2021-22 data further showed that children with disabilities accounted for only 1.01% of total school enrolment, compared to their 2.21% share of the population, indicating continued under-representation. State-level evidence from Karnataka highlights additional constraints, including a lack of disability-friendly facilities, limited teacher preparedness for inclusive classrooms, and low community awareness. These gaps underline the need for structured, specialised institutions such as Shradhanjali Integrated School, which combines academic instruction, individualised rehabilitation, and therapeutic services to enable sustained educational participation and social inclusion for children with disabilities in Bengaluru.

The Shradhanjali Integrated School (SIS) was established to address these critical gaps by operating a recognised inclusive mainstream primary school up to Class VII, providing education, rehabilitation, nutrition, therapy, and co-curricular exposure to children with disabilities in an inclusive setting. The programme responds to the documented need for specialised educational environments that combine academic instruction with therapeutic interventions, parental support, and transition planning to facilitate the mainstreaming of children with disabilities into regular schools after Class VII. This integrated approach ensures that children with disabilities receive comprehensive developmental support whilst fostering social inclusion through interaction with non-disabled peers.

OBJECTIVES OF THE PROGRAM



To promote inclusive education through an 80:20 model, wherein 80 % of enrolled children have disabilities, and 20 % are non-disabled peers.



To support the successful mainstreaming and transition of children with disabilities to regular schools after completion of Class VII.



To provide individualised education and rehabilitation support through Individual Education Plans (IEPs) and Individual Rehabilitation Plans (IRPs) tailored to each child's specific needs and abilities.



To empower parents and families through training, counselling, and continuous orientation on child handling, therapy techniques, and educational support strategies.



To advocate for policy integration and facilitate the enrolment of children with disabilities in government scholarship schemes and social security programmes.



To ensure access to comprehensive therapies, including Occupational Therapy (OT), Physiotherapy (PT), and Speech and Language Therapy (SLT), based on individual functional requirements.

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PROJECT ACTIVITIES

The programme implemented a comprehensive set of activities organised across five thematic areas to achieve the stated objectives:



SCHOOL ADMISSION & ACCESS

- Community outreach activities were undertaken.
- Children with disabilities were identified.
- Individual child assessments were conducted.
- Eligible children were enrolled in the school.
- Uniforms, textbooks, learning materials, and transportation were provided to enrolled children.



CURRICULUM DEVELOPMENT

- Individual Education Plans (IEPs) were developed for children based on their needs.
- Structured lesson planning was developed to support learning.
- Technology was used as a learning tool.
- Periodic monitoring of child progress was carried out.



CO-CURRICULAR ACTIVITIES

- 3 Residential camps/co-curricular activities/sports meets were organised for children.
- 1 day Exposure visits to industries, factories, parks, and museums were conducted



REHABILITATION & HEALTH

- Individual Rehabilitation Plans (IRPs) were prepared for children.
- Occupational Therapy, Physiotherapy, and Speech and Language Therapy were provided.
- Medical, ENT, and dental health check-ups were conducted.
- Mid-day meals and supplementary nutrition were provided to children.
- A network of medical specialists supported the programme.



PARENT TRAINING

- Ensured all CwSNs received applicable Government schemes and scholarships.
- Assistance was provided for mainstream school admission after Class VII.



POLICY ADVOCACY

- Ensured all CwSNs received applicable Government schemes and scholarships.
- Assistance was provided for mainstream school admission after Class VII.

KEY FINDINGS AND IMPACTS

DEMOGRAPHIC & PRE-INTERVENTION CONTEXT



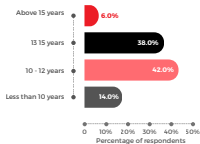
50
CHILDREN SURVEYED



64% / 36%
BOYS / GIRLS

AGE DISTRIBUTION OF CHILDREN

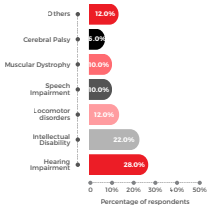
CHART 1: PERCEPTION OF SAFETY AFTER SCHOOL BUILDING REPAIRS AND RETROFITTING



80.0%

of children are between 10 and 15 years old

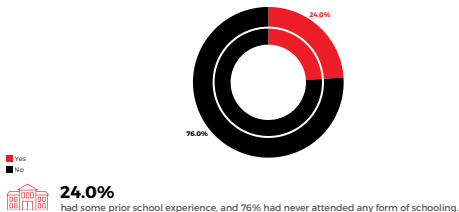
CHART 2: DISABILITY & BASELINE STATUS (N= 50)



The sample reflected a range of disabilities among the children, indicating the school's efforts toward inclusivity.

Within the assessed group, hearing impairment appeared most commonly, followed by intellectual disability—a smaller proportion of children presented with locomotor challenges, as well as speech-related conditions and muscular dystrophy. The presence of children with cerebral palsy, autism, Down syndrome, and multiple disabilities further suggests that the school caters to learners with varied support needs.

CHART 3: BASELINE SCHOOLING STATUS (PRE-ENROLMENT)



APD JOURNEY

KEY BARRIERS FACED BEFORE INTERVENTION (N= 50)

Barrier	%	Inference	Snapshots of what parents shared
Child health / functional limitations	34.0%	Some children had health conditions or functional difficulties that made regular school routines challenging. Parents often felt unsafe sending them without proper support.	<p>My child gets seizures sometimes, so I was scared to send him alone.</p> <p>Abdulla, Lingarajapuram, a parent of a 7-year-old child.</p> <p>Because he cannot grip a pencil properly, he needs help even to write.</p> <p>Arman Babu, Chinnappa Garden, a parent of an 11-year-old child.</p>
Lack of a suitable school	64.0%	Many parents could not find a nearby school equipped to handle their child's needs. Schools often lacked special educators, accessible infrastructure, or readiness to accept disabled children.	<p>The school said they don't have a special teacher for my daughter.</p> <p>Hema Shree, Lingarajapuram, a parent of a 12-year-old child</p> <p>There was no ramp so that we couldn't take the wheelchair inside.</p> <p>Nadiya, Lingarajapuram, a parent of a 13-year-old child.</p>
Financial constraints	66.0%	Families struggled to afford school fees, therapy costs, transport, or assistive devices. Economic hardship forced parents to prioritise basic needs over education.	<p>I couldn't pay for both school and therapy.</p> <p>Nabeel, Lingarajapuram, a parent of a 10-year-old child</p> <p>Even buying special learning materials was too costly for us.</p> <p>Madhu Hasini, Lingarajapuram, a parent of a 15-year-old child</p>
Transport issues	66.0%	Transport was a major difficulty—schools were far, vehicles were not disability-friendly, and the regular travel expenses were high. Some parents had to carry their child physically.	<p>Autos refused to take my child because he needs support.</p> <p>Rithika, Lingarajapuram, a parent of a 14-year-old child</p> <p>I cannot carry my son every day to the main road for the bus.</p> <p>Keerthi Raghavan, Lingarajapuram, a parent of a 10-year-old child</p>

Disability-related discrimination	66.0%	Negative attitudes and stigma discouraged families from continuing schooling. Children faced teasing, and some teachers were unwilling or unsure how to handle them.	<p>Other children teased my son, so he didn't want to go.</p> <p>Johara Fatima, Lingarajapuram, a parent of a 9-year-old child</p> <p>Teachers said they couldn't manage a child like mine in class.</p> <p>Syed Sufiyan, Lingarajapuram, a parent of an 11-year-old child</p>
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FRONT VIEW

ACCESS & SERVICE UPTAKE

COUNSELLING & PARENTAL ENABLEMENT



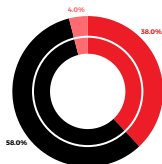
100%
of Parents Received Counselling.

INDIVIDUAL REHABILITATION PLANNING



100%
children received an Individual Rehabilitation Plan tailored to their specific needs.

CHART 4: EASE OF UNDERSTANDING THE CHILD'S REHABILITATION PLAN (N = 50)



- Extremely easy
- Somewhat easy
- Neutral

The analysis shows that 58% of parents found the rehabilitation plans somewhat easy to understand. In comparison, 38% found them extremely easy, indicating that 96% of parents understood the Individual Rehabilitation Plans (IRPs) designed for their children.

This level of understanding enabled parents to participate actively in therapeutic and educational interventions and to provide informed support at home.



Mr Jovial Moshahary, School Principal

Individual Rehabilitation Plans have made a remarkable difference in how our children learn and grow. By setting personalised goals and outlining structured support, the IRPs ensure that academic and therapeutic interventions continue smoothly. The collaborative planning and regular reviews allow each child to progress at a pace that suits their needs, while keeping everyone—teachers, therapists, and parents—are aligned in their efforts.

PARTICIPATION & EXPOSURE

EXPOSURE VISITS & ENJOYMENT



100%

of children attended exposure visit

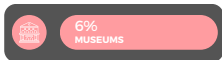
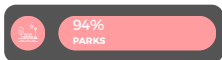
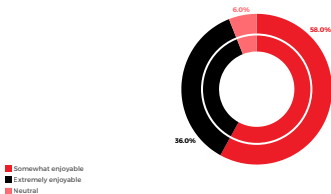


CHART 5: ENJOYMENT LEVEL OF THE EXPOSURE VISIT (N = 50)



Parents reported that the exposure visits were highly beneficial for their children, with 58% describing them as somewhat enjoyable and 36% as extremely enjoyable. Overall, 94% of parents reported that their children had positive, meaningful experiences during these visits, noting that they helped enhance social interaction, hands-on learning, and integration with the community beyond the classroom.

This finding is supported by insights from the Implementing Partner, who noted that one-day exposure visits to parks and public places provided children with opportunities for social exposure, confidence-building in public settings, and development of adaptive skills essential for community participation, with parents valuing the broadened learning experiences for their children.



Mr Jovial Moshahary, Vice Principal (Active Principal)

Exposure visits and co-curricular activities have helped children interact confidently in public spaces. These experiences have improved their social skills and broadened learning beyond the classroom.

CHILD DEVELOPMENT OUTCOMES

ENABLING SUPPORT & READINESS FOR IMPACT PROJECT SUPPORT & SERVICE COVERAGE

Comprehensive Support Coverage

Support Received by Children Enrolled in the Programme

100% of Parents Reported Receipt of Comprehensive Support



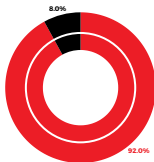
The programme ensured universal access to education, therapy, transport, nutrition and counselling, addressing the educational, health, mobility and psychosocial needs of children and families.



Parent of a 14-year-old child with Hearing Impairment; Lingaraja Puram

Before joining this school, we struggled to find a place where my child would be accepted. The admission process here gave us confidence and support at every step. Today, my child goes to school regularly and feels happy being there.

CHART 6: SUPPORT RECEIVED FOR OBTAINING GOVERNMENT DISABILITY ID CARD (N = 50)

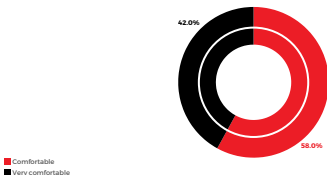


■ Yet to receive
■ No

The findings indicate strong programme facilitation in securing government disability entitlements. A substantial majority (92%) of respondents confirmed receiving support for obtaining the Government Disability ID (UDID) card, reflecting effective convergence with statutory systems and proactive administrative assistance.

The remaining 8% of respondents reported that they have already applied for the disability ID card but have not yet received it. Overall, the data demonstrates high coverage of entitlement linkage, with minimal pending cases requiring follow-up for completion

CHART 7: CHILD'S COMFORT LEVEL IN THE SCHOOL ENVIRONMENT (N = 50)



■ Comfortable
■ Very comfortable



58.0%

reported that their children felt comfortable.



42.0%

said their children felt very comfortable.

Parents highlighted that the school fosters a sense of safety, acceptance, and inclusiveness, which is vital for their children's emotional well-being and regular engagement in learning.

PERCEIVED SUPPORTIVE INFRASTRUCTURE AND FACILITIES

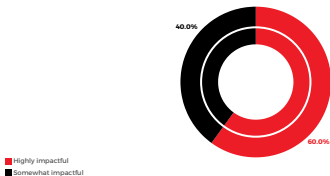
Parents also acknowledged elements that support their children's continued participation.

They noted that accessible transport options and child-friendly infrastructure make it easier for children to attend regularly and participate fully in school activities by reducing physical and logistical barriers.



Mohammad Fawas, Lingarajapuram, Parent of a 15-year-old child

Earlier, getting my child to school regularly was very difficult due to transport issues and physical barriers. With accessible transport and disability-friendly infrastructure now in place, attendance has become consistent and stress-free. These supports have made my child more confident, active, and fully engaged in school activities."

CHART 8: IMPACT OF PARENT TRAINING AND MOTIVATION SESSIONS ON SUPPORTING CHILDREN'S EDUCATION (N = 50)**60.0%**

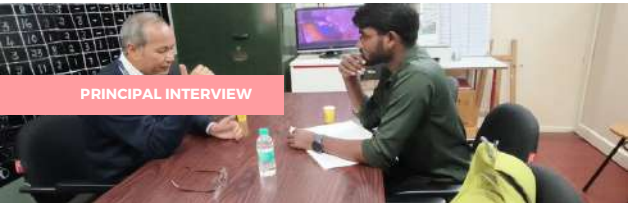
of parents rated the training and motivational sessions as highly impactful. In comparison, 40% rated them as somewhat impactful, indicating that all parents perceived the sessions as beneficial for their child's education.

This pattern was further reinforced by insights from Mrs Roopa, a School Management Committee (SMC) member, who observed increased parental participation in meetings, greater openness in sharing concerns, and consistent adherence to therapy guidance following the training programmes.

The quantitative and qualitative evidence suggests that parent training effectively strengthened parental engagement and capacity to support their children's educational and developmental progress.

**Parent of a 10-year-old child with Dwarfism**

"Before this programme, we did not know how to support our child properly. The counselling and guidance helped us better understand our child's needs. Now we actively follow therapy advice at home."

PRINCIPAL INTERVIEW

DEVELOPMENTAL IMPACT - CORE OUTCOMES ACADEMIC & COGNITIVE DEVELOPMENT

IMPROVEMENT IN ACADEMIC TASK PERFORMANCE

What the Data Shows	Snapshots of what parents shared
<p>52% Very High Improvement 48% Moderate Improvement</p>	<p>Children show stronger academic independence and accuracy across disabilities</p>
<ul style="list-style-type: none"> Most children can now complete reading, writing, and math tasks with reduced help. Structured teaching, multisensory tools, and routine assessments improved consistency. 	<p>Autism (ASD): He now reads 2-3 lines aloud without getting irritated. Mohammed Shoab, Lingaraja Puram, Parent of a 13-year-old child</p> <p>Intellectual Disability (ID): She identifies letters and connects them to pictures at home. Madhu Hasini, Lingaraja Puram, Parent of a 15-year-old child</p> <p>Learning Disability (LD): He writes b/d correctly after the tracing practice. Trishika S. Lingaraja Puram, Parent of a 9-year-old child</p> <p>Hearing Impairment (HI): "She solves addition sums using number cards on her own." Dhanush, Lingaraja Puram, Parent of a 14-year-old child</p> <p>Cerebral Palsy (CP): With the pencil grip, he completes counting tasks neatly. Sugra Kanam, Lingaraja Puram, Parent of a 14-year-old child</p>



STUDENT INTERACTION

IMPROVEMENT IN DAILY LIFE PROBLEM-SOLVING SKILLS

What the Data Shows	Snapshots of what parents shared
30% Very High Improvement 68% Moderate Improvement 2% Slight Improvement	Children are becoming more independent in everyday reasoning, sequencing, and adapting to situations.
<ul style="list-style-type: none"> The majority of children can now break tasks into steps, think through problems, and respond better to routines. 	ASD: He follows the morning routine with a 3-step visual card—brush, wash, dress. Joshiva, Lingaraja Puram, Parent of a 10-year-old child ID: He uses counting blocks to find answers instead of guessing. Likitha, Lingaraja Puram, Parent of a 12-year-old child Hearing Impairment (HI): She completes puzzles by following sign cues. J Pradeesh, Lingaraja Puram, Parent of a 13-year-old child

OVERALL INTERPRETATION

Insight	What It Means for Special Children
Almost all children (98%) showed moderate to marked improvement across academic and cognitive domains.	Showing that structured lesson plans, ICT tools, multisensory teaching, and periodic assessments effectively support children with diverse disabilities.
Only 2% slight improvement	Indicates need for additional individualised support, therapy reinforcement, or behavioural interventions.

POSTERS



SOCIAL & EMOTIONAL DEVELOPMENT

IMPROVEMENT IN PEER INTERACTION & FRIENDSHIP SKILLS

What the Data Shows	Snapshots of what parents shared
58% Moderate Improvement 40% Very High Improvement	Children are becoming more socially responsive and comfortable around peers.
<ul style="list-style-type: none"> Most children now make eye contact, greet peers, share toys, or join group play more often. Structured social-skills activities and peer-partner approaches have helped reduce hesitation and isolation. 	<p>Autism (ASD): He sits next to classmates during circle time instead of sitting alone.</p> <p>Mohammed Shoaib, Lingarajapuram, Parent of a 13-year-old child</p>

IMPROVEMENT IN EMOTIONAL REGULATION

What the Data Shows	Snapshots of what parents shared
52% Moderate Improvement 44% Very High Improvement	Children show more control over emotions, fewer meltdowns, and better coping skills.
<ul style="list-style-type: none"> Improved ability to calm down, follow routines, and respond flexibly to changes. Use of visual schedules, calming corners, breathing exercises, and consistent routines helped. 	<p>HI: She uses signs for 'stop' and 'wait' when upset instead of screaming.</p> <p>Ameen Ahmad, Lingarajapuram, Parent of a 13-year-old child</p> <p>CP: He is trying to express his frustration verbally instead of crying.</p> <p>Druva, Lingarajapuram, Parent of a 17-year-old child</p>



IMPROVEMENT IN EXPRESSING NEEDS & WANTS

What the Data Shows	Snapshots of what parents shared
<p>58% Moderate Improvement 38% Very High Improvement</p>	<p>Children are communicating their needs more clearly and confidently.</p>
<ul style="list-style-type: none"> • More children now use words, gestures, AAC boards, or signs to express hunger, discomfort, preferences, or emotions. • Reduced dependency on adults to guess their needs. 	<p>ASD: He tells us 'I need a break' instead of having a meltdown. Mubarak, Lingaraja Puram, Parent of a 14-year-old child</p> <p>HI: She signs 'water', 'toilet', or 'pain' clearly. Bharani, Lingaraja Puram, Parent of a 16-year-old child</p> <p>LD: He forms short but clear sentences like 'I want a red pencil.' Charan, Lingaraja Puram, Parent of a 13-year-old child</p> <p>ID: She points to pictures on her communication chart to express needs. Yogesh, Lingaraja Puram, Parent of an 8-year-old child</p> <p>CP: He uses his AAC device to say when he's tired. Zainab, Lingaraja Puram, Parent of a 13-year-old child</p>

OVERALL INTERPRETATION

Insight	Implication
<p>High levels of improvement across social interaction, emotional regulation, and expressive communication</p>	<p>Social and emotional readiness is strengthening, enabling children to participate better in inclusive classrooms, community activities, and peer groups.</p>
<p>Improved peer acceptance and cooperation in school</p>	<p>Shows a shift towards a more inclusive, respectful, and empathetic culture supported by teachers and mainstream students.</p>

IMPROVEMENT IN FINE MOTOR SKILLS

What the Data Shows	Snapshots of what parents shared
<p>40% Very High Improvement 50% Moderate Improvement 10% Slight Improvement</p>	<p>Children are gaining better control of hand movements needed for writing, gripping, dressing, and classroom tasks.</p>
<ul style="list-style-type: none"> Majority can now hold writing tools correctly, button/unbutton, pick small objects, and complete craft activities with improved precision. Regular Occupational Therapy has strengthened finger control, wrist stability, and coordination. 	<p>Autism (ASD): He now holds crayons properly and colours within the boundaries.</p> <p>Noorulla, Lingaraja Puram, Parent of a 14-year-old child</p> <p>Intellectual Disability (ID): "He can button his shirt slowly but independently.</p> <p>Mary Beula, Lingaraja Puram, Parent of an 11-year-old child</p> <p>Learning Disability (LD): Letter formation has improved she doesn't press too hard or too light.</p> <p>Koushal M S, Lingaraja Puram, Parent of a 17-year-old child</p>

IMPROVEMENT IN GROSS MOTOR SKILLS

What the Data Shows	What Parents shared
<p>22% Very High Improvement 74% Moderate Improvement 4% Slight Improvement</p>	<p>Children show stronger balance, body coordination, posture, and large-muscle control.</p>
<ul style="list-style-type: none"> Improved walking stability, climbing, running, jumping, and the ability to participate in active play. Physiotherapy has strengthened core muscles, gait, and overall mobility 	<p>ASD: She runs and plays outside with other kids earlier she avoided group movement.</p> <p>Mohammed Shoaib, Lingaraja Puram, Parent of a 13-year-old child</p> <p>HI: "She joins PT drill activities with better coordination."</p> <p>Mohammad Fawas, Lingaraja Puram, Parent of a 15-year-old child</p>

FUNCTIONAL IMPROVEMENTS OBSERVED AT THE SCHOOL LEVEL

Structured therapeutic and educational interventions have translated into measurable functional gains at the school level. These improvements were consistently observed and validated through interactions with SMC members and the School Principal, who reported visible changes in children's classroom participation, independence in daily routines, and overall engagement in school activities. Their observations indicate that therapeutic inputs are not confined to clinical settings but are reflected in improved functional performance within the school environment.

School Observations	What It Means for Children
Occupational Therapy strengthened fine motor precision	Children can now write more legibly, complete worksheets independently, and participate in classroom art activities.
Physiotherapy improved mobility & posture	Students show better sitting tolerance, improved endurance during tasks, and greater participation in indoor/outdoor play.
Greater functional independence in daily routines	Children manage feeding, dressing, toileting, and transitions with less assistance.
Better participation in classroom & play activities	Children actively engage in games, sports, movement breaks, and group activities, supporting socialisation and inclusion.

COMMUNICATION & CONFIDENCE

SPEECH & LANGUAGE DEVELOPMENT

What the Data Shows	Snapshots of what parents shared
30% Very High 64% Moderate 6% Slight	Children communicate more clearly and confidently.
<ul style="list-style-type: none"> Better vocabulary, clearer words, improved sentence use. Supported by speech therapy, visual aids, and peer interaction. 	<p>ASD: Says short phrases like "want water" instead of pulling their hand.</p> <p>ID: Names objects and family members clearly.</p> <p>LD: Forms simple sentences better than before.</p>

CONFIDENCE & SELF-ESTEEM

The findings presented below are drawn from structured parent interactions covering children (ages 9-17) residing primarily in Lingarajapuram and Dodda Basavanwadi. The cohort includes children with Cerebral Palsy, Hearing Impairment, Slow Learning profiles, Autism Spectrum Disorder, and other developmental conditions, all enrolled as day scholars. Guardians shared insights during household-level consultations, reflecting observed changes in children's confidence, classroom participation, and social behaviour following sustained therapeutic and educational support.

What the Data Shows	Snapshots of what parents shared
32% Very High 64% Moderate	Children participate more and show better self-expression.
<ul style="list-style-type: none"> More willingness to answer, interact, and engage in class. Improved comfort in social settings. 	ASD: Answers roll call aloud now. HI: Signs confidently during class activities. CP: Shows work and explains it. LD: Reads aloud without fear.



Parent of an 11-year-old child with Muscular Dystrophy; Chinnappa Garde

My child has become more confident and enjoys participating in sports and activities. Exposure visits helped reduce the fear of public places. We are happy to see positive changes in behaviour and social interaction.

DAILY LIVING & SELF-CARE SKILLS



74.0%
Moderate improvement



20.0%
Very high improvement



6.0%
Slight improvement

Most children made steady and meaningful progress in everyday functional skills, with nearly one in five showing very high gains. Only a small proportion showed minimal change.

The programme's impact is reflected not only in academic and social domains but also in children's everyday functioning and self-care abilities. Parent feedback indicates meaningful progress in daily routines, personal independence, and basic life skills essential to long-term autonomy. The tables below summarise quantitative improvement levels alongside real-life examples shared by parents, illustrating how therapeutic and educational support has translated into practical gains in daily living and self-care.

What the Data Shows	Snapshots of what parents shared
The majority (74%) show moderate growth in daily routines and independence	Children now complete everyday tasks with less prompting.
<ul style="list-style-type: none"> • Better consistency in morning routines. • Improved involvement during mealtimes. • More independence in transitions 	<p>Examples:</p> <ul style="list-style-type: none"> • "My child now brushes teeth and dresses with only verbal cues." • "He packs his school bag without needing step-by-step supervision." • "She follows her mealtime routine without reminders."



Parent of an 11-year-old child with Muscular Dystrophy; Chinnappa Garde

My child has become more confident and enjoys participating in sports and activities. Exposure visits helped reduce the fear of public places. We are happy to see positive changes in behaviour and social interaction.

IMPROVEMENTS IN SELF-CARE SKILLS

What the Data Shows	Snapshots of what parents shared
20% showed very great improvement; 6% showed slight improvement.	Children are more confident in feeding, grooming, and toileting routines.
<ul style="list-style-type: none"> • Stronger hand coordination and better use of tools. • Reduced dependency for basic grooming tasks. 	<p>Examples:</p> <ul style="list-style-type: none"> • "He now eats with a spoon without spilling much." • "She manages buttoning and combing with minimal help." • "He asks for help clearly when needed, instead of waiting silently."

SCHOOL-LEVEL INSIGHTS

Feedback from the School Principal and SMC members indicates noticeable functional progress within the classroom environment. These school-level observations highlight improvements not only in therapy-related skills but also in children's day-to-day participation, independence, and readiness to engage meaningfully in academic and group activities.

School Observations	Meaning for Children
Improved participation in the classroom and daily routines	Children transition smoothly between activities and manage materials more independently.
Teachers noted greater functional independence.	Enhanced readiness for learning, better engagement, and increased confidence in group tasks.

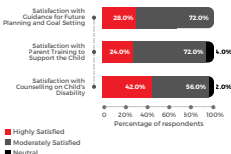


FRONT VIEW

PARENTAL SATISFACTION & PROGRAM QUALITY

COUNSELLING, GUIDANCE & PARENTAL SUPPORT

CHART 7: SATISFACTION WITH COUNSELLING, GUIDANCE, AND PARENTAL SUPPORT (N = 50)



Satisfaction with Guidance for Future Planning and Goal Setting (28% Highly Satisfied, 72% Moderately Satisfied)

Parents felt that the school provided them with useful, practical guidance on their child's future goals.

What parents shared.

- "The teacher helped us understand what skills my child should learn next."
- "We now know how to plan small goals at home, like improving routines or communication."



Satisfaction with Parent Training to Support the Child (24% Highly Satisfied, 72% Moderately Satisfied, 4% Neutral)

Most parents found the training helpful for managing behaviours, routines, and learning at home.

What parents shared.

- "They showed us simple activities to practise daily—now I know how to help my child learn better."
- "The techniques they taught for calming and guiding my child are working well at home."



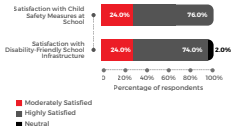
Satisfaction with Counselling on Child's Needs and Challenges (42% Highly Satisfied, 56% Moderately Satisfied, 2% Neutral)

Most parents found the training helpful for managing behaviours, routines, and learning at home.

What parents shared.

- "They showed us simple activities to practise daily—now I know how to help my child learn better."
- "The techniques they taught for calming and guiding my child are working well at home."

CHART 8: SATISFACTION WITH SCHOOL ENVIRONMENT, INFRASTRUCTURE, AND SAFETY (N = 50)



Satisfaction with Child Safety Measures at School



24.0%
Moderately Satisfied



76.0%
Highly Satisfied

Parents reported feeling reassured and confident about the school's safety systems.

What parents shared:

- "Teachers always supervise movement during breaks, so we feel our child is safe."

- "The school ensures secure entry and exit, which gives us peace of mind."
- "My child is well-supported during outdoor activities and transitions."
- A large majority of parents believe the school provides a safe, structured, and protective environment where children are monitored and supported throughout the day.

Satisfaction with Disability-Friendly Infrastructure



24.0%

Moderately Satisfied



74.0%

Highly Satisfied



2.0%

Neutral

Parents appreciated the school's efforts to create an accessible and comfortable environment for children.

What parents shared:

- "The ramps and accessible washrooms make it easier for my child to participate in school routines."
- "Learning areas are arranged in a way that helps children stay focused and calm."

Most parents feel the school has invested in inclusive infrastructure that supports children's mobility, comfort, and participation, making daily routines smoother and more accessible. Parents expressed strong satisfaction with both safety systems and inclusive infrastructure, reflecting trust in the school's ability to provide a secure, accessible, and child-friendly environment.



Mrs Hume Salma, School Management Committee (SMC) Member; 4 years of association with the project

The school environment is welcoming and supportive for children with disabilities and their families. Open access for parents, strong safety measures, and child-friendly infrastructure have helped children feel secure and comfortable in school.



WHEEL CHAIRS

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The programme demonstrated high relevance by directly addressing documented barriers to inclusive education for children with disabilities. Before intervention, 76% of children had never attended any form of schooling. Survey findings identified five distinct pre-intervention barriers across the beneficiary cohort: disability-related discrimination (66%), transport difficulties (66%), financial constraints (66%), lack of a suitable school in the vicinity (64%), and child health and functional limitations (34%). The programme's design responded directly to each barrier. Accessible and adapted education addressed the absence of a suitable school; transport facilities mitigated mobility constraints; mid-day nutrition and fee-free enrolment reduced financial burden; structured therapy and Individual Rehabilitation Plans addressed health and functional limitations; and the integrated 80:20 inclusive school model, supported by sustained community outreach and parental counselling, worked to counter disability-related discrimination and social stigma. The alignment between the documented barrier profile and the programme's multi-component design confirmed its relevance to the target population's needs, demonstrating both evidence-based and comprehensive support.



COHERENCE

The programme demonstrates coherence with key Indian policy frameworks. It aligns with the Rights of Persons with Disabilities (RPwD) Act, 2016, which mandates inclusive education and equal access to services; the National Education Policy (NEP) 2020, which emphasises equitable and inclusive education; and the Accessible India Campaign (Sugamya Bharat Abhiyan), which promotes accessibility and participation of persons with disabilities. Internationally, it contributed to Sustainable Development Goals 3 (Good Health and Well-being), 4 (Quality Education), and 10 (Reduced Inequalities). The 80:20 inclusive education model aligns with policy directions that encourage mainstreaming and social inclusion. Support for obtaining disability ID cards for 92% of beneficiaries enabled integration with formal social protection systems.



EFFECTIVENESS

The programme achieved its intended outputs, with 100% of children receiving education, therapy, transport, nutrition, and counselling services. Developmental outcomes were significant: 52% showed very great improvement in academic tasks, 40% in peer interaction, and 44% in emotional regulation.

Overall satisfaction levels were high, with 48% highly satisfied and 52% moderately satisfied, and SMC members reported observable gains in confidence and participation.



EFFICIENCY

Programme efficiency was evidenced through integrated service delivery within a single institutional platform. The school simultaneously delivered education, rehabilitation, nutrition, transport, and parental support, reducing duplication and transaction costs. Systematic therapy scheduling and coordinated staff deployment maximised output relative to inputs. The programme's institutional coordination was rated positively by all stakeholders. The School Principal confirmed effective collaboration amongst therapists, teachers, and parents, with structured communication channels including regular parent-teacher meetings and WhatsApp-based updates.



IMPACT

The programme generated substantial developmental impact across cognitive, social, emotional, and physical domains. Academic competencies improved significantly, with 52% showing very great improvement. Social integration was fostered through the inclusive 80:20 model, with SMC members confirming that mainstream students actively support children with disabilities. Confidence and self-esteem improved notably, with 32% at very high and 64% at moderate levels. Parental empowerment was a significant impact area, with 60% of parents finding the training and motivational sessions highly impactful, and 40% somewhat impactful. SMC members noted increased parental participation in meetings, greater openness in sharing concerns, and active follow-through on therapy guidance. The programme's mainstreaming impact was evidenced through the successful transition of 14 children to mainstream schools in the last year. Government scheme integration was robust, with 92% receiving support for disability ID cards.



SUSTAINABILITY

The programme has established strong internal foundations for continuity, including 100% IRP coverage, universal parental counselling, and zero dropouts, reflecting high community trust and retention. Parental capacity is a key strength, with 60% rating training as highly impactful and 96% demonstrating a strong understanding of rehabilitation plans. Additionally, 92% UDID facilitation supports sustained access to government entitlements. However, systemic risks remain. Two-thirds of families reported discrimination and financial constraints, 8% lack UDID linkage, and school leadership highlighted ongoing needs for teacher training, resource strengthening, and deeper government integration. Further, 82% of parents were only moderately satisfied with classroom instruction, indicating scope for improvement in pedagogical quality. Given these strengths and structural gaps, a rating of 3/5 is appropriate; strong institutional systems are in place, but full systemic sustainability has not yet been achieved.

RECOMMENDATIONS



All three School Management Committee members (Mrs Roopa, Mrs Rihana Bhanu, Mrs Hume Salma) and the School Principal independently identified the need for additional shadow teachers to provide individualised support to children with higher support needs. APD can explore the feasibility of deploying shadow teachers, either through direct recruitment or through partnerships with teacher training institutes, to strengthen one-on-one support in classrooms. This can enhance the quality of individualised attention, particularly for children with complex developmental needs.



Stakeholder interviews highlighted the need for additional DC (Digital/Display) boards and advanced assistive technology, particularly for children who can benefit from visual and digital learning interfaces. SMC members and the School Principal noted that while existing DC boards are effective for suitable learners, limited availability restricts their optimal utilisation and impact on classroom engagement. Expanding DC board access would therefore strengthen instructional delivery for children who can meaningfully engage with digital content. In parallel, tablet-based learning tools and assistive communication devices may be introduced selectively, based on individual suitability and learning needs.



While 60% of parents found the training highly impactful, and 40% somewhat impactful, the consistency of its application at home varies. SMC members noted that parents follow therapy guidance, but ongoing reinforcement can further support consistent home-based application. The APD can consider providing simple illustrated take-home guides or short IEP-aligned videos, along with periodic therapist follow-ups, to support sustained home-based practice.



PROJECT 4

SHRI KANCHI SANKARA PUBLIC SCHOOL INFRASTRUCTURE UPGRADATION

Implementation Mode : Implementation Agency

Implemented by : Shri Kanchi Kamothi Educational and cultural Centre

Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Shri Kanchi Sankara Public School, established in 2004 in Gota, Ahmedabad, served 546 students from predominantly underprivileged backgrounds across English- and Gujarati-medium sections. Over the years, the school building had developed significant structural vulnerabilities, with visible cracks, weakened load-bearing elements, and deteriorating construction quality. Water seepage through the terrace and walls was a recurring problem, particularly during the monsoon season, leading to damp walls, fungal growth, and unhygienic conditions that caused health problems among students. The school lacked a compound wall, leaving the campus without a secure boundary and exposing students to safety risks from unauthorised access. Drainage and sanitation infrastructure were inadequate, with no proper sewage connection to municipal lines, resulting in waterlogging and mosquito breeding. Classrooms were insufficient in number, and several were rendered unusable due to leaks and structural issues, resulting in overcrowding that hampered effective teaching and learning. The absence of dedicated learning spaces, such as a library, STEM lab, activity room, and computer lab, limited the scope for experiential and activity-based education. Poor ventilation, inadequate lighting, and damaged furniture further compromised the classroom environment. These conditions collectively affected student attendance, concentration, and academic engagement, while also diminishing teacher morale and parental confidence. The infrastructure upgradation project was conceived to address these interconnected challenges through a comprehensive intervention covering structural strengthening, weatherproofing, facility creation, and resource provision.

PROJECT OBJECTIVES



To strengthen the structural safety of the school building through retrofitting based on Non-Destructive Testing (NDT) recommendations.



To eliminate water seepage and dampness through comprehensive terrace weatherproofing and basement seepage repair.



To improve campus security by constructing a compound wall to control access and restrict unauthorised entry.



To upgrade drainage and sanitation infrastructure by laying drainage lines connected to municipal sewerage systems.



To create dedicated learning spaces, including a library, STEM lab, activity room, and computer lab, to support experiential education.



To enhance the aesthetic appeal and functional quality of the school campus through comprehensive painting and civil works.



To provide equitable access to quality educational infrastructure for underprivileged and first-generation learner communities.



To improve the overall learning environment through classroom renovation, enhanced lighting, ventilation, furniture, and digital equipment.

PROJECT ACTIVITIES



Laying of drainage lines from the school to the municipal sewerage lines.



Retrofitting of school building based on Non-Destructive Testing (NDT) report.



Civil, electrical, and plumbing work.



Terrace weatherproofing with brick bed and china mosaic.



Construction of a compound wall.



Painting of the entire school building.



Construction of the library room, activity room, and staff room.



Basement hall water seepage repair and conversion to an office room.



Purchase of furniture, computers, equipment, and resources.



Setting up of a library with books, digital content, lab equipment, art and sports supplies.



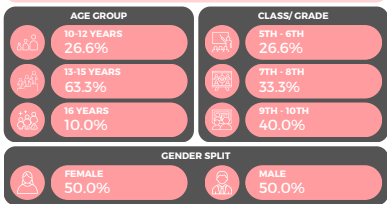
KEY FINDINGS AND IMPACTS

This chapter presents the detailed findings and impact of the Infrastructure Upgradation Project based on primary data collected from students and parents. The quantitative data is triangulated with qualitative data to make the analysis more robust.

A. STUDENTS COMPONENT

The student survey captured perspectives from 30 students across various grades at Shri Kanchi Sankara Public School. The findings reflect the changes experienced by students following the infrastructure upgradation project.

DEMOGRAPHIC PROFILE



KEY FINDINGS

The key findings from the student survey are presented below, organised by the following thematic areas: safety, comfort, learning environment, facility usage, and overall experience.

FINDING 1: PERCEPTION OF SAFETY AFTER BUILDING REPAIRS AND RETROFITTING

CHART 1: PERCEPTION OF SAFETY AFTER SCHOOL BUILDING
REPAIRS AND RETROFITTING



All students reported feeling much safer in the school premises after the intervention.



Aaditya Anuj Prasad, Class 8th Student

The upgraded school building has made a big difference in my learning. The new classrooms and furniture help us sit properly and concentrate better. I feel proud to study in a school that looks clean, safe, and well-maintained.

FINDING 2: REDUCTION IN CLASSROOM ISSUES SUCH AS LEAKAGE, DAMPNES, AND ODOUR

CHART 2: REDUCTION IN CLASSROOM ISSUES SUCH AS LEAKAGE, DAMPNES, AND ODOUR



■ Yes, fully reduced

All the students confirmed that issues such as water leakage, damp walls, and unpleasant odours had been fully resolved in their classrooms following the upgradation. Teachers also echoed these improvements, noting that earlier they had frequently had to shift children to different rooms during heavy rain because water would drip from the ceiling or seep into the classroom corners. One teacher shared that before the repairs, posters and teaching-learning materials often peeled off the walls due to dampness, but after the weatherproofing and terrace renovation, the walls have remained completely dry, even during the peak monsoon.

Another teacher mentioned that the basement hall, previously avoided due to a persistent musty smell, is now a usable, comfortable space for assemblies and group activities following the water seepage repair.

Taken together, these accounts validate the relevance of the measures undertaken to renovate the school building.



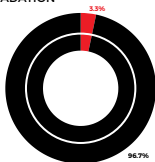
Mr. Sanjay Kumar, School Management Committee Member

No major seepage issues were observed now, even during the monsoon season.

Before the intervention, water seepage and roof leakage were particularly severe during the monsoon season. Damp walls and fungal growth near water sources caused health problems among students and created unhygienic conditions. The comprehensive weatherproofing and drainage improvements effectively resolved these long-standing issues.

**FINDING 3:
QUALITY OF LIGHTING AND
VENTILATION IN CLASSROOMS AFTER
UPGRADATION**

**CHART 3: QUALITY OF LIGHTING AND
VENTILATION IN CLASSROOMS AFTER
UPGRADATION**



■ Good
■ Very Good



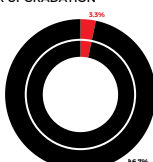
96.7%

of the students said that after the classroom upgradation, lighting and ventilation were now very good.

This shows that the improvements made to the classrooms effectively solved the earlier problems of dim lighting and poor airflow that students had reported during the baseline.

**FINDING 4:
CLEANLINESS AND HYGIENE OF
SCHOOL ENVIRONMENT AFTER
UPGRADATION**

**CHART 4: CLEANLINESS AND HYGIENE OF
THE SCHOOL ENVIRONMENT
AFTER UPGRADATION**



■ Somewhat
■ Yes



96.7%

of the students affirmed that the school environment was now cleaner and more hygienic following the upgradation.

The Teachers FGD reported that hygiene and cleanliness had improved, with issues such as damp walls, fungal growth, and sanitation problems now addressed.

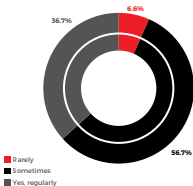


Dr. Rajesh Verma, Principal, Shri Kanchi Sankara Public School

Improved lighting, ventilation, and learning spaces had enhanced student concentration and learning outcomes.

FINDING 5: USE OF UPGRADED LIBRARY, ACTIVITY, OR STEM ROOMS

CHART 5: USE OF UPGRADED LIBRARY, ACTIVITY, OR STEM ROOMS



The upgraded library, activity, and STEM rooms are effectively utilized by students, with 93.4% reporting active use (56.7% sometimes, 36.7% regularly). This shows that schools have integrated these spaces into classroom practices, fostering meaningful student engagement.



6.6%

of the students report using these rooms rarely, which appears to stem from individual circumstances—such as personal preference, specific class needs, or occasional timetable constraints—rather than any structural or operational barriers.

Teachers corroborate these patterns by observing higher student engagement, stronger conceptual understanding during activity-based sessions, and improved reading habits when lessons take place in these upgraded spaces.

Overall, the data reflects successful implementation, high relevance, and strong educational value of the upgraded learning facilities.

Before the intervention, the school lacked dedicated spaces for activities, STEM, and specialized learning. The addition of a library, activity room, and STEM lab with equipment enhanced experiential learning and improved student engagement.

FINDING 6: WAYS IN WHICH UPGRADED LEARNING SPACES HAVE HELPED STUDENTS

CHART 6: WAYS IN WHICH UPGRADED
LEARNING SPACES HAVE HELPED
STUDENTS



The data suggests that the renovated learning spaces have brought about several positive shifts in how students learn and engage with different subjects.



73.3%

of the students reported reading more than before, marking the most noticeable change in reading habits.

The upgraded library, with organised shelves, adequate seating, and a wider selection of books, appears to have encouraged students to spend more time with reading materials.



50.0%

of the students reported developing a greater interest in science and related activities.

This likely stems from the improved STEM/activity room, where access to equipment and space for experiments has made science lessons more appealing.



30.0%

of the students reported that they now have more opportunities to participate in hands-on activities.

The redesigned activity spaces and availability of materials seem to have enabled more practical, experience-based learning.



13.3%

of the students said the upgraded spaces allowed them to work better with classmates.

More open layouts, functional furniture, and designated activity areas have likely made group work easier.

Overall, these responses reflect how different elements of the renovation—improved classrooms, revamped library, upgraded STEM room, and better learning resources—have collectively contributed to a more engaging and supportive learning environment for students.

Prince Yadav, Student

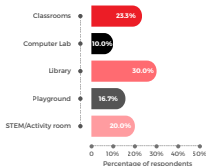
Earlier, our school did not have enough space for activities, but now we have better classrooms and activity areas. Because of this project, teachers explain concepts in a better way and learning has become more interesting.



TEACHER INTERVIEW

FINDING 7: MOST LIKED FACILITY AFTER SCHOOL UPGRADATION

CHART 7: MOST LIKED FACILITY AFTER SCHOOL UPGRADATION



30.0%

of the students selected the library when asked about their most preferred facility after the upgradation.

Many mentioned that the improved seating, better lighting, and neatly organised books made it a more comfortable place to read—echoing the finding that 73.3% of students reported reading more books.



23.3%

of the students preferred renovated classrooms next, noting that the rooms now feel cleaner, brighter, and more comfortable to sit in, especially with issues like dampness and odour eliminated.



20.0%

of the students found the STEM/Activity room popular, especially those who enjoy practical learning.

They shared that the room helps them better understand lessons involving experiments or group activities.



16.7%

of the playground continued to attract students who appreciated the improved play area and safer environment for outdoor activities.



10.0%

avored the computer lab, largely because the upgraded systems allow them to complete digital tasks more smoothly during class.

Overall, the varied preferences indicate that the upgrade enhanced multiple aspects of the school environment, providing students with improved facilities that support diverse learning and recreational activities.

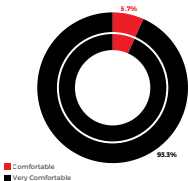


Mr. Rajesh Bhariya, SMC Member

Newly created and renovated spaces, such as classrooms, the library, STEM/activity rooms, and staff rooms, were fully functional and being used effectively by students.

FINDING 8: COMFORT LEVEL OF NEW CLASSROOM FURNITURE

CHART 8: COMFORT LEVEL OF NEW CLASSROOM FURNITURE



93.3%

of the students found the new classroom furniture very comfortable for sitting and writing, while the remaining 6.67% rated it as comfortable.



100%

positive feedback highlights the success of the furniture procurement and installation component.

Students interacted during the study, attributing their experience of comfort from the new furniture, mainly due to reasons like:



Proper seating height allows them to sit upright without strain.



Sturdier desks make it easier to write neatly without wobbling.



Smooth, clean surfaces that help them keep their books and materials organised.



Improved legroom enables longer, more comfortable sitting.



Uniformity of desks and benches reduces distractions and helps them focus better.



These shared experiences indicate that the upgraded furniture has directly improved students' day-to-day classroom comfort and learning environment.



Dr. Rajesh Verma, Principal

Dr. Rajesh Verma, Principal confirmed that new furniture and digital equipment had improved classroom management, teaching efficiency, and administrative processes.

Before the intervention, poor furniture and facilities were among the problems noted in the school. The purchase of new furniture, including desks, chairs, and cupboards, addressed this gap and helped create a conducive learning environment where students could focus on their studies without physical discomfort.

FINDING 9: OVERALL STUDENT SATISFACTION WITH UPGRADED SCHOOL FACILITIES

CHART 9: OVERALL SATISFACTION WITH SCHOOL FACILITIES



■ Very satisfied
■ Not Satisfied



100%

of the students expressed being very satisfied with the upgraded school facilities.

This unanimous satisfaction level represented the comprehensive success of the infrastructure upgradation project in meeting student needs and expectations.



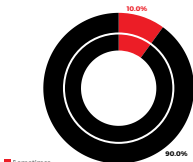
SECOND AND FINAL COAT OF PLASTER

KEY IMPACT

This section examines the impact of the infrastructure upgradation project on students, focusing on changes in learning behaviour, attendance, motivation, and the overall educational experience.

IMPACT 1: CONTRIBUTION OF COMPUTERS AND DIGITAL FACILITIES TO LEARNING

CHART 10: IMPACT OF COMPUTERS
AND DIGITAL FACILITIES ON LEARNING



■ Sometimes
■ Yes



90.0%

of the students shared that the computers and digital facilities now help them learn better, with the remaining 10% finding them useful at least occasionally.

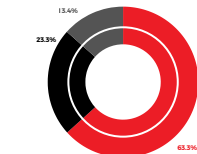
This strong positive response highlights the impact of the renovation, which enabled the creation of a dedicated computer room within the school.

By reorganising and upgrading existing spaces, the renovation enabled the installation of functional computer stations and digital learning equipment. Students noted that this dedicated room allows them to work more comfortably on digital tasks, understand lessons through interactive content, and practice skills they couldn't access earlier. The small share reporting occasional benefit likely reflects variations in class schedules rather than issues with the facility itself.

Overall, the findings show that the renovation not only improved the school's physical environment but also expanded students' access to meaningful digital learning opportunities.

IMPACT 2: IMPROVEMENT IN AVAILABILITY OF LEARNING MATERIALS

CHART 11: IMPROVEMENT IN
AVAILABILITY OF LEARNING
MATERIALS



■ Yes a lot
■ Improved Somewhat
■ No change



63.3%

of the students reported that the availability of learning materials had improved a lot, while another 23.3% felt it had improved somewhat.



13.4%

of the students saw no noticeable change.

These responses reflect how the renovation created dedicated, organised spaces that could hold and display a wider range of learning materials. The new library and activity room, along with upgraded classrooms, provided more shelves, storage units, and display areas, making books, STEM kits, art supplies, and other resources far more accessible than before.

Students often mentioned that:



Books are now easier to find in the library



Learning aids and experiment materials are neatly arranged in the activity/ STEM room



Classrooms have more space to keep charts, models, and classroom resources within reach.

The small share who felt “no change” may be students whose classes do not frequently use these new materials, rather than reflecting any infrastructure gap.

Overall, the data indicate that the renovated spaces have significantly enhanced the visibility, accessibility, and availability of learning materials, contributing to a more resource-rich learning environment for students.

The Teachers FGD confirmed that new facilities included improved classrooms, better furniture, activity rooms, library space, and basic digital resources. The library's setup with books and the procurement of lab equipment expanded the learning resources available to students.

IMPACT 3: CHANGE IN STUDENT ATTENDANCE AFTER SCHOOL UPGRADATION

CHART 12: CHANGE IN STUDENT
ATTENDANCE AFTER SCHOOL
UPGRADATION



■ Improved
■ Not Improved



100%

of the students reported improved attendance after the school's upgradation, indicating a strong and direct impact of the infrastructure improvements.

Earlier, many parents were reluctant to send their children to school—especially during rainy days—because the old building had leakage, damp walls, and areas that felt unsafe. Students themselves recalled feeling uncomfortable and often disliked coming to school when classrooms were wet or smelled of seepage.

The renovation resolved these long-standing issues through structural retrofitting, terrace weatherproofing, improved drainage, and a complete aesthetic upgrade. As a result, classrooms became safer, cleaner, and more conducive to learning. This restored confidence among both students and parents has led to more regular and reliable attendance, clearly demonstrating the value of the upgraded school environment.



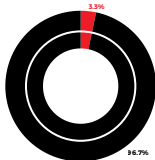
Dhruv Pravinbhai Savle, Class 6th Student

After the infrastructure improvement, our school feels more secure and comfortable.

There is no leakage or safety issue at this time. The improved environment has increased my confidence and motivation to study regularly.

IMPACT 4: SENSE OF PRIDE IN STUDYING AT THE UPGRADED SCHOOL

CHART 13: SENSE OF PRIDE IN
STUDYING AT THE UPGRADED
SCHOOL



■ Somewhat proud
■ Yes, Very proud



96.7%

of the students reported feeling very proud to study in the upgraded school, highlighting the positive psychological impact of the improved infrastructure on students' morale and sense of belonging.

Students often shared that the freshly painted classrooms, cleaner surroundings, organised library, and safer campus made the school feel more "like a proper place to learn." Many mentioned that they enjoy bringing friends or relatives to school events because the building now "looks nicer" and "feels like a better school than before."

Several students also noted that the improved facilities—such as the new library, activity room, and computer room—gave them a sense that their school is modern and comparable to other well-equipped schools, contributing to a heightened sense of pride and confidence.

Overall, the data suggests that the renovation not only improved physical infrastructure but also strengthened students' emotional connection to their school, enhancing motivation and boosting school identity.

IMPACT 5: BIGGEST CHANGE NOTICED IN SCHOOL AFTER THE PROJECT

CHART 14: BIGGEST CHANGE NOTICED
IN THE SCHOOL AFTER THE PROJECT



Interactions with students revealed that they had noticed improvements across several aspects of the school environment following the renovation.



63.3%

of the students selecting "all of the above" when asked about the biggest change they observed.

Their responses suggest that the project delivered broad, noticeable enhancements rather than improvements limited to a single area.



33.3%

of individual categories highlighted learning spaces the most.

Students likely noticed the new library, activity room, and computer room, along with brighter classrooms that made learning feel more engaging and organised.



23.3%

of the students felt strongly that cleanliness was another major change.

The earlier issues of damp walls, seepage, and unpleasant odour had been addressed through weatherproofing, drainage improvements, and repainting, making the school noticeably cleaner and fresher.



20.0%

Comfort reflects students' experiences with the new furniture and better-maintained classrooms, where they could sit, write, and study without the discomfort they faced earlier.



16.7%

pointed to improved safety, which likely stems from structural retrofitting, the new compound wall, and overall strengthening of the school building—changes that reduced parents' fears during rainy days and helped students feel more secure on campus.

Taken together, the responses suggest that students recognised the renovation as a holistic upgrade that improved their daily school experience—academically, physically, and emotionally.

Students suggested further improvements in sports and indoor games facilities, including badminton courts, cricket grounds, and sports tournaments. Other common recommendations included expanding learning spaces such as computer labs, libraries, and classrooms, and adding co-curricular facilities such as dance, drawing, and karate classes.

Dr. Rajesh Verma, Principal rated the overall impact of the infrastructure upgradation project as very high. The SMC members expressed high satisfaction with the infrastructure upgrade project and its outcomes. This convergence of satisfaction across stakeholder groups validated the project's effectiveness.

IMPACT 6: IMPROVEMENT IN STUDENT CONCENTRATION



100%

of the students reported that the improved classrooms and facilities helped them concentrate much better in class.

This universal improvement in concentration capacity represented a significant educational outcome of the infrastructure upgradation.



Harshil Vasita, Student

Before the project, our classrooms were uncomfortable, and we faced problems during the rainy season. After the Kanchi Kamothi Project, the classrooms are safe, bright, and well-ventilated. I feel more focused during lessons and enjoy coming to school every day.

IMPACT 7: ENJOYMENT OF COMING TO SCHOOL AFTER INFRASTRUCTURE IMPROVEMENT



100%

of the respondents reported enjoying coming to school more after the infrastructure improvements.

This finding indicated a positive shift in student attitude towards school attendance and participation.

The SMC KII (Mr. Rajesh Bhariya and Mr. Sanjay Kumar) noted that students showed increased interest in learning due to a safer and more engaging school environment. The Teacher Case Study documented that students had become more regular and punctual, with their confidence increasing through various activities and school programmes.

Before the intervention, students faced irregular attendance, especially during the monsoon season, due to unsafe conditions, uncomfortable classrooms, and health problems caused by damp and unhygienic conditions. The comprehensive infrastructure upgradation transformed the school environment into one that students looked forward to attending.

CASE STUDY

MS. KAVITA SRIVASTAVA, SANSKRIT AND ENGLISH MEDIUM TEACHER

Ms. Kavita Srivastava has been teaching at Shri Kachishankar Public School for five years. With 15 years of experience and a B.Ed. degree, she has always believed that a child learns best in a space where they feel safe and valued.



BEFORE THE UPGRADATION

When Ms. Kavita looks back at how the school once was, she recalls a sense of constant worry—for the children and for the staff. The classrooms felt tired and worn out. During the monsoons, water seeped in from the roof, forcing children to huddle away from the damp patches. Many students complained about the smell, and some even struggled with headaches and coughs from moisture and fungal growth on the walls.

She remembers moments when students would quietly ask, "Ma'am, can we sit near the door? It's too damp inside."

There were days when parents kept their children at home simply because the building felt unsafe. The absence of a boundary wall added to the unease—small children wandering too close to the edge, teachers constantly keeping watch.

For Ms. Kavita, teaching never stopped, but it was layered with concern. She knew the children deserved better.



AFTER THE UPGRADATION

The renovation brought a sense of relief she hadn't felt in years. Walking into the newly upgraded classrooms for the first time, Ms. Kavita recalls how the students instinctively smiled—they noticed the brightness, the clean walls, the fresh air, the sturdier desks. The school felt different. It felt reassuring.

The introduction of the STEM lab, activity room, library, and computer lab opened new possibilities. Children who once hesitated to come during the rainy season now rush to the library to pick a book or eagerly wait for their turn in the STEM lab. Ms. Kavita saw a change in their posture—more alert, more curious, more confident.

She explains, "Earlier, we spent energy managing the classroom conditions... now we spend it on teaching."



IMPACT

Since the upgradation, admissions have grown. Parents who used to hesitate now speak with relief that their children are in a safer and better environment. Students have become more regular, more punctual, and more enthusiastic.

For Ms. Kavita, the change is emotional as much as it is practical. The school no longer feels like a place children must endure—it feels like a place where they can thrive. The upgraded spaces allow her to teach with ease, and the students to learn with comfort and dignity.

The renovation did more than repair a building—it restored confidence, brought back joy, and helped rebuild trust between the school and its community.

IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

The project significantly improved students' safety, comfort, and ability to concentrate, resulting in better attendance, motivation, and learning engagement. Upgraded classrooms, furniture, and hygiene conditions reduced physical discomfort and health risks. Access to libraries, STEM labs, and digital facilities strengthened reading habits, curiosity, and experiential learning. Students developed a strong sense of pride and confidence in their school. Teachers benefited from safer, better-equipped classrooms that enhanced teaching effectiveness and morale.



COLLECTIVE/COMMUNITY LEVEL

The upgraded infrastructure restored parental confidence in the school environment's safety and quality. Improved facilities led to higher attendance, punctuality, and increased new admissions. Shared learning spaces promoted collaboration and inclusive participation among students. Healthier, safer conditions reduced absenteeism due to illness and seasonal disruptions. The school emerged as a trusted and aspirational community institution.



STATE LEVEL

The project demonstrates how infrastructure investment directly improves education quality and participation. It aligns with state priorities on school safety, sanitation, digital learning, and STEM education. Improved utilisation of facilities and attendance highlights strong education returns on capital expenditure. The intervention offers a replicable model for upgrading ageing school infrastructure. It supports state efforts to reduce dropout rates and strengthen public school systems.



NATIONAL LEVEL

The project contributes to national education goals under the National Education Policy by improving access, quality, and learning environments. Digital and STEM facilities support future-ready skills and a scientific temper. Safer and hygienic schools strengthen child well-being and foundational learning outcomes. Increased enrolment and retention support long-term human capital development. The intervention demonstrates effective CSR contribution to strengthening India's education ecosystem.

B. PARENT PERCEPTION

The parent survey captured perspectives from 20 parents and guardians of students at Shri Kanchi Sankara Public School. The findings reflect parental observations regarding changes in school infrastructure, safety perceptions, impact on their children, and overall satisfaction with the upgradation project.

DEMOGRAPHIC PROFILE

The demographic composition of parent respondents provided insights into the socio-economic background of the beneficiary families. The sample comprised parents and guardians with varied educational backgrounds and occupations, reflecting the diverse community served by the school.

RELATIONSHIP WITH CHILD



SISTER
5.0%



MOTHER
50.0%



FATHER
35.0%



GUARDIAN
10.0%

OCCUPATION OF PARENT



HOMEMAKER
50.0%



JOB/ EMPLOYMENT
20.0%



BUSINESS
15.0%



OTHER (RETIRED/ STUDENT/ DRIVER)
15.0%

CLASS/ GRADE OF CHILD



2ND-4TH GRADE
25.0%



5TH-7TH GRADE
45.0%



8TH-10TH GRADE
25.0%



JR. KG
5.0%

EDUCATION OF PARENT/ GUARDIAN



GRADUATION & ABOVE
35.0%



MIDDLE SCHOOL
35.0%



HIGH SCHOOL
20.0%



PRIMARY
5.0%



ILLITERATE
5.0%

CHILDREN PER HOUSEHOLD IN SCHOOL



1 CHILD
50.0%



2 CHILDREN
45.0%



3 CHILDREN
5.0%

GENDER OF CHILD



MALE
70.0%



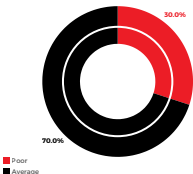
FEMALE
30.0%

KEY FINDINGS

The key findings from the parent survey are presented below, structured across thematic areas covering pre-intervention conditions, safety perceptions, learning environment, impact on children, and satisfaction levels.

FINDING 1: VERALL CONDITION OF SCHOOL BUILDING BEFORE INFRASTRUCTURE UPGRADATION

CHART 15: OVERALL CONDITION OF
SCHOOL BUILDING BEFORE
INFRASTRUCTURE UPGRADATION



Before the infrastructure upgrade, the school building had notable limitations.



70.0%

of the respondents rated the condition as average, indicating that the school was functioning without fully adequate or desirable facilities.

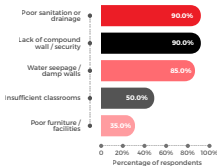


30.0%

of the respondents rated the condition as poor, indicating clear infrastructure deficiencies.

FINDING 2: PARENT-REPORTED INFRASTRUCTURE PROBLEMS (BEFORE THE PROJECT)

CHART 16: PROBLEMS OBSERVED IN
SCHOOL INFRASTRUCTURE BEFORE
THE PROJECT



POOR SANITATION AND DRAINAGE (90%)

Parents consistently highlighted that the school's drainage system was inadequate. During the rainy season, water often accumulated around the building, creating unhygienic conditions. Many parents shared that the foul smell and stagnant water made them anxious about their children falling sick. Some even mentioned keeping their children at home on days when the school surroundings became too unhygienic.



LACK OF COMPOUND WALL/ SECURITY (90%)

Security was one of the most serious concerns for parents. Without a proper boundary wall, the campus felt exposed. Parents of younger children are particularly worried about safety during school hours and feel uneasy leaving their children in an open campus. Some shared that stray animals entered the premises, adding to their discomfort and fear.



WATER SEEPAGE AND DAMP WALLS (85%)

Many parents spoke about the classrooms being damp and smelling of moisture, especially during monsoons. They were concerned that their children had to sit in wet or uncomfortable conditions and feared potential health issues. A few mentioned that their children complained of headaches or cough due to the stuffy, damp environment.



INSUFFICIENT CLASSROOMS (50%)

Half of the parents reported that the limited number of usable classrooms led to overcrowding. In some instances, children had to be shifted between rooms or share space with other classes. Parents felt this affected learning and made the environment chaotic during school hours.



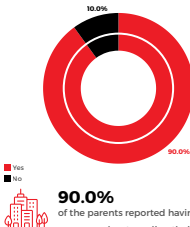
POOR FURNITURE AND BASIC FACILITIES (35%)

Some parents pointed out that the old furniture was broken, uncomfortable, or unsuitable for children. They noted that students often struggled to sit and write properly. Others noted that basic facilities—such as lighting, ventilation, and storage—were inadequate, making the school feel dull and poorly maintained.

The high proportion of parents identifying sanitation, security, and water seepage issues validated the project's focus areas. The laying of drainage lines, construction of compound wall, and terrace weatherproofing directly addressed these priority concerns.

FINDING 3: SAFETY CONCERNS ABOUT SENDING CHILDREN TO SCHOOL BEFORE UPGRADATION

CHART 17: SAFETY CONCERNS ABOUT SENDING CHILDREN TO SCHOOL BEFORE UPGRADATION



90.0%

of the parents reported having safety concerns about sending their children to school before the infrastructure upgradation.

This finding underscored the critical need for the intervention and the genuine apprehensions parents had about their children's well-being at school.



Mr. Rajesh Bhariya, and Mr. Sanjay Kumar

The SMC KII (Mr. Rajesh Bhariya, and Mr. Sanjay Kumar)

confirmed that parents were worried about their children's safety and the overall school environment before the project.

The Teacher Case Study documented that parents hesitated to send their children to such an unsafe school environment due to structural concerns and the absence of boundary walls.

FINDING 4:
PERCEIVED SAFETY OF THE SCHOOL BUILDING AFTER INFRASTRUCTURE IMPROVEMENTS

CHART 18: PERCEIVED SAFETY OF THE SCHOOL BUILDING AFTER INFRASTRUCTURE IMPROVEMENTS



Very safe

When asked about parents' perceptions of the school building's safety, 100% of the parent respondents said they now feel very safe.

Dr. Rajesh Verma,
Principal

After the upgrade, student attendance increased, and parents reported greater confidence in the school, reflecting the project's positive impact.

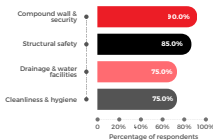


LOW-PRESSURE INJECTION GROUTING TO FILL CRACKS AND VOIDS, RESTORING STRUCTURAL INTEGRITY



FINDING 5:
AREAS OF VISIBLE IMPROVEMENT IN SCHOOL INFRASTRUCTURE AFTER THE PROJECT

CHART 19: AREAS OF IMPROVEMENT IN SCHOOL INFRASTRUCTURE AFTER THE PROJECT



CLEANLINESS & HYGIENE
(75%)

Three-fourths of respondents noticed significant improvements in cleanliness and hygiene, with parents reporting no more damp walls or musty smells in classrooms. This enhanced environment has alleviated concerns about children's health, boosting parents' confidence in sending their kids to school regularly.



DRAINAGE & WATER FACILITIES
(75%)

Seventy-five percent of parents noted significant improvements in drainage and water systems. Renovations have eliminated stagnant water during rains, reducing waterlogging near the building and alleviating concerns about hygiene, mosquitoes, and slip hazards.



STRUCTURAL SAFETY (85%)

A large majority (85%) felt that the school's structural safety had improved. Strengthening the building through retrofitting, repairing damaged areas, and addressing water seepage has made classrooms feel sturdier and more secure. Parents mentioned feeling relieved that their children now study in a building that "looks safe and strong," especially during monsoon months, when earlier the walls and roof had caused anxiety.



COMPOUND WALL & SECURITY (90%)

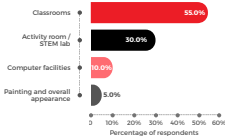


The highest recognition—90%—was for improved security through the construction of a compound wall. Parents shared that this new boundary creates a sense of protection for children, particularly the younger ones. The presence of the wall has prevented stray animals from entering the premises and reassured parents about their children's safety during school hours. This improvement has contributed to increased trust and comfort among families.

All respondents (100%) reported feeling more confident about their child's safety at school after the infrastructure improvements. This represented a complete reversal from before the intervention, where 90% had safety concerns, indicating the transformative impact of the project on parental confidence.

FINDING 6: FACILITIES SHOWING THE MOST IMPROVEMENT

CHART 20: FACILITIES SHOWING THE MOST IMPROVEMENT



CLASSROOMS (55%)

More than half of respondents noted significant improvements in classrooms, which are now brighter, cleaner, and structurally safer. Previous issues like damp walls, leakage, poor lighting, and broken furniture have largely been resolved. Enhanced seating arrangements and well-maintained interiors contributed to the recognition of classrooms as the most visibly upgraded areas.



ACTIVITY ROOM/STEM LAB (30%)

Nearly one-third of respondents cited the activity room and STEM lab as major improvements. Parents shared that these new learning spaces were not available earlier, and their introduction has expanded the school's teaching capabilities.

They appreciated that children now have access to hands-on activities, experiments, and interactive learning materials that enrich their academic experience.



COMPUTER FACILITIES (10%)

A smaller but meaningful percentage of parents highlighted improved computer facilities. Many noted that earlier, the school lacked a proper space for computers, and the post-renovation creation of a dedicated computer room has enabled students to engage in digital learning more effectively. The availability of functioning systems and structured computer periods was a key change noticed.



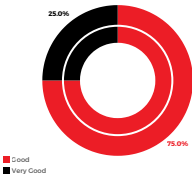
PAINTING AND OVERALL LOOK (5%)

While only a few parents selected painting as the most improved facility, many acknowledged in conversations that the school's refreshed look contributed to a more welcoming environment. The clean, newly painted walls and upgraded aesthetics helped reduce the building's "old and neglected" appearance, even if this was not seen as the top improvement compared to functional upgrades like classrooms or labs.

Overall, the data shows that parents most strongly noticed improvements in spaces directly linked to their children's learning experience, such as classrooms, STEM/activity rooms, and computer labs, indicating that the renovation successfully transformed the school into a safer, cleaner, and more resource-rich learning environment.

**FINDING 7:
COMFORT AND CLEANLINESS OF THE
SCHOOL ENVIRONMENT AFTER
UPGRADATION**

**CHART 21: COMFORT AND
CLEANLINESS OF THE SCHOOL
ENVIRONMENT AFTER UPGRADATION**



All parent respondents rated the school environment positively for comfort and cleanliness—75% rated it good and 25% very good. This uniform positive feedback reflects the noticeable impact of the hygiene-related upgrades, improved drainage systems, and overall campus maintenance carried out through the project. Parents shared that the school now feels cleaner, fresher, and more organised than before, contributing to a more comfortable environment for their children.

All parents (100%) felt that the improved infrastructure had supported hands-on learning and activity-based education for their children. This finding validated the impact of new learning spaces such as the STEM lab, activity room, library, and computer lab on students' educational experiences.

**FINDING 8:
PERCEIVED MAINTENANCE OF
UPGRADED SCHOOL
INFRASTRUCTURE**

**CHART 22: PERCEIVED MAINTENANCE
OF UPGRADED SCHOOL
INFRASTRUCTURE**



100%

of the respondents reported that the school is now very well maintained, indicating a uniform perception of improved upkeep and overall infrastructure condition following the intervention.

PARENTAL SUPPORT FOR SCHOOL MAINTENANCE



85.0%

ENCOURAGING CHILDREN TO CARE FOR SCHOOL PROPERTY

75.0%

PARTICIPATING IN SMC ACTIVITIES



70.0%

SUPPORTING CLEANLINESS AWARENESS

70.0%

VOLUNTEERING TIME FOR MINOR REPAIRS



65.0%

REGULAR MAINTENANCE DRIVES

65.0%

MONITORING DAMAGE

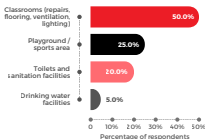


KEY IMPACTS

This section presents the impact of the infrastructure upgradation project as observed by parents, examining changes in their children's behaviour, parental confidence, and overall satisfaction with the school.

IMPACT 1: MOST VALUED INFRASTRUCTURE IMPROVEMENT

CHART 23: MOST VALUED INFRASTRUCTURE IMPROVEMENT



CLASSROOM IMPROVEMENTS (50%)

Half of the parents identified classroom upgrades as the most valuable change. They noted that better flooring, proper ventilation, improved lighting, and repaired classroom structures have made the learning environment far more comfortable and conducive to their children's learning.



PLAYGROUND/ SPORTS AREA (25%)

A quarter of the respondents highlighted the playground as the next most valued improvement. Parents felt that having a safe, usable play area had encouraged children to be more active and to enjoy outdoor time during school hours.



TOILETS AND SANITATION FACILITIES (20%)

Sanitation upgrades were also appreciated, with parents mentioning that cleaner, better-maintained toilets have made the school environment healthier and more child-friendly. They saw this as an important improvement, especially for younger children.

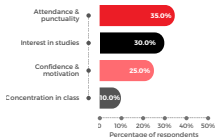


DRINKING WATER FACILITIES (5%)

A smaller group pointed to improved drinking water facilities as the key change. They valued the availability of safer, more reliable drinking water for their children during school hours.

IMPACT 2: CHANGES OBSERVED IN CHILD AFTER SCHOOL INFRASTRUCTURE IMPROVEMENTS

CHART 24: CHANGES OBSERVED IN
CHILD AFTER SCHOOL
INFRASTRUCTURE IMPROVEMENTS



IMPROVED ATTENDANCE AND PUNCTUALITY (35%)

Parents reported that children now attend school more willingly. The overall environment feels more welcoming, and children no longer resist getting ready in the morning.



INCREASED INTEREST IN STUDIES (30%)

Many parents noticed that children talk more about what they learn in school and show greater curiosity—especially after accessing new learning spaces, such as the library and activity/STEM rooms.



ENHANCED CONFIDENCE AND MOTIVATION (25%)

Parents observed that their children participate more actively in class and school activities. The improved facilities seem to give them a sense of pride and encouragement.



BETTER CONCENTRATION IN CLASS (10%)

Some parents reported that children appear more focused during lessons and homework, likely because they feel more comfortable and settled in the upgraded classrooms.

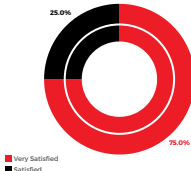


Mr. Rajesh Bhariya and Mr. Sanjay Kumar, SMC Members

After the upgrade, student attendance increased significantly, and parents reported greater confidence in the school, showing the positive impact of the project.

IMPACT 3: OVERALL PARENTAL SATISFACTION WITH SCHOOL INFRASTRUCTURE AFTER UPGRADATION

CHART 25: OVERALL SATISFACTION
WITH SCHOOL INFRASTRUCTURE
AFTER UPGRADATION



Very Satisfied

Satisfied



100%

of the respondents expressed satisfaction with the school infrastructure after the upgradation, with 75% being very satisfied and 25% satisfied.

This unanimous positive assessment reflected the project's comprehensive success in addressing parental concerns and expectations.

All respondents (100%) believed that the infrastructure upgradation had improved the quality of education for their children. This finding underscored the perceived link between improved infrastructure and enhanced educational outcomes.

All respondents (100%) reported that their children had talked positively about the new classrooms, labs, and activity spaces. This universal positive feedback from children indicated their direct experience of and appreciation for the improved infrastructure.

IMPACT 4: PARENTAL CONFIDENCE IN CHILD SAFETY AT SCHOOL



100%

of the respondents reported feeling more confident about their child's safety at school after the infrastructure improvements.

This represented a complete reversal from the pre-intervention scenario, where 90% of parents had safety concerns.

The School Principal noted that the secure campus post renovation had increased parental confidence and ensured a safer environment for students. The construction of the compound wall was identified as a key factor in addressing security concerns, as it controlled access to the campus and restricted unauthorised entry.

Contextual Insight:

The transformation in parental confidence was significant. Before the intervention, parents hesitated to send their children to the school due to safety concerns. Post-intervention, all parents felt confident about their children's safety, and 100% indicated they would recommend the school to other parents.

IMPACT 5: PERCEIVED IMPROVEMENT IN QUALITY OF EDUCATION



100%

of the respondents believed that the infrastructure upgradation has facilitated the provision of quality education for their children.

This finding highlighted the perceived interconnection between physical infrastructure and educational quality in parents' minds.

The qualitative findings supported this perception. The Principal, Dr. Rajesh Verma, rated the overall impact of the infrastructure upgradation project as very high. The teachers' FGD reported that better lighting, ventilation, seating, and classroom layout had improved teaching effectiveness. The availability of STEM labs, activity rooms, and library spaces enabled more interactive and experiential teaching methods.

IMPACT 6: BENEFIT TO UNDERPRIVILEGED AND FIRST-GENERATION LEARNER FAMILIES



100%

of the respondents felt that the improved school facilities had especially benefited children from underprivileged and first-generation learner families.

This finding validated the equity dimension of the project's impact.

Interactions with Teachers corroborated this fact, noting that underprivileged and first-generation learners had gained confidence, motivation, and a stronger sense of belonging in the improved school environment.

IMPACT 7:
WILLINGNESS TO RECOMMEND THE SCHOOL TO OTHER PARENTS



100%

of the respondents indicated that they would recommend the school to other parents from their community now.

This unanimous willingness to recommend represented a significant endorsement of the school following the infrastructure upgrade.

The project strengthened trust and engagement between the school and the local community, as noted in the principal's interview. The SMC members observed that the project had positively improved the school's image, increasing trust and pride among parents and the local community.



IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

The intervention has created a safe, psychological "haven" for students, directly resulting in improved attendance, punctuality, and renewed interest in learning. For parents, it has eliminated the daily stress regarding their child's physical safety, replacing anxiety with confidence and pride in their children's education.



COLLECTIVE/ COMMUNITY LEVEL

The school has transformed into a community asset that champions equity, specifically benefiting underprivileged and first-generation learner families who now have access to premium facilities. The project has revitalised the Parent-Teacher dynamic, shifting the community relationship from one of complaint to one of active collaboration and shared guardianship.



STATE LEVEL

This project serves as a successful case study for upgrading state-level educational infrastructure, demonstrating how targeted capital expenditure can reverse declining enrollment trends. It offers a blueprint for state authorities on modernising public schools to meet safety standards while enhancing the quality of the learning environment.



NATIONAL LEVEL

By addressing core infrastructure gaps, the project contributes to the national goal of ensuring inclusive and equitable quality education (SDG 4). It aligns with the National Education Policy's emphasis on safe learning environments. It highlights the critical role of strategic CSR in bolstering the nation's human capital pipeline by modernising grassroots educational institutions.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) framework provides a standardised approach for evaluating development interventions. This framework comprises six interconnected criteria that collectively assess the merit and worth of an intervention. The Infrastructure Upgradation Project at Shri Kanchi Sankara Public School has been evaluated against these criteria based on evidence gathered through quantitative surveys and qualitative enquiries.



RELEVANCE

At the national level, school infrastructure remains a systemic barrier to educational quality, and the NEP 2020 identifies safe and adequate facilities as foundational. Locally, Shri Kanchi Sankara Public School serving 546 students from predominantly underprivileged backgrounds reflected these gaps acutely: 70% of parents rated the building as average and 30% as poor, while 90% reported safety concerns about sending their children to school, citing poor sanitation and drainage (90%), lack of compound wall (90%), and water seepage (85%) as the most pressing problems (Parent Survey, N=20). The project directly resolved these issues through an integrated intervention encompassing structural retrofitting, weatherproofing, drainage, compound wall construction, the creation of learning spaces, and the procurement of furniture and digital equipment. Post-intervention, 100% of students reported feeling much safer, 100% confirmed complete elimination of leakage and dampness, and 100% of parents now perceive the school as very safe, validating that the intervention targeted the right problems at the right scale.



COHERENCE

The project aligns with SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 11 (Sustainable Cities and Communities), the National Education Policy 2020's emphasis on infrastructure as a prerequisite for quality education, and the Samagra Shiksha Abhiyan's objectives to strengthen school facilities for underserved communities.





EFFECTIVENESS

The project achieved all eight stated objectives. 100% of students reported feeling much safer and confirmed complete elimination of leakage, dampness, and odour. 93.4% use the upgraded library, STEM, or activity rooms regularly or sometimes. 96.7% rated lighting and ventilation as very good, and 100% found the new furniture comfortable. On the parent side, 100% now perceive the school as very safe (a complete reversal from the 90% who had safety concerns pre-intervention) and 90% identified compound wall and security as a visible improvement. The Principal (Dr. Rajesh Verma) rated overall project impact as very high, and SMC members (Mr. Rajesh Bhariya, Mr. Sanjay Kumar) corroborated increased student engagement and admissions.



EFFICIENCY

The project was delivered within the allocated budget and completed within the planned timeframe with no major deviations. Retrofitting followed NDT recommendations, ensuring evidence-based resource deployment. The project used the existing building rather than constructing new and converted the previously unusable basement into a functional office, demonstrating a resource-efficient approach to space creation. The SMC (Mr Rajesh Bhariya, Mr Sanjay Kumar) was involved throughout, and the school maintained educational continuity through hostel arrangements during construction.



IMPACT

The project created measurable, immediate, and long-term impacts. 100% of students reported improved attendance and concentration, 96.67% felt very proud of their school, 90% confirmed that digital facilities helped them learn better, and 73.3% reported reading more books. Among parents, 100% reported increased confidence in child safety, 100% believed education quality had improved, and 100% indicated willingness to recommend the school. The creation of dedicated library, STEM, activity, and computer facilities establishes institutional capacity for experiential and digital learning beyond the immediate intervention period.



SUSTAINABILITY

Positive sustainability indicators are evident across multiple dimensions. Behaviour change is reflected in improved attendance (100%), increased reading habits (73.3%), and heightened school pride (96.67%) among students. Community buy-in is strong. 100% of parents would recommend the school, and 85% expressed willingness to participate in SMC activities. The infrastructure itself was built to be resilient: retrofitting followed NDT recommendations, weatherproofing with brick bed and china mosaic was completed, and drainage was connected to the municipal sewerage system. The SMC continues to play an active oversight role. However, there is no dedicated maintenance corpus fund.

RECOMMENDATIONS



ESTABLISH A STRUCTURED MAINTENANCE FUND AND PROTOCOL



Stakeholders can set aside a ring-fenced annual maintenance fund along with a documented upkeep protocol. This responds to the principal's concern that long-term sustainability depends on regular maintenance, monitoring, and assured funding. Teachers have also identified maintenance as an ongoing infrastructure need. Introducing a preventive maintenance calendar, conducting quarterly structural checks, and clearly assigning responsibilities can help systematically address these recorded gaps.

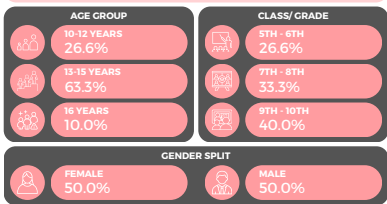
KEY FINDINGS AND IMPACTS

This chapter presents the detailed findings and impact of the Infrastructure Upgradation Project based on primary data collected from students and parents. The quantitative data is triangulated with qualitative data to make the analysis more robust.

A. STUDENTS COMPONENT

The student survey captured perspectives from 30 students across various grades at Shri Kanchi Sankara Public School. The findings reflect the changes experienced by students following the infrastructure upgradation project.

DEMOGRAPHIC PROFILE



KEY FINDINGS

The key findings from the student survey are presented below, organised by the following thematic areas: safety, comfort, learning environment, facility usage, and overall experience.

FINDING 1: PERCEPTION OF SAFETY AFTER BUILDING REPAIRS AND RETROFITTING

CHART 1: PERCEPTION OF SAFETY AFTER SCHOOL BUILDING
REPAIRS AND RETROFITTING



All students reported feeling much safer in the school premises after the intervention.



Aaditya Anuj Prasad, Class 8th Student

The upgraded school building has made a big difference in my learning. The new classrooms and furniture help us sit properly and concentrate better. I feel proud to study in a school that looks clean, safe, and well-maintained.

FINDING 2: REDUCTION IN CLASSROOM ISSUES SUCH AS LEAKAGE, DAMPNES, AND ODOUR

CHART 2: REDUCTION IN CLASSROOM ISSUES SUCH AS LEAKAGE, DAMPNES, AND ODOUR



■ Yes, fully reduced

All the students confirmed that issues such as water leakage, damp walls, and unpleasant odours had been fully resolved in their classrooms following the upgradation. Teachers also echoed these improvements, noting that earlier they had frequently had to shift children to different rooms during heavy rain because water would drip from the ceiling or seep into the classroom corners. One teacher shared that before the repairs, posters and teaching-learning materials often peeled off the walls due to dampness, but after the weatherproofing and terrace renovation, the walls have remained completely dry, even during the peak monsoon.

Another teacher mentioned that the basement hall, previously avoided due to a persistent musty smell, is now a usable, comfortable space for assemblies and group activities following the water seepage repair.

Taken together, these accounts validate the relevance of the measures undertaken to renovate the school building.



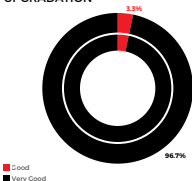
Mr. Sanjay Kumar, School Management Committee Member

No major seepage issues were observed now, even during the monsoon season.

Before the intervention, water seepage and roof leakage were particularly severe during the monsoon season. Damp walls and fungal growth near water sources caused health problems among students and created unhygienic conditions. The comprehensive weatherproofing and drainage improvements effectively resolved these long-standing issues.

**FINDING 3:
QUALITY OF LIGHTING AND
VENTILATION IN CLASSROOMS AFTER
UPGRADATION**

**CHART 3: QUALITY OF LIGHTING AND
VENTILATION IN CLASSROOMS AFTER
UPGRADATION**



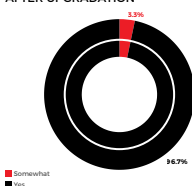
96.7%

of the students said that after the classroom upgradation, lighting and ventilation were now very good.

This shows that the improvements made to the classrooms effectively solved the earlier problems of dim lighting and poor airflow that students had reported during the baseline.

**FINDING 4:
CLEANLINESS AND HYGIENE OF
SCHOOL ENVIRONMENT AFTER
UPGRADATION**

**CHART 4: CLEANLINESS AND HYGIENE OF
THE SCHOOL ENVIRONMENT
AFTER UPGRADATION**



96.7%

of the students affirmed that the school environment was now cleaner and more hygienic following the upgradation.

The Teachers FGD reported that hygiene and cleanliness had improved, with issues such as damp walls, fungal growth, and sanitation problems now addressed.

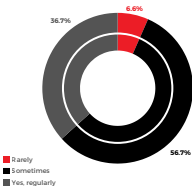


Dr. Rajesh Verma, Principal, Shri Kanchi Sankara Public School

Improved lighting, ventilation, and learning spaces had enhanced student concentration and learning outcomes.

FINDING 5: USE OF UPGRADED LIBRARY, ACTIVITY, OR STEM ROOMS

CHART 5: USE OF UPGRADED LIBRARY, ACTIVITY, OR STEM ROOMS



The upgraded library, activity, and STEM rooms are effectively utilized by students, with 93.4% reporting active use (56.7% sometimes, 36.7% regularly). This shows that schools have integrated these spaces into classroom practices, fostering meaningful student engagement.



6.6%

of the students report using these rooms rarely, which appears to stem from individual circumstances—such as personal preference, specific class needs, or occasional timetable constraints—rather than any structural or operational barriers.

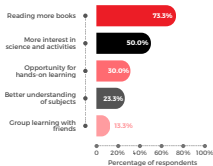
Teachers corroborate these patterns by observing high student engagement, stronger conceptual understanding during activity-based sessions, and improved reading habits when lessons take place in these upgraded spaces.

Overall, the data reflects successful implementation, high relevance, and strong educational value of the upgraded learning facilities.

Before the intervention, the school lacked dedicated spaces for activities, STEM, and specialized learning. The addition of a library, activity room, and STEM lab with equipment enhanced experiential learning and improved student engagement.

FINDING 6: WAYS IN WHICH UPGRADED LEARNING SPACES HAVE HELPED STUDENTS

CHART 6: WAYS IN WHICH UPGRADED LEARNING SPACES HAVE HELPED STUDENTS



The data suggests that the renovated learning spaces have brought about several positive shifts in how students learn and engage with different subjects.



73.3%

of the students reported reading more than before, marking the most noticeable change in reading habits.

The upgraded library, with organised shelves, adequate seating, and a wider selection of books, appears to have encouraged students to spend more time with reading materials.



50.0%

of the students reported developing a greater interest in science and related activities.

This likely stems from the improved STEM/activity room, where access to equipment and space for experiments has made science lessons more appealing.



30.0%

of the students reported that they now have more opportunities to participate in hands-on activities.

The redesigned activity spaces and availability of materials seem to have enabled more practical, experience-based learning.



13.3%

of the students said the upgraded spaces allowed them to work better with classmates.

More open layouts, functional furniture, and designated activity areas have likely made group work easier.

Overall, these responses reflect how different elements of the renovation—improved classrooms, revamped library, upgraded STEM room, and better learning resources—have collectively contributed to a more engaging and supportive learning environment for students.

Prince Yadav, Student

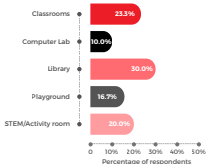
Earlier, our school did not have enough space for activities, but now we have better classrooms and activity areas. Because of this project, teachers explain concepts in a better way and learning has become more interesting.



TEACHER INTERVIEW

FINDING 7: MOST LIKED FACILITY AFTER SCHOOL UPGRADATION

CHART 7: MOST LIKED FACILITY AFTER SCHOOL UPGRADATION



30.0%

of the students selected the library when asked about their most preferred facility after the upgradation.

Many mentioned that the improved seating, better lighting, and neatly organised books made it a more comfortable place to read—echoing the finding that 73.3% of students reported reading more books.



23.3%

of the students preferred renovated classrooms next, noting that the rooms now feel cleaner, brighter, and more comfortable to sit in, especially with issues like dampness and odour eliminated.



20.0%

of the students found the STEM/Activity room popular, especially those who enjoy practical learning.

They shared that the room helps them better understand lessons involving experiments or group activities.



16.7%

of the playground continued to attract students who appreciated the improved play area and safer environment for outdoor activities.



10.0%

avored the computer lab, largely because the upgraded systems allow them to complete digital tasks more smoothly during class.

Overall, the varied preferences indicate that the upgrade enhanced multiple aspects of the school environment, providing students with improved facilities that support diverse learning and recreational activities.

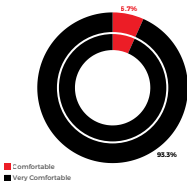


Mr. Rajesh Bhariya, SMC Member

Newly created and renovated spaces, such as classrooms, the library, STEM/activity rooms, and staff rooms, were fully functional and being used effectively by students.

FINDING 8: COMFORT LEVEL OF NEW CLASSROOM FURNITURE

CHART 8: COMFORT LEVEL OF NEW CLASSROOM FURNITURE



93.3%

of the students found the new classroom furniture very comfortable for sitting and writing, while the remaining 6.67% rated it as comfortable.



100%

positive feedback highlights the success of the furniture procurement and installation component.

Students interacted during the study, attributing their experience of comfort from the new furniture, mainly due to reasons like:



Proper seating height allows them to sit upright without strain.



Sturdier desks make it easier to write neatly without wobbling.



Smooth, clean surfaces that help them keep their books and materials organised.



Improved legroom enables longer, more comfortable sitting.



Uniformity of desks and benches reduces distractions and helps them focus better.



These shared experiences indicate that the upgraded furniture has directly improved students' day-to-day classroom comfort and learning environment.



Dr. Rajesh Verma, Principal

Dr. Rajesh Verma, Principal confirmed that new furniture and digital equipment had improved classroom management, teaching efficiency, and administrative processes.

Before the intervention, poor furniture and facilities were among the problems noted in the school. The purchase of new furniture, including desks, chairs, and cupboards, addressed this gap and helped create a conducive learning environment where students could focus on their studies without physical discomfort.

FINDING 9: OVERALL STUDENT SATISFACTION WITH UPGRADED SCHOOL FACILITIES

CHART 9: OVERALL SATISFACTION WITH SCHOOL FACILITIES



■ Very satisfied
■ Not Satisfied



100%

of the students expressed being very satisfied with the upgraded school facilities.

This unanimous satisfaction level represented the comprehensive success of the infrastructure upgradation project in meeting student needs and expectations.



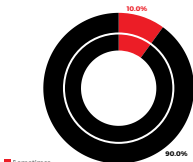
SECOND AND FINAL COAT OF PLASTER

KEY IMPACT

This section examines the impact of the infrastructure upgradation project on students, focusing on changes in learning behaviour, attendance, motivation, and the overall educational experience.

IMPACT 1: CONTRIBUTION OF COMPUTERS AND DIGITAL FACILITIES TO LEARNING

CHART 10: IMPACT OF COMPUTERS
AND DIGITAL FACILITIES ON LEARNING



■ Sometimes
■ Yes



90.0%

of the students shared that the computers and digital facilities now help them learn better, with the remaining 10% finding them useful at least occasionally.

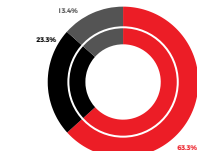
This strong positive response highlights the impact of the renovation, which enabled the creation of a dedicated computer room within the school.

By reorganising and upgrading existing spaces, the renovation enabled the installation of functional computer stations and digital learning equipment. Students noted that this dedicated room allows them to work more comfortably on digital tasks, understand lessons through interactive content, and practice skills they couldn't access earlier. The small share reporting occasional benefit likely reflects variations in class schedules rather than issues with the facility itself.

Overall, the findings show that the renovation not only improved the school's physical environment but also expanded students' access to meaningful digital learning opportunities.

IMPACT 2: IMPROVEMENT IN AVAILABILITY OF LEARNING MATERIALS

CHART 11: IMPROVEMENT IN
AVAILABILITY OF LEARNING
MATERIALS



■ Yes a lot
■ Improved Somewhat
■ No change



63.3%

of the students reported that the availability of learning materials had improved a lot, while another 23.3% felt it had improved somewhat.



13.4%

of the students saw no noticeable change.

These responses reflect how the renovation created dedicated, organised spaces that could hold and display a wider range of learning materials. The new library and activity room, along with upgraded classrooms, provided more shelves, storage units, and display areas, making books, STEM kits, art supplies, and other resources far more accessible than before.

Students often mentioned that:



Books are now easier to find in the library



Learning aids and experiment materials are neatly arranged in the activity/ STEM room



Classrooms have more space to keep charts, models, and classroom resources within reach.

The small share who felt “no change” may be students whose classes do not frequently use these new materials, rather than reflecting any infrastructure gap.

Overall, the data indicate that the renovated spaces have significantly enhanced the visibility, accessibility, and availability of learning materials, contributing to a more resource-rich learning environment for students.

The Teachers FGD confirmed that new facilities included improved classrooms, better furniture, activity rooms, library space, and basic digital resources. The library's setup with books and the procurement of lab equipment expanded the learning resources available to students.

IMPACT 3: CHANGE IN STUDENT ATTENDANCE AFTER SCHOOL UPGRADATION

CHART 12: CHANGE IN STUDENT ATTENDANCE AFTER SCHOOL UPGRADATION



■ Improved
■ Not Improved



100%

of the students reported improved attendance after the school's upgradation, indicating a strong and direct impact of the infrastructure improvements.

Earlier, many parents were reluctant to send their children to school—especially during rainy days—because the old building had leakage, damp walls, and areas that felt unsafe. Students themselves recalled feeling uncomfortable and often disliked coming to school when classrooms were wet or smelled of seepage.

The renovation resolved these long-standing issues through structural retrofitting, terrace weatherproofing, improved drainage, and a complete aesthetic upgrade. As a result, classrooms became safer, cleaner, and more conducive to learning. This restored confidence among both students and parents has led to more regular and reliable attendance, clearly demonstrating the value of the upgraded school environment.



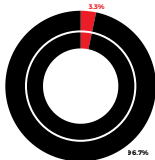
Dhruv Pravinbhai Savle, Class 6th Student

After the infrastructure improvement, our school feels more secure and comfortable.

There is no leakage or safety issue at this time. The improved environment has increased my confidence and motivation to study regularly.

IMPACT 4: SENSE OF PRIDE IN STUDYING AT THE UPGRADED SCHOOL

CHART 13: SENSE OF PRIDE IN
STUDYING AT THE UPGRADED
SCHOOL



■ Somewhat proud
■ Yes, Very proud



96.7%

of the students reported feeling very proud to study in the upgraded school, highlighting the positive psychological impact of the improved infrastructure on students' morale and sense of belonging.

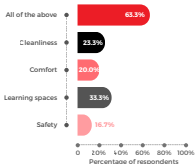
Students often shared that the freshly painted classrooms, cleaner surroundings, organised library, and safer campus made the school feel more "like a proper place to learn." Many mentioned that they enjoy bringing friends or relatives to school events because the building now "looks nicer" and "feels like a better school than before."

Several students also noted that the improved facilities—such as the new library, activity room, and computer room—gave them a sense that their school is modern and comparable to other well-equipped schools, contributing to a heightened sense of pride and confidence.

Overall, the data suggests that the renovation not only improved physical infrastructure but also strengthened students' emotional connection to their school, enhancing motivation and boosting school identity.

IMPACT 5: BIGGEST CHANGE NOTICED IN SCHOOL AFTER THE PROJECT

CHART 14: BIGGEST CHANGE NOTICED
IN THE SCHOOL AFTER THE PROJECT



Interactions with students revealed that they had noticed improvements across several aspects of the school environment following the renovation.



63.3%

of the students selecting "all of the above" when asked about the biggest change they observed.

Their responses suggest that the project delivered broad, noticeable enhancements rather than improvements limited to a single area.



33.3%

of individual categories highlighted learning spaces the most.

Students likely noticed the new library, activity room, and computer room, along with brighter classrooms that made learning feel more engaging and organised.



23.3%

of the students felt strongly that cleanliness was another major change.

The earlier issues of damp walls, seepage, and unpleasant odour had been addressed through weatherproofing, drainage improvements, and repainting, making the school noticeably cleaner and fresher.



20.0%

Comfort reflects students' experiences with the new furniture and better-maintained classrooms, where they could sit, write, and study without the discomfort they faced earlier.



16.7%

pointed to improved safety, which likely stems from structural retrofitting, the new compound wall, and overall strengthening of the school building—changes that reduced parents' fears during rainy days and helped students feel more secure on campus.

Taken together, the responses suggest that students recognised the renovation as a holistic upgrade that improved their daily school experience—academically, physically, and emotionally.

Students suggested further improvements in sports and indoor games facilities, including badminton courts, cricket grounds, and sports tournaments. Other common recommendations included expanding learning spaces such as computer labs, libraries, and classrooms, and adding co-curricular facilities such as dance, drawing, and karate classes.

Dr. Rajesh Verma, Principal rated the overall impact of the infrastructure upgradation project as very high. The SMC members expressed high satisfaction with the infrastructure upgrade project and its outcomes. This convergence of satisfaction across stakeholder groups validated the project's effectiveness.

IMPACT 6: IMPROVEMENT IN STUDENT CONCENTRATION



100%

of the students reported that the improved classrooms and facilities helped them concentrate much better in class.

This universal improvement in concentration capacity represented a significant educational outcome of the infrastructure upgradation.



Harshil Vasita, Student

Before the project, our classrooms were uncomfortable, and we faced problems during the rainy season. After the Kanchi Kamothi Project, the classrooms are safe, bright, and well-ventilated. I feel more focused during lessons and enjoy coming to school every day.

IMPACT 7: ENJOYMENT OF COMING TO SCHOOL AFTER INFRASTRUCTURE IMPROVEMENT



100%

of the respondents reported enjoying coming to school more after the infrastructure improvements.

This finding indicated a positive shift in student attitude towards school attendance and participation.

The SMC KII (Mr. Rajesh Bhariya and Mr. Sanjay Kumar) noted that students showed increased interest in learning due to a safer and more engaging school environment. The Teacher Case Study documented that students had become more regular and punctual, with their confidence increasing through various activities and school programmes.

Before the intervention, students faced irregular attendance, especially during the monsoon season, due to unsafe conditions, uncomfortable classrooms, and health problems caused by damp and unhygienic conditions. The comprehensive infrastructure upgradation transformed the school environment into one that students looked forward to attending.

CASE STUDY

MS. KAVITA SRIVASTAVA, SANSKRIT AND ENGLISH MEDIUM TEACHER

Ms. Kavita Srivastava has been teaching at Shri Kachishankar Public School for five years. With 15 years of experience and a B.Ed. degree, she has always believed that a child learns best in a space where they feel safe and valued.



BEFORE THE UPGRADATION

When Ms. Kavita looks back at how the school once was, she recalls a sense of constant worry—for the children and for the staff. The classrooms felt tired and worn out. During the monsoons, water seeped in from the roof, forcing children to huddle away from the damp patches. Many students complained about the smell, and some even struggled with headaches and coughs from moisture and fungal growth on the walls.

She remembers moments when students would quietly ask, "Ma'am, can we sit near the door? It's too damp inside."

There were days when parents kept their children at home simply because the building felt unsafe. The absence of a boundary wall added to the unease—small children wandering too close to the edge, teachers constantly keeping watch.

For Ms. Kavita, teaching never stopped, but it was layered with concern. She knew the children deserved better.



AFTER THE UPGRADATION

The renovation brought a sense of relief she hadn't felt in years. Walking into the newly upgraded classrooms for the first time, Ms. Kavita recalls how the students instinctively smiled—they noticed the brightness, the clean walls, the fresh air, the sturdier desks. The school felt different. It felt reassuring.

The introduction of the STEM lab, activity room, library, and computer lab opened new possibilities. Children who once hesitated to come during the rainy season now rush to the library to pick a book or eagerly wait for their turn in the STEM lab. Ms. Kavita saw a change in their posture—more alert, more curious, more confident.

She explains, "Earlier, we spent energy managing the classroom conditions... now we spend it on teaching."



IMPACT

Since the upgradation, admissions have grown. Parents who used to hesitate now speak with relief that their children are in a safer and better environment. Students have become more regular, more punctual, and more enthusiastic.

For Ms. Kavita, the change is emotional as much as it is practical. The school no longer feels like a place children must endure—it feels like a place where they can thrive. The upgraded spaces allow her to teach with ease, and the students to learn with comfort and dignity.

The renovation did more than repair a building—it restored confidence, brought back joy, and helped rebuild trust between the school and its community.

IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

The project significantly improved students' safety, comfort, and ability to concentrate, resulting in better attendance, motivation, and learning engagement. Upgraded classrooms, furniture, and hygiene conditions reduced physical discomfort and health risks. Access to libraries, STEM labs, and digital facilities strengthened reading habits, curiosity, and experiential learning. Students developed a strong sense of pride and confidence in their school. Teachers benefited from safer, better-equipped classrooms that enhanced teaching effectiveness and morale.



COLLECTIVE/COMMUNITY LEVEL

The upgraded infrastructure restored parental confidence in the school environment's safety and quality. Improved facilities led to higher attendance, punctuality, and increased new admissions. Shared learning spaces promoted collaboration and inclusive participation among students. Healthier, safer conditions reduced absenteeism due to illness and seasonal disruptions. The school emerged as a trusted and aspirational community institution.



STATE LEVEL

The project demonstrates how infrastructure investment directly improves education quality and participation. It aligns with state priorities on school safety, sanitation, digital learning, and STEM education. Improved utilisation of facilities and attendance highlights strong education returns on capital expenditure. The intervention offers a replicable model for upgrading ageing school infrastructure. It supports state efforts to reduce dropout rates and strengthen public school systems.



NATIONAL LEVEL

The project contributes to national education goals under the National Education Policy by improving access, quality, and learning environments. Digital and STEM facilities support future-ready skills and a scientific temper. Safer and hygienic schools strengthen child well-being and foundational learning outcomes. Increased enrolment and retention support long-term human capital development. The intervention demonstrates effective CSR contribution to strengthening India's education ecosystem.

B. PARENT PERCEPTION

The parent survey captured perspectives from 20 parents and guardians of students at Shri Kanchi Sankara Public School. The findings reflect parental observations regarding changes in school infrastructure, safety perceptions, impact on their children, and overall satisfaction with the upgradation project.

DEMOGRAPHIC PROFILE

The demographic composition of parent respondents provided insights into the socio-economic background of the beneficiary families. The sample comprised parents and guardians with varied educational backgrounds and occupations, reflecting the diverse community served by the school.

RELATIONSHIP WITH CHILD



SISTER
5.0%



MOTHER
50.0%



FATHER
35.0%



GUARDIAN
10.0%

OCCUPATION OF PARENT



HOMEMAKER
50.0%



JOB/ EMPLOYMENT
20.0%



BUSINESS
15.0%



OTHER (RETIRED/ STUDENT/ DRIVER)
15.0%

CLASS/ GRADE OF CHILD



2ND-4TH GRADE
25.0%



5TH-7TH GRADE
45.0%



8TH-10TH GRADE
25.0%



JR. KG
5.0%

EDUCATION OF PARENT/ GUARDIAN



GRADUATION & ABOVE
35.0%



MIDDLE SCHOOL
35.0%



HIGH SCHOOL
20.0%



PRIMARY
5.0%



ILLITERATE
5.0%

CHILDREN PER HOUSEHOLD IN SCHOOL



1 CHILD
50.0%



2 CHILDREN
45.0%



3 CHILDREN
5.0%

GENDER OF CHILD



MALE
70.0%



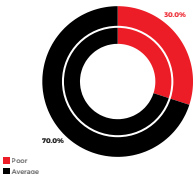
FEMALE
30.0%

KEY FINDINGS

The key findings from the parent survey are presented below, structured across thematic areas covering pre-intervention conditions, safety perceptions, learning environment, impact on children, and satisfaction levels.

FINDING 1: VERALL CONDITION OF SCHOOL BUILDING BEFORE INFRASTRUCTURE UPGRADATION

CHART 15: OVERALL CONDITION OF
SCHOOL BUILDING BEFORE
INFRASTRUCTURE UPGRADATION



Before the infrastructure upgrade, the school building had notable limitations.



70.0%

of the respondents rated the condition as average, indicating that the school was functioning without fully adequate or desirable facilities.

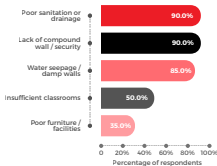


30.0%

of the respondents rated the condition as poor, indicating clear infrastructure deficiencies.

FINDING 2: PARENT-REPORTED INFRASTRUCTURE PROBLEMS (BEFORE THE PROJECT)

CHART 16: PROBLEMS OBSERVED IN
SCHOOL INFRASTRUCTURE BEFORE
THE PROJECT



POOR SANITATION AND DRAINAGE (90%)

Parents consistently highlighted that the school's drainage system was inadequate. During the rainy season, water often accumulated around the building, creating unhygienic conditions. Many parents shared that the foul smell and stagnant water made them anxious about their children falling sick. Some even mentioned keeping their children at home on days when the school surroundings became too unhygienic.



LACK OF COMPOUND WALL/ SECURITY (90%)

Security was one of the most serious concerns for parents. Without a proper boundary wall, the campus felt exposed. Parents of younger children are particularly worried about safety during school hours and feel uneasy leaving their children in an open campus. Some shared that stray animals entered the premises, adding to their discomfort and fear.



WATER SEEPAGE AND DAMP WALLS (85%)

Many parents spoke about the classrooms being damp and smelling of moisture, especially during monsoons. They were concerned that their children had to sit in wet or uncomfortable conditions and feared potential health issues. A few mentioned that their children complained of headaches or cough due to the stuffy, damp environment.



INSUFFICIENT CLASSROOMS (50%)

Half of the parents reported that the limited number of usable classrooms led to overcrowding. In some instances, children had to be shifted between rooms or share space with other classes. Parents felt this affected learning and made the environment chaotic during school hours.



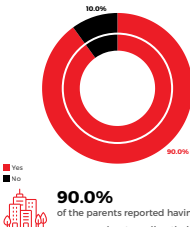
POOR FURNITURE AND BASIC FACILITIES (35%)

Some parents pointed out that the old furniture was broken, uncomfortable, or unsuitable for children. They noted that students often struggled to sit and write properly. Others noted that basic facilities—such as lighting, ventilation, and storage—were inadequate, making the school feel dull and poorly maintained.

The high proportion of parents identifying sanitation, security, and water seepage issues validated the project's focus areas. The laying of drainage lines, construction of compound wall, and terrace weatherproofing directly addressed these priority concerns.

FINDING 3: SAFETY CONCERNS ABOUT SENDING CHILDREN TO SCHOOL BEFORE UPGRADATION

CHART 17: SAFETY CONCERNS ABOUT SENDING CHILDREN TO SCHOOL BEFORE UPGRADATION



90.0%

of the parents reported having safety concerns about sending their children to school before the infrastructure upgradation.

This finding underscored the critical need for the intervention and the genuine apprehensions parents had about their children's well-being at school.



Mr. Rajesh Bhariya, and Mr. Sanjay Kumar

The SMC KII (Mr. Rajesh Bhariya, and Mr. Sanjay Kumar)

confirmed that parents were worried about their children's safety and the overall school environment before the project.

The Teacher Case Study documented that parents hesitated to send their children to such an unsafe school environment due to structural concerns and the absence of boundary walls.

FINDING 4: PERCEIVED SAFETY OF THE SCHOOL BUILDING AFTER INFRASTRUCTURE IMPROVEMENTS

CHART 18: PERCEIVED SAFETY OF THE
SCHOOL BUILDING AFTER
INFRASTRUCTURE IMPROVEMENTS



Very safe

When asked about parents' perceptions of the school building's safety, 100% of the parent respondents said they now feel very safe.

Dr. Rajesh Verma, Principal

After the upgrade, student attendance increased, and parents reported greater confidence in the school, reflecting the project's positive impact.

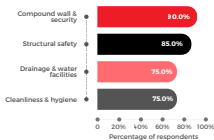


LOW-PRESSURE INJECTION GROUTING TO FILL CRACKS AND VOIDS, RESTORING STRUCTURAL INTEGRITY



FINDING 5: AREAS OF VISIBLE IMPROVEMENT IN SCHOOL INFRASTRUCTURE AFTER THE PROJECT

CHART 19: AREAS OF IMPROVEMENT
IN SCHOOL INFRASTRUCTURE AFTER
THE PROJECT



CLEANLINESS & HYGIENE (75%)

Three-fourths of respondents noticed significant improvements in cleanliness and hygiene, with parents reporting no more damp walls or musty smells in classrooms. This enhanced environment has alleviated concerns about children's health, boosting parents' confidence in sending their kids to school regularly.



DRAINAGE & WATER FACILITIES (75%)

Seventy-five percent of parents noted significant improvements in drainage and water systems. Renovations have eliminated stagnant water during rains, reducing waterlogging near the building and alleviating concerns about hygiene, mosquitoes, and slip hazards.



STRUCTURAL SAFETY (85%)

A large majority (85%) felt that the school's structural safety had improved. Strengthening the building through retrofitting, repairing damaged areas, and addressing water seepage has made classrooms feel sturdier and more secure. Parents mentioned feeling relieved that their children now study in a building that "looks safe and strong," especially during monsoon months, when earlier the walls and roof had caused anxiety.



COMPOUND WALL & SECURITY (90%)

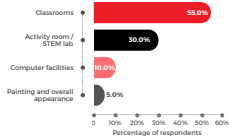


The highest recognition—90%—was for improved security through the construction of a compound wall. Parents shared that this new boundary creates a sense of protection for children, particularly the younger ones. The presence of the wall has prevented stray animals from entering the premises and reassured parents about their children's safety during school hours. This improvement has contributed to increased trust and comfort among families.

All respondents (100%) reported feeling more confident about their child's safety at school after the infrastructure improvements. This represented a complete reversal from before the intervention, where 90% had safety concerns, indicating the transformative impact of the project on parental confidence.

FINDING 6: FACILITIES SHOWING THE MOST IMPROVEMENT

CHART 20: FACILITIES SHOWING THE MOST IMPROVEMENT



CLASSROOMS (55%)

More than half of respondents noted significant improvements in classrooms, which are now brighter, cleaner, and structurally safer. Previous issues like damp walls, leakage, poor lighting, and broken furniture have largely been resolved. Enhanced seating arrangements and well-maintained interiors contributed to the recognition of classrooms as the most visibly upgraded areas.



ACTIVITY ROOM/STEM LAB (30%)

Nearly one-third of respondents cited the activity room and STEM lab as major improvements. Parents shared that these new learning spaces were not available earlier, and their introduction has expanded the school's teaching capabilities.

They appreciated that children now have access to hands-on activities, experiments, and interactive learning materials that enrich their academic experience.



COMPUTER FACILITIES (10%)

A smaller but meaningful percentage of parents highlighted improved computer facilities. Many noted that earlier, the school lacked a proper space for computers, and the post-renovation creation of a dedicated computer room has enabled students to engage in digital learning more effectively. The availability of functioning systems and structured computer periods was a key change noticed.



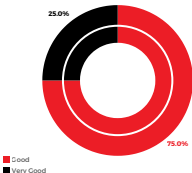
PAINTING AND OVERALL LOOK (5%)

While only a few parents selected painting as the most improved facility, many acknowledged in conversations that the school's refreshed look contributed to a more welcoming environment. The clean, newly painted walls and upgraded aesthetics helped reduce the building's "old and neglected" appearance, even if this was not seen as the top improvement compared to functional upgrades like classrooms or labs.

Overall, the data shows that parents most strongly noticed improvements in spaces directly linked to their children's learning experience, such as classrooms, STEM/activity rooms, and computer labs, indicating that the renovation successfully transformed the school into a safer, cleaner, and more resource-rich learning environment.

**FINDING 7:
COMFORT AND CLEANLINESS OF THE
SCHOOL ENVIRONMENT AFTER
UPGRADATION**

**CHART 21: COMFORT AND
CLEANLINESS OF THE SCHOOL
ENVIRONMENT AFTER UPGRADATION**



All parent respondents rated the school environment positively for comfort and cleanliness—75% rated it good and 25% very good. This uniform positive feedback reflects the noticeable impact of the hygiene-related upgrades, improved drainage systems, and overall campus maintenance carried out through the project. Parents shared that the school now feels cleaner, fresher, and more organised than before, contributing to a more comfortable environment for their children.

All parents (100%) felt that the improved infrastructure had supported hands-on learning and activity-based education for their children. This finding validated the impact of new learning spaces such as the STEM lab, activity room, library, and computer lab on students' educational experiences.

**FINDING 8:
PERCEIVED MAINTENANCE OF
UPGRADED SCHOOL
INFRASTRUCTURE**

**CHART 22: PERCEIVED MAINTENANCE
OF UPGRADED SCHOOL
INFRASTRUCTURE**



100%

of the respondents reported that the school is now very well maintained, indicating a uniform perception of improved upkeep and overall infrastructure condition following the intervention.

PARENTAL SUPPORT FOR SCHOOL MAINTENANCE



85.0%

ENCOURAGING CHILDREN TO CARE FOR SCHOOL PROPERTY

75.0%

PARTICIPATING IN SMC ACTIVITIES



70.0%

SUPPORTING CLEANLINESS AWARENESS

70.0%

VOLUNTEERING TIME FOR MINOR REPAIRS



65.0%

REGULAR MAINTENANCE DRIVES

65.0%

MONITORING DAMAGE

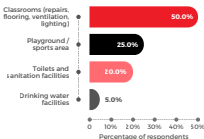


KEY IMPACTS

This section presents the impact of the infrastructure upgradation project as observed by parents, examining changes in their children's behaviour, parental confidence, and overall satisfaction with the school.

IMPACT 1: MOST VALUED INFRASTRUCTURE IMPROVEMENT

CHART 23: MOST VALUED INFRASTRUCTURE IMPROVEMENT



CLASSROOM IMPROVEMENTS (50%)

Half of the parents identified classroom upgrades as the most valuable change. They noted that better flooring, proper ventilation, improved lighting, and repaired classroom structures have made the learning environment far more comfortable and conducive to their children's learning.



PLAYGROUND/ SPORTS AREA (25%)

A quarter of the respondents highlighted the playground as the next most valued improvement. Parents felt that having a safe, usable play area had encouraged children to be more active and to enjoy outdoor time during school hours.



TOILETS AND SANITATION FACILITIES (20%)

Sanitation upgrades were also appreciated, with parents mentioning that cleaner, better-maintained toilets have made the school environment healthier and more child-friendly. They saw this as an important improvement, especially for younger children.

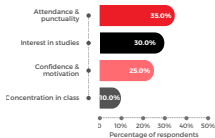


DRINKING WATER FACILITIES (5%)

A smaller group pointed to improved drinking water facilities as the key change. They valued the availability of safer, more reliable drinking water for their children during school hours.

IMPACT 2: CHANGES OBSERVED IN CHILD AFTER SCHOOL INFRASTRUCTURE IMPROVEMENTS

CHART 24: CHANGES OBSERVED IN
CHILD AFTER SCHOOL
INFRASTRUCTURE IMPROVEMENTS



IMPROVED ATTENDANCE AND PUNCTUALITY (35%)

Parents reported that children now attend school more willingly. The overall environment feels more welcoming, and children no longer resist getting ready in the morning.



INCREASED INTEREST IN STUDIES (30%)

Many parents noticed that children talk more about what they learn in school and show greater curiosity—especially after accessing new learning spaces, such as the library and activity/STEM rooms.



ENHANCED CONFIDENCE AND MOTIVATION (25%)

Parents observed that their children participate more actively in class and school activities. The improved facilities seem to give them a sense of pride and encouragement.



BETTER CONCENTRATION IN CLASS (10%)

Some parents reported that children appear more focused during lessons and homework, likely because they feel more comfortable and settled in the upgraded classrooms.

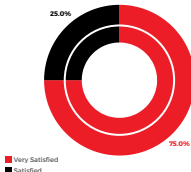


Mr. Rajesh Bhariya and Mr. Sanjay Kumar, SMC Members

After the upgrade, student attendance increased significantly, and parents reported greater confidence in the school, showing the positive impact of the project.

IMPACT 3: OVERALL PARENTAL SATISFACTION WITH SCHOOL INFRASTRUCTURE AFTER UPGRADATION

CHART 25: OVERALL SATISFACTION
WITH SCHOOL INFRASTRUCTURE
AFTER UPGRADATION



Very Satisfied
Satisfied



100%

of the respondents expressed satisfaction with the school infrastructure after the upgradation, with 75% being very satisfied and 25% satisfied.

This unanimous positive assessment reflected the project's comprehensive success in addressing parental concerns and expectations.

All respondents (100%) believed that the infrastructure upgradation had improved the quality of education for their children. This finding underscored the perceived link between improved infrastructure and enhanced educational outcomes.

All respondents (100%) reported that their children had talked positively about the new classrooms, labs, and activity spaces. This universal positive feedback from children indicated their direct experience of and appreciation for the improved infrastructure.

IMPACT 4: PARENTAL CONFIDENCE IN CHILD SAFETY AT SCHOOL



100%

of the respondents reported feeling more confident about their child's safety at school after the infrastructure improvements.

This represented a complete reversal from the pre-intervention scenario, where 90% of parents had safety concerns.

The School Principal noted that the secure campus post renovation had increased parental confidence and ensured a safer environment for students. The construction of the compound wall was identified as a key factor in addressing security concerns, as it controlled access to the campus and restricted unauthorised entry.

Contextual Insight:

The transformation in parental confidence was significant. Before the intervention, parents hesitated to send their children to the school due to safety concerns. Post-intervention, all parents felt confident about their children's safety, and 100% indicated they would recommend the school to other parents.

IMPACT 5: PERCEIVED IMPROVEMENT IN QUALITY OF EDUCATION



100%

of the respondents believed that the infrastructure upgradation has facilitated the provision of quality education for their children.

This finding highlighted the perceived interconnection between physical infrastructure and educational quality in parents' minds.

The qualitative findings supported this perception. The Principal, Dr. Rajesh Verma, rated the overall impact of the infrastructure upgradation project as very high. The teachers' FGD reported that better lighting, ventilation, seating, and classroom layout had improved teaching effectiveness. The availability of STEM labs, activity rooms, and library spaces enabled more interactive and experiential teaching methods.

IMPACT 6: BENEFIT TO UNDERPRIVILEGED AND FIRST-GENERATION LEARNER FAMILIES



100%

of the respondents felt that the improved school facilities had especially benefited children from underprivileged and first-generation learner families.

This finding validated the equity dimension of the project's impact.

Interactions with Teachers corroborated this fact, noting that underprivileged and first-generation learners had gained confidence, motivation, and a stronger sense of belonging in the improved school environment.

**IMPACT 7:
WILLINGNESS TO RECOMMEND THE SCHOOL TO OTHER PARENTS****100%**

of the respondents indicated that they would recommend the school to other parents from their community now.

This unanimous willingness to recommend represented a significant endorsement of the school following the infrastructure upgrade.

The project strengthened trust and engagement between the school and the local community, as noted in the principal's interview. The SMC members observed that the project had positively improved the school's image, increasing trust and pride among parents and the local community.



IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

The intervention has created a safe, psychological "haven" for students, directly resulting in improved attendance, punctuality, and renewed interest in learning. For parents, it has eliminated the daily stress regarding their child's physical safety, replacing anxiety with confidence and pride in their children's education.



COLLECTIVE/ COMMUNITY LEVEL

The school has transformed into a community asset that champions equity, specifically benefiting underprivileged and first-generation learner families who now have access to premium facilities. The project has revitalised the Parent-Teacher dynamic, shifting the community relationship from one of complaint to one of active collaboration and shared guardianship.



STATE LEVEL

This project serves as a successful case study for upgrading state-level educational infrastructure, demonstrating how targeted capital expenditure can reverse declining enrollment trends. It offers a blueprint for state authorities on modernising public schools to meet safety standards while enhancing the quality of the learning environment.



NATIONAL LEVEL

By addressing core infrastructure gaps, the project contributes to the national goal of ensuring inclusive and equitable quality education (SDG 4). It aligns with the National Education Policy's emphasis on safe learning environments. It highlights the critical role of strategic CSR in bolstering the nation's human capital pipeline by modernising grassroots educational institutions.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) framework provides a standardised approach for evaluating development interventions. This framework comprises six interconnected criteria that collectively assess the merit and worth of an intervention. The Infrastructure Upgradation Project at Shri Kanchi Sankara Public School has been evaluated against these criteria based on evidence gathered through quantitative surveys and qualitative enquiries.



RELEVANCE

At the national level, school infrastructure remains a systemic barrier to educational quality, and the NEP 2020 identifies safe and adequate facilities as foundational. Locally, Shri Kanchi Sankara Public School serving 546 students from predominantly underprivileged backgrounds reflected these gaps acutely: 70% of parents rated the building as average and 30% as poor, while 90% reported safety concerns about sending their children to school, citing poor sanitation and drainage (90%), lack of compound wall (90%), and water seepage (85%) as the most pressing problems (Parent Survey, N=20). The project directly resolved these issues through an integrated intervention encompassing structural retrofitting, weatherproofing, drainage, compound wall construction, the creation of learning spaces, and the procurement of furniture and digital equipment. Post-intervention, 100% of students reported feeling much safer, 100% confirmed complete elimination of leakage and dampness, and 100% of parents now perceive the school as very safe, validating that the intervention targeted the right problems at the right scale.



COHERENCE

The project aligns with SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 11 (Sustainable Cities and Communities), the National Education Policy 2020's emphasis on infrastructure as a prerequisite for quality education, and the Samagra Shiksha Abhiyan's objectives to strengthen school facilities for underserved communities.



**EFFECTIVENESS**

The project achieved all eight stated objectives. 100% of students reported feeling much safer and confirmed complete elimination of leakage, dampness, and odour. 93.4% use the upgraded library, STEM, or activity rooms regularly or sometimes. 96.7% rated lighting and ventilation as very good, and 100% found the new furniture comfortable. On the parent side, 100% now perceive the school as very safe (a complete reversal from the 90% who had safety concerns pre-intervention) and 90% identified compound wall and security as a visible improvement. The Principal (Dr. Rajesh Verma) rated overall project impact as very high, and SMC members (Mr. Rajesh Bhariya, Mr. Sanjay Kumar) corroborated increased student engagement and admissions.

**EFFICIENCY**

The project was delivered within the allocated budget and completed within the planned timeframe with no major deviations. Retrofitting followed NDT recommendations, ensuring evidence-based resource deployment. The project used the existing building rather than constructing new and converted the previously unusable basement into a functional office, demonstrating a resource-efficient approach to space creation. The SMC (Mr Rajesh Bhariya, Mr Sanjay Kumar) was involved throughout, and the school maintained educational continuity through hostel arrangements during construction.

**IMPACT**

The project created measurable, immediate, and long-term impacts. 100% of students reported improved attendance and concentration, 96.67% felt very proud of their school, 90% confirmed that digital facilities helped them learn better, and 73.3% reported reading more books. Among parents, 100% reported increased confidence in child safety, 100% believed education quality had improved, and 100% indicated willingness to recommend the school. The creation of dedicated library, STEM, activity, and computer facilities establishes institutional capacity for experiential and digital learning beyond the immediate intervention period.

**SUSTAINABILITY**

Positive sustainability indicators are evident across multiple dimensions. Behaviour change is reflected in improved attendance (100%), increased reading habits (73.3%), and heightened school pride (96.67%) among students. Community buy-in is strong. 100% of parents would recommend the school, and 85% expressed willingness to participate in SMC activities. The infrastructure itself was built to be resilient: retrofitting followed NDT recommendations, weatherproofing with brick bed and china mosaic was completed, and drainage was connected to the municipal sewerage system. The SMC continues to play an active oversight role. However, there is no dedicated maintenance corpus fund.

RECOMMENDATIONS



ESTABLISH A STRUCTURED MAINTENANCE FUND AND PROTOCOL



Stakeholders can set aside a ring-fenced annual maintenance fund along with a documented upkeep protocol. This responds to the principal's concern that long-term sustainability depends on regular maintenance, monitoring, and assured funding. Teachers have also identified maintenance as an ongoing infrastructure need. Introducing a preventive maintenance calendar, conducting quarterly structural checks, and clearly assigning responsibilities can help systematically address these recorded gaps.



PROJECT 5

TEACHER ENABLEMENT PROGRAM PHASE 2 IN 84 ONGOING GOVERNMENT SCHOOLS- 2025

Implementation Mode : Implementation Agency

Implemented by : Meghshala Trust

Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Despite significant progress in school enrolment and access to education, India continued to face a persistent learning crisis. The ASER 2024[1] The report highlighted that a large proportion of children across the country were unable to achieve grade[SS1] [GK2] -appropriate competencies in foundational literacy and numeracy. In Karnataka, these challenges were particularly evident in government schools serving urban low-income, peri-urban, rural, and tribal communities, where disparities in learning outcomes and access to quality teaching resources remained significant.

Before the program's implementation, many government schools across districts in Karnataka faced challenges such as inadequate teacher training, limited availability of contextualised, curriculum-aligned learning resources, and continued reliance on rote-based teaching practices. Teachers were often burdened with administrative responsibilities, leaving limited time for structured lesson planning and reflective teaching. In addition, uneven access to digital infrastructure and low confidence in technology use constrained the effective integration of digital tools in classrooms, especially in resource-constrained schools.

Recognising these challenges, there was a clear need for a comprehensive, classroom-centric teacher enablement intervention tailored to the Karnataka government school context. The overarching aim of the program was to strengthen classroom teaching and learning by empowering government school teachers with contextually relevant, multilingual, and curriculum-aligned digital lesson resources, along with continuous in-class pedagogical support. By embedding training within the classroom, providing ongoing academic and technical assistance, and leveraging data-driven monitoring, the program aimed to enhance classroom engagement, improve foundational learning outcomes, and contribute to equitable, scalable, and sustainable improvements in the quality of school education in Karnataka.

PROJECT OBJECTIVES



To address inequity in education by strengthening teacher capacity in government schools through the provision of curriculum-aligned, technology-enabled learning resources.



To strengthen government school teachers' capacity for effective and inclusive classroom instruction.



PROJECT ACTIVITIES



Conduct teacher orientation, professional development sessions, and classroom management training to strengthen teachers' ability to effectively integrate digital tools into everyday teaching practices.



Deployment of Digital Learning Solutions: Provide curriculum-aligned e-learning content through Meghshala's platform and support schools in integrating technology-enabled learning within classrooms.



Ongoing Pedagogical Support & Monitoring: Conduct regular school visits, classroom observations, troubleshooting support, and continuous mentoring to ensure effective adoption and sustained usage of digital tools by teachers.



Assessment, Stakeholder Engagement & Reporting: Undertake baseline/endline assessments, engage education department stakeholders for long-term sustainability, and document project progress through regular reporting and impact tracking.

This chapter presents insights and analysis from teachers, school leaders, parents, students, and implementation partners involved in the Meghshala Teacher Enablement Program, implemented in government schools across Karnataka. Drawing on primary survey responses, stakeholder interviews, application usage data, and field observations, the assessment examined the extent to which the program contributed to improvements in teaching practices, classroom engagement, integration of digital learning resources, and overall effectiveness of classroom instruction.

The evaluation focused on key dimensions such as usability of digital lessons, frequency of technology use in classrooms, changes in pedagogical practices, levels of student engagement, teacher confidence, and overall stakeholder satisfaction with the program.

DEMOGRAPHIC PROFILE OF BENEFICIARIES

PRIMARY BENEFICIARIES: TEACHERS



75.0%

of the respondents were female teachers, while male teachers accounted for 25%.

The data also indicated that teachers possessed diverse academic and professional qualifications, predominantly at the graduate and postgraduate levels. Most teachers held professional teaching credentials such as B.Ed., D.Ed., or TCH, along with academic degrees including BA, BSc, BCom, MA, and MSc.

Category	Sub-category	Percentage
Gender	Male Teachers	25%
	Female Teachers	75%
Teaching Experience	5 years	5%
	10-15 years	20%
	16-20 years	35%
	21-25 years	40%

The survey findings indicated variation in teachers' years of teaching experience. Teachers with 21-25 years of experience formed the largest group (40%), followed by those with 16-20 years of experience (35%). Those with 10-15 years of experience accounted for 20%, while a smaller proportion (5%) had less than five years of teaching experience.

Teachers reported teaching a broad range of subjects, including Science, Mathematics, Social Science, English, Kannada, Hindi, Physical Education, and Environmental Science (EVS), with several teachers indicating responsibility for teaching all subjects. The grades taught spanned from Grade 1 to Grade 8, and most teachers reported handling multiple grade levels.

SECONDARY BENEFICIARIES: STUDENTS

CHART 1: GRADE OF THE STUDENTS

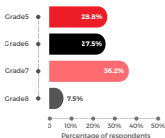


Chart 1 showed that among the surveyed students, more than one third (36.2%) were in Grade 7, followed by 28.8% in Grade 5. Students in Grade 6 accounted for 27.5%, while those in Grade 8 accounted for 7.5%. The survey data also showed that female students constituted 62.5% of the respondents, while male students accounted for 37.5%.

A. BASELINE SITUATION BEFORE PROGRAM IMPLEMENTATION

Interactions with teachers and principals revealed a clear picture of the pre-intervention conditions in the participating schools.

CHART 2: CHALLENGES FACED WHILE TEACHING WITHOUT THE MEGHSHALA APP

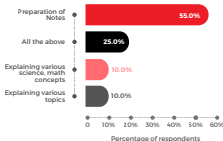


Chart 2 shows the challenges teachers faced in teaching without the Meghshala App before the intervention.

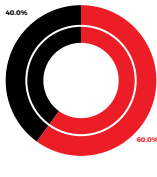
55.0% reported that the major challenge of traditional teaching was preparing class notes. Teachers also highlighted difficulties in explaining various topics, particularly conceptual content in Science and Mathematics.



25.0%

of the teachers reported facing all of these challenges, indicating multiple constraints in delivering effective classroom instruction before the introduction of the Meghshala App.

CHART 3: PRIOR EXPERIENCE IN TEACHING USING DIGITAL APPS OR TOOLS



When asked about prior experience in teaching using digital apps or tools, the survey data showed that 60% of the teachers had no prior experience, indicating that digital teaching tools had not been used in classrooms before the intervention.



Mahalaxmi A, Female teacher

Before using the Meghshala App, lesson preparation took a lot of time and explaining concepts was challenging. The digital lessons helped me plan my classes better and explain topics more clearly, especially in Science and Mathematics. Students became more attentive and participated actively in class. The app made teaching easier and more engaging for both teachers and students.

PROGRAM DESIGN AND APPROACH

The Meghshala Teacher Enablement Project was designed to strengthen classroom teaching and learning in government schools through curriculum-aligned digital lessons and sustained teacher support. The project moved beyond conventional "train-the-trainer" models and focused on direct, in-classroom capacity building, ensuring that teachers received practical pedagogical support without being removed from their teaching responsibilities. Teachers accessed structured digital lessons directly in their classrooms, reducing information loss and enabling immediate application of learning. Regular school visits and the use of a smart monitoring tool within the Meghshala Android application enabled the collection of granular data on lesson usage and classroom practices, providing deeper insights into teaching and learning processes.

The intervention combined technology-enabled resources with continuous academic mentoring, classroom follow-ups, and data-driven monitoring to support effective lesson delivery and active student engagement. The digital lessons were aligned with the NCERT and State Board curricula. They incorporated well-researched pedagogical strategies such as storytelling, questioning techniques, real-life analogies, hands-on activities, and peer discussion to support conceptual understanding.

The Meghshala App: It housed over 10,500 curriculum-aligned digital lessons for Grades 1 to 8 across subjects, including Mathematics, EVS, Science, English, and Social Science. Each lesson included clear teacher instructions, innovative pedagogical strategies, and interactive learning materials.

Key features of the application:



The application provided minute-by-minute guided lessons to support structured classroom delivery.



The app functioned both offline and online, ensuring usability in low-connectivity settings.



Real-time feedback and usage monitoring enabled tracking of lesson adoption and classroom use.



Multilingual content supported teaching and learning in vernacular languages.



The user-friendly interface was designed to suit first-generation technology users.



Specialised content included MELA (Meghshala English Language Acquisition) lessons and phonics-based learning modules.

IMPLEMENTATION PHASES OF THE PROGRAM

The Meghshala program was implemented through a structured, phase-wise approach to ensure systematic planning, effective teacher adoption, smooth classroom integration, and continuous monitoring. Each phase was designed to build progressively, from preparatory groundwork and teacher capacity building to sustained classroom implementation and impact evaluation, thereby ensuring both the quality of execution and the long-term sustainability of digital learning practices in participating schools.

PHASE 1: PLANNING AND PREPARATION



This phase focused on groundwork and coordination. Activities included baseline needs assessment, finalisation of participating schools, preparation of training plans, configuration of tablets with Meghshala e-content, and alignment of lessons with State and NCERT curricula.

PHASE 2: TRAINING AND ORIENTATION



Teachers were introduced to the Meghshala App and digital pedagogy through structured in-person training sessions. The focus was on familiarising teachers with lesson navigation, classroom application, and activity-based teaching methods.

PHASE 3: CLASSROOM IMPLEMENTATION



Following training, teachers began using the Meghshala App in their regular classrooms. Digital lessons supported lesson planning, concept explanation, and student engagement across grades and subjects.

PHASE 4: ONGOING SUPPORT AND MONITORING



Continuous academic and technical support was provided through monthly school visits and remote assistance. Usage data, feedback, and classroom observations were collected to track adoption, identify challenges, and refine implementation.

PHASE 5: REVIEW AND REPORTING



Baseline and endline assessments, usage analytics, and qualitative feedback informed evaluation. Periodic and final reports documented outcomes, learning insights, and recommendations.



PLAYGROUND IN THE SCHOOL CAMPUS

TRAINING PLAN

The training model comprised three structured components:



TRAINING 1: APP ORIENTATION

Involved an in-person session held at the Block Education Office on a cluster level. Typically, one principal or teacher participated. The session covered hardware distribution and app orientation for all attendees.



TRAINING 2: PEDAGOGICAL SKILLS TRAINING

Involved an in-person session held at the Block Education Office at the cluster level. The session focused on pedagogical skills and activity-based learning and served as a follow-up to strengthen teachers' teaching methods.



TRAINING 3: SCHOOL-LEVEL ENGAGEMENT

Comprised an annual session conducted at the school level to orient stakeholders, including parents and members of the SDMC (School Development and Monitoring Committee).

All sessions were led by skilled Meghshala resource persons specialising in pedagogy and teacher training.

MONITORING AND EVALUATION

Monitoring was an integral component of the project. App-based usage data, field visit reports, baseline and endline assessments, and stakeholder feedback enabled continuous tracking of progress and outcomes. This data-driven approach supported evidence-based decision-making and ensured consistent program quality.

B. POST-INTERVENTION SCENARIO

DIGITAL ADOPTION & TEACHER READINESS

CHART 4: CONFIDENCE IN NAVIGATING DIGITAL TOOLS USING THE MEGHSHALA APP



■ Extremely confidence
■ No confidence

Meghshala App tools. Similarly, all teachers (100%) expressed extreme confidence in navigating the application's digital tools.

Interactions with stakeholders further reinforced these findings. During discussions, teachers consistently shared that the app is simple, user-friendly, and easy to understand. They noted that regular classroom use helped them gradually become more comfortable with both the tablets and the digital lessons, and, over time, integrating the app became a normal, routine part of their teaching practice rather than an additional responsibility.



INTERACTION WITH THE SCHOOL STAFF

Post-intervention findings indicated strong digital adoption among teachers.



100%

reported being extremely comfortable handling tablets and using the Meghshala App tools.



100%

expressed extreme confidence in navigating the application's digital tools.

Interactions with stakeholders further reinforced these findings. During discussions, teachers consistently shared that the app is simple, user-friendly, and easy to understand. They noted that regular classroom use helped them gradually become more comfortable with both the tablets and the digital lessons, and, over time, integrating the app became a normal, routine part of their teaching practice rather than an additional responsibility.

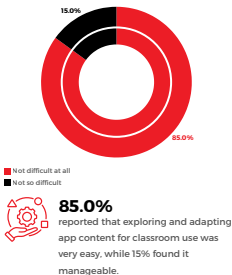
Headmasters also confirmed that teachers demonstrate strong confidence in navigating digital tools and can independently explore and adapt content to classroom needs. They further observed that teachers are now able to explain concepts more clearly and effectively without experiencing the fatigue often associated with traditional board-based instruction, as the structured digital content and ready-to-use materials reduce repetitive effort and enhance overall teaching efficiency.



Head Master, Tyamagondlu

Over the past year, the Meghshala program has significantly strengthened digital adoption and teacher readiness in our school. Teachers are now confident in navigating digital tools and independently using the Meghshala App for lesson planning, classroom delivery, and assessment. The structured, ready-to-use content and visual explanations have simplified instructional efforts and reduced teacher fatigue. I have observed noticeable improvements in teachers' confidence, communication skills, and subject knowledge, which have positively influenced overall classroom effectiveness and student learning outcomes.

CHART 5: EASE OF EXPLORING AND ADAPTING APP CONTENT FOR CLASSROOM USE



These responses reflect strong platform usability and a smooth integration into regular classroom practice.

CHART 6: FREQUENCY OF TECHNICAL SUPPORT REQUIRED FOR TABLET OR APP

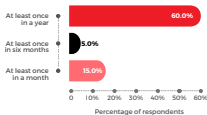


Chart 6 highlights the frequency of technical support required for the tablet or app.

60.0% reported that support was required at least once a year. A smaller proportion



15.0% indicated that support was required once a month, while 5% reported needing support once in six months. These findings suggest that technical assistance was required at periodic intervals.

These findings suggest that technical assistance was required periodically.

CHART 7: ABILITY TO MANAGE MINOR TECHNICAL ISSUES WITH TABLETS

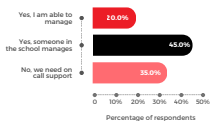


Chart 7 indicated that, regarding minor technical issues, 20% of teachers reported resolving them independently, while 45% stated that someone within the school handled them.



35.0% indicated that on-call support was required when needed. The responses reflected moderate technical self-reliance, supported by school-level and external assistance mechanisms.

During interactions, teachers shared that the app was simple to use and did not require advanced technical skills. They noted that the structured lesson format and guided navigation reduced hesitation in using digital tools. Teachers also mentioned that while minor technical issues occasionally arose, timely support and school-level assistance ensured that classroom teaching was not disrupted. Overall, teachers expressed confidence in independently operating the tablets and integrating the app into their regular teaching routine.



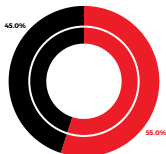
Mrs. Mangala N, Assistant teacher, Basavanahalli

After using the Meghshala program, I feel much more confident with digital tools in the classroom. I can easily use the app on my own and adjust the lessons based on my students' understanding levels. The visual content and ready-made lessons help me prepare more quickly and teach more engagingly. I don't feel as tired as before because the videos and visuals clearly explain the topics without repeating the same points. It has made my teaching easier and more effective.

CLASSROOM INTEGRATION & TEACHING EFFECTIVENESS

ALIGNMENT WITH ACADEMIC SYLLABUS

CHART 8: ALIGNMENT OF MEGHSHALA LESSONS WITH THE ACADEMIC SYLLABUS



- All lessons are meticulously aligned
- Most of the lessons are aligned

Chart 8 indicated strong alignment of Meghshala lessons with the academic syllabus.



55.0%

reported that all lessons were meticulously aligned with the syllabus, while 45% stated that most lessons were aligned.

This reflects strong curriculum integration.

Interactions with principals reinforced these findings. Headmasters confirmed that all subjects were effectively covered across different grade levels. They noted that the content was well-aligned with the curriculum and appropriate for students at various stages, ensuring continuity in learning and consistency in academic standards.



Mrs. Geetha S N, Principal

The Meghshala lessons are well aligned with the academic syllabus followed in our school.

Teachers can use the app alongside the prescribed textbooks without any mismatches in topics or sequence.

The content is appropriate for each grade level and supports the planned academic schedule. This alignment helps maintain consistency in teaching and ensures that learning progresses smoothly as per syllabus requirements.

CONSISTENCY OF DIGITAL TEACHING

CHART 9: CONSISTENCY OF TABLET USE BY TEACHERS DURING CLASSES (FOR STUDENTS)



- Yes, always
- No, once in a while only

The student survey indicated consistency in subject coverage and digital usage across classrooms. All surveyed students reported that subjects including English, Mathematics, Science, Social Science, EVS, and Hindi were being taught using the Meghshala App.

Chart 9 highlighted consistent tablet usage during classroom teaching. All student respondents reported that teachers always used tablets during lessons, indicating sustained and regular integration of digital tools into classroom instruction. Similarly, all surveyed teachers confirmed regular use of the Meghshala App during lesson delivery, reflecting full adoption across participating classrooms.

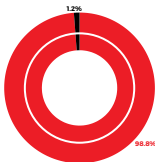
Poornarshi, 7th grade student

Teachers in my school always use tablets while teaching. Learning on tablets is very easy for me because the content is presented in simple language and with good graphics. I find lessons very interesting when teachers use tablets with apps. This method has helped me understand subjects better and has made learning more enjoyable."



EFFECTIVENESS IN TEACHING - LEARNING

CHART 10: EFFECTIVENESS OF TEACHER EXPLANATION USING TABLETS (STUDENTS)



- Yes, always
- No, not always

Chart 10 indicated the effectiveness of teacher explanation using tablets.



98.8%

of surveyed students reported that teacher explanations using tablets were always effective, while 1.2% stated that they were not always effective.

This reflects a high level of instructional clarity through tablet-based teaching.

Regarding teaching effectiveness, all teachers reported that it was extremely easy to help students understand language, graphics, and lesson content using the app. All respondents also reported having a clear understanding of syllabus coverage while teaching through the application.

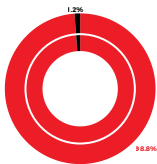
Interaction with the SMC members also confirmed noticeable improvements in students' comprehension, reading skills, participation levels, and confidence. Students are more willing to ask questions and express their ideas. Academic performance has shown steady improvement.



Mrs. Reena, SMC president, GHPS Arkavathi Nagar

There is a clear improvement in students' learning levels. They understand concepts better, show improved reading skills, and participate more actively in class. Their confidence has increased, and academic performance is steadily improving. Classroom activities are now more interactive, with group work and discussions making learning more engaging and effective.

CHART 11: EASE OF UNDERSTANDING DIFFICULT SUBJECTS USING TABLETS COMPARED TO REGULAR CLASSES (FOR STUDENTS)



- Extremely helpful
- Not so helpful

Chart 11 highlighted the ease of understanding difficult subjects using tablets compared to regular classroom methods.

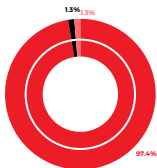


98.8%

of the students found the tablet-based method extremely helpful.

Students reported that the new method improved conceptual understanding, increased interest in learning, supported visual and audio learning, and encouraged active class participation. It also helped them grasp difficult and abstract concepts more effectively.

CHART 12: EASE OF UNDERSTANDING LANGUAGE, GRAPHICS, AND CONTENT THROUGH TABLET-BASED TEACHING (STUDENTS)



- Extremely easy
- Somewhat easy
- Neutral

With regard to ease of understanding language, graphics, and content through tablet-based teaching, students reported positive learning experiences.



97.4%

of the respondents found it extremely easy to understand the language and lesson content presented through the tablets, while 1.3% found it somewhat easy and 1.3% remained neutral.

These findings indicate improved clarity and accessibility of content through audio-visual and structured digital presentation.



Usha Kiran, 8th std student

Our teachers regularly use tablets during class, and this has improved the way we learn. The lessons taught on tablets are extremely easy to understand thanks to clear language and attractive graphics. I find classes very interesting when teachers use tablets with learning apps. It helps me remember what is taught and makes studying more enjoyable. Tablet-based learning has made school more engaging for me.

Interactions with parents further reinforced these findings. Parents confirmed that they were aware of the use of tablets with the Meghshala App in their children's schools. They shared that children frequently discussed tablet-based lessons at home and spoke about their learning experiences with enthusiasm.

When asked about the benefits of the new teaching method, parents reported that it had been highly beneficial for their child's education. They observed that the method made learning more interactive and engaging, improved conceptual understanding, increased student interest, supported visual and audio learning, and encouraged active class participation. Parents also noted that children were better able to understand difficult and abstract concepts compared to traditional teaching methods.



A parent during a focus group discussion

I feel proud that my child is studying in a school that uses a new and modern teaching approach. It gives me confidence that my child is receiving quality education. I have also seen improvement in pronunciation and language skills. The audio-visual lessons have helped my child speak more clearly and confidently.



INTERACTION WITH THE PARENTS

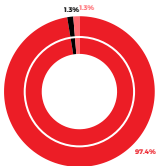
Headmasters also shared that the app resources were particularly useful in explaining abstract and complex concepts. Visuals, animations, and real-life examples helped simplify difficult topics, making lessons easier for students to understand compared to traditional teaching methods.



Mr. Hanumantha Raj, Head master

All subjects are effectively covered across different grade levels in the Meghshala App. The content is well aligned with the curriculum and suitable for students at different stages of learning. It helps maintain continuity across classes and supports uniform academic standards in our school.

CHART 13: HELPFULNESS OF TABLETS IN UNDERSTANDING PRONUNCIATION (STUDENTS)



- Extremely helpful
- Not so helpful
- Somewhat helpful

Chart 13 indicated that the use of tablets has been effective in helping students understand pronunciation.

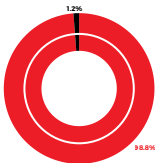


97.4%

of the respondents reported that it was extremely helpful in improving pronunciation, while 1.3% found it somewhat helpful.

This reflects strong improvement in language learning support through audio-visual tools.

CHART 14: USEFULNESS OF INTERACTIVE SIMULATIONS AND VIRTUAL EXPERIMENTS (FOR STUDENTS)



- Extremely helpful
- Neutral

Chart 14 highlighted the usefulness of interactive simulations and virtual experiments.



98.8%

of the students found these extremely helpful in understanding concepts, while a very small proportion remained neutral.

This suggests that interactive elements significantly enhanced conceptual clarity.



**Prajwal Gowda,
8th std student**

Teachers always use tablets to teach us in the classroom. The content shown on the tablet is very clear and easy to understand.

The graphics and explanations help me learn concepts faster. I feel that studying becomes very interesting when tablets and apps are used during lessons. This way of teaching keeps me attentive and motivated to learn more.



**POSTERS IN THE SCHOOL
CAMPUS**

Bengaluru, Karnataka, India
Xgrf+p4p, 198/1, Sannakki Bayalu Rd, Sannakki
Vrshabha Nagar, Kamakshipalya, Bengaluru
550076, India

Value Addition in Science Teaching through Meghshala

Teachers observed that Meghshala's lessons made Science topics more relatable, interactive, and easier for students to understand. The app supported realistic classroom instruction by connecting textbook concepts to real-life examples, thereby improving engagement and learning outcomes.

Class & Chapter	In Textbook	In Meghshala App	Observed value addition
Grade 7 - Ch 11: Transportation in Animals and Plants	Explains blood, its composition, and its function in transporting substances in the body.	Begins with a story where a child asks how nutrients reach different body parts. The circulatory system is compared to a house's water pipes, with the heart acting as a pump.	Storytelling made the concept of blood circulation easier to understand. Students were more attentive and could relate biological processes to everyday life. Improved comprehension and retention were observed.
Grade 6 - Ch 3: Electricity and Circuits	Explains the importance of electricity in daily life and its uses in appliances, lighting, and communication.	Starts with a video about life without electricity, followed by a classroom discussion where students list daily items that use electricity.	Interactive discussion encouraged critical thinking. Students connected the concept to their daily lives, leading to better understanding and active participation.
Grade 7 - Ch 5: Acids, Bases and Salts	Introduces acids, bases, and salts using examples like lemon, curd, and orange.	Students bring items like amla, lemon, tomato, salt, and baking powder. They taste, observe, and discuss flavours in groups.	A hands-on activity helped students identify sour, salty, and bitter tastes and connect them to acids, bases, and salts, increasing engagement, understanding, and collaborative learning.

(Source: discussion with implementing agency)

Discussions with stakeholders further reinforced these findings. Headmasters across schools shared that prior to the program, students often struggled to understand unfamiliar or complex topics. However, after the introduction of tablet-based lessons, students were able to grasp concepts more easily.

Parents also confirmed improvements in pronunciation and language skills. They observed that audio-visual lessons helped children learn correct pronunciation and develop better speaking abilities. When asked whether they had noticed improvement in their children's pronunciation, parents responded positively and acknowledged visible progress in language development.



One of the parents during the focus group discussion

This new way of teaching is very helpful for our children. The visual and audio lessons make it easier for them to understand and remember topics. We have seen clear improvement in pronunciation and overall understanding. My child is more excited to go to school now, and exam performance has also improved compared to before.

CAPACITY BUILDING & TRAINING EFFECTIVENESS

Under the project, a minimum of three tablets were provided per school across 84 ongoing and 84 additional schools. Each tablet was pre-loaded with curriculum-aligned Meghshala e-lessons stored on SD cards, ensuring immediate classroom accessibility. This provision ensured that digital learning resources were available directly within the school environment without dependency on continuous internet connectivity. Teachers gained structured access to subject- and grade-specific digital content aligned with the academic syllabus.

CHART 15: TEACHERS' SATISFACTION WITH MEGHSHALA APP TRAINING AND REVISION SUPPORT

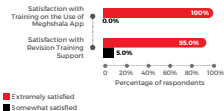


Chart 15 highlighted that all surveyed teachers expressed satisfaction with the training provided on the use of the Meghshala App.



100%

reported being extremely satisfied with the initial training, and 95% with the revision training support.

These findings indicated that the structured training model and follow-up revision sessions effectively prepared teachers for integrating the app into the classroom.

During discussions, teachers reported being extremely satisfied with the training on the Meghshala App. They stated that the sessions were well-structured and practical, helping them clearly understand app navigation and classroom integration. Teachers appreciated the hands-on exposure and guided demonstrations, which increased their confidence in using digital tools. The revision training and follow-up support further strengthened their ability to use the app effectively in daily teaching.



Sheela Kumari, female teacher

I found the training on the Meghshala App very helpful and practical. The session clearly explained how to use the app effectively in my classroom, and the live demonstrations made it easy to understand each feature. I especially appreciated the hands-on practice, which helped me learn how to navigate lessons, use visual content, and support students better. After the training, I felt much more confident in using digital tools as part of my daily teaching.

From the program leadership [SS1] [CK2] perspective, orientation workshops and hands-on training sessions were critical in building teacher confidence. Continuous coordination with education department officials ensured alignment with government systems and supported smooth implementation.

Interaction with the President of the School Management Committee (SMC) noted that initial adaptation to digital and activity-based methods was challenging for some teachers. However, with continuous training, guidance, and institutional support, teachers gradually became comfortable and confident in using the app.

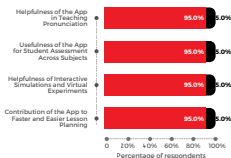


Mr Shailendra Kumar, President, Obalapura

During the initial phase, shifting from traditional teaching to digital and activity-based methods required adjustment for some teachers. However, over time, with structured capacity-building efforts and consistent follow-up support, this transition became smoother. We now observe teachers independently integrating the app into their daily lessons and demonstrating greater ease in managing technology-enabled classrooms.

HELPFULNESS OF THE MEGHSHALA APP IN TEACHING, ASSESSMENT, AND LESSON PLANNING

CHART 16: HELPFULNESS OF THE MEGHSHALA APP IN TEACHING, ASSESSMENT, AND LESSON PLANNING



■ Extremely helpful
■ Somewhat helpful

When teachers were asked about the helpfulness of the Meghshala App in teaching, assessment, and lesson planning, responses indicated consistently high levels of satisfaction.



95.0%

of the respondents reported that the app was extremely helpful in teaching pronunciation, while 5% rated it as somewhat helpful.



95.0%

of the respondents found the app extremely helpful for student assessment across subjects.

The usefulness of interactive simulations and virtual experiments was also rated extremely helpful by 95% of teachers.

**95.0%**

of the reported that the app enabled faster, easier lesson planning.

These findings reflect strong pedagogical value and practical classroom utility across multiple dimensions of teaching.

However, a few teachers shared that they continued to use textbooks and board work alongside the app to reinforce concepts in their own teaching style and maintain alignment with their regular classroom routine. They felt that combining both approaches helped them effectively address specific classroom needs while still benefiting from the app's visual and interactive features.

Discussions with headmasters further reinforced these findings. Headmasters observed that teachers were able to explain concepts more effectively without experiencing fatigue. The availability of structured digital content and visual explanations reduced the need for repetitive board work and manual preparation. They also noted that the app significantly supported lesson planning by providing ready-to-use materials and appropriate pedagogical tools. The structured format simplified instructional efforts, reduced preparation time, and ensured clarity and consistency in teaching. In terms of teacher development, they reported noticeable improvements in teacher confidence, communication skills, and subject knowledge. Teachers were described as more comfortable using digital tools and better prepared for classroom sessions.



Headmaster

The Meghshala App has made lesson planning much easier for our teachers. The ready-to-use, well-structured content saves preparation time and helps teachers teach more confidently. Teachers are now better prepared before entering the classroom and can focus more on explaining concepts rather than writing lengthy notes. This has improved both teaching quality and classroom management.

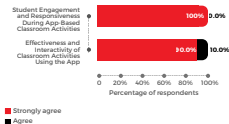


INTERACTION WITH THE SCHOOL STAFF

KEY IMPACTS

IMPROVEMENT IN STUDENT ENGAGEMENT AND ACTIVE LEARNING

CHART 17: STUDENT ENGAGEMENT & INTERACTIVE CLASSROOM ENVIRONMENT



The introduction of the Meghshala App has led to a substantial improvement in student engagement and classroom participation.

**100%**

of the teachers strongly agreed that student engagement and responsiveness improved during app-based classroom activities.

**90.0%**

of the teachers strongly agreed that classroom activities became more interactive and effective after the integration of digital lessons.

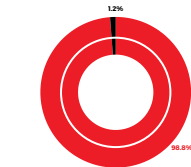
Teachers observed that students are now more attentive, responsive, and actively involved during lessons. The structured digital content, visuals, and guided activities have transformed classrooms into interactive learning spaces rather than passive lecture environments. Students at varying levels of learning showed greater participation and a greater willingness to respond during discussions. Headmasters also noted that the use of audio-visual explanations and real-life examples has increased curiosity and reduced hesitation among students. Classroom interaction has become more dynamic, with improved questioning, discussion, and peer participation.

**Namratha, Teacher**

Since we started using the Meghshala App, I have noticed that students are much more attentive and involved in the classroom. The videos, visuals, and guided activities make lessons more interesting, and students are eager to participate in discussions.

Even those who were earlier hesitant now try to answer questions and share their thoughts. The audio-visual explanations and real-life examples help them understand concepts better, and classroom interaction has become more active and lively.

CHART 18: OPPORTUNITIES FOR STUDENT INTERACTION AND DOUBT CLEARING IN CLASS (STUDENTS)



Legend:
■ Yes, always
■ No, only sometimes

Chart 18 further highlighted opportunities for student interaction and doubt clearing during class.

**98.8%**

of the students reported that they always get opportunities to ask questions and clarify doubts, while 1.2% indicated that they sometimes get such opportunities.

This indicates that the classroom environment has become more open, participatory, and supportive of active learning.

Discussions with SMC members highlighted significant improvements in student engagement and motivation beyond academic grades. They observed better attendance, increased interest in studies, and more active classroom participation. Students were more attentive during lessons and showed greater enthusiasm for learning than they had earlier.

SMC members noted that learners willingly participated in group activities and discussions, demonstrated curiosity about new topics, and responded confidently to teacher questions. Students were more involved during classroom activities, collaborated better with peers, and followed instructions more effectively. Improvements in communication skills and teamwork were also observed.

From a broader stakeholder perspective, headmasters and implementing partners observed a clear shift from one-way teaching to interactive instruction. Students were more confident in asking questions, engaging in discussions, and participating in peer learning activities. The structured digital resources enabled teachers to allocate more time to interaction and clarification of doubts, further strengthening student engagement and classroom motivation.

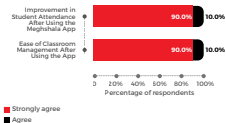


Arun Kumar, Male Teacher

I have noticed a clear increase in student interest and participation in my classroom. Even students who were earlier hesitant to speak or participate are now more actively involved in activities and discussions. The interactive lessons have encouraged all students, regardless of their learning level, to engage more confidently.

IMPROVED ATTENDANCE AND MOTIVATION AMONG STUDENTS

CHART 19: ATTENDANCE & CLASSROOM MANAGEMENT EFFICIENCY (TEACHERS)



The program has contributed to improved student attendance and better classroom management.

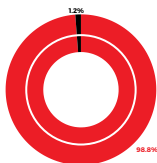


90.0%

of the teachers strongly agreed that student attendance improved after the introduction of the Meghshala App.

Teachers also reported that classroom management became easier, with 90% strongly agreeing that structured digital lessons helped maintain discipline and focus. The ready-to-use content reduced downtime between activities and kept students consistently engaged.

CHART 20: IMPROVEMENT IN SCHOOL ATTENDANCE AFTER INTRODUCTION OF TABLET-BASED TEACHING (STUDENTS)



■ I am very regular now
 ■ Not much improvement

Similarly, student survey findings reinforced these observations.



98.8%

of the respondents reported improvement in school attendance after the introduction of tablet-based teaching, stating that they are now more regular in attending school.

Under the Teacher Enablement Program phase 2, ABB India Foundation enabled the distribution of tablets pre-loaded with curriculum-aligned Meghshala content across participating schools. The details of the program reach are summarised below.



84 government schools were covered under Phase 2.



252 tablets (hardware kits) were distributed (3 tablets per school).



Tablets were pre-loaded with curriculum-aligned Meghshala e-lessons for classroom use.



411 teachers directly benefited through access to devices, structured training, and ongoing support.



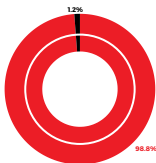
10,168 students indirectly benefited through regular exposure to interactive, tablet-based lessons.



Offline-enabled access ensured consistent classroom integration without reliance on continuous internet connectivity.

[Source: Project report - Teacher Enablement Program phase 2]

CHART 21: STUDENT MOTIVATION TO FOCUS ON STUDIES DUE TO NEW TEACHING METHOD (STUDENTS)



■ Strongly agree
■ Neutral

Chart 21 indicated that students were motivated to focus on studies due to the new teaching methods.



98.8%

of the majority strongly agreed that the tablet-based approach increased their motivation to concentrate on their studies, while 1.2% remained neutral.

These findings reflect a substantial positive shift in student academic interest and focus following the introduction of digital learning.

Qualitative inputs from parents further supported these findings. Parents shared that students are now more motivated to attend school than before. The use of tablets and interactive content has increased interest and excitement toward learning. Parents expressed high satisfaction with the new teaching method and noted that it has positively influenced their children's learning and overall development.

During focus group discussions, one parent mentioned that teachers have provided positive feedback about students' noticeable improvement in understanding subjects, classroom participation, and overall performance after the introduction of the new teaching method. Parents also noted

that children who were previously irregular in attendance are now more consistent in attending school following the implementation of tablet-based learning.

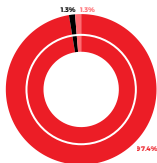


A parent during a focus group discussion

After the introduction of tablet-based learning, I have seen a big change in my child. My child is more excited to go to school and often talks about the videos and activities learned in class. I can clearly see improvement in understanding and confidence while answering questions. Attendance has also become more regular. I am very happy with this new method of teaching as it has positively improved my child's learning.

IMPROVEMENT IN ACADEMIC PERFORMANCE AND LEARNING OUTCOMES

CHART 22: IMPROVEMENT IN EXAM PERFORMANCE AFTER ATTENDING SMART CLASSES (STUDENTS)



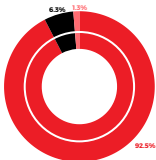
■ Strongly agree
■ Agree
■ Neutral

The Meghshala intervention has had a notable impact on academic performance and conceptual understanding.


97.4%

of the students reported improvement in exam performance after attending classes using the new teaching approach.

CHART 23: OVERALL STUDENT SATISFACTION WITH ACADEMIC PERFORMANCE AFTER USING THE MEGHSHALA APP (STUDENTS)



■ Highly satisfied
■ Moderately satisfied
■ Neutral

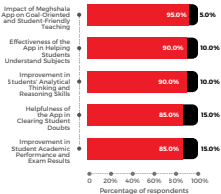

92.5%

students expressed high satisfaction with their academic performance after using the Meghshala App, while 6.3% were moderately satisfied and 1.3% remained neutral.

These findings indicate great perceived improvement in academic outcomes.

Qualitative feedback further reinforced these results. Parents reported that children are performing better in examinations compared to earlier. They observed that improved understanding of subjects is reflected in better test scores and increased confidence during exams. Parents also noted a visible improvement in students' marks, attributing it to continuous engagement and better conceptual clarity supported by the Meghshala App.

CHART 24: TEACHING-LEARNING EFFECTIVENESS, CONCEPTUAL CLARITY & ACADEMIC OUTCOMES (TEACHERS)



Interactions with teachers also indicated improved teaching-learning outcomes, including academic progress and overall student understanding. Chart 24 highlighted the impact of the Meghshala App on goal-oriented and student-friendly teaching, with 95% of teachers reporting a strong positive impact.


90.0%

of teachers strongly agreed that the program helped students better understand subjects, while 10% agreed.


90.0%

of the teachers strongly agreed that there was improvement in students' analytical thinking and reasoning skills.

Improvement in student academic performance and exam results was strongly agreed upon by 85% of respondents, with 15% agreeing. Additionally,


85.0%

of the teachers strongly agreed that the app helped clear students' doubts during classroom sessions.

These findings indicate that the Meghshala App has contributed to structured, student-centred teaching practices and strengthened both conceptual understanding and academic outcomes.

Discussions with principals across schools highlighted a significant improvement in student learning levels, estimated at approximately 65-75% compared to the period before the program implementation. They noted that before the intervention, many students struggled to understand unfamiliar or complex topics. After the introduction of tablet-based learning, students were able to grasp lessons more easily. Improved conceptual clarity has contributed to enhanced academic performance and overall learning outcomes.

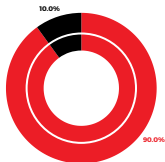


Ms. Sumangamma N. S., Headmaster

I have observed an improvement of approximately 60-70% in students' learning levels compared to before the program. Students now show better analytical and reasoning skills. They can understand concepts more clearly, ask relevant questions, and apply their knowledge in different situations. The change in their confidence and thinking ability is clearly visible in the classroom.

INCREASED TEACHER MOTIVATION AND CONFIDENCE

CHART 25: TEACHER MOTIVATION WHILE TEACHING USING THE APP (TEACHERS)



- Highly motivated
- Somewhat motivated

The program has positively influenced teacher motivation and professional growth.



90.0%

of the teachers reported being highly motivated while teaching using the app, while 10% reported feeling somewhat motivated.

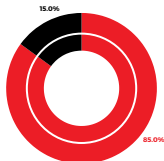
These findings indicate a strong positive shift in teacher enthusiasm and classroom engagement.

Discussions with teachers and principals further highlighted noticeable improvements in teacher confidence, communication skills, and subject knowledge. Access to well-structured digital content and pedagogical tools strengthened teachers' preparedness and classroom effectiveness. Teachers reported that using digital resources reduced both physical and mental fatigue. Visual explanations and ready-made lesson materials minimised repetitive board work and manual preparation, allowing teachers to explain concepts more clearly and efficiently.

The Meghshala App was described as a valuable support for lesson planning. It provided structured lesson content, teaching aids, and appropriate pedagogical tools, enabling teachers to deliver lessons in a more organised and student-friendly manner. The availability of ready-to-use materials simplified instructional efforts, reduced preparation time, and ensured clarity and consistency in teaching.

A discussion with Mrs Rama Prakash, National Director - Partnerships, highlighted that the ABB Meghshala program has gone beyond technology distribution to strengthen classroom practices meaningfully. She noted that teachers have become more confident and student-focused due to access to curriculum-aligned digital content and structured lesson plans. The program has reduced preparation time, improved ease in explaining complex concepts, and enhanced overall classroom engagement. She also observed increased student attendance and stronger conceptual understanding, indicating sustainable integration of digital learning into daily instruction.

CHART 26: OVERALL TEACHER SATISFACTION WITH THE MEGHSHALA APP (TEACHERS)



■ Highly satisfied
■ Moderately satisfied



85.0%

of the teachers reported being highly satisfied, while 15% were moderately satisfied.

These findings indicate strong overall approval and positive acceptance of the app among teachers.

The combined impact of improved engagement, attendance, academic performance, pronunciation, and teacher confidence indicates a meaningful transformation of the classroom environment. Classrooms have shifted from traditional, lecture-based instruction to interactive, visually supported, and student-centred learning spaces. The Meghshala App has not only strengthened teaching effectiveness but also enhanced student participation, motivation, and conceptual understanding, contributing to measurable improvements in learning outcomes.



CLASSROOMS EQUIPPED WITH SMART CLASS TECHNOLOGY

IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL

Improved conceptual understanding and academic performance among students.



Strengthened analytical thinking, reasoning skills, and ability to apply knowledge in different contexts.



Increased student motivation, confidence, and active participation in classroom activities.



Increased teacher confidence in using digital tools and delivering student-friendly lessons.



Reduced teacher fatigue and preparation time through structured, ready-to-use lesson content.



SCHOOL LEVEL

Improved classroom engagement and interactive learning environments across grades.



Positive parent perception and increased community confidence in the quality of education provided by schools.



Increased regularity in student attendance due to a higher interest in learning.



Enhanced the overall school environment through student-centred and goal-oriented teaching approaches.



Strengthened teacher collaboration and adoption of technology-enabled teaching practices.



STATE LEVEL

Supported state priorities related to digital education and improved learning outcomes in government schools.



Strengthened teacher capacity-building efforts aligned with curriculum standards.

NATIONAL LEVEL



The project supported national education goals aligned with quality education and digital learning initiatives.

CASE STUDY



Case Study 1

Dakshitha, a Grade 6 student at Gokul M School, GMPS Veeraraghavanapalya, has experienced a noticeable improvement in her learning since the introduction of tablet-based teaching in her classroom. She shared that teachers consistently use tablets during lessons, making digital learning a regular and structured part of her academic experience.

According to Dakshitha, lessons taught using tablets are extremely easy to understand. The content is presented in simple language and supported by clear visuals, graphics, and animations. She explained that difficult concepts are now easier to grasp because teachers use interactive applications that break down topics into clear and understandable steps.

Dakshitha also mentioned that classroom learning has become more interesting and engaging. The use of digital tools keeps her attentive throughout the lesson and increases her curiosity about the subjects being taught. She feels more confident participating in class discussions and finds it easier to remember what she has learned.

Overall, the integration of tablet-based teaching has created a positive and interactive learning environment for Dakshitha, strengthening her understanding of subjects and increasing her interest in studies.



SOULACE TEAM WITH THE SCHOOL STAFF

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The program is highly relevant as it addresses critical gaps in digital access, teacher preparedness, and student engagement in participating schools. Before the intervention, teachers relied largely on chalk-and-board methods, with limited tools to explain abstract concepts in Mathematics and Science or support pronunciation and language development in English. Challenges in explaining abstract concepts, maintaining student attention, and ensuring conceptual clarity affected overall learning outcomes. By introducing tablet-based, curriculum-aligned digital lessons supported by structured teacher training and ongoing technical support, the program directly responded to classroom-level needs and the growing emphasis on technology-enabled education, making it timely and context-appropriate.



COHERENCE

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



The intervention also aligns with the Government of India's flagship programs:

- National Education Policy (NEP) 2020 - Promotes technology integration, experiential learning, and improved teacher capacity.
- Digital India Initiative - Encourages digital access and technology-enabled service delivery.



EFFECTIVENESS

The Meghshala program was effective in achieving its intended outcomes, including improved teaching practices, student engagement, and academic performance. Survey findings indicate strong results across key indicators.

TEACHER-REPORTED FINDINGS:



100%

of teachers reported satisfaction with the initial training, and 95% were highly satisfied with revision support.



100%

of teachers reported regularly using the Meghshala App during classroom teaching.



100%

expressed confidence in navigating digital tools.



95.0%

reported that the app was extremely helpful for lesson planning, pronunciation support, student assessment, and interactive simulations.



85.0%

reported that adapting app content for classroom use was very easy.

STUDENT-REPORTED FINDINGS:



98.8%

of students reported that teachers always provide opportunities for interaction and clarification of doubts during app-based lessons.



97.4%

of students reported that it is extremely easy to understand language, graphics, and lesson content through tablet-based teaching.



EFFICIENCY

The Meghshala program demonstrated efficient resource use through structured training, pre-loaded digital content, and streamlined implementation. The ready-to-use lesson materials reduced teacher preparation time and improved classroom efficiency. App-based monitoring enabled effective oversight without extensive on-ground supervision. Strong coordination between ABB India Foundation and the implementing partner ensured timely execution within the planned framework.



IMPACT

The program had a strong, measurable impact on teacher capacity, classroom practices, and student learning outcomes. A majority of teachers (90%) reported feeling highly motivated while teaching with the app, and 85% expressed high overall satisfaction with the Meghshala App. Furthermore, 90% strongly agreed that the intervention enhanced students' analytical thinking and reasoning abilities, while 85% observed improvements in academic performance and examination results. Digital adoption was fully institutionalised, with 100% of teachers reporting regular classroom use and confidence in navigating the tablets, and 95% finding the app extremely helpful for lesson planning, pronunciation support, assessments, and interactive simulations. Student outcomes further reinforced the program's effectiveness, with 97.4% reporting improved exam performance and 98.8% indicating increased motivation to focus on their studies. Principals also estimated an overall improvement of 65-75% in student learning levels compared to the pre-intervention period, demonstrating sustained and meaningful educational impact.

Headmasters estimated an overall improvement of 65-75% in student learning levels compared to the pre-intervention period.



SUSTAINABILITY

The program demonstrates strong sustainability through structured teacher capacity building, curriculum-aligned digital content, and institutional integration within schools. Teachers have developed confidence in independently using the Meghshala App for lesson planning, classroom delivery, and assessment. Continuous monitoring through app usage data and periodic refresher support further strengthen long-term adoption. Stakeholder interactions reflected a growing sense of ownership among teachers and school leadership, with confidence that digital teaching practices will continue beyond the active project phase. Continued refresher training, technical assistance when required, and expansion to additional grades will further strengthen the program's long-term sustainability and independent functioning. In addition, the offline accessibility of pre-loaded content minimises recurring operational costs and reduces dependence on internet connectivity, supporting uninterrupted classroom use.



INTERACTION WITH THE PARENTS

RECOMMENDATIONS



While the initial and revision trainings were effective in building teacher confidence, periodic subject-specific refresher sessions can further strengthen classroom integration. These sessions can focus on effective use of simulations, activity-based methods, and strategies for handling mixed-ability classrooms. For upper primary grades, where concepts become more complex, additional pedagogical guidance can help teachers use the digital content more effectively. Such refresher support would help maintain quality implementation beyond basic app usage.



Creating simple platforms at the cluster or block level where teachers can share their classroom experiences, challenges, and effective practices can strengthen collaboration and ownership. Regular sharing meetings or demonstration sessions within schools would allow teachers to learn practical ideas from one another. Such peer interactions can increase confidence and encourage better use of the app in classrooms. Including these discussions within existing SMC or teachers' review meetings can help make the program a regular part of academic processes.



The program has shown a positive impact on student engagement, motivation, and academic performance across participating schools. Given the observed improvements in classroom interaction and digital teaching practices, scaling the initiative can further strengthen learning outcomes across government schools.

SUSTAINABILITY

The Meghshala program has established a strong foundation for sustained digital integration and improved teaching-learning practices in participating schools. Continuous teacher capacity-building, structured digital resources, and alignment with the state curriculum support the sustainability of the intervention. To ensure continuity beyond the active project phase, teachers have been trained to independently navigate and use the Meghshala App for lesson planning, classroom delivery, and assessment. Regular refresher sessions, app-based monitoring, and usage tracking mechanisms have strengthened institutional adoption. Regular refresher sessions have been conducted to reinforce classroom integration and address practical challenges faced by teachers. App-based monitoring tools have been used to track lesson usage, subject coverage, and frequency of implementation across schools. Usage data has supported follow-up visits and targeted support where required. The integration of curriculum-aligned content ensures that the app remains relevant to classroom needs without requiring external restructuring. Stakeholder interactions indicated a growing sense of ownership among school leadership and teachers. Headmasters expressed confidence that digital teaching practices would continue beyond the formal project cycle, given improved teacher confidence and familiarity with the platform.



PROJECT 6

MID-DAY MEAL PROGRAM ACROSS GOVT SCHOOLS

Implementation Mode : Implementation Agency
Implemented by : The Akshayapatra Foundation
Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Food and nutrition remain critical determinants of children's health, learning capacity, and overall well-being. In India, malnutrition continues to be a major public health concern, with national data indicating high levels of stunting (35.5%), wasting (19.3%), and underweight prevalence (32.1%) among children (Source: NFHS-5, Ministry of Health and Family Welfare, Government of India). In urban centers such as Bengaluru, Delhi, and Vadodara, many families migrate from rural areas in search of livelihood opportunities. However, migrant households often face economic vulnerability, which affects access to adequate and nutritious food for children. Children studying in government and government-aided schools frequently come from households with limited food security, where regular access to balanced meals cannot always be guaranteed. In such circumstances, school meal programs become an essential support mechanism, ensuring that children receive at least one nutritious meal during the school day. This not only addresses classroom hunger but also supports improved concentration, participation in classroom activities, and regular school attendance (Source: Census of India / Ministry of Housing and Urban Affairs (urban migration trends)). The School Meals Programme, implemented by The Akshaya Patra Foundation with the support of ABB India Foundation, was designed to address these challenges by providing safe, nutritious, and hygienic mid-day meals to students in government schools across Bengaluru, Delhi, and Vadodara. By strengthening access to nutrition during school hours, the programme improves child well-being and supports educational participation among children from underserved communities.

PROJECT OBJECTIVES

The School Meals Programme aims to support children's nutrition and educational participation through the following objectives:



To provide nutritious mid-day meals to children studying in government and government-aided schools.



To promote social inclusion by enabling children from different backgrounds to share meals in school.



To improve the nutritional status and well-being of students from underserved communities.



To contribute to the reduction of school dropout rates by supporting student retention.



To encourage regular school attendance and participation among students.

PROJECT ACTIVITIES



Procurement of food grains, vegetables, and other ingredients from FSSAI and ACGMARK-certified suppliers to ensure food quality and safety.



Storage of raw materials in designated storage facilities and cold storage units to maintain hygiene and prevent spoilage.



Pre-processing of raw materials, including sorting, washing, cleaning, and cutting of ingredients, before meal preparation.



Preparation of nutritious mid-day meals in centralised kitchens following standardised recipes and prescribed nutritional guidelines.



Quality control and hygiene monitoring during food preparation to ensure adherence to safety standards.



Hygienic packaging of freshly prepared meals for safe transportation to partner schools.



Transportation and delivery of meals to government and government-aided schools across Bengaluru, Delhi, and Vadodara.



Distribution of mid-day meals to students during school hours to support nutrition and encourage school attendance.



Regular monitoring and supervision of food preparation, logistics, and distribution processes to ensure smooth implementation of the program.

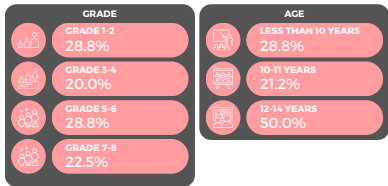
KEY FINDINGS AND IMPACT

This chapter presents the detailed findings and impact of the School Meals Program based on primary data collected from students and parents across the selected schools. The triangulation of quantitative and qualitative data helps strengthen the interpretation of findings and provides a comprehensive understanding of the program's outcomes.

A. STUDENTS COMPONENT

The student survey included 80 students across different grades from selected schools implementing the School Meals Programme. The responses provide insights into students' experiences and perceptions related to the availability, quality, and perceived benefits of the mid-day meals served under the programme.

DEMOGRAPHIC PROFILE



KEY FINDINGS

The key findings from the student survey are presented below, structured into the following thematic domains: meal availability, quality, and consumption patterns; levels of student satisfaction; and the perceived educational and nutritional benefits associated with the School Meals Program.

FINDING 1: AGE-WISE COVERAGE OF STUDENTS

CHART 1: AGE-WISE COVERAGE OF STUDENTS



The student respondents represented children across different age groups.

indicating that the Mid-Day Meal Programme benefits students at multiple stages of schooling. Half of the respondents (50%) belonged to the 12-14 years age group, followed by 28.8% of students aged less than 10 years. Students aged 10-11 years accounted for 21.3% of the sample.

FINDING 2: REGULARITY OF MID-DAY MEAL SERVICE

CHART 2: REGULARITY OF MID-DAY MEAL SERVICE



All respondents reported receiving the mid-day meal regularly at school.

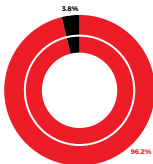


Mrs Sangitaben Rameshbhai Patel, Principal (In-charge)

Raypura Primary Shrest School, reported that the mid-day meal service is generally delivered regularly according to the school schedule, with no major interruptions observed during the academic period. In rare cases of minor delays, timely communication and coordination with the implementing agency help ensure that meal distribution continues without affecting school routines.

FINDING 3: INCIDENCE OF NON-SERVING OF MID-DAY MEAL IN THE LAST MONTH

CHART 3: INCIDENCE OF NON-SERVING OF MID-DAY MEAL IN THE LAST MONTH

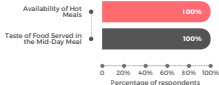


■ Meals were served every day
■ Yes, 1-2 days

In the past month, 96.2% of students reported that mid-day meals were served every day. This indicates that the Mid-Day Meal Programme is being implemented with a high level of consistency, ensuring that most students receive meals regularly during school days. A small proportion of students (3.8%) reported that meals were not served on one or two days during the month. The findings suggest that the programme is largely reliable in providing meals to students across school days.

FINDING 4:
QUALITY OF MID-DAY MEAL:
TEMPERATURE AND TASTE OF FOOD
SERVED IN SCHOOL

CHART 4: QUALITY OF MID-DAY MEAL:
TEMPERATURE AND TASTE OF FOOD
SERVED IN SCHOOL



All students (100%) reported that the meals served at school are hot when provided, indicating effective meal preparation and timely distribution. In addition, 100% of students expressed satisfaction with the food served under the Mid-Day Meal Programme. This suggests that the meals provided are generally well received by students and meet their expectations for taste and quality.

Mrs. Sangitaben
Rameshbhai Patel,
Principal (In-charge),
Raypura-Vadodara



The food served to students is hot, fresh, tasty, and adequate for the age groups. Before serving food to children, staff, or SMC members, check it to ensure it is not spoiled or contaminated, and serve it only then. Hygiene is maintained during storage and serving. The menu includes balanced items such as rice preparations, pulses, vegetables, and other locally preferred dishes, which support both nutritional adequacy and student satisfaction.

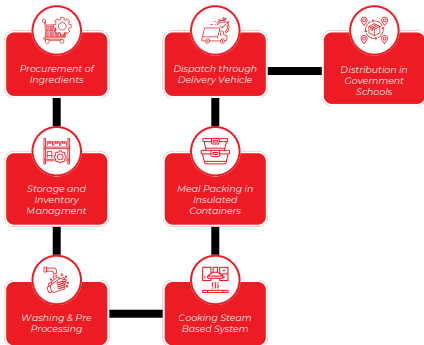
Students mentioned a variety of favourite items, with Dhili Khichdi, Bisi Bele Bath, Pulav, Tomato Bath, Dal-Rice combinations, and Roti being among the most frequently preferred. Sweet items such as Payasam and Kesari Bath were also commonly liked. Collectively, both rice-based dishes and traditional dal/roti combinations are popular among students.



Field Observation Report: A field visit was conducted at **The Akshaya Patra Foundation's centralised kitchen located at Mohan Cooperative Industrial Estate, New Delhi**, which operates under CSR support from **ABB India Foundation**. The kitchen is a semi-automated facility designed for large-scale preparation of mid-day meals for government and government-aided schools. The facility has clearly segregated zones for raw material storage, washing and pre-processing, cutting, cooking, packing, and dispatch to maintain workflow efficiency and avoid cross-contamination. Steam-based cooking systems, large-capacity boilers, automatic rice-cleaning machines, vegetable-cutting equipment, and stainless-steel cooking vessels are used for meal preparation. Cold storage units and designated dry storage areas are used for safe storage of ingredients. Hygiene protocols, such as the use of gloves, hairnets, and aprons, and the sanitation of preparation areas, were observed during operations. The kitchen follows a structured menu plan that includes rice preparations, dal varieties, vegetables, and other items aligned with government nutrition guidelines. Prepared meals are packed in insulated stainless-steel containers and dispatched through planned transport routes to ensure timely delivery to partner schools.

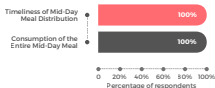
-Field Observation Report, New Delhi

MEAL PREPARATION AND DISTRIBUTION WORKFLOW AT AKSHAYA PATRA CENTRALISED KITCHEN -FIELD OBSERVATION REPORT:



FINDING 5: TIMELY DELIVERY AND CONSUMPTION OF MID-DAY MEALS

CHART 5: TIMELY DELIVERY AND CONSUMPTION OF MID-DAY MEALS



All students (100%) reported that the mid-day meal is distributed on time, with no significant delays. Similarly, 100% of students reported consuming the entire meal provided at school. This indicates that timely meal distribution supports effective meal consumption among students and reflects strong programme acceptance.

Mrs Savitha S, Headmistress, Government Lower Primary School, H. Vaddarapalya

noted that meals are generally delivered on time and integrated smoothly into the daily school schedule. Timely delivery allows students to consume the meals during the designated break without disrupting classroom activities. In the rare event of minor delays, the school coordinates with the delivery team, and prior communication from the implementing agency helps ensure that meal distribution continues smoothly.

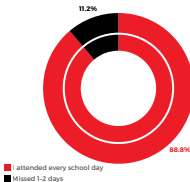


Stakeholders indicated that structured dispatch scheduling and route planning enable the timely delivery of meals to schools. Meals are prepared early in the morning and transported in insulated containers to maintain freshness and temperature during distribution.

KI: Mr Vinay Kumar, Kitchen Staff, Akshaya Patra Central Kitchen, Mandya-Bangalore

FINDING 6: SCHOOL ATTENDANCE FREQUENCY IN THE LAST MONTH

CHART 6: SCHOOL ATTENDANCE FREQUENCY IN THE LAST MONTH



A majority of students (88.8%) reported attending school every day during the past month. This suggests a high level of regular attendance among students in the surveyed schools. A smaller proportion of respondents (11.2%) reported missing 1 or 2 school days during the month, indicating limited absenteeism among the student population.

A teacher from Raipura Primary Shresth School, PM Shree, Gujarat, reported that student attendance has improved following the regular provision of mid-day meals. The teacher noted that average monthly attendance this year is higher than last year, and students appear more motivated to attend school and participate in classroom activities.

FINDING 7: OVERALL SATISFACTION WITH THE MID-DAY MEAL PROGRAM

CHART 7: OVERALL SATISFACTION WITH THE MID DAY MEAL PROGRAM



■ Very satisfied, I like it very much
■ Not satisfied

All students (100%) reported that they are very satisfied with the Mid-Day Meal Programme and like it very much. This indicates a high level of acceptance of the meals provided at school. The findings suggest that the programme is well-received by students and contributes to a positive school experience.



**SOULACE TEAM
INTERACTING WITH THE
KITCHEN HEAD**

KEY IMPACT

This section examines the impact of the School Meals Program on students, focusing on changes in school attendance, classroom attentiveness, energy levels, and the overall student experience during school hours.

IMPACT 1: ENCOURAGEMENT FOR REGULAR SCHOOL ATTENDANCE

CHART 8: MOST LIKED FACILITY AFTER SCHOOL UPGRADATION



■ Yes, a lot
■ None

All students (100%) reported that the availability of mid-day meals strongly encourages them to attend school regularly. This indicates that the Mid-Day Meal Programme plays a significant role in motivating students to attend school consistently.

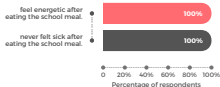


**Mrs Sangitaben
Rameshbhai Patel,
Principal (In-charge),
Raypura Primary School**

highlighted that the availability of a daily school meal encourages students to attend school more regularly. Headmaster noted that consistent meal provision has contributed to improved attendance patterns, particularly among students from economically vulnerable households.

IMPACT 2: IMPROVED STUDENTS' ENERGY AND WELL-BEING

CHART 9: IMPROVED STUDENTS' ENERGY AND WELL-BEING



All students (100%) reported that they usually feel energetic after consuming the school meal. In addition, all respondents stated that they have never felt sick after eating the mid-day meal provided at school. This suggests that the meals contribute positively to students' well-being and support their ability to remain active during school hours.

Jayaraj Jayeshbhai, Class 7 Student, Raipura Primary School

I like the food we get at school every day. My favourite dish is Dal Dhokali. After eating the meal, I feel full and happy, and it helps me focus better in my classes. I look forward to coming to school because I know we will get good food.



IMPACT 3: SCHOOL PARTICIPATION AND ATTENTIVENESS

Teachers who interacted during the evaluation reported that providing regular meals improves students' attentiveness and classroom participation. They observed that students appear more energetic and less fatigued during afternoon classes, which supports sustained engagement in learning activities.

Kit: Mr. Rajnikant Khodabhai Parmar, Teacher, Raipura Primary School.

IMPACT 4: RELIABLE NUTRITIONAL SUPPORT DURING SCHOOL HOURS

CHART 10: INCIDENCE OF NON-SERVING OF MID-DAY MEAL IN THE LAST MONTH

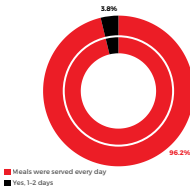
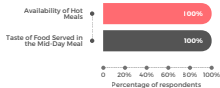


CHART 11: QUALITY OF MID-DAY MEAL, TEMPERATURE, AND TASTE OF FOOD SERVED IN SCHOOL



The findings indicate that the Mid-Day Meal Programme provides consistent and reliable nutritional support to students during school hours. **96.3% of students reported that meals were served every school day.** In comparison, **100% of students reported that the meals were served hot and tasted satisfactory,** indicating effective meal preparation, quality maintenance, and timely distribution across schools.

Stakeholders emphasised that school meals play an important role in meeting students' daily nutritional needs. Teachers noted that several children rely on the school meal as a dependable source of food throughout the day, which helps reduce hunger and supports students' ability to focus on learning.

K11- Mrs. Usha, Teacher, Government Lower Primary School, H. Vaddarapalya

IMPACT 5: POSITIVE STUDENT EXPERIENCE IN SCHOOL

Students expressed very high satisfaction with the Mid-Day Meal Programme. All respondents reported that they are very satisfied with the meals provided at school and that they consume the entire meal served. These responses indicate strong student acceptance of the programme and reflect its positive contribution to their overall school experience.



According to Mrs. Savitha S, Headmistress of Government Lower Primary School, H. Vaddarapalya,

shared meal times encourage students from different social and economic backgrounds to sit together and eat. She observed that children share meals without discrimination, fostering a sense of inclusion and positive interaction among students.



MULTI-LEVEL IMPACT OF THE PROGRAM



INDIVIDUAL LEVEL

Access to a regular meal during school hours has a noticeable influence on students' daily school experience. When children are assured they will receive food at school, they can remain more energetic and attentive throughout the day. This helps them participate more actively in classroom activities and maintain better concentration during lessons. The availability of school meals also serves as a motivating factor for attending school regularly, thereby contributing to greater engagement in the learning process. 100% of students reported feeling energetic after consuming the school meal.



COLLECTIVE/COMMUNITY LEVEL

In the school environment, a meal programme contributes to a more supportive and inclusive learning atmosphere. Shared meal times encourage student interaction and foster a sense of belonging within the school community. By addressing hunger during the school day, the programme allows students from diverse economic backgrounds to participate more equally in school activities. Over time, this strengthens the school's role as a space that supports both learning and student well-being. 95% of parents reported that school meals encourage regular school attendance.



STATE LEVEL

From a systems perspective, school meal initiatives illustrate how nutrition and education outcomes are closely interconnected. Ensuring that students have access to food during school hours helps improve their readiness to learn and their ability to sustain attention in classrooms. Such interventions support broader state-level priorities to strengthen student participation and improve learning conditions in government schools. 96.3% of students reported that meals were served every school day, indicating reliable programme implementation supporting state school nutrition efforts.



NATIONAL LEVEL

At the national scale, school meal programmes contribute to long-term educational and developmental goals by addressing classroom hunger and supporting children's learning. When students are better nourished and able to focus during school hours, the foundation for stronger educational outcomes is established. Initiatives that integrate nutrition support within the education system, therefore, play an important role in advancing inclusive and sustainable human capital development. 80% of parents reported a reduction in their children's hunger or weakness complaints, reflecting the programme's contribution to national efforts to address classroom hunger.

CASE STORY

LAKSHMI'S EXPERIENCE WITH THE MID-DAY MEAL PROGRAMME

» PRE-INTERVENTION

Lakshmi, a 12-year-old student of Class 5 at Government Lower Primary School, H. Vaddarapalya in Bengaluru, comes from a family with limited resources. Like many children in the school, she often depended on basic meals at home, which sometimes left her feeling tired during school hours and less attentive in afternoon classes.

» INTERVENTION

Through the Mid-Day Meal Programme implemented by The Akshaya Patra Foundation with support from ABB India Foundation, Lakshmi began receiving a freshly prepared, nutritious meal at school every day. Meals such as Bisi Bele Bath, dal, rice, and vegetables are served during the lunch break, ensuring that students receive a balanced meal during the school day.

» POST-INTERVENTION

Lakshmi now looks forward to the school meal and usually finishes the entire portion served. She shared that the meal helps her feel full, energetic, and better able to focus on class. Teachers have also observed that students like Lakshmi are more attentive and engaged during afternoon sessions. For Lakshmi, the mid-day meal has become more than just food—it supports her daily learning experience and motivates her to attend school regularly.



**HOT MEALS SERVED BY
AKSHYAPATRA TO THE
STUDENTS IN SCHOOL**

B. PARENT PERCEPTION

The parent survey collected responses from 20 parents of children enrolled in schools implementing the School Meals Programme. The findings highlight parental perceptions of the programme's contribution to improving children's nutrition, encouraging regular school attendance, and supporting their overall health and well-being.

DEMOGRAPHIC PROFILE

The demographic composition of parent respondents provided insights into the socio-economic background of the beneficiary families. The sample comprised parents and guardians with varied educational backgrounds and occupations, reflecting the diverse community served by the school.

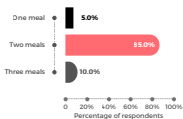
Age	Gender	Occupation	Education	Relationship with the child	Number of children studying in govt/govt-aided schools
20-30 years 60.0%	Female 80.0%	Housewife 85.0%	No formal education 5.0%	Mother 75.0%	1 child 50.0%
31-40 years 20.0%	Male 20.0%	Farmer 15.0%	Primary 90.0%	Father 5.0%	2 children 40.0%
41-50 years 5.0%			Secondary 5.0%	Grandparents 20.0%	3 children 10.0%
51-60 years 15.0%					

KEY FINDINGS

The key findings from the parent survey are presented below, structured across the following thematic areas: household food conditions, access to school meals, perceived benefits for children, and satisfaction with the programme.

FINDING 1: NUMBER OF DAILY MEALS CONSUMED BY CHILD AT HOME

CHART 12: NUMBER OF DAILY MEALS CONSUMED BY CHILD AT HOME



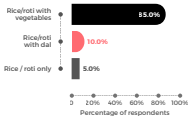
The findings indicate that most children consume two meals at home each day, as reported by 85% of parents. A smaller proportion of respondents (10%) reported that their children consume three meals daily, while 5% of parents indicated that their children receive only one meal at home. These responses suggest that school meals serve as an important additional source of nutrition for many children during the school day.

A teacher from Raipura Primary Shresth School highlighted that many students depend on the school meal as a reliable source of daily nutrition, particularly for children from economically vulnerable households.

KII: Mr Rajnikant Khodabhai Parmar, Teacher, Raipura Primary Shresth School, Gujarat

FINDING 2: TYPICAL FOOD CONSUMED BY CHILDREN ON SCHOOL DAYS

CHART 13: TYPICAL FOOD CONSUMED BY CHILD ON SCHOOL DAYS

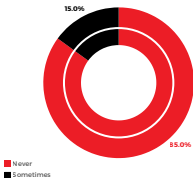


The findings indicate that the majority of children (85%) typically consume rice or roti with vegetables on school days. A smaller proportion of respondents (10%) reported that their children eat rice or roti with dal, while 5% reported that their children eat only rice or roti. These responses suggest that while children generally receive basic home-cooked meals, the school meal plays an important role in supplementing their daily diet during school hours.

Mrs. Usha, Teacher at **Government Lower Primary School, H. Vaddarapalya, Hulimavu**, observed that many children usually consume simple home-cooked meals such as rice or roti before coming to school. She noted that the mid-day meal, therefore, plays an important role in **supplementing students' daily nutrition by providing a balanced meal with cereals, pulses, and vegetables**, particularly benefiting children from economically disadvantaged families.

FINDING 4: FREQUENCY OF DIFFICULTY IN PROVIDING ADEQUATE FOOD

CHART 14: NUMBER OF DAILY MEALS CONSUMED BY CHILD AT HOME

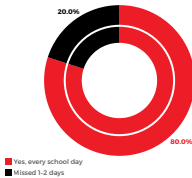


The findings indicate that most parents (85%) reported never experiencing difficulty providing adequate food for their children. However, a smaller proportion of respondents (15%) reported sometimes having difficulty ensuring sufficient food at home. These responses suggest that while many households can meet their children's food needs, the school meal remains an important support for families facing occasional food-related constraints.

Mrs. Savitha S., HM at Government Lower Primary School, H. Vaddarapalya, Arapanahalli, noted that many children come from economically vulnerable families where parents often work as daily wage earners. In such households, ensuring adequate food throughout the day can sometimes be challenging. She highlighted that the school meal, therefore, serves as a reliable source of daily nutrition for several students, helping reduce concerns about food availability during school hours.

FINDING 5: REGULARITY OF RECEIVING SCHOOL MEALS IN THE LAST MONTH

CHART 15: REGULARITY OF RECEIVING SCHOOL MEALS IN THE LAST

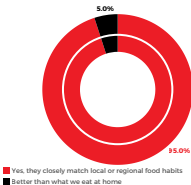


The findings indicate that a majority of parents (80%) reported that their children received school meals every school day during the past month. However, 20% of respondents reported missing meals on 1-2 days during the month. This suggests that while the programme is largely implemented consistently, some parents reported occasional interruptions in meal service.

Mr Rajnikant Khodabhai Parmar, Teacher at Raipura Primary Shresth School, Gujarat, reported that mid-day meals are served regularly and consistently throughout the school year. He noted that the programme has been functioning smoothly, ensuring that students receive meals without interruption during the school schedule.

FINDING 6: ALIGNMENT OF SCHOOL MEALS WITH LOCAL FOOD HABITS

CHART 16: ALIGNMENT OF SCHOOL MEALS WITH LOCAL FOOD HABITS

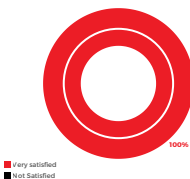


The findings indicate that the meals provided under the Mid-Day Meal Programme are well aligned with local dietary preferences. A large majority of parents (95%) reported that the school meals closely match local or regional food habits, suggesting strong cultural acceptability of the menu. Additionally, 5% of respondents indicated that the meals served at school are even better than what children typically consume at home. This reflects the programme's effectiveness in providing meals that are both familiar and well accepted by students and their families.

Mrs Savitha S, Headmistress, Government Lower Primary School, H. Vaddarapalya, shared that the meals served at the school are largely aligned with local dietary patterns, which contributes to greater student acceptance. She indicated that the menu includes regional dishes commonly consumed and seasonal vegetables, making the meals familiar and culturally appropriate for children.

FINDING 7: OVERALL SATISFACTION WITH THE MID-DAY MEAL PROGRAM

CHART 17: REGULARITY OF RECEIVING SCHOOL MEALS IN THE LAST



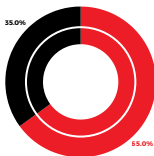
The findings indicate very high satisfaction among parents with the Mid-Day Meal Programme. All respondents (100%) reported being very satisfied with the programme and the meals provided to their children at school. This reflects strong community acceptance of the programme and highlights the positive perception of its role in supporting children's nutrition and school participation.

Mr. Chandan Dilip, Senior Executive - Cooperative, Akshaya Patra Foundation, noted that feedback received from schools and parents indicates high satisfaction with the quality, taste, and consistency of the meals. He highlighted that regular monitoring, structured menu planning, and timely delivery systems contribute to maintaining beneficiaries' positive acceptance of the programme.

KEY IMPACT

IMPACT 1: IMPORTANCE OF SCHOOL MEALS FOR THE CHILD

CHART 18: IMPORTANCE OF SCHOOL MEALS FOR THE CHILD



- It is the main daytime meal
- One of the meals

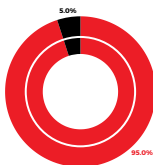
The responses indicate that school meals play a significant role in supporting children's daily nutrition. A majority of parents (65%) reported that the school meal serves as the main daytime meal for their child, while 35% indicated that it is one of the meals their child consumes during the day. This highlights the critical importance of the Mid-Day Meal Programme in ensuring that children receive regular food during school hours and in supporting the nutritional needs of students from economically vulnerable households.

Teachers noted that the school meal serves as an important source of nutrition for many children, particularly those from economically disadvantaged households. For several students, the meal provided at school represents a dependable source of daily food during school hours.

KI: Rajnikant Khodabhai Parmar, Teacher.

FINDING 2: LIKELY IMPACT IF SCHOOL MEAL IS DISCONTINUED

CHART 19: LIKELY IMPACT IF SCHOOL MEAL IS DISCONTINUED



- We would try to send food
- Child would come hungry

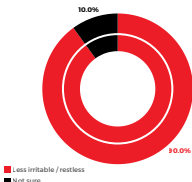
The responses highlight the significant role of the school meal in supporting children's daily nutrition. A large majority of parents (95%) indicated that they would try to send food home if the school meal were discontinued. However, 5% of respondents reported that their child would come to school hungry in the absence of the meal programme. These responses underscore the importance of the Mid-Day Meal Programme in ensuring that children receive regular food during the school day, particularly for families with limited resources.



MID DAY MEAL SERVED TO STUDENTS

IMPACT 3: CHANGE IN CHILD'S RESTLESSNESS AFTER RECEIVING SCHOOL MEALS

CHART 16: CHANGE IN CHILD'S RESTLESSNESS AFTER RECEIVING SCHOOL MEALS



The responses suggest noticeable improvements in children's behaviour after receiving school meals. A large majority of parents (90%) reported that their children appear less irritable or restless after consuming the school meal. Meanwhile, 10% of respondents said they were unsure about any change in their child's behaviour. These findings indicate that the Mid-Day Meal Programme may contribute positively to children's comfort and overall well-being during the school day.

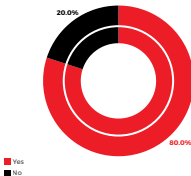
Parents reported a noticeable reduction in children's irritability and restlessness after consuming the school meal. Teachers who interacted during the evaluation also observed that students appeared calmer and more settled during classroom sessions after lunch.

Stakeholders highlighted that the common meal system encourages students from different social and economic backgrounds to sit together and share meals. This practice promotes inclusiveness and strengthens peer interaction within the school environment.

KI: School Teachers and Headmasters across participating schools

IMPACT 4: REDUCTION IN COMPLAINTS OF HUNGER OR WEAKNESS

CHART 17: REDUCTION IN COMPLAINTS OF HUNGER OR WEAKNESS



The responses suggest that the Mid-Day Meal Programme has contributed to reducing complaints related to hunger or weakness among children. A majority of parents (80%) reported that their children experienced a reduction in hunger or weakness complaints after receiving school meals. However, 20% of respondents reported not having observed such a change. Overall, the findings indicate that the programme plays an important role in supporting children's nutritional well-being during the school day.

Mrs. Usha, Teacher at **Government Lower Primary School, H. Vaddarapalya, Hulimavu**, observed that after the introduction of regular mid-day meals, students appear **less tired and more active during classroom sessions**, indicating a reduction in complaints related to hunger or weakness.

IMPACT 5: FREQUENCY OF SCHOOL ABSENTEEISM IN THE LAST MONTH

CHART 16: FREQUENCY OF SCHOOL ABSENTEEISM IN THE LAST MONTH

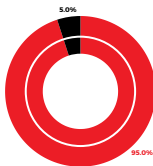


The responses indicate relatively low levels of school absenteeism among children in the surveyed households. A majority of parents (65%) reported that their child missed school for only 1-2 days during the past month, while 35% indicated that their child did not miss school at all. These findings suggest that regular access to school meals may contribute to consistent school attendance and encourage children to participate actively in school activities [SS]. Add case study or qual notes or testimonials

School teacher Mrs. Usha reported improvements in attendance and classroom attentiveness following the consistent provision of meals. Teachers observed that students appear more energetic and focused during afternoon classes after consuming the school meal.

KII: Mrs. Usha, Teacher

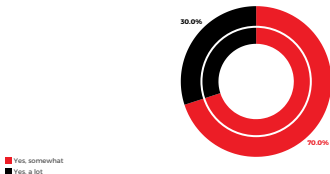
IMPACT 6: ROLE OF SCHOOL MEAL IN ENCOURAGING REGULAR ATTENDANCE



■ Yes, strongly
■ Yes, somewhat

The responses indicate that school meals play a strong role in encouraging children to attend school regularly. A large majority of parents (95%) reported that the availability of the school meal strongly encourages their child to attend school, while 5% indicated that it encourages attendance to some extent. These findings highlight the importance of the Mid-Day Meal Programme as a motivator of regular school attendance among students.

Mrs Savitha S, Headmistress at **Government Lower Primary School, H. Vaddarapalya, Bengaluru**, observed that the availability of a daily mid-day meal encourages many students to attend school regularly. She noted that children often look forward to the meal, which provides additional motivation for consistent school attendance.

IMPACT 7: REDUCTION IN HOUSEHOLD FINANCIAL/FOOD-RELATED STRESS DUE TO SCHOOL MEAL**CHART 16: REDUCTION IN HOUSEHOLD FINANCIAL/FOOD-RELATED STRESS DUE TO SCHOOL MEAL**

The responses indicate that the Mid-Day Meal Programme contributes to reducing financial and food-related stress among households. A majority of parents (70%) reported that school meals somewhat reduce the burden of providing food for their children, while 30% indicated that they reduce this burden to a great extent. These findings highlight the programme's role in easing household concerns about food and supporting families in meeting their children's nutritional needs.

Parents also indicated that the availability of school meals helps ease food-related pressures at the household level. **Mrs Sangitaben Rameshbhai Patel, Principal (In-charge), Raypura**, highlighted that for many low-income families, the programme ensures that children receive at least one dependable meal during the school day.

**KITCHEN STAFF CLEANING THE UTENSILS**

MULTI-LEVEL IMPACT OF THE PROGRAM



INDIVIDUAL LEVEL

For many families, ensuring that children receive adequate food during the school day can be a daily concern. The availability of a regular school meal eases this pressure by ensuring that children receive at least one dependable meal during school hours. Parents expressed greater confidence knowing that their children are not attending classes on an empty stomach. This assurance contributes to improved student attentiveness, sustained energy levels, and greater readiness to engage in learning activities throughout the day. 100% of students reported feeling energetic after consuming the school meal.



COLLECTIVE/COMMUNITY LEVEL

Across the school community, the provision of daily meals has strengthened the school's role as a supportive and inclusive space for children. Access to school meals particularly benefits students from economically vulnerable households, helping ensure that hunger does not become a barrier to participation in school activities. Over time, the programme's presence has reinforced community trust in the school system and strengthened perceptions of schools as institutions that care for both children's educational and nutritional well-being. 95% of parents reported that school meals encourage regular school attendance. 95% of parents reported that the availability of school meals encourages regular school attendance.



STATE LEVEL

From a broader education systems perspective, school-based nutrition initiatives demonstrate how addressing basic needs can significantly influence educational participation. Ensuring that children have access to meals during school hours helps create conditions that support improved attendance, attentiveness, and engagement in classroom learning. Such interventions complement state-level efforts to strengthen school participation and improve students' learning readiness in government schools. 100% of parents expressed overall satisfaction with the quality and consistency of the meals provided.



NATIONAL LEVEL

At the national level, initiatives that combine education with child nutrition contribute to long-term human capital development. Ensuring that children are well-nourished during school hours helps create a stronger foundation for learning and cognitive development. In this context, school meal initiatives support the broader national goal of improving educational participation while addressing child nutrition challenges, reinforcing the importance of integrated approaches to strengthening India's education system. 80% of parents reported a reduction in complaints of hunger or weakness among children after receiving school meals.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) framework provides a standardised approach for evaluating development interventions. The framework comprises six interconnected criteria for assessing the relevance, coherence, effectiveness, efficiency, impact, and sustainability of a programme. The School Meals Programme implemented by The Akshaya Patra Foundation with the support of ABB India Foundation has been evaluated against these criteria using evidence gathered through quantitative surveys and qualitative stakeholder interactions.



RELEVANCE

Child malnutrition and classroom hunger remain significant concerns in India, particularly among children from economically vulnerable households. Limited access to adequate nutrition can affect children's energy levels, health, and ability to concentrate in school. The School Meals Programme implemented by The Akshaya Patra Foundation with support from ABB India Foundation addresses this issue by providing a reliable, nutritious meal during school hours. Survey findings indicate that many children rely on school meals as an important source of daily nutrition, helping reduce classroom hunger and supporting regular school attendance.



COHERENCE

The programme demonstrates strong coherence with national and global development priorities. It aligns with the PM POSHAN (Mid-Day Meal) scheme and the objectives of the National Education Policy 2020, which emphasise improving student nutrition and school participation. At the global level, the initiative contributes to SDG 2 (Zero Hunger) by addressing classroom hunger and SDG 4 (Quality Education) by supporting children's ability to participate in learning.



**EFFECTIVENESS**

The programme has effectively met its objectives of improving access to nutritious meals and encouraging regular school participation. Primary survey findings indicate strong outcomes: **100% of students report that meals are served hot and consumed in full, and 96.3% confirm that meals were served regularly during the past month. In addition, 100% of students and 95% of parents reported that the availability of school meals encourages regular school attendance.** indicating that the programme is successfully achieving its intended objectives.

**EFFICIENCY**

The programme demonstrates efficient utilisation of human and material resources through **Akshaya Patra's centralised kitchen model**, which enables large-scale meal preparation using standardised processes and semi-automated equipment. Existing **school infrastructure is utilised for meal distribution**, while coordinated efforts among kitchen staff, transport teams, and school authorities ensure timely delivery. Procurement from certified suppliers and structured logistics systems further support cost-effective operations and consistent quality control.

**IMPACT**

The programme has contributed to improved student well-being and school participation. Students reported feeling more energetic after the meal, while teachers observed greater attentiveness during classroom sessions. Parent responses also indicate reduced hunger or weakness complaints among children and strong satisfaction with the programme.

**SUSTAINABILITY**

The programme demonstrates sustainability through the strong institutional capacity of The Akshaya Patra Foundation and high acceptance among students, parents, and school authorities. The consistent provision of meals has encouraged positive behavioural changes such as regular school attendance and improved participation in classroom activities. The programme is implemented through existing school systems and supported by school authorities and School Management Committees (SMCs), strengthening local institutional involvement. Continued partnerships with government nutrition initiatives and community stakeholders can further support the programme's long-term sustainability.

RECOMMENDATIONS

CHALLENGE: LIMITED MENU VARIETY AND TASTE PREFERENCES



Recommendation: Introduce a periodic menu review mechanism that incorporates student feedback and locally preferred foods, while ensuring that spice levels and preparation styles remain appropriate for younger students.

CHALLENGE: HIGH DEPENDENCE ON SCHOOL MEALS FOR DAILY NUTRITION



Recommendation: Strengthen meal consistency and quality monitoring mechanisms to ensure that students receive reliable and nutritionally balanced meals throughout the school year.

CHALLENGE: NUTRITIONAL DIVERSITY IN DAILY DIETS



Recommendation: Increase menu diversity by including additional protein-rich and seasonal food items to further improve the nutritional balance of meals served to students.

CHALLENGE: SUSTAINING STUDENT ENGAGEMENT WITH THE PROGRAMME



Recommendation: Introduce periodic feedback mechanisms with students and teachers to regularly assess meal acceptance and identify areas for improvement in meal quality and delivery.



PROJECT 7

SMART CENTRE FOR ELECTRICIANS

Implementation Mode	: Implementation Agency
Implemented by	: Electronic Sector Skill Council of India
Implementation Year	: CY 2024 - 2025

NEED OF THE PROGRAM

India's rapid urbanisation and industrial growth have increased the demand for skilled technical workers, particularly in electrical trades. However, access to formal vocational training remains limited. According to the Periodic Labour Force Survey (PLFS) 2022-23, only about 4.7% of India's workforce has received formal vocational training, highlighting a significant gap in job-ready technical skills (Ministry of Statistics and Programme Implementation, Government of India). At the same time, youth unemployment remains a challenge. The India Skills Report 2023 indicates that employability levels among youth remain uneven across sectors, reflecting a mismatch between industry demand and available technical competencies (Wheebox, AICTE & CII, 2023). This challenge is particularly evident in industrial centres such as Faridabad, Haryana, which hosts a large number of manufacturing units that require skilled electricians for installation and maintenance work. In response to this gap, the ABB-ESSCI Smart Centre for Electricians initiative was established to provide structured electrician training aligned with the National Skills Qualification Framework (NSQF), enabling youth to acquire industry-relevant skills and improve their employment prospects in the electrical sector.

PROJECT OBJECTIVES



To equip youth with employability skills through specialised training in the Electrician trade.



To train 210 candidates annually in the Electrician job role and prepare them for industry employment opportunities.



To provide practical, hands-on training in smart electrical lab operations aligned with industry requirements.



To design and deliver curriculum and training content based on standard operating procedures and Electronics Sector Skills Council of India (ESSCI) standards.



To ensure trainees complete 540 mandatory training hours under the Electrician (ELE/Q5904, NSQF Level 4) certification framework.

PROJECT ACTIVITIES



Candidate Mobilisation and Screening: Conduct outreach through job fairs, community mobilisation, advertisements, and counselling sessions to identify, screen, and enrol eligible youth candidates.



Technical Skills Training: Deliver NSQF-aligned electrician training, including classroom instruction, practical lab sessions, safety training, and provision of study materials/toolkits.



Assessment and Certification: Conduct trainee assessments and provide certification for candidates who successfully complete the training program.



Placement and Employment Support: Facilitate job placements through employer linkages and placement assistance, with a target of placing at least 70% of trained candidates.

KEY FINDINGS AND IMPACT

This chapter presents the key findings and the impact of the ABB-ESSCI Smart Centre for Electricians initiative, based on an analysis of primary and secondary data. The findings are derived from structured surveys conducted with 100 programme beneficiaries and are triangulated with qualitative insights from Key Informant Interviews, case studies and field observations to strengthen the analysis.

KEY FINDINGS

The key findings presented below are derived from the analysis of primary data collected through structured surveys with 100 beneficiaries. The findings are organised across key thematic areas, including demographic profile, pre-intervention conditions, enrolment and training experience, skill acquisition, employment outcomes, and overall satisfaction. The analysis is further strengthened through triangulation with qualitative insights from Key Informant Interviews, case studies, and field observations.



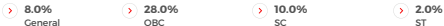
STAKEHOLDER
INTERACTION

DEMOGRAPHIC PROFILE (N=100)

AGE



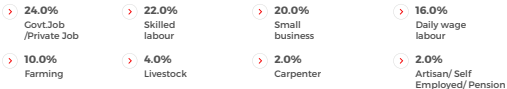
SOCIAL CATEGORY



EDUCATIONAL QUALIFICATION



FAMILY OCCUPATION



MONTHLY FAMILY INCOME



FAMILY SIZE OF BENEFICIARIES



The demographic profile indicates that the programme primarily reached young participants, with 69% of respondents aged 20-25. A majority belonged to the OBC and SC communities and had educational qualifications ranging from Class 10 to Class 12. Most beneficiaries came from households engaged in skilled labour, small businesses, or daily wage work, with family incomes largely concentrated between ₹10,001 and ₹20,000 per month. The average household size ranged between four and five members, indicating that the programme largely catered to youth from modest socio-economic backgrounds.

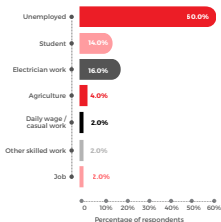
Beneficiaries were selected through a structured mobilisation and screening process implemented by ESSCI. Outreach activities, including door-to-door mobilisation, leaflet distribution, community awareness sessions, and meetings with Resident Welfare Associations, were conducted to identify interested youth from surrounding residential and industrial areas in Faridabad. A total of 410 candidates were mobilised through these efforts. Interested candidates were then pre-screened through counselling sessions and aptitude-based assessments to evaluate their interest in electrician training, baseline technical awareness, and willingness to complete the full training cycle. Following this process, 210 candidates who met the eligibility criteria were admitted into six training batches for the Electrician (NSQF Level 4) programme.

PRE-INTERVENTION SCENARIO:

This section describes the situation of beneficiaries before joining the training programme. It presents their employment status, duration of unemployment, income levels, and awareness of vocational training opportunities prior to enrolment. The analysis helps establish the baseline conditions against which the programme's outcomes and impacts are assessed.

FINDING 1: EMPLOYMENT STATUS BEFORE JOINING THE TRAINING (N=100) (MULTIPLE RESPONSES)

CHART 1: EMPLOYMENT STATUS BEFORE JOINING THE TRAINING



Across the pre-training employment categories, **unemployment (60%)** was the most prevalent status among beneficiaries. This indicates that the programme largely reached young people who were actively seeking livelihood opportunities but lacked access to market-relevant technical skills.

A smaller share of respondents (**16%**) reported already being engaged in **electrician-related work**, most likely in informal or helper roles. For these individuals, the training provided an opportunity to formalise their skills through structured learning and certification, potentially improving their employment prospects.

Around **14% of beneficiaries were students prior to enrolment**, suggesting that the programme also attracted youth who were transitioning from education into vocational skill development and employment-oriented technical work.

A limited proportion of respondents reported involvement in other livelihood activities before joining the programme. Agriculture accounted for 4%, indicating a shift among some trainees from traditional rural livelihoods towards technical occupations. **Daily wage or casual labour (2%)** reflects individuals who were previously engaged in irregular, low-paying work. In comparison, **other skilled work (2%) and formal jobs (2%)** represent smaller groups seeking to upgrade or diversify their technical capabilities.

Collectively, the responses suggest that the programme primarily engaged unemployed youth and individuals involved in informal or transitional work, highlighting its role in providing structured skill development pathways towards more stable employment in the electrical services sector.

Mukul Upadhyay, Programme Trainee

Before joining the programme, I was unemployed and occasionally worked as a helper in small electrical jobs with low and irregular income. It was difficult to contribute regularly to my family's expenses.



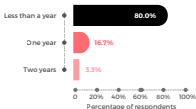
Sachin Singh, Programme Trainee

Despite completing my education, I was unable to find stable employment and had to depend on temporary work with uncertain income.



FINDING 2: DURATION OF UNEMPLOYMENT BEFORE TRAINING (N=60) (MULTIPLE RESPONSES)

CHART 2: DURATION OF UNEMPLOYMENT BEFORE TRAINING



Among respondents who reported being unemployed prior to joining the programme (60%), 80% indicated that their unemployment lasted less than 1 year.

A smaller share of respondents (16.7%) reported being unemployed for approximately 1 year prior to enrolment, suggesting a group that had been seeking employment for a longer period before accessing skill-training opportunities.

Only 3.3% of beneficiaries reported experiencing unemployment for up to two years, suggesting that the programme also reached a small segment of youth facing relatively prolonged joblessness.

The responses suggest that the training programme primarily attracted youth who had recently entered the labour market but had not yet secured stable employment opportunities.

Umesh Chandra Tripathi, Trainer, ABB-ESSCI Smart Centre for Electricians

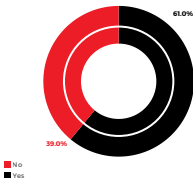
Many trainees who join the programme have difficulty finding stable employment and lack formal technical skills in the electrical trade.



ONGOING TRAINING
SESSION IN THE
LABORATORY

FINDING 3: SOLE INCOME EARNER STATUS IN THE FAMILY (N=26)

CHART 3: SOLE INCOME EARNER STATUS IN THE FAMILY



A majority of respondents (61.0%) reported being the sole income earners in their families, indicating significant economic responsibility for the trainees. The remaining 38.5% stated that they were not the sole earners, with household income supported by other family members.

Himanshu, Programme Trainee

After completing the electrician training and starting work, I became the main earning member in my family. My income now helps support household expenses and improves our financial stability.

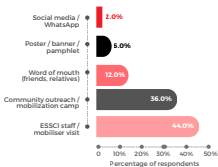


Field discussions with trainees indicated that many enrolled in the programme to secure stable employment and support their families financially, reflecting the economic responsibilities many beneficiaries carry.

INTERVENTION:

FINDING 4: SOURCE OF INFORMATION ABOUT THE TRAINING PROGRAMME (N=100)

CHART 4: SOURCE OF INFORMATION ABOUT THE TRAINING PROGRAMME



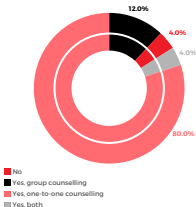
A majority of respondents learned about the programme through **ESSCI staff or mobiliser visits (44%)** and **community outreach or mobilisation camps (36%)**, indicating that direct community mobilisation was the primary source of awareness. Other sources, such as **friends or relatives (12%)**, **posters or pamphlets (6%)**, and **social media or WhatsApp (2%)**, played a comparatively smaller role in informing beneficiaries about the training programme.



SOULACE TEAM INTERACTING WITH THE STUDENTS

FINDING 5: PRE-ENROLMENT COUNSELLING RECEIVED (N=100)

CHART 5: PRE-ENROLMENT COUNSELLING RECEIVED



A large proportion of trainees (80%) received one-to-one counselling prior to enrolment, indicating that personalised guidance was the primary mode of orientation for the programme. Additionally, 12% of respondents participated in group counselling sessions, while 4% reported receiving both individual and group counselling. A small proportion of respondents (4%) reported not receiving counselling before joining the programme.

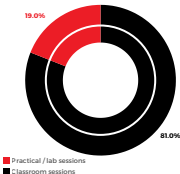
Umesh Chandra Tripathi, Trainer, ABB-ESSCI Smart Centre

Counselling sessions before enrolment helped candidates understand the course structure, safety requirements, and employment opportunities in the electrical trade.



FINDING 6: PREFERRED TYPE OF TRAINING SESSIONS (THEORY/PRACTICAL) (N=100)

CHART 6: PREFERRED TYPE OF TRAINING SESSIONS (THEORY/PRACTICAL)



A majority of beneficiaries (81%) preferred classroom sessions as their mode of training, indicating the importance of theoretical understanding in the learning process. Meanwhile, 19% of respondents preferred practical or laboratory sessions, highlighting the role of hands-on training in developing technical skills.

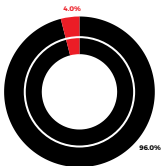


Umesh Chandra Tripathi, Trainer, ABB-ESSCI Smart Centre

The training programme was designed to maintain a balance between classroom learning and practical lab sessions, allowing trainees first to understand electrical concepts and then apply them through hands-on practice.

FINDING 7: AVAILABILITY OF PRACTICAL TOOLS AND EQUIPMENT DURING TRAINING (N=100)

CHART 7: AVAILABILITY OF PRACTICAL TOOLS AND EQUIPMENT DURING TRAINING

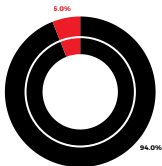


- Limited availability
- Fully adequate for all trainees

A vast majority of beneficiaries (96%) reported that practical tools and equipment were fully adequate during the training, indicating that the centre was well-equipped to support hands-on learning. Only a small proportion of respondents (4%) reported limited availability of tools and equipment during the training sessions.

FINDING 8: ADEQUACY OF SAFETY INSTRUCTION DURING PRACTICAL SESSIONS (N=100)

CHART 8: ADEQUACY OF SAFETY INSTRUCTION DURING PRACTICAL SESSIONS



- Adequate
- Very adequate

A majority of beneficiaries (94%) reported that safety instructions provided during practical sessions were very adequate, while the remaining 6% considered them adequate. This indicates that trainees were well-informed about safety protocols during hands-on training activities.

Field Observation, ABB-ESSCI Smart Centre for Electricians

The practical laboratory was equipped with electrical tool sets and safety kits, enabling trainees to carry out hands-on exercises related to wiring, installation, and troubleshooting.



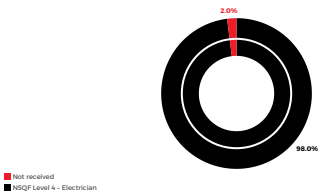
Umesh Chandra Tripathi, Trainer, ABB-ESSCI Smart Centre for Electricians

Safety practices are emphasised throughout the training, and trainees are guided on the proper use of tools, protective equipment, and electrical safety procedures during practical sessions.

Field Observation

During the field visit to the ABB-ESSCI Smart Centre for Electricians in Faridabad, the assessment team observed that the training centre had dedicated classroom and laboratory facilities for delivering the Electrician (NSQF Level 4) training programme. The centre included one functional classroom and a practical laboratory equipped with electrical toolkits, wiring boards, and safety equipment, enabling trainees to perform hands-on exercises. Approximately 30 tool sets and safety kits were available to support practical training. Training sessions were conducted by a certified trainer, with support from a lab assistant, mobiliser, and placement officer. Trainees were observed actively participating in both theoretical sessions and practical activities, including wiring installation and troubleshooting. Safety practices, including the use of gloves and protective equipment, were emphasised during lab sessions. The infrastructure and training environment appeared adequate to support the current batch size and facilitate practical skill development.

Source: Field Observation, ABB-ESSCI Smart Centre for Electricians, Faridabad, Haryana

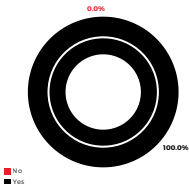
FINDING 9: LEVEL OF CERTIFICATION RECEIVED (N=100)**CHART 9: LEVEL OF CERTIFICATION RECEIVED**

A large majority of beneficiaries (98%) reported receiving the NSQF Level 4 Electrician certification upon completion of the training programme. Only a small proportion of respondents (2%) indicated that they had not yet received the certificate.

**Roshan, Centre Manager, ABB-ESSCI Smart Centre for Electricians**

The programme provides certification under the NSQF Level 4 - Electrician qualification, and most trainees who complete the course successfully obtain this certification, which strengthens their employability in the electrical sector.

CHART 10: FINAL ASSESSMENT CLEARANCE ON FIRST ATTEMPT



All beneficiaries (100%) reported clearing the final assessment on their first attempt, indicating successful completion of the training programme and effective preparation provided during the course.

Roshan, Centre Manager, ABB-ESSCI Smart Centre for Electricians

The assessment process follows NSQF competency standards, where trainees are evaluated on practical skills such as wiring, installation, troubleshooting, and safety practices. The structured training approach helps trainees perform well in the final assessment.

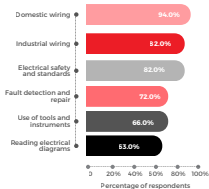


Satya Prakash, Programme Trainee

The practical training and guidance from the trainer helped me understand wiring, installation, and troubleshooting clearly. Because of this preparation, I was able to complete the final assessment confidently.

FINDING 11: AREAS OF EXPERTISE GAINED UNDER THE TRAINING (N=100) (MULTIPLE RESPONSES)

CHART 11: AREAS OF EXPERTISE GAINED UNDER THE TRAINING (MULTIPLE RESPONSES)



Trainees reported gaining technical competencies across several areas of electrical work. Domestic wiring was reported by 94% of trainees, followed by industrial wiring and electrical safety practices (82% each). Additionally, 72% reported skills in fault detection and repair, 66% in the use of electrical tools and instruments, and 63% in reading electrical diagrams. These findings indicate that the training equipped participants with the practical skills required for electrician roles.

Pankaj Singh, Programme Trainee

During the training, I learned electrical wiring, installation, troubleshooting, and how to use electrical tools safely. The hands-on practice helped me gain confidence to perform electrical work independently.

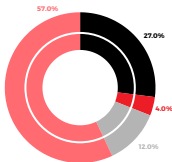


Placement and hiring in the electrical services sector often require additional time for processes such as job applications, interviews, and employer onboarding. Therefore, although some respondents had not yet secured employment at the time of the survey, programme records indicate that 177 out of 210 trainees (84%) have been placed, and additional candidates are expected to obtain employment in the coming months as they continue pursuing job opportunities.

POST-INTERVENTION:

FINDING 12: CURRENT WORK STATUS OF BENEFICIARIES (N=100)

CHART 12: CURRENT WORK STATUS OF BENEFICIARIES



- Employed part-time
- Employed full-time
- Unemployed
- Self-employed

The distribution of current work status indicates that 27% of respondents are employed full-time, 4% are employed part-time, and 12% are self-employed, suggesting that some trainees have transitioned into employment or independent electrical work after completing the training. However, 57% of respondents reported being unemployed at the time of the survey. This is largely attributable to the timing of the assessment, as many trainees had recently completed the ESSCI programme and were still applying for jobs and exploring employment opportunities.



Roshan, Centre Manager, ABB-ESSCI Smart Centre for Electricians

Many trainees can secure employment after completing the training, either through placement drives organised at the centre or through opportunities identified using their certification and practical skills.



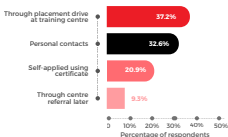
Sachin Singh, Programme Trainee

After completing the training, I secured a job as an electrician through placement support. I started working within one month of completion and now have a more stable and regular income.



FINDING 13: EMPLOYMENT SECURED THROUGH PLACEMENT SUPPORT (N=43) (MULTIPLE RESPONSES)

CHART 13: EMPLOYMENT SECURED THROUGH PLACEMENT SUPPORT



Among the respondents who reported being employed at the time of the survey (n = 43), **37.2% secured employment through placement drives organised at the training centre**, indicating the role of structured placement support in facilitating job opportunities. Additionally, **32.6% obtained employment through personal contacts**, highlighting the role of informal networks in accessing employment in the electrical services sector. A further **20.9% reported securing jobs by independently applying using their NSQF Level 4 certification**, while **9.3% obtained employment through referrals from the training centre after completing the course**.

These findings indicate that while **placement drives organised by the centre played a key role in facilitating employment**, trainees also accessed job opportunities through personal networks and independent applications, using the skills and certification obtained through the programme.

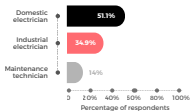


Roshan, Centre Manager, ABB-ESSCI Smart Centre for Electricians

Placement drives are organised with multiple employers, and trainees are connected with contractors and companies looking for skilled electricians.

FINDING 14: TYPE OF ELECTRICAL WORK CURRENTLY UNDERTAKEN (N=43) (MULTIPLE RESPONSES)

CHART 14: TYPE OF ELECTRICAL WORK CURRENTLY UNDERTAKEN



Among the respondents who reported being employed at the time of the survey (n = 43), **51.1% reported working as domestic electricians**, indicating that many trainees are engaged in household electrical installation and repair work. **34.9% reported working as industrial electricians**, suggesting that a substantial proportion have entered commercial or industrial electrical work environments. Additionally, **14.0% reported working as maintenance technicians**, reflecting the application of troubleshooting and maintenance skills gained during the training. These findings indicate that employed trainees are applying their skills across multiple segments of electrical work, including domestic, industrial, and maintenance services.

FINDING 15: AVERAGE MONTHLY INCOME BEFORE AND AFTER TRAINING (N=100) (MULTIPLE RESPONSES)

CHART 15: AVERAGE MONTHLY INCOME BEFORE AND AFTER TRAINING



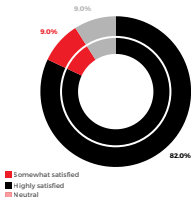
The comparison of monthly income before and after the training shows a noticeable improvement in beneficiaries' earnings. Before the training, 53.8% of respondents earned less than ₹10,000 per month, while 46.2% earned between ₹10,000 and ₹15,000 per month. After completing the training, the share of earnings below ₹10,000 decreased to 27.8%, while 62.8% reported earnings between ₹10,000 and ₹15,000. In addition, 4.7% of respondents reported earning ₹15,001-₹20,000, and another 4.7% reported earning above ₹20,000, reflecting improved income levels following the training.

Parvesh Jogi, Programme Trainee

Before the training, I had no income. After completing the electrician training and getting work opportunities, I now earn around ₹20,000 per month, which has helped me support my family.

FINDING 16: SATISFACTION WITH THE PLACEMENT PROCESS (N=43)

CHART 16: SATISFACTION WITH THE PLACEMENT PROCESS



A large majority of beneficiaries (81.4%) reported being highly satisfied with the placement process facilitated through the programme. Additionally, 9.3% indicated that they were somewhat satisfied, while another 9.3% expressed a neutral opinion regarding the placement support provided.

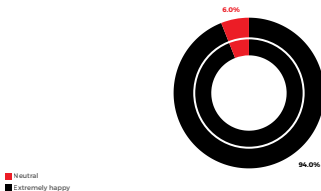


Parvesh Jogi, Programme Trainee

The placement support provided by the training centre helped me find work soon after completing the course. With this opportunity, I was able to start earning and build my confidence as an electrician.

FINDING 17: OVERALL HAPPINESS IN BEING PART OF THE TRAINING PROGRAMME (N=100)

CHART 17: OVERALL HAPPINESS IN BEING PART OF THE TRAINING PROGRAMME



The responses indicate high satisfaction among beneficiaries with their participation in the training programme. A clear majority of respondents (94%) reported being extremely happy to have participated in the training, while 6% expressed a neutral opinion. This reflects a strong positive perception of the programme among the participants.



Sachin Singh, Programme Trainee

The training programme gave me practical skills and confidence to work as an electrician. I am happy to have been part of this programme as it has improved my employment opportunities.



CASE STORY

MUKUL UPADHYAY - TRANSITION TO SKILLED EMPLOYMENT

»» BACKGROUND (PRE-INTERVENTION SITUATION)

Mukul Upadhyay, a 23-year-old resident of Khedipur, faced limited employment opportunities before joining the training programme. He was largely unemployed and occasionally worked as a helper on small electrical jobs, earning an irregular, low income. Without formal technical training, he struggled to secure stable employment and was unable to consistently contribute to household expenses, placing financial pressure on his family.

»» TRAINING INTERVENTION

Mukul enrolled in the ABB-ESSCI Smart Centre for Electricians to gain structured technical training. During the programme, he developed skills in electrical wiring, installation, troubleshooting, and the safe use of electrical tools and equipment. The combination of classroom instruction and practical training helped him gain confidence in performing electrical work independently.

»» OUTCOME AND IMPACT

After completing the training, Mukul secured employment as an electrician through the centre's placement support. With a more stable and regular source of income, he is now able to contribute to household expenses and support his family financially. The training also improved his confidence and provided him with a clear career pathway in the electrical trade.



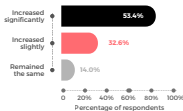
STAKEHOLDER INTERVIEW

KEY IMPACT

This section outlines the measurable outcomes of the programme among trained beneficiaries, focusing on changes in employment status, income levels, confidence in undertaking electrical work, and improvements in livelihoods after training. The impacts are assessed using post-training beneficiary responses and programme outcome indicators.

IMPACT 1: CHANGE IN INCOME COMPARED TO BEFORE TRAINING (N=43)

CHART 18 : CHANGE IN INCOME COMPARED TO BEFORE TRAINING



53.4% of beneficiaries reported that their income increased significantly after completing the training, with several trainees transitioning from having no income or earning below ₹10,000 per month to earning around ₹10,000-₹20,000 per month after securing employment. Additionally, 32.6% of respondents reported a slight increase in income, typically reflecting a shift from below ₹10,000 to approximately ₹10,000-₹15,000 per month. Meanwhile, 14.0% indicated that their income remained the same compared to their pre-training situation. These findings suggest that the programme contributed to improved earning opportunities for a substantial proportion of participants.



Roshan, Centre Manager, ABB-ESSCI Smart Centre for Electricians

There was a noticeable improvement in trainees' income levels after completing the programme, as the certified skills enabled them to access better employment opportunities.



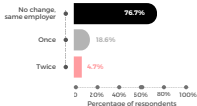
Sachin Singh, Programme Trainee

Before joining the training programme, I only earned small amounts from occasional helper work, and the income was not stable. After completing the training and securing employment as an electrician, my income improved and became more regular. This has helped me contribute consistently to household expenses and reduce financial pressure on my family.



IMPACT 2: NUMBER OF JOB CHANGES SINCE COMPLETING TRAINING (N=43) (MULTIPLE RESPONSES)

CHART 19: NUMBER OF JOB CHANGES SINCE COMPLETING TRAINING



Among the respondents who reported being employed at the time of the survey (n=43), 81.4% reported no job change since securing their first employment after completing the training, indicating stability in their initial job placements. Meanwhile, 18.6% reported changing jobs once, suggesting that a small proportion of trainees explored alternative employment opportunities after their initial placement. The findings indicate that most trainees retained their first employment following the training programme.

Umesh Chandra Tripathi, Trainer, ABB-ESSCI Smart Centre for Electricians

Once trainees gain practical experience after their initial placement, many of them continue working with the same employer or contractor as they build confidence and improve their technical skills.

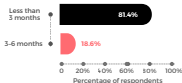


Mukul Upadhyay, Programme Trainee

The training helped me gain practical electrical skills and confidence, which allowed me to find better work opportunities and improve my situation.

IMPACT 3: DURATION OF CONTINUOUS EMPLOYMENT AFTER TRAINING (N=43)

CHART 20: DURATION OF CONTINUOUS EMPLOYMENT AFTER TRAINING



Most employed beneficiaries (81.4%) reported continuous employment for up to 3 months at the time of the assessment, while 18.6% had maintained employment for 3 to 6 months. This distribution reflects the timing of job placements: some trainees secured employment earlier, while others were placed later. The findings indicate that beneficiaries remained continuously employed until the time of the assessment.



Sachin Singh, Programme Trainee

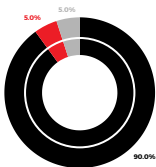
After completing the training, I secured a job as an electrician through placement support and started working within a month of finishing the course. The work has been regular and more stable compared to the temporary jobs I had earlier.

During the field visit to the ABB-ESSCI Smart Centre for Electricians in Faridabad, interactions with trainees indicated that several participants had transitioned from irregular or helper-based work to more stable electrician roles after completing the training programme. Trainees reported that the skills acquired during the training enabled them to undertake electrical installation, repair, and maintenance work more confidently, leading to improved employment opportunities.

Field Observation, Impact Assessment Visit, ABB-ESSCI Smart Centre for Electricians, Faridabad (2025-26)

IMPACT 4: SATISFACTION WITH CURRENT JOB OR SELF-EMPLOYMENT (N=43)

CHART 21: SATISFACTION WITH CURRENT JOB OR SELF-EMPLOYMENT



A large majority of beneficiaries (90.6%) reported being highly satisfied with their current job or self-employment after completing the training programme. Meanwhile, 4.7% of respondents reported being somewhat satisfied, and another 4.7% expressed a neutral opinion regarding their current employment situation.

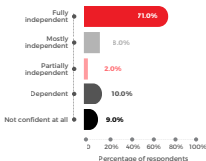


Programme Manager, ABB-ESSCI Smart Centre for Electricians

Follow-up interactions with trainees indicate that many beneficiaries are satisfied with their current jobs or self-employment opportunities, as the training equipped them with practical electrical skills that are directly applicable in the workplace.

IMPACT 5: CONFIDENCE IN UNDERTAKING ELECTRICAL WORK INDEPENDENTLY (N=100)

CHART 22: CONFIDENCE IN UNDERTAKING ELECTRICAL WORK INDEPENDENTLY



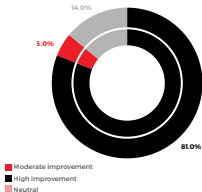
A majority of beneficiaries (71%) reported being fully confident in undertaking electrical work independently after completing the training, indicating strong development of practical competence. Additionally, 8% reported being mostly independent in performing electrical tasks, while 2% reported being partially independent, suggesting that a small group of trainees is still developing their technical confidence. However, 10% of respondents stated that they continue to depend on others for electrical work, and 9% reported not feeling confident at all, highlighting the need for additional field exposure or practical experience for some trainees. Taken together, the responses suggest that the training programme enabled most beneficiaries to develop the confidence required to undertake electrical work independently.

Sachin Singh, Programme Trainee

The practical training helped me improve my understanding of electrical work and gave me the confidence to perform tasks on my own.

IMPACT 6: IMPROVEMENT IN LIVING STANDARD AFTER SECURING EMPLOYMENT (N=43)

CHART 23: IMPROVEMENT IN LIVING STANDARD AFTER SECURING EMPLOYMENT



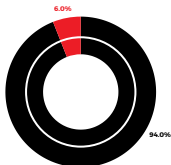
A large majority of beneficiaries (81.4%) reported a great improvement in their living standards after securing employment. Additionally, 4.6% indicated a moderate improvement, while 14.0% reported no noticeable change. This suggests that the training and subsequent employment contributed positively to the socio-economic conditions of most participants.

Himanshu, Programme Trainee

After completing the electrician training and securing regular work, my income has become more stable. This has helped improve my family's living conditions and allowed me to contribute more to household expenses.

IMPACT 7: FAMILY PERCEPTION OF VOCATIONAL TRAINING (N=100)

CHART 24: FAMILY PERCEPTION OF VOCATIONAL TRAINING



■ Positively accepted
■ Highly respected

Most beneficiaries (94%) reported that vocational training is now highly respected within their families, while the remaining 6% indicated that it is positively accepted. This indicates that participation in the training programme has improved family perceptions of vocational skills and technical careers.



Mukul Upadhyay, Programme Trainee

After I started working and contributing to the household income, my family began to appreciate the value of vocational training.



Krishna Maurya, Self-employed Trainee

Since I started earning through electrical work after the training, my family's perception of vocational training has changed positively. They now encourage other youth in our community to take up skill-based training for better employment opportunities.



**SOULACE TEAM
INTERACTING WITH THE
STUDENT**

CASE STORY**SACHIN SINGH - BUILDING A SKILLED CAREER THROUGH ELECTRICIAN TRAINING****PRE-INTERVENTION SITUATION**

Sachin Singh, a resident of New Friends Colony, Faridabad, Haryana, faced difficulty securing stable employment despite completing his graduation. Before joining the programme, he occasionally worked in temporary jobs and assisted local electricians in small repair tasks, earning an irregular income and facing financial pressure at home.

**TRAINING AND SKILL DEVELOPMENT**

Sachin enrolled in the ABB-ESSCI Smart Centre for Electricians in Faridabad to acquire practical technical skills. During the programme, he received training in domestic wiring, electrical installation, fault detection, troubleshooting, and safety practices through a combination of classroom instruction and hands-on laboratory sessions. The structured training and practical exposure helped him strengthen his technical understanding and build confidence in handling electrical work independently.

**OUTCOME AND IMPACT**

After completing the training, Sachin secured employment as an Electrician through placement support provided by the centre. He is currently working with a local electrical contracting firm in Faridabad, assisting with electrical installations and maintenance at residential and commercial sites. In this role, he now earns approximately ₹15,000-₹18,000 per month, providing him with a more stable source of income than his earlier irregular earnings. With regular employment, Sachin is now able to contribute to household expenses and support his family, reflecting the programme's positive impact on his livelihood and career development.



**SOULACE TEAM
INTERACTING WITH THE
STUDENTS**

MULTI-LEVEL IMPACT OF THE PROGRAM



INDIVIDUAL LEVEL

The programme strengthened the technical capabilities and employability of participating youth through structured electrician training aligned with NSQF Level 4 standards. A total of 210 trainees were enrolled across six batches, of whom 177 secured employment, resulting in a placement rate of approximately 84%. Trainees reported gaining practical competencies in domestic wiring (94%), industrial wiring (82%), and electrical safety practices (82%), as well as skills in fault detection and repair (72%). These skills translated into improved livelihood outcomes, with 86% of beneficiaries reporting increased monthly income after completing the training.



COLLECTIVE/ COMMUNITY LEVEL

The programme strengthened the local pool of trained electricians in Faridabad by mobilising 410 youth from surrounding communities and enrolling 210 trainees in structured technical training. As a result of the programme, 84% (177) of the trained electricians entered the local labour market, increasing the availability of skilled electrical workers for residential and commercial services. In addition, 94% of trainees reported that vocational training is now respected within their families, indicating improved community perception of skill-based careers.



INDUSTRY / SECTOR LEVEL

The initiative supported the development of a skilled workforce aligned with the electrical services sector's requirements. Training was delivered in accordance with NSQF Level 4 competency standards, ensuring that trainees acquired industry-relevant skills. Through placement drives and employer engagement activities, 177 trainees were placed with contractors and electrical service providers, enabling employers to access trained candidates with practical skills and safety awareness.



NATIONAL LEVEL

The programme contributes to national skill development priorities by expanding access to structured vocational training under the National Skill Qualification Framework (NSQF). By mobilising 410 youth, enrolling 210 trainees, and facilitating employment for 177 trained electricians, the initiative demonstrates how CSR-supported skill development programmes can complement national efforts under Skill India to enhance employability and strengthen India's skilled workforce in the electrical services sector.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) framework provides a standardised lens for evaluating development interventions across six criteria: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.



RELEVANCE

Key Evidence:

- 60% of surveyed trainees were unemployed before joining the programme.
- Only around 4-5% of India's workforce has received formal skill training (PLFS).
- 210 youth were enrolled in NSQF Level 4 electrician training.

Interpretation: The programme addressed a clear gap in technical skill development and youth employability, particularly in an industrial region such as Faridabad, where demand for skilled electricians remains high.



COHERENCE

Key Evidence:

- Training aligned with NSQF Level 4 occupational standards.
- Implemented with Electronics Sector Skills Council of India (ESSCI).
- Contributes to SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

Interpretation: The programme complements national skill development priorities under the Skill India Mission and aligns with global development goals related to education and employment.



EFFECTIVENESS

Key Evidence:

- 210 trainees completed training across six batches.
- 177 trainees secured employment (84% placement rate).
- 86% reported increased income, and 71% reported confidence to undertake electrical work independently.

Interpretation: The programme achieved its core objective of improving employability and income opportunities for participating youth.

**EFFICIENCY****Key Evidence:**

- Training delivered through an existing ABB-ESSCI Smart Centre.
- Infrastructure such as classrooms, labs, and electrical toolkits was utilised effectively.
- Community mobilisation conducted through ESSCI staff and outreach activities.

Interpretation: The programme optimised available infrastructure and institutional partnerships to deliver training efficiently within the planned framework.

**IMPACT****Key Evidence:**

- 84% of trainees secured employment opportunities.
- Over 70% reported increased income after training.
- 85%+ reported improvement in living standards.
- 94% reported positive family perception of vocational training.

Interpretation: The programme generated measurable improvements in employability, income stability, and social acceptance of skill-based careers among beneficiaries.

**SUSTAINABILITY****Key Evidence:**

- NSQF Level 4 certification provides industry-recognised credentials.
- 71% of trainees reported confidence in undertaking electrical work independently.
- Employer engagement through placement drives supports continued employment opportunities.

Interpretation: Skills acquired through the programme remain relevant to the labour market; however, long-term sustainability will depend on continued industry demand and opportunities for further skill upgrading.

RECOMMENDATIONS



The programme **could strengthen employer partnerships with local electrical contractors and companies in Faridabad** to expand placement opportunities for trainees from the ABB-ESSCI Smart Centre.



The centre **could introduce a structured 3-6 month post-placement follow-up** with trainees and employers to track employment continuity and provide support where required.



The training programme **could increase hands-on laboratory practice and simulated field exercises** to strengthen trainees' confidence and job readiness further.



The programme **could continue targeted community mobilisation in the surrounding areas of Faridabad** to ensure sustained enrolment of motivated candidates.



PROJECT 8

SKILL DEVELOPMENT FOR YOUTH

Implementation Mode : Implementation Agency

Implemented by : Team Lease Foundation

Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Despite India's large and rapidly expanding workforce, the country continues to face a significant gap between the skills possessed by job seekers and those required by industry. According to the India Skills Report 2025[1], nearly 50% of graduates are considered unemployable due to the lack of industry-specific skills, particularly in high-growth sectors such as manufacturing, engineering, and digital services. This mismatch between education and industry needs continues to limit employment opportunities for youth, especially those from underserved communities.

Access to structured vocational training also remains limited. Data from the National Skill Development Corporation (NSDC)[2] indicates that only about 10% of India's workforce receives formal vocational training, compared to 52% in the United States and 75% in Germany. This disparity highlights the urgent need for scalable skill development programs that equip youth with practical and industry-relevant competencies.

The challenge is further compounded by rising unemployment among young people. India's unemployment rate stands at approximately 6.8%, with youth and marginalized groups facing disproportionate barriers to employment. Many young individuals, particularly those from economically disadvantaged backgrounds, lack access to career guidance, technical training, and industry exposure that would enable them to secure sustainable livelihoods. At the same time, industry demand for skilled workers is rapidly increasing. According to FICCI's 2024 report, emerging sectors such as renewable energy, advanced manufacturing, and digital services are expected to generate over 100 million jobs in the next decade. However, the shortage of skilled and job-ready workers remains a major constraint for these industries.

In response to these challenges, ABB India Foundation, in collaboration with Team Lease Foundation, proposed the Employment Linked Training Program (ELTP) to equip 1,400 youth aged 18-35 years with industry-relevant skills, certification, and placement support. The program was designed to be implemented across five locations, Faridabad (Haryana), Nashik (Maharashtra), Vadodara (Gujarat), Peenya (Karnataka) and Nelamangala (Karnataka) with a focus on youth from underserved and economically disadvantaged communities. The initiative focused on delivering structured vocational training, strengthening workplace readiness through soft skills development, and facilitating employment opportunities through industry linkages. The program aimed to bridge the skills gap, enhance employability, and enable sustainable livelihood opportunities for youth while supporting local industries with a skilled workforce.

OBJECTIVES OF THE PROGRAM



To mobilize underserved youth through community engagement, awareness programs, and partnerships with local organizations.



To implement an enrollment strategy focusing on inclusive access for marginalized groups.



To deliver industry-relevant training modules incorporating technical, vocational, and entrepreneurial skills.



Provide hands-on apprenticeships and industry exposure through tie-ups with leading companies.



Facilitate job placements via dedicated hiring drives, job fairs, and employer partnerships.

PROJECT ACTIVITIES



ECommunity Mobilisation & Candidate Enrollment: Identify target geographies, mobilise youth through community outreach, awareness campaigns, NGO partnerships, and counselling sessions, followed by enrolment of eligible candidates.



Vocational Skill Training & Certification: Set up training centres and deliver industry-relevant technical training along with soft skills, communication, workplace readiness, and HSE modules, followed by assessments and industry-recognised certification.



Placement Facilitation & Employment Linkages: Organise job fairs, employer connect sessions, interviews, and placement drives to ensure trainees secure employment opportunities across relevant industries.



Monitoring, Reporting & Post-Placement Support: Track training progress, attendance, placements, and income outcomes through regular monitoring, reporting, employer feedback, and post-placement follow-up support.

KEY FINDINGS AND IMPACT

This chapter presents insights and analysis derived from trainees, trainers, training centre staff, and employer partners associated with the Employment Linked Training Program (ELTP) implemented. Drawing on primary survey responses, stakeholder interviews, program records, and field observations, the assessment examined the extent to which the program contributed to improving participants' technical skills, workplace readiness, and access to employment opportunities. The evaluation assessed training relevance and quality, delivery effectiveness, participant engagement, skill acquisition, and the program's role in certification and job placement. It also examined changes in confidence, career readiness, and stakeholder satisfaction.

PROGRAM IMPLEMENTATION

SELECTION CRITERIA OF BENEFICIARIES

The program targeted youth based on specific eligibility criteria to ensure inclusion of individuals who could benefit most from skill development and employment opportunities. The selection criteria included:



AGE GROUP (18-35 YEARS)

The program included youth within this age range, allowing participation of both young and slightly older individuals seeking skill development and employment opportunities.



EDUCATIONAL BACKGROUND

Candidates were required to have a minimum qualification of 10th or 12th grade, depending on the requirements of the selected trade.



ECONOMIC BACKGROUND

The program primarily targeted economically disadvantaged individuals from low-income households, especially those residing in rural and semi-urban areas of the target locations and surrounding regions.

PROGRAM DESIGN AND APPROACH

The Employment Linked Training Program was designed to address the gap between youth skills and labour market requirements by providing structured, industry-relevant vocational training and employment support. The program focused on equipping young individuals with practical technical competencies, workplace readiness skills, and industry exposure that could enhance their chances of securing stable employment.

The program adopted a training-to-employment approach, where skill development was linked directly with livelihood opportunities. Rather than focusing only on classroom instruction, the intervention combined practical training, career guidance, certification, and placement facilitation to support the transition of youth from training into the workforce. The training curriculum was aligned with industry demand and local employment opportunities in the regions where the program was implemented.

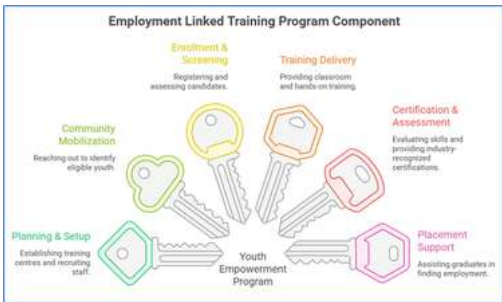
The approach emphasized hands-on learning and skill application, allowing trainees to gain practical exposure alongside theoretical understanding. Along with technical skills, the program incorporated training in communication, teamwork, problem solving, and professional behaviour to prepare participants for workplace environments. Health, Safety, and Environment (HSE) training was also included to build awareness of workplace safety and responsible work practices.

Program Locations and Local Skill Demand	
Location	Industry Context and Skill Demand
Faridabad, Haryana	A major hub for automotive, engineering, and textile industries. There is strong demand for skilled labour in industrial automation, retail, and apparel sectors, but youth from underserved communities often lack access to technical training opportunities. The region is part of the Delhi NCR industrial corridor, which contributes ~7-8% to India's GDP, reflecting high industrial activity and employment demand.
Nashik, Maharashtra	Known for its automotive and food processing industries, Nashik requires trained workers in vehicle servicing, packaging, and digital entrepreneurship. However, vocational training opportunities remain limited, particularly in rural areas. The district hosts 3,000+ MSMEs and multiple MIDC industrial areas, indicating strong demand for skilled workforce.
Vadodara, Gujarat	With a strong presence of electrical, banking, and pharmaceutical industries, the region requires skilled workers in electrical maintenance, BFSI, and beauty & wellness sectors, yet there is a shortage of trained workforce. Gujarat has over 8 lakh MSMEs, highlighting the scale of industrial demand for skilled labour.
Peenya, Karnataka	One of India's largest industrial hubs with demand for skilled professionals in manufacturing, logistics, and digital design. Many youths in nearby communities lack access to structured skill training programs. The Peenya industrial area comprises over 5,000 industrial units, making it one of Asia's largest MSME clusters.

Source: MoU (ABB India Foundation – Team Lease Foundation)

IMPLEMENTATION PHASES OF THE PROGRAM

The program was implemented through a structured, phase-wise approach to ensure effective planning, participant mobilization, smooth training delivery, and continuous monitoring. Each phase progressed from preparatory activities and enrolment to training, certification, and placement support, ensuring systematic implementation and improved employability outcomes.



Phase 1: Planning and infrastructure set-up



- The first phase focused on preparatory activities required to operationalize the training program across Faridabad, Nashik, Vadodra, Peenya, and Nelamangala.
- Existing training facilities were identified and equipped with the necessary infrastructure, training equipment, and learning resources to support skill development activities.
- Trainers and program staff were recruited to manage training delivery and overall program operations.
- Efforts were made to ensure that training centres met basic operational and safety standards and were accessible to youth from surrounding communities.

Phase 2: Community mobilization and awareness



- Community outreach played a key role in identifying and engaging eligible youth for the program.
- Awareness activities were conducted through community meetings, local networks, and partnerships with educational institutions, civil society organizations, and community leaders.
- These outreach efforts helped inform youth about available training opportunities, the benefits of skill development, and potential employment pathways.
- The mobilization process particularly focused on reaching youth from economically disadvantaged backgrounds with limited access to formal training opportunities.



Phase 3: Enrolment and screening

- Interested candidates were enrolled through both online and offline registration processes following outreach activities.
- The enrolment process included screening mechanisms such as aptitude assessments, counselling sessions, and discussions with potential trainees.
- These assessments helped identify participants' interests, existing skill levels, and career aspirations.
- Based on the assessment, trainees were guided toward training trades aligned with their abilities and local employment demand.



Phase 4: Training implementation

- Training delivery formed the core component of the program through structured sessions.
- A blended learning approach was used, combining classroom instruction, digital tools, and hands-on practical training.
- The curriculum covered trade-specific technical competencies along with soft skills development.
- Trainees received training in communication, teamwork, time management, and workplace behaviour to improve job readiness.
- Health, Safety, and Environment (HSE) training was integrated to build awareness of workplace safety and environmental responsibility.
- This component prepared trainees to work safely in industrial and service sector environments.

The training model comprised structured components:

Technical Skills Training	Trade-specific training aligned with industry demand, combining theoretical instruction with hands-on practical learning to build job-relevant technical competencies.
Soft Skills Development	Sessions focused on communication, teamwork, problem-solving, workplace etiquette, and professional behaviour to prepare trainees for workplace environments.
Digital Learning and Practical Exposure	Use of blended learning methods including classroom instruction, digital modules, and practical exercises to strengthen conceptual understanding and skill application.
Health, Safety, and Environment (HSE) Training	Training on workplace safety practices, environmental responsibility, and health awareness to ensure trainees are prepared for safe and responsible work environments.
Job Readiness Preparation	Activities such as resume preparation, mock interviews, and career counselling to support trainees in preparing for recruitment processes and employment opportunities.



Phase 5: Assessment, certification, and monitoring

- Monitoring and evaluation mechanisms were integrated throughout the program to track progress and outcomes.
- Data on trainee enrolment, attendance, training completion, certification, and placement outcomes were systematically recorded and reviewed.
- Regular monitoring helped identify challenges in program delivery and enabled timely corrective actions.
- Feedback from trainees, trainers, and employer partners contributed to continuous improvement in training quality and implementation.
- The monitoring framework supported accountability and evidence-based decision-making.
- It ensured that the program remained responsive to participant needs and aligned with labour market requirements.

Monitoring framework	
Frequency	Focus area
Weekly Monitoring	Track trainee attendance, participation levels, and session quality through trainer feedback and training records
Monthly Monitoring	Review training progress against planned milestones, assess program outcomes, monitor financial expenditures, and collect feedback from trainees and employer partners.
Quarterly Monitoring	Conduct comprehensive progress reviews, including assessment of training outcomes, employment data, and community feedback. Formal progress reports are prepared and shared with stakeholders.
Long-Term Outcome Tracking	Measure post-training outcomes such as employment sustainability, job retention, and improvements in participants' income levels.

Assessments were conducted at different stages of the training process to evaluate participants' learning progress and skill acquisition. Pre-training and post-training assessments helped measure improvements in knowledge and competencies over the course of the program. Participants who successfully completed the training received recognized certifications, which enhanced their credibility and employability in the job market. Mock interviews and job-readiness sessions were also conducted to prepare trainees for recruitment processes.



Phase 6: Placement and employment assessment

- The final phase focused on facilitating employment opportunities for trainees after completing the training.
- Placement support was provided through employer engagement activities, job fairs, recruitment drives, and direct linkages with industry partners.
- Program staff assisted trainees with interview preparation, resume building, and navigating the recruitment process.
- These efforts aimed to support trainees in transitioning from training to employment and accessing stable livelihood opportunities.

DEMOGRAPHIC PROFILE OF BENEFICIARIES

Primary beneficiaries: Trainees

Category	Sub-category	Percentage
Gender	Male	53%
	Female	47%
Age distribution	Below 18 years	1%
	18-21 years	63%
	22-25 years	30%
	26-30 years	6%

CHART 1: HIGHEST EDUCATION LEVEL COMPLETED BY TRAINEES (N=75 TRAINEES)

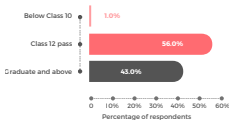


Chart 1 indicates the education levels completed by the surveyed trainees. Nearly half of the respondents (43%) were graduates or above, while 56% had completed Class 12, and only 1% had education below Class 10, indicating that most trainees had completed secondary or higher education and were seeking skill training to improve their employability. This is consistent with the program's eligibility criteria outlined in the program MoU, which targeted youth aged 18-35 years with a minimum educational qualification of Class 10 or Class 12 (depending on the trade).

This finding was further reinforced through field interactions with trainees. A graduate trainee from the BFSI trade in Nashik shared that despite completing a bachelor's degree, he struggled to secure a stable job due to lack of practical skills and interview readiness. He noted that the training helped him build confidence, improve communication skills, and understand industry expectations, which made him better prepared for job opportunities.

CHART 2: NUMBER OF EARNING MEMBERS IN THE HOUSEHOLD (N=25 FAMILY MEMBERS)



Among the surveyed family members ($n = 25$), more than two-thirds (68%) reported having one earning member in the household, while 32% reported two earning members, indicating that most households rely on a single income source. This aligns with the program's focus on economically disadvantaged individuals from low-income households in rural or semi-urban areas of the target locations and surrounding regions.

This finding was further supported by field interactions with families. During discussions in Nashik, a parent shared that the household depended entirely on a single earner, making it difficult to manage daily expenses, education costs, and healthcare needs. The parent noted that before the training, their child was not earning, which added to the financial strain. However, after completing the program and securing employment, the trainee began contributing to household expenses, which helped ease financial pressure and improved the family's overall stability. Similarly, trainers and program staff observed that many trainees came from households with limited and irregular income sources, reinforcing the importance of such skill development programs in enabling youth to contribute economically and support their families.



B. BASELINE SITUATION BEFORE PROGRAM IMPLEMENTATION

Interactions with teachers and headmasters revealed a clear picture of the pre-intervention conditions in participating schools.

CHART 3: EMPLOYMENT STATUS BEFORE JOINING THE PROGRAMME



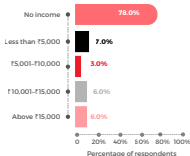
Chart 3 indicates the employment status of trainees before joining the program. More than one third (38%) of the surveyed trainees reported that they were unemployed prior to enrolling in the program, while 40% were still studying. About 14% stated that they were engaged in low-wage salaried work with limited skills, and a smaller proportion (7%) were involved in informal work such as casual labour or self-employment, indicating that many participants had limited or unstable livelihood opportunities before joining the program.

Qualitative interactions with trainees during focus group discussions across program locations reflected similar patterns, particularly among youth from low-income households in rural and semi-urban areas. Participants included Class 12 pass and graduate youth, many of whom were first-time job seekers, as well as individuals who had previously worked in informal roles such as daily-wage labour, retail helpers, delivery work, or small family businesses.

Women trainees, in particular, reported facing additional constraints, including mobility restrictions, safety concerns, and household responsibilities, which limited their access to employment opportunities.

Many participants also noted that they had little or no access to career guidance or structured training opportunities prior to the program.

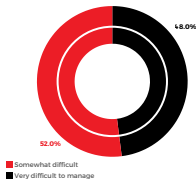
CHART 4: MONTHLY PERSONAL INCOME BEFORE TRAINING (N=100 TRAINEES)



When asked about monthly personal income before the program, 78% reported having no income of their own, indicating that the majority were financially dependent prior to joining the program. 7% earned less than ₹5,000 per month, while a small proportion reported earning ₹10,000-₹15,000 (6%) and above ₹15,000 (6%), indicating limited earning opportunities before participation.

This finding was reinforced through participant testimonials. "Before joining the program, I had no income of my own and was completely dependent on my family for daily expenses. Even after completing my education, I was unable to find a stable job because I lacked practical skills and experience. I wanted to earn and support my family, but I didn't know where to start."

CHART 5: HOUSEHOLD FINANCIAL SITUATION BEFORE THE TRAINEE JOINED THE PROGRAMME (N=25 TRAINEES)



Discussions with family members (n = 25) indicated that all households experienced some level of financial difficulty in managing expenses before the trainee joined the program. Nearly 48% reported that it was very difficult to manage household finances, while 52% stated that it was somewhat difficult. This suggests that many families were operating under financial pressure, often relying on a single earning member to meet household needs.

Abhi E, parent of a trainee

Before my son joined the training program, only one person in our family was earning. Managing household expenses with a single income was very difficult, and we often struggled to meet our daily needs. We hoped that with proper training he would be able to get a good job and support the family financially.



CHART 6: CONFIDENCE LEVEL IN GETTING A STABLE JOB BEFORE TRAINING (N=75 TRAINEES)

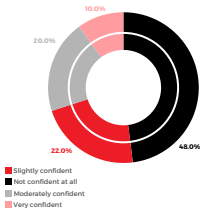


Chart 6 indicates the confidence level of trainees in securing a stable job before the intervention. Nearly half (48%) reported that they were not confident at all about getting a job before the program. 22% stated they were slightly confident but still had doubts, indicating low levels of job confidence among participants prior to the intervention. Meanwhile, 20% were moderately confident, and only 10% reported being confident, highlighting the limited employment confidence among trainees before joining the program.

Insights from participant discussions indicate that financial independence was a key motivation, especially among first-time job seekers and youth from single-income households. Several trainees shared that they wanted to start earning to support specific needs such as siblings' education, household expenses, or loan repayment.

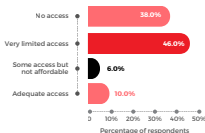
Some participants also highlighted that they joined the program to move away from unstable daily-wage work toward more secure, salaried jobs. Women trainees specifically noted that the program provided an opportunity to work in structured and safer environments, which encouraged them to seek employment for the first time.

Babita, Electrician - Domestic Solutions trainee, Faridabad



Before joining the program, I had completed Class 12 but was working only in casual daily wage jobs, earning less than ₹5,000 per month. I did not have a stable source of income and was mostly dependent on my family for financial support. The few work opportunities available were irregular and low-paying, making it difficult to contribute to household expenses. I decided to enrol in the training to improve my skills and earn a better income.

CHART 7: ACCESS TO SKILL TRAINING OPPORTUNITIES BEFORE JOINING THE PROGRAMME (N=100 TRAINEES)



In terms of access to skill training opportunities before joining the program (n = 100), 38% reported that they did not have any access to skill training programs, meaning no opportunities were available or within reach. 46% indicated very limited access, suggesting that while some options existed, they were difficult to access due to constraints such as cost, distance, transportation, or limited course availability. Meanwhile, 6% reported having some access, but noted that the training was costly and not affordable for them.

CHART 8: SELF-RATED TECHNICAL SKILLS BEFORE TRAINING (N=100 TRAINEES)

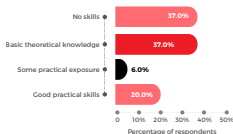


Chart 8 indicated the self-rated technical skills of trainees before the training (n = 100). Nearly 37% reported that they did not have any technical skills prior to the program, while another 37% had only basic theoretical knowledge. About 6% noted having some practical exposure, and another 20% reported good practical skills, indicating that most trainees had limited technical competency before joining the program.

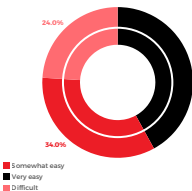
Interactions with trainers further validated these findings with specific observations. Trainers across Electrician and BFSI trades in Nashik and Faridabad noted that many trainees were unfamiliar with basic tools such as multimeters, wiring components, or digital banking interfaces at the start of the training. For instance, a trainer in Faridabad shared that several Electrician trainees initially struggled to identify wiring connections and required step-by-step guidance even for simple tasks such as circuit assembly.

This was also reflected in participant experiences. "Before the training, I had only studied theory in school but had never used tools or done any practical work. I didn't know how to handle equipment on my own and needed help with basic tasks. Gradually, through practice sessions, I became more confident in doing the work independently," shared a trainee from Nashik.

B. POST-INTERVENTION SCENARIO

Training coverage and delivery

CHART 9: ACCESSIBILITY OF TRAINING CENTRE FROM RESIDENCE (N=100 TRAINEES)



Post-intervention findings indicated largely favourable responses regarding the accessibility of training centres. In terms of Accessibility of Training Centre from Residence (n = 100 trainees), 42% of trainees reported that accessing the centre was very easy, while 34% described it as somewhat easy, suggesting that a majority of participants were able to reach the training centres without major difficulty. This indicates that the program helped address one of the key barriers highlighted earlier by trainees, limited access to nearby skill training opportunities. However, 24% of respondents reported difficulties in accessing the centres, citing factors such as distance from residence, transportation constraints, and travel costs.

Field interactions supported these findings. Trainers and program staff noted that trainees from remote or peripheral areas often had longer commute times and relied on multiple modes of transport, which sometimes affected attendance. In some cases, daily travel costs were also a concern for trainees from low-income households, making regular participation more challenging.

Interactions with trainers and the implementation team provided further insights into the establishment and functioning of training centres under the project. Stakeholders noted that a total of nine training centres were operationalised, including six centres in Nashik and three centres in Faridabad, to facilitate training delivery and improve accessibility for participants. Site selection was guided by factors such as infrastructure readiness, accessibility for trainees, availability of trained faculty, and alignment with local labour market demand. The centres were operationalised in phases, typically within two to four weeks after finalising institutional partnerships and completing the necessary setup.

CHART 10: ADEQUACY OF TOTAL TRAINING HOURS PROVIDED (N=100 TRAINEES)

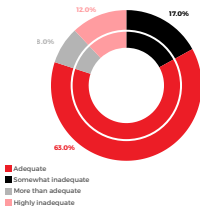


Chart 10 indicates the adequacy of total training hours provided (n = 100 trainees). Responses show that 100% of the surveyed trainees considered the training hours to be adequate in some form. 63% reported that the training duration was adequate, while 17% stated that it was more than adequate. A smaller proportion (12%) indicated that it was highly adequate, and 8% described it as somewhat adequate, suggesting that participants generally felt the duration was sufficient for learning the required skills.

Interactions with trainers and program staff further supported these findings. Trainers noted that each trade was designed with approximately 120 hours of training, incorporating a balanced mix of theoretical instruction and practical sessions. In addition, soft skills modules were delivered through communication exercises, group discussions, and workplace simulations, while interview preparation included mock interviews, resume-building sessions, and guidance on employer expectations, helping strengthen trainees' overall workplace readiness.

A trainer from the Faridabad centre shared, "The 120-hour training duration allowed us to cover the curriculum in a structured manner without rushing the learning process. We usually begin with basic concepts and gradually move to more complex tasks so that trainees can build confidence step by step. Regular revision sessions and practical demonstrations are included to ensure that trainees clearly understand each module before moving forward."



INTERACTION WITH THE STUDENTS

CHART 11: MOST LIKED TRAINING COMPONENTS (MULTIPLE RESPONSES) (N=100 TRAINEES)



Chart 11 highlights the most valued training components among trainees (n = 100). Soft skills training was the most preferred (42%), followed by hands-on practical training (23%) and workplace safety and HSE training (20%). Job readiness support (18%) and technical training (15%) were also appreciated. Notably, 43% of trainees valued all components, reflecting the effectiveness of the program's integrated training approach.



Keshav, Electrician - Domestic Solutions Training, Faridabad

Before the training, I had only basic knowledge and had never worked with electrical tools. During the course, we practiced wiring connections, using testing equipment, and understanding safety procedures. The practical sessions helped me learn how the work is actually done. The interview preparation sessions also helped me feel more confident while speaking to employers.

Interactions with trainers and the implementing team provided more specific insights. During feedback sessions, trainees highlighted hands-on activities such as wiring practice, tool handling, and live demonstrations as particularly useful. They also appreciated structured communication exercises, group discussions, and mock interviews, which helped them prepare for real workplace situations.

Field observations in Faridabad further illustrated these patterns. Electrician trainees reported that practical sessions on circuit assembly, wiring connections, and use of testing tools (e.g., multimeters) helped them understand real-world applications. Retail trainees highlighted role plays on customer interaction, billing simulations, and sales scenarios, which improved their confidence in dealing with customers.

Women trainees specifically noted that the centres provided a safe and supportive learning environment, with trainers offering individual guidance, flexible support during sessions, and encouragement, which helped them participate more actively and build confidence.



INTERACTION WITH STAKEHOLDERS

CHART 12: PREFERENCE BETWEEN THEORY AND PRACTICAL SESSIONS (N=100 TRAINEES)

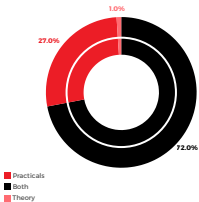



Chart 12 indicates the preference between theory and practical sessions among the surveyed respondents. 72% of trainees reported that they liked a combination of both theory and practical sessions during the training, indicating that participants valued a balanced learning approach that helped them understand concepts and apply them through practical activities.

Qualitative discussions with trainers also provided useful insights into the training process and trainee progress. Trainers noted that the program followed a standard NSQF-aligned curriculum, which was largely aligned with industry requirements, particularly for sectors such as BFSI where skills related to customer service, documentation, digital banking, and sales processes are essential. Trainers highlighted that the training delivery adopted a balanced approach combining theoretical sessions, practical exercises, and soft skills training. Methods such as role plays, case studies, demonstrations, group discussions, and mock interviews were used to simulate workplace scenarios and improve trainee understanding.

Mr. Anuj Sharma, Trainer, Nashik

Many trainees were initially hesitant to speak or participate in activities, especially during customer interaction exercises. Through regular role plays, group discussions, and mock interview sessions, we saw a clear improvement in their confidence and communication skills. By the end of the training, most trainees were able to present themselves better and handle basic workplace situations more confidently.

However, trainers also observed several challenges during the training process. One of the commonly reported issues was the variation in learning pace among trainees, where some participants were able to grasp concepts quickly while others required additional time and explanation, particularly when learning technical terms or understanding workplace procedures. Trainers also highlighted language and literacy barriers, as some trainees found it difficult to follow English terminology used in documentation, digital systems, and industry-related communication. In addition, a few trainees faced social and financial pressures, such as family responsibilities, travel costs, or part-time work commitments, which occasionally affected their attendance and ability to focus consistently during the training sessions.

To address these challenges, trainers adopted a more adaptive and supportive training approach. Mr. Anuj Sharma, a trainer based in Nashik, noted, "To support trainees with different learning levels, we conducted additional practice sessions and explained concepts in simpler ways. We also used role plays and group activities so trainees could learn from each other. For those who needed more support, we provided extra guidance and counselling to keep them motivated and help them complete the training successfully."

Trainers also encouraged peer learning by pairing trainees who had prior exposure or faster learning ability with those who needed additional support, particularly during practical sessions and role plays. For example, in electrician trades, trainees who were more confident in wiring and tool handling assisted others in completing circuit exercises, while in Retail and BFSI, stronger learners supported peers during customer interaction role plays and mock interview practice. These structured peer-learning activities enabled trainees to practice tasks repeatedly, clarify doubts in smaller groups, and learn through observation, which contributed to gradual improvement in their technical understanding, communication skills, and confidence in performing workplace-related tasks.

TRAINING COMPLETION, ASSESSMENT AND CERTIFICATION

CHART 13: TRAINING COMPLETION RATE (N=100 TRAINEES)

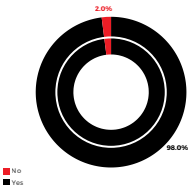
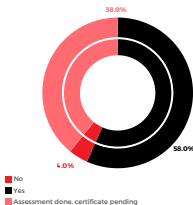


Chart 13 indicates the training completion status reported by the surveyed respondents (n = 100). All respondents reported that they had successfully completed the full training programme, indicating a 98% completion rate among the surveyed trainees.

Interactions with the implementing team supported these findings. The Program Coordinator in Nashik noted that almost all enrolled trainees completed the training, with only a small number leaving either before enrolment or during the initial stage of training due to travel distance, family responsibilities, or examination and work commitments. Similarly, discussions with the project management team in Faridabad indicated that 303 trainees completed RSA training, 60 completed BFSI training, and 71 completed Electrician training, showing that the number of trainees who completed the programme closely matched the enrolment numbers.

Akash Srivastava, Sr. Manager - CSR from Faridabad also highlighted that maintaining regular communication with trainees played an important role in sustaining attendance and completion. "Before starting the training, we explained the course structure, job opportunities, and expectations clearly to the trainees. This helped them stay committed to the programme. During the training, we regularly followed up with trainees who missed sessions and encouraged them to continue, which helped most of them complete the training successfully."

CHART 14: CERTIFICATION RECEIVED AFTER TRAINING (N=100 TRAINEES)



Regarding certification received after training (n = 100 trainees), more than half of the respondents (58%) reported that they had already received their certificates after completing the training. The remaining trainees (38%) indicated that their assessments had been completed, and they were awaiting the issuance of certificates. Discussions with the implementing team suggested that in some locations, including Faridabad and Nashik, the certification distribution process was conducted separately by the ABB team, and implementing partners were not involved in the distribution process, which contributed to delays in some trainees receiving their certificates.

CHART 15: PERCEIVED IMPORTANCE OF CERTIFICATION (N=100 TRAINEES)

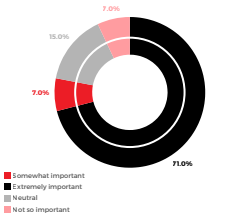
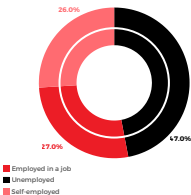


Chart 15 indicates the perceived importance of certification among the surveyed trainees (n = 100). 71% of respondents reported that the certificate was extremely important, while 7% considered it somewhat important, indicating that trainees largely viewed certification as a valuable outcome of the training programme.

Interactions with trainees during focus group discussions further confirmed the perceived importance of certification. Participants noted that their assessments were conducted through the LMS system, after which certificates were issued upon successful completion. For instance, a 22-year-old male trainee from the BFSI trade in Nashik, who had completed his graduation and was seeking his first formal job, shared that, "The certificate is very important for us because it shows that we have completed proper training. During interviews, employers ask for proof of skills, and the certificate helps us explain our training and increases their trust." Similarly, a woman trainee from the Retail trade in Faridabad, with a Class 12 background and no prior work experience, noted that receiving a certificate made her feel more confident while applying for jobs, as it provided formal recognition of her skills. These responses indicate that certification not only validated trainees' competencies but also strengthened their confidence and credibility during job applications.

EMPLOYMENT AND PLACEMENT OUTCOMES

CHART 16: CURRENT EMPLOYMENT STATUS AFTER TRAINING (N=100 TRAINEES)



With regard to employment status after training (n = 100), 27% of respondents reported that they had secured a job, while 26% indicated that they had become self-employed after completing the programme. This suggests that nearly half of the trainees were able to transition into some form of employment or livelihood activity following the training. However, 47% of respondents reported that they were still unemployed at the time of the survey, with many indicating that they were actively searching for suitable job opportunities or awaiting placement support. Discussions with the implementing team indicated that many trainees had only recently completed the programme and were in the process of seeking suitable job opportunities or awaiting placement support.

Interaction with the implementing team further indicated that the overall placement rate under the programme was around 70%, suggesting that a majority of trainees were able to secure employment opportunities after completing the training. Program staff noted that placement outcomes varied depending on trade, employer demand, and recruitment cycles, with sectors such as retail and BFSI often witnessing faster placements, while technical roles sometimes required slightly longer timelines due to site-based hiring processes.

CHART 17: TIME TAKEN TO SECURE JOB/APPRENTICESHIP AFTER TRAINING (N=53 TRAINEES)



Among those who had taken steps to secure a job or apprenticeship after training (n = 53), 47.2% reported that they were able to secure employment within one month of completing the training, while 15.1% noted that they received job offers even before completing the training, indicating early employer engagement and placement opportunities. The remaining respondents reported obtaining employment within one to three months (7.5%), within three months (13.2%), and within six months (1.9%), reflecting variations in placement timelines depending on factors such as trade, location, and employer hiring cycles.

Trainee, Focus Group Discussion

During the training, we had mock interviews and sessions where employers explained what skills they expect from candidates. This helped me understand how to present myself during interviews. After the training, I felt more confident speaking to employers and applying for jobs.



Qualitative interactions with the implementing team provided more specific insights into placement support. The Program Coordinator at Nashik noted that placement activities were integrated throughout the training period through scheduled weekly job-readiness sessions, including mock interviews, resume-building workshops, and one-on-one counselling on workplace behaviour and employer expectations. Trainees were also given practice on answering common interview questions, grooming, and communication, which helped them perform better during recruitment processes. Placement opportunities were facilitated through organised recruitment drives, employer visits to training centres, and direct coordination with local companies in sectors such as retail outlets, banking correspondents, and electrical service providers.

Stakeholders further highlighted that employer engagement was operationalised through guest sessions and pre-placement talks, where HR representatives and industry experts interacted directly with trainees, explaining job roles, salary expectations, work conditions, and career growth pathways. In some cases, trainees were also exposed to real interview settings or shortlisting processes conducted at the training centres, which helped them gain familiarity with recruitment procedures and improved their readiness for formal employment.

CHART 18: RELEVANCE OF CURRENT JOB TO THE TRADE TRAINED (N=53)

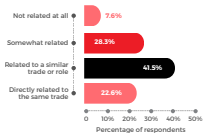


Chart 18 indicated the relevance of current job to the trade trained (n = 53). About 28.3% of respondents reported that their current job was somewhat related to the trade they were trained in, while 41.5% stated that they were working in a similar trade or role. Additionally, 22.6% reported that their job was directly related to the same trade in which they received training. This indicates that a large proportion of employed trainees were able to find work that was either directly aligned or closely related to the skills they acquired during the training programme.

Qualitative interactions with trainees and the implementing team further supported these findings. During focus group discussions, several trainees shared that the skills acquired during the training helped them perform tasks related to customer service, documentation, sales, and technical work in their current roles.

For instance, a Retail trainee placed in a local store in Faridabad noted that role-play sessions helped him handle customers, manage billing counters, and communicate confidently with supervisors. Another BFSI trainee in Nashik shared that training on documentation and digital systems helped in tasks such as account opening support and customer interaction.

Trainers and program staff also noted that employers in sectors such as retail chains, banking correspondents, and service providers often prioritize candidates with basic technical skills, soft skills, and certification, even if the job role differs slightly from the training trade. As a result, trainees were able to apply their competencies in related entry-level roles, enabling smoother transition into the workforce.



Shaikh Aamir, BFSI, Vadodra

Before joining the training, I did not have practical knowledge of the trade. During the programme, we learned step-by-step how to perform tasks through demonstrations and hands-on practice. This helped me understand how the work is done in real job settings. Now I feel more confident in using the skills I learned during the training.



INTERACTION WITH THE STAKEHOLDER



CHART 19: MOST USEFUL TRAINING COMPONENTS FOR PLACEMENT (MULTIPLE RESPONSES) (N=53)

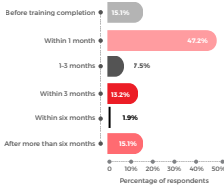
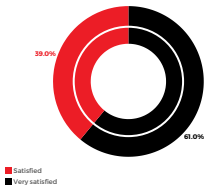


Chart 19 shows the training components considered most useful for placement (n = 53). Around 52.8% of respondents reported that technical skills training helped them secure employment. Soft skills training was mentioned by 47.2% of respondents, while 39.6% indicated that certification was beneficial. Additionally, 34% found practical hands-on training helpful, and 24.5% stated that mock interviews and job readiness training supported their placement success. This reflected that trainees perceived a combination of certification, practical skill development, and job-readiness support as important factors in improving their employment opportunities.

This was also reflected in trainee experiences. "The technical training helped me understand the actual work, but what really helped me get the job was the mock interviews and communication practice. I felt more confident during the interview. Also, having the certificate made it easier to explain my skills to the employer," shared a Retail trainee from Faridabad.

CHART 20: OVERALL SATISFACTION WITH THE TRAINING PROGRAM (N=100)



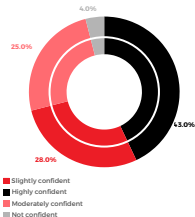
Among the surveyed respondents (n = 100), all respondents (100%) reported being satisfied with the training programme. Qualitative interactions with trainees further highlighted several reasons for this satisfaction. Participants noted that the training provided a useful combination of technical knowledge, practical exposure, and soft skills development, which helped them better prepare for employment. Trainees also appreciated the supportive trainers, hands-on learning methods, and placement support activities such as mock interviews and resume guidance, which made the training more relevant and helpful for their career prospects.

I was very satisfied with the training because it helped me learn practical skills and also prepare for interviews. The trainers explained everything clearly and supported us throughout the course. After completing the training, I was able to secure a job and now feel more confident about my future."
 21-year-old Retail trainee from Faridabad during a focus group discussion

KEY IMPACT

ENHANCED SKILLS AND WORKPLACE READINESS

CHART 21: CONFIDENCE IN PERFORMING TRADE-RELATED TASKS INDEPENDENTLY (N=100)

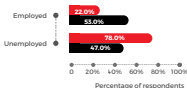


The training has contributed to improved confidence in performing trade-related tasks independently among trainees. About 43% reported being highly confident, indicating that they could perform assigned tasks independently and handle routine problems. Another 25% reported being moderately confident, meaning they could perform most tasks independently with occasional support, while 28% reported being slightly confident, indicating that they could perform basic tasks but still required guidance for more complex activities.

Discussions with the programme team provided more specific insights into how training strengthened trainee confidence. Trainers from the Electrician and Retail trades in Nashik and Faridabad noted that structured delivery included daily practical sessions such as wiring exercises, tool handling, customer interaction role plays, and billing simulations. They highlighted that repeated hands-on practice (2-3 sessions per week), live demonstrations, and role-based activities helped trainees gradually build familiarity with tasks.

For instance, a trainer in Nashik shared that trainees who initially struggled with basic wiring were able to independently complete circuit connections after multiple guided practice sessions. Similarly, Retail trainers in Faridabad observed that trainees who were initially hesitant during communication exercises became more confident in handling customer scenarios through repeated role plays and feedback. These approaches, along with continuous feedback and individual support, helped trainees improve their technical competence and become more comfortable applying their skills in real workplace situations.

CHART 22: CONFIDENCE IN PERFORMING TRADE-RELATED TASKS INDEPENDENTLY (N=100)



■ Before Training
■ After Training

Among the surveyed trainees (n = 100), 78.7% were unemployed before the training, while only 22% were employed. After completing the training, 53% reported being employed, while the proportion of unemployed respondents reduced to 47%. This indicates that the programme contributed to improving access to employment opportunities for a considerable proportion of trainees.

CHART 23: MONTHLY HOUSEHOLD INCOME BEFORE AND AFTER TRAINING (N=25)

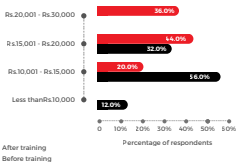


Chart 23 also reflected changes in monthly household income before and after training based on responses from family members (n = 25). Before the training, 56% reported household income between ₹10,001-₹15,000, while 32% reported ₹15,001-₹20,000, and none reported income above ₹20,000. After the training, 36% of households reported earning between ₹20,001-₹30,000, while 44% reported incomes between ₹15,001-₹20,000, indicating a visible shift towards higher income brackets following trainee employment.

Participants provided more detailed insights on the role of placement support in securing employment. Trainees across Retail and BFSI trades in Faridabad and Nashik noted that mock interviews, resume-building sessions, and one-on-one counselling helped them understand interview expectations, improve communication, and present their skills more confidently. Several trainees reported a 30-40% increase in income after placement, which enabled them to contribute to household expenses such as groceries, rent, siblings' education, and daily needs, thereby reducing financial pressure on their families.

Field interactions also highlighted broader community-level changes. Trainers and program staff observed that placed trainees often shared their experiences with peers,

encouraging friends, siblings, and other youth in their communities to enroll in similar training programmes, indicating growing acceptance of vocational training. Discussions with parents further reflected these changes. A parent of a Retail trainee in Faridabad shared that after their child started earning, they began contributing regularly towards household expenses such as food and utility bills, which eased the financial burden on the family. Similarly, a parent in Nashik noted that the trainee's income helped support a sibling's education, demonstrating the wider impact of the programme on household well-being.



Parent of a trainee

Before my son completed the training, our household depended on a single income, and it was difficult to manage all expenses. After getting a job, he started contributing to the family income. This has helped us manage household expenses better and reduced some of the financial pressure on our family.

From a broader stakeholder perspective, the implementing partner also observed a shift from irregular or low-income work to more stable and structured employment among many trainees. Program staff noted that trainees who secured jobs often experienced higher and more consistent monthly earnings compared to their pre-training situation, which contributed to improved financial stability and confidence among participants.

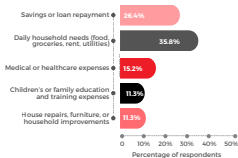
Project Coordinator, Nashik

Many trainees who earlier depended on irregular work or had no stable income are now moving into structured jobs after completing the training. We have observed that once they start earning regularly, it not only improves their financial situation but also increases their confidence and motivation to continue working and developing their skills.



IMPROVED HOUSEHOLD FINANCIAL STABILITY

CHART 24: UTILIZATION OF EARNED INCOME (N=53)



The programme has contributed to improved household financial stability among trainees and their families. Chart 24 indicated the utilization of earned income among employed trainees (n = 53). About 26.4% reported using their income for savings or loan repayment, while 35.8% stated that it was primarily used for daily household needs such as food, groceries, rent, and utilities. Around 15.2% reported spending on medical or healthcare expenses, and 11.3% indicated that the income supported children's or family education and training expenses. These findings indicate that trainees' earnings were largely directed towards essential household needs and financial obligations.

The results suggest that the income earned after training has helped strengthen household financial stability and reduce economic pressure on families. Many trainees were able to contribute towards regular expenses such as groceries, rent, electricity bills, and siblings' education, and in some cases also support loan repayment or small savings, reflecting the broader economic impact of the programme.

Discussions with parents provided more specific insights into these changes. Parents from low-income households in Nashik and Faridabad, where earlier families depended on a single or irregular source of income (such as daily-wage work or small informal jobs), shared that managing expenses like school fees, medical costs, and monthly household needs was often difficult. For instance, a parent of an Electrician trainee in Nashik noted that after the trainee started earning, the family was able to pay electricity bills on time and manage monthly expenses more consistently. Similarly, a parent of a Retail trainee in Faridabad shared that the trainee's income helped cover grocery expenses and contributed towards a sibling's school fees.

After trainees started earning, households were able to manage expenses more regularly, reduce financial stress, and in some cases begin saving small amounts. Some parents also mentioned that the additional income improved the family's sense of security and encouraged other young members in the household to consider skill training opportunities.

Parent of a trainee, Focus Group Discussion

Earlier our household income was around ₹12,000 per month, which was just enough for basic expenses. After my son completed the training and started working, our household income increased to nearly ₹20,000-₹22,000 per month. This has helped us manage daily expenses more comfortably and reduce financial stress.



Parent of a trainee, Focus Group Discussion

After completing the training and starting work, my son began contributing regularly to the household. Earlier we managed expenses with limited income, but now his earnings help us pay for groceries, utilities, and other daily needs more comfortably. I feel happy



CHART 25: CONTRIBUTION OF TRAINEE'S INCOME IN MEETING HOUSEHOLD EXPENSES (N=25 FAMILY MEMBERS)

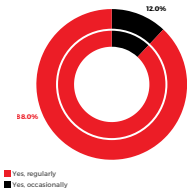
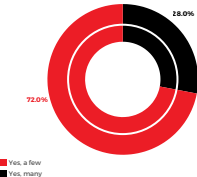


Chart 25 indicated the contribution of trainees' income towards meeting household expenses (n = 25 family members). All respondents (100%) reported that the trainee's income contributed in some way to household expenses. Among them, 88% stated that trainees regularly contributed towards meeting household needs, while 12% reported that trainees contributed occasionally, indicating that the earnings of trainees played an important role in supporting family expenses.

INCREASED YOUTH PARTICIPATION IN SKILL TRAINING

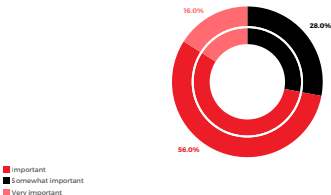
CHART 26: INCREASED YOUTH PARTICIPATION IN SKILL TRAINING OR REGULAR JOBS (N=25 FAMILY MEMBERS)



The programme has contributed to increased youth participation in skill training and regular employment opportunities. Chart 26 indicated the perception of family members regarding youth participation in skill training or regular jobs (n = 25). All respondents (100%) reported observing an increase in youth participation following the implementation of the programme. Among them, 72% stated that there had been some increase, while 28% reported a significant increase in youth enrolling in skill training programmes or seeking regular employment opportunities.

This indicated that the programme has also contributed to raising awareness and encouraging more young people in the community to pursue skill-based training and employment pathways, influenced by the positive experiences and outcomes of trainees who completed the programme. This was also reflected in community feedback. "After seeing my daughter complete the training and get a job, other young people in our neighbourhood also became interested. Some of her friends and even relatives have now enrolled in similar training programmes because they saw the benefits," shared a parent of a trainee from Nashik during a family interaction.

CHART 27: OVERALL IMPORTANCE OF TRAINING AND EMPLOYMENT FOR THE HOUSEHOLD (N=25 FAMILY MEMBERS)



The programme has highlighted the importance of training and employment for households. Chart 27 indicated the perceived importance of training and employment among family members (n = 25). All respondents (100%) reported that training and employment were important for their households. Among them, 56% considered it important, while 16% reported it as very important, indicating strong recognition of the value of skill training and stable employment opportunities for improving family livelihoods.

Qualitative feedback from parents further reinforced these findings. Parents noted that the training helped their children gain practical skills and access employment opportunities that were previously difficult to obtain. Many parents shared that once trainees started earning, they were able to contribute to household expenses, which reduced financial pressure on the family. Parents also expressed that such training programmes provide a meaningful pathway for youth to secure stable livelihoods and improve the overall well-being of the household.

Earlier, my son was not earning, and we had to manage all expenses from a single income. After completing the training and getting a job, he now contributes regularly to household expenses like groceries and electricity bills. This has reduced our financial burden and given us some stability," shared a parent of a Retail trainee from Faridabad during a family interview.

IMPACT ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

- Improved technical and practical skills among trainees across trades such as retail, BFSI, and electrical work.
- Increased confidence, communication skills, and workplace readiness among youth.
- Enhanced employability through certification, hands-on training, and job-readiness preparation.
- Greater financial independence as trainees transitioned from unemployment or irregular work to structured employment.
- Increased motivation among youth to pursue skill-based careers and stable livelihood opportunities.



FAMILY

- Improved household financial stability through trainees' regular income contributions.
- Reduced financial pressure on families as trainees began supporting household expenses.
- Increased ability of households to manage education, healthcare, and daily living expenses.
- Improved confidence and social recognition for trainees within their families and communities.



COMMUNITY

- Increased awareness and acceptance of vocational training as a viable pathway to employment.
- Greater participation of youth, including women and marginalised groups, in skill development programmes.
- Strengthened linkages between training centres, employers, and local labour markets.
- Improved availability of trained youth for local industries, retail establishments, and service sectors.



STATE LEVEL

- Supported state priorities related to skill development, youth employability, and workforce readiness.
- Strengthened local skilling ecosystems through NSQF-aligned training and industry-relevant certification.



NATIONAL LEVEL

The project supported national priorities related to skill development, vocational training, and employment generation, aligning with key government initiatives such as the Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and the National Skill Development Mission (NSDM).

CASE STORY 1



PRE-INTERVENTION

Monali Dilip Gawali, a 23-year-old graduate from Nashik belonging to the Scheduled Tribe (ST) community, has experienced a significant shift in her career prospects after completing the BFSI training under the skill development program. Before joining the programme, Monali had completed her B. Com degree but struggled to find suitable employment. Despite her educational qualifications, she lacked the practical exposure and industry-relevant skills required for roles in the banking and financial services sector. As a result, she remained largely unemployed and faced growing pressure to contribute to her household income.



PROGRAM INTERVENTION

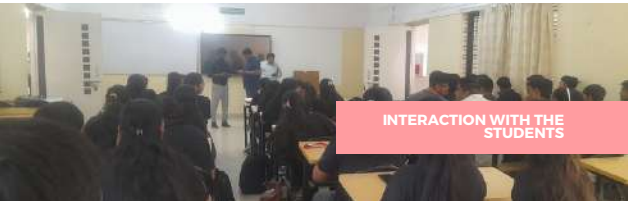
Monali came to know about the training programme through a friend who informed her about the opportunity to gain practical skills and access job placements. Encouraged by the possibility of improving her career prospects, she decided to enrol in the BFSI course. During the training, Monali found the sessions structured and engaging. Trainers used practical examples, role plays, and interactive discussions to explain concepts related to banking operations, customer service, and documentation. The combination of theoretical lessons and practical exercises helped her better understand how the sector functions in real workplace settings.



POST INTERVENTION

She shared that the training environment was supportive and motivating. The soft skills sessions, including communication exercises and interview preparation, helped her become more confident in interacting with others and presenting herself professionally. Over time, Monali noticed a clear improvement in her communication skills, discipline, and overall confidence.

According to Monali, the programme not only strengthened her technical understanding of the BFSI sector but also prepared her mentally for entering the workforce. After completing the training and receiving her certification, she felt more confident about attending interviews and pursuing employment opportunities in the banking and financial services field. The experience has motivated her to continue developing her skills and work towards achieving financial independence while supporting her family.



INTERACTION WITH THE STUDENTS

CASE STORY 2



PRE-INTERVENTION

Mr. Nayan Sandip Gulare, a 21-year-old resident of Makhmalabad in Nashik district, completed the BFSI (Banking, Financial Services and Insurance) training under the ABB-Team Lease Foundation Skill Development Programme. Having completed his Class 12 in Commerce and belonging to an OBC background, Nayan was searching for opportunities to build a stable career and support his family.

Before joining the programme, Nayan was unemployed and had limited opportunities for stable work. His family faced financial pressure due to irregular income sources, and he lacked the technical skills and professional exposure required to secure employment in the formal sector. Like many youths in his community, he had the motivation to work but did not have access to structured skill training or clear career guidance.

Nayan came to know about the programme through a friend who informed him about the training and placement opportunities available under the initiative. Encouraged by the possibility of gaining practical skills and improving his employment prospects, he decided to enrol in the BFSI training programme.



PROGRAM INTERVENTION

During the training period, Nayan had a positive learning experience. The programme offered a balanced combination of theoretical sessions, practical activities, and soft skills training. Trainers provided continuous guidance and support, helping him understand key concepts related to banking services, customer interaction, and workplace practices. The interactive training methods, including role plays and practical exercises, helped him develop both technical knowledge and professional confidence.



POST INTERVENTION

Through the training, Nayan strengthened his understanding of financial services and improved his communication, discipline, and workplace behaviour. The practical learning environment also helped him develop greater confidence in interacting with others and preparing for job opportunities.

After successfully completing the training and receiving his certification, Nayan appeared for an interview at SDP Bank. This marked an important step in his transition toward employment in the banking sector. The training helped him move closer to securing stable work and building a professional career.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The program is highly relevant as it addressed critical gaps in access to market-relevant skills, employability, and stable livelihood opportunities among youth from economically disadvantaged backgrounds in the project locations. Prior to the intervention, many participants were unemployed or engaged in informal, low-paying work due to limited technical skills, lack of certification, and minimal exposure to structured training or industry requirements. These constraints restricted their ability to secure stable employment in sectors such as retail, banking services, and electrical work. By introducing NSQF-aligned skill training supported by practical sessions, soft skills development, and placement assistance, the program directly responded to the needs of youth seeking employment and employers requiring trained entry-level workers, making the intervention timely, demand-driven, and context-appropriate.



COHERENCE

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

- SDG 4: Quality Education - Access to inclusive, equitable, and quality skill-based learning
- SDG 5: Gender Equality - Enhanced access to training and jobs for women
- SDG 8: Decent Work and Economic Growth - Promoting employment and entrepreneurship
- SDG 10: Reduced Inequalities - Equipping socially and economically marginalized youth with employability skills



The intervention also aligns with Government of India's flagship programs:

- **Skill India Mission** - Promotes industry-relevant skill development and workforce readiness among youth.
- **National Skill Development Mission (NSDM)** - Encourages standardized, competency-based training aligned with labour market needs

**EFFECTIVENESS**

The Employment Linked Training Program (ELTP) was effective in achieving its intended outcomes related to improving youth employability, technical competencies, and workplace readiness. Survey findings and stakeholder interactions indicate positive results across key indicators related to training completion, skill development, and employment outcomes.

- 98% of surveyed trainees reported successfully completing the full training programme.
- 100% of trainees expressed satisfaction with the training programme.
- 43% of trainees reported being highly confident in performing trade-related tasks independently, while 25% reported moderate confidence.
- 72% of trainees preferred a balanced combination of theory and practical sessions, indicating the effectiveness of the blended training approach.
- 71% of trainees reported that certification was extremely important for securing employment opportunities.
- 53% of trainees reported being employed after completing the training, compared to 22% before the intervention.
- The overall placement rate reported by the implementing partner was approximately 70%.
- 47.2% of employed trainees secured jobs within one month of completing the training, while 15.1% received job offers before completing the programme.

**EFFICIENCY**

The Employment Linked Training Program (ELTP) demonstrated efficient use of resources through structured training delivery, standardized curricula, and coordinated implementation across multiple locations. Training centres were operationalised using existing institutional infrastructure, allowing the programme to start within a short time frame while ensuring accessibility for trainees. The use of NSQF-aligned curriculum, structured training modules, and blended learning methods helped maintain consistency in training delivery across locations. Regular monitoring through MIS systems, LMS-based assessments, and placement tracking mechanisms enabled effective oversight of trainee progress, certification, and employment outcomes.

**IMPACT**

The Employment Linked Training Program (ELTP) generated measurable impact on youth employability and household financial stability. Survey findings show that employment among trainees increased from 22% before training to 53% after completion, while the implementing partner reported an overall placement rate of around 70%, with 47.2% securing jobs within one month of completing the training. The program also strengthened workplace readiness, with 43% of trainees reporting high confidence in performing trade-related tasks and 25% reporting moderate confidence. In addition, several trainees reported a 30-40% increase in income after placement, enabling them to support household expenses. Survey data indicated that income was used for savings or loan repayment (26.4%), daily household needs (35.8%), healthcare (15.2%), and education expenses (11.3%), with 88% of families reporting regular financial contributions from trainees. At the community level, the program also contributed to increased awareness of vocational training, with 100% of surveyed family members reporting increased youth participation in skill training or regular employment opportunities.

**SUSTAINABILITY**

The program demonstrates sustainability through its industry-aligned curriculum, structured training approach, and strong employer linkages. It equips youth with practical skills, certification, and workplace readiness that remain relevant beyond training. NSQF-aligned modules and partnerships with training institutions and employers support continued training and placement opportunities, while monitoring systems ensure ongoing tracking of outcomes. Growing confidence among trainees and families further indicates sustained interest in skill development and employment pathways

RECOMMENDATIONS



The program can strengthen community awareness and mobilisation efforts by conducting targeted campaigns, career counselling sessions, and engagement with parents and community leaders. Sharing success stories of placed trainees and local role models can help build trust and improve perceptions of vocational training as a credible and aspirational career pathway.



While the training under the Employment Linked Training Program was effective in building technical skills and workplace readiness, Strengthening structured industry engagement can further improve placement outcomes. Regular interactions with employers, industry experts, and alumni working in relevant sectors can provide trainees with better exposure to workplace expectations, recruitment processes, and emerging job opportunities.



The program has demonstrated positive outcomes in improving employability and access to livelihood opportunities for youth from underserved communities. It is recommended that the program be expanded to additional locations and trades aligned with local labour market demand. Scaling the initiative while strengthening employer partnerships and placement networks can further enhance employment outcomes and long-term impact.



PROJECT 9

ENGINEERING SCHOLARSHIP PROGRAM FOR WOMEN

Implementation Mode	: Implementation Agency
Implemented by	: Lila Poonawalla Foundation
Implementation Year	: CY 2024 - 2025

NEED OF THE PROGRAM

Despite progress in expanding access to higher education in India, gender disparities in tertiary enrolment continue to persist. The Gross Enrolment Ratio (GER) of girls in higher education stands at 26.4%^[1], reflecting ongoing socio-economic and cultural barriers. In economically disadvantaged [SS1] households, limited family income and entrenched social norms often result in prioritizing the education of the male child. Investment in a girl's professional education particularly in high-cost fields such as engineering is frequently perceived as unaffordable or of limited long-term return.

In Bengaluru and similar urban centres, the cost of pursuing a four-year Bachelor of Engineering degree including tuition fees, academic materials, accommodation, and related expenses poses a significant challenge for financially constrained families. According to the Karnataka Examinations Authority (KEA) fee structure for engineering admissions through KCET, annual tuition fees range from ₹40,000-₹45,000 in government colleges to about ₹80,000-₹1.2 lakh in private colleges under the CET quota. Over four years, this amounts to approximately ₹1.6-₹2 lakh in government institutions and ₹3-₹5 lakh or more in private colleges, excluding living and other academic expenses.^[1] As a result, many academically bright girls either discontinue their education after school or opt for courses with lower financial burden, thereby limiting their career prospects and participation in STEM fields. Additionally, even when girls are able to enroll [SS1] [CK2] in engineering programs, lack of structured employability training and industry exposure often affects their readiness for mainstream corporate placements.

Recognising these challenges, there is a clear need for a comprehensive scholarship and skill-development intervention tailored to meritorious but financially disadvantaged girls pursuing engineering education in Bengaluru. The program sought to remove financial barriers through merit-cum-need based scholarships while simultaneously strengthening employability through structured skill-building initiatives. By integrating financial support with corporate-readiness training, the program aimed to promote gender equity in professional education, enhance women's participation in STEM, and enable long-term financial independence and socio-economic upliftment for disadvantaged families.

PROJECT OBJECTIVES



To provide scholarships to a minimum of 100 academically bright but financially challenged girls, who have secured at least 70% aggregate marks in both 10th and 12th standard from a recognized school/institution in India, to pursue a four-year Bachelor of Engineering course in Bengaluru. To enhance their employability skills and make them corporate-ready through skill-building initiatives for placement in mainstream industry.

PROJECT ACTIVITIES



Planning and promotion of the scholarship program across engineering colleges in Bengaluru to reach eligible candidates from economically disadvantaged backgrounds.



Invitation and collection of application forms from academically bright girls pursuing a four-year Bachelor of Engineering course.



Reimbursement of institutional tuition fees and approved academic expenses as per scholarship norms to ensure uninterrupted continuation of education.



Continuous monitoring of scholars' academic progress, engagement, and placement outcomes to ensure successful completion of the engineering course and transition into mainstream industry.



Screening, verification, shortlisting, and final selection of candidates based on merit-cum-need criteria through a structured evaluation process.



Organization of Scholarship Award and Orientation Program to onboard selected scholars and introduce them to program guidelines and development opportunities.



Implementation of structured grooming, mentoring, and holistic development programs including life skills training, communication enhancement, technical skill-building, and corporate-readiness workshops.

KEY FINDINGS AND IMPACTS

This chapter presents insights and analysis derived from current scholars, institutional representatives, and program coordinators associated with the program for girls' education in Bengaluru. Drawing on primary survey responses, stakeholder interviews, academic records, placement data, and internal monitoring reports, the assessment examined the extent to which the program contributed to continuity of education, enhancement of employability skills, and improved career outcomes.

The evaluation focused on key dimensions such as adequacy and timeliness of scholarship support, academic performance and retention, participation in grooming and mentoring initiatives, development of life and professional skills, placement outcomes, growth in confidence levels, and overall stakeholder satisfaction with the program.

PROGRAM DESIGN AND APPROACH

The Women Empowerment through Education and Skill Building Project of the Lila Poonawalla Foundation (LPF) was designed as a comprehensive intervention to support academically bright and financially disadvantaged girls pursuing a four-year Bachelor of Engineering course in Bengaluru. The program design addressed both financial constraints and developmental gaps that often limit girls' access to professional education and sustainable careers.



SCHOLARSHIP SUPPORT

At its core, the program combined merit-cum-need based financial assistance with structured personal and professional development interventions. The scholarship component provided partial support towards tuition fees and essential academic expenses, with the sanctioned amount determined based on the scholar's financial background and other assistance received. This approach ensured that families retained a sense of contribution and ownership toward the student's education.

The scholarship followed a strict claim-based reimbursement model. Students were required to first pay their fees and then submit claims along with proper documentation, including admission proof, fee receipts, and bank details. All receipts were stamped and verified by LPF. Claims were cross-checked at two levels, the regional office and the Pune head office before disbursement. Given the upfront payment requirement, many families arranged funds through borrowing, loans, or partial payments. In Bengaluru, the initial admission amount typically ranged between ₹10,000-15,000. In genuine hardship cases, LPF wrote to colleges requesting fee deferrals and, where required, made direct payments to institutions with UTR-based tracking.



BEYOND SCHOLARSHIP – HOLISTIC DEVELOPMENT FRAMEWORK

The program was deliberately designed as a Beyond Scholarship model, recognizing that financial assistance alone is insufficient to ensure long-term empowerment. Once selected, scholars (LILA Girls) were integrated into a structured and continuous development ecosystem aimed at nurturing their personal, academic, and professional growth throughout the four-year engineering journey. The holistic development framework comprised the following components:



LIFE SKILLS AND PERSONAL DEVELOPMENT

Scholars participated in structured workshops focused on building self-confidence, effective communication, leadership abilities, time management, emotional resilience, mental wellness, and professional conduct. These sessions aimed to strengthen self-efficacy and prepare scholars to navigate academic and personal challenges.



TECHNICAL SKILL ENHANCEMENT

Training programs were aligned with evolving industry requirements and covered areas such as programming, project management, data analytics, innovation trends, and emerging technologies. These sessions were designed to supplement academic learning with practical, industry-relevant exposure.



CORPORATE READINESS AND EMPLOYABILITY

Focused interventions were conducted to enhance employability through resume building, interview preparation, aptitude development, workplace communication, and understanding corporate culture and expectations. These initiatives aimed to bridge the gap between academic education and professional employment.



CERTIFICATION OPPORTUNITIES

Scholars were provided access to certification programs in new-age and in-demand technical domains, enabling them to build specialized competencies and strengthen their competitiveness in the job market. Participation in a minimum number of training programs each year was mandatory, ensuring sustained engagement in personal and professional development and reinforcing the program's long-term empowerment objectives.



INTERNSHIP AND PLACEMENT SUPPORT

The program provided structured internship and placement support to facilitate scholars' transition from engineering education to employment. This component was designed to complement academic learning with industry exposure and career guidance.

The support included facilitation of internship opportunities, organization of placement drives in collaboration with corporate partners, and recruitment linkages for eligible scholars. Corporate engagement activities such as mentoring sessions, technical workshops, and industry interactions further enhanced scholars' exposure to professional environments.

For scholars who were not placed through campus recruitment, additional guidance and support were provided through the Foundation's placement cell to assist with job search, application processes, and interview preparation.



MONITORING AND EVALUATION

Monitoring mechanisms were embedded within the program design to ensure effective implementation, performance tracking, and transparency. A structured system was followed to regularly review scholars' academic progress and overall development throughout the duration of the engineering course. Key parameters tracked included academic performance (SGPA), participation in mandatory skill-building and training programs, internship engagement, and placement outcomes. Scholars' progress was periodically reviewed to identify any academic or personal challenges and provide timely support where required. Bi-annual progress reports were prepared and shared with relevant stakeholders, documenting academic achievements, training participation, internship status, and placement details. Financial utilization documentation and audited reports were also maintained to ensure accountability and transparency to funding partners and other stakeholders.

DEMOGRAPHIC PROFILE

Category	Sub-category	Percentage
Family monthly income at time of scholarship application	Less than Rs. 5000	24%
	Rs. 5000- Rs.10000	12%
	Rs. 10001-Rs.15000	24%
	Rs.15001-Rs. 20000	4%
	Rs. 20001-Rs.30000	24%
	More than Rs. 30000	12%

Family size	4 members	96%
	7 members	4%
Family occupation	Pvt job /Government job	44%
	Farming	20%
	Labour	16%
	Small enterprise	8%
	Tailor	4%
	Domestic helper/ maid	4%
	Driver	4%

POST-INTERVENTION SCENARIO

SOURCES OF INFORMATION ABOUT LPF SCHOLARSHIP PROGRAM AND SELECTION

When asked about how they learned about the LPF scholarship program, survey respondents reported that information was received predominantly through friends and seniors. Peer networks, alumni references, and word-of-mouth communication emerged as the primary channels of outreach. This indicates the strong informal visibility and credibility of the Foundation among student communities.

CHART 1: SATISFACTION WITH THE SCHOLARSHIP SELECTION PROCESS

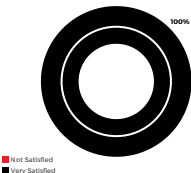


Chart1 highlighted satisfaction levels with the scholarship selection process. All respondents reported that they were very satisfied with the overall selection process. Scholars indicated that the process was transparent, merit-based, and well-structured, with clear communication at each stage.

During discussions with the project team, they explained that the Foundation followed a clearly defined merit-cum-need based selection framework. The eligibility criteria required applicants to be female students who had secured admission to a recognized engineering college through merit rounds and had obtained a minimum of 70% in their 10th and 12th examinations. In addition, the annual family income threshold was generally capped at ₹3.5 lakhs, ensuring that the scholarship reached students from economically disadvantaged backgrounds.

The team described that the selection process began with scrutiny of application forms and verification of supporting documents, including academic records and formal income certificates (or relevant land records in the case of farming families). Shortlisted candidates were then invited for a personal interview conducted by a selection panel. Parents were required to attend the interview, allowing the panel to understand the family's financial situation, educational aspirations, and overall support system.



Nishad Pattewale, Assistant Manager, Bangalore Operations

We follow a clearly defined merit-cum-need framework to ensure fairness in our selection process.

Academic performance is important, but we also carefully verify income documents and understand the family's financial background. The personal interview, especially with parents present, helps us assess the genuine need and the student's motivation beyond just marks. By combining document verification with direct interaction, we ensure that the scholarship reaches those girls who truly require support to complete their engineering education.

SCHOLARSHIP AND FINANCIAL SUPPORT

All surveyed scholars reported receiving financial assistance under the engineering scholarship programme. The scholarship primarily supported educational expenses and covered a significant portion of tuition fees. In addition to tuition support (approximately 50% of total fees as reported by respondents), scholars indicated that the assistance helped them manage related academic needs such as hostel/mess charges, books and study materials, and in some cases, laptop or IT-related tools required for engineering coursework.

All respondents reported receiving a total scholarship amount of ₹70,000 under the programme. Furthermore, all surveyed scholars stated that the scholarship support was sufficient to meet their core educational needs and enabled them to continue their engineering education without major financial disruption. In terms of academic specialization, respondents were primarily enrolled in Computer Science-related branches (CSE/IT, Artificial Intelligence & Machine Learning, Data Science, Information Science) and Electronics/Electrical streams (ECE, EEE), reflecting alignment with high-demand technical fields.

When asked what they would have done without the scholarship, most respondents indicated that their families would have faced serious financial difficulty.



28.0%

of the respondents said their parents would have taken loans from relatives, 24% from banks, and 20% from money lenders.



16.0%

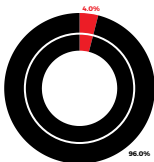
of the respondents reported that their families might have sold property, while 12% said they would have needed to work part-time to support their education.

During interactions, the program team noted that most beneficiary families belonged to economically vulnerable backgrounds, where arranging even the initial admission fees required borrowing or seeking temporary financial support. Since the scholarship followed a claim-based reimbursement model, families were often required to first arrange the fees and later receive reimbursement. In cases of severe hardship, the Foundation supported students by coordinating with colleges for fee deferrals or making direct payments to institutions.

The team emphasized that the ₹70,000 annual scholarship covering a substantial portion of tuition fees significantly reduced the financial burden on families and prevented students from discontinuing their education. They also highlighted that the decision not to cover 100% of the fees was intentional, as it helped maintain a sense of responsibility and ownership among students and parents toward the educational journey.

Nishad Pattice, Assistant Manager, Bangalore Operations, noted, "One student's father works as a watchman and earns very little, so arranging admission fees itself is difficult. Many families borrow money to pay upfront. For those earning below ₹3.5 lakhs annually, ₹70,000 per year is a heavy burden. Without the scholarship, many girls would struggle to continue engineering. The support covers about 80% of tuition fees, which families consider significant help."

CHART 2: ENGINEERING COURSE COMPLETION STATUS



■ Completed
■ Continuing



96.0%

of the majority were currently continuing their engineering course, while 4% had already completed their degree.

Discussions with the program team indicated that during the reporting period, 120 students from the 2021 batch in the Bengaluru region were awarded scholarships. The highest scholarship amount provided was ₹70,000 per year, with the sanctioned amount varying based on individual financial need, including hostel, commuting, and other educational expenses. On average, the scholarship covered approximately 80% of tuition fees. The team clarified that the Foundation intentionally did not cover 100% of the fees to ensure that students and parents maintained a sense of ownership and responsibility toward the educational investment. The team further shared that **out of the 120 students supported, 119 successfully completed their engineering degree**. One scholarship was cancelled due to personal circumstances, indicating an overall very high course completion rate.



SKILL BUILDING & TRAINING PROGRAMS

CHART 3: FREQUENCY OF PARTICIPATION IN SKILL-BUILDING SESSIONS CONDUCTED

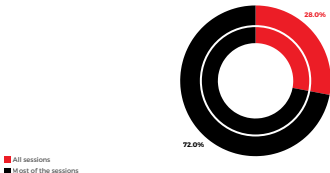


Chart 3 indicated the frequency of participation in skill-building sessions conducted by the Lila Poonawalla Foundation.



72.0%

reported attending most of the sessions, while 28% stated that they attended all the skill-building sessions conducted under the programme.

Among final-year students and graduates, the most useful training areas reported included personality development, entrepreneurship awareness, industry exposure, employability skills, and artificial intelligence. Students who participated in these sessions rated them as extremely useful in building essential life skills and enhancing employability readiness.

Interactions with the program team reinforced these findings. The team noted that the girls were highly responsive to both the scholarship and the structured training interventions. As shared by Harshali, training manager, students were actively seeking internships and job opportunities, and most maintained an SCPA above 8.5 throughout their course. He further highlighted the emotional impact of industry exposure, noting that students who visited corporate offices such as ABB often expressed strong aspirations and motivation after witnessing professional environments firsthand.



Harshali, training manager

I truly feel that the girls enjoy industry visits the most and they also learn the most from them. When they visit places like ABB plants and interact with women leaders, it really motivates them.

They also emphasized that more offline corporate employee volunteering sessions would add great value. They also highlighted the importance of self-defence training, one-to-one mentoring, and mock interviews with resume preparation, especially for final-year students preparing for placements.

To maximize social return on investment, LPF followed a quadrant-based developmental roadmap aligned with the academic lifecycle of the scholars. The team explained that this structured approach ensured that students were not just engineering graduates, but professionally prepared and industry-ready individuals.

Developmental Roadmap:



Year 1: Foundational Resilience -

Focused on self-defence, values and ethics, and time management to support students in adjusting to the transition from school to higher education.



Year 2: Future-Proofing (Technology Focus) -

Introduced exposure to Industry 4.0 concepts, including Artificial Intelligence and emerging technologies. With support from ABB, certification opportunities in areas such as Python and Prompt Engineering were provided.



Year 3: Behavioral Intelligence -

Emphasized confidence building, mind mapping, and strengthening communication skills to bridge the gap between technical competence and leadership readiness.



Year 4: Market Entry Preparation -

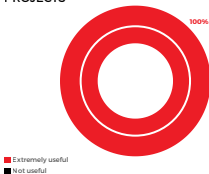
Included intensive "finishing school" support such as one-to-one mock interviews, resume optimization, and structured placement preparation to enable smooth transition into employment.

This phased structure ensured progressive development across all four years of engineering, aligning training interventions with the evolving academic and career needs of the scholars.

Qualitative insights from interviews with beneficiaries further highlighted the value of these interventions. One beneficiary shared, "The mock interview sessions and resume-building workshops helped me understand how to present my skills confidently during campus placements. Exposure to emerging technologies such as Artificial Intelligence also broadened my understanding of industry trends and career opportunities." This reflection indicated that the training sessions contributed to improving students' confidence in interviews and workplace communication.

POST-GRADUATION SUPPORT

CHART 4: USEFULNESS OF GUIDANCE FROM LPF TEAM ON INTERNSHIPS AND PROJECTS



The student survey indicated that guidance provided by the LPF team on internships and academic projects was perceived as extremely useful by all respondents. Scholars highlighted that structured guidance, timely information sharing, and preparation support strengthened their confidence and readiness for industry engagement.

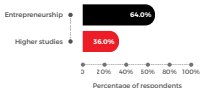
Discussions with the program team indicated that personal mentoring was facilitated through a tie-up with external mentoring partners. Interested students were matched one-to-one with mentors on a voluntary basis. The mentoring support was not mandatory; students who wished to receive guidance could opt in. Mentors volunteered their time, and the Foundation facilitated the connection at no cost to the student. For students facing emotional, academic, or personal challenges, the LPF team also provided regular one-to-one communication and follow-up support to ensure continuity and well-being.



Janhavi Raj, student from Bangalore

The guidance I received from the LPF team on internships and projects was extremely useful. They helped me understand how to apply, prepare my resume, and get ready for interviews. Their support made me feel more confident and clearer about my career steps.

CHART 5: POST-GRADUATION PLANS OF SCHOLARSHIP RECIPIENTS



64.0%

of the scholarship recipients expressed interest in entrepreneurship and starting their own ventures, while 36% indicated that they planned to pursue higher studies.

This reflected strong ambition among the scholars to either build independent career pathways or continue academic advancement.

Interaction with the program team highlighted that the Foundation maintained a dedicated placement coordination mechanism. The placement team actively reached out to existing corporate partners and new companies to create off-campus recruitment opportunities, particularly for students from Tier 2 and Tier 3 colleges. Support mechanisms included sharing student resumes with potential employers, matching candidates to relevant job criteria, and conducting mock interviews, resume-writing workshops, and interview preparation sessions during the final year. Corporate partners such as ABB and HSBC were engaged for internship and job opportunities.

When asked whether there were students not interested in jobs, the team clarified that very few students voluntarily opted out of employment. Out of 119 students who completed engineering, one student was pursuing higher studies (GATE and government examinations). Some students preferred to wait for technical roles rather than accept non-technical roles such as marketing or sales, as they believed their engineering education should lead to technical careers.



Keerthana B, student

The LPF scholarship helped me complete my engineering degree without financial stress. After graduation, I plan to pursue higher studies to strengthen my technical knowledge and build a better career in the technology field.



Viidulaa Karrandikar, Donor Relationship Manager

Most of our girls wanted to work and build their careers. Very few were not interested in jobs. Some were preparing for higher studies like GATE, and some were waiting for technical roles instead of accepting non-technical jobs. The market had slowed down after COVID, especially in IT, but we believed that capable students would eventually get settled. A few of them were also thinking about starting their own business.

CHART 6: USEFULNESS OF ALUMNI ENGAGEMENT FOR SUPPORT DURING ENGINEERING STUDIES



Very satisfied
Not satisfied

Among the surveyed respondents, all reported that alumni engagement was extremely useful in supporting them during their engineering studies. Scholars highlighted that interaction with alumni provided practical insights, motivation, and career guidance based on real-world experience.

Discussions with the program team indicated that the alumni network was informal but strong and actively supportive. LPF maintained WhatsApp-based communication groups, including batch-wise groups, regional groups, and a larger "Mission LPF" group connecting scholars and alumni across regions. These platforms enabled regular interaction, information sharing, and peer support.

While a formal alumni portal was not yet in place, the team acknowledged that they were in the process of developing one to further streamline engagement. Support from alumni occurred organically. Alumni placed in companies such as ABB often connected with junior Lila scholars within the same organization, creating natural mentorship bonds. In some cases, alumni working in HR or recruitment roles flagged job opportunities and facilitated referrals.



Sharmila Govande, Head of Organization

Our alumni network works more like a family than a formal platform. The girls stay connected through WhatsApp groups, support each other, and guide juniors whenever possible. It is not transactional, it is emotional. Seniors naturally help juniors with referrals, advice, and confidence, even after they graduate.



STUDENTS WHO RECEIVED THE SCHOLARSHIP SUPPORT

KEY IMPACTS

IMPROVEMENT IN SKILLS, CONFIDENCE, AND PERSONAL GROWTH OF GIRLS

All respondents reported improvement in essential skills such as communication, time management, leadership, problem-solving, and technical competencies through the structured training and mentoring support provided under the program. Survey findings showed that 100% of respondents felt very confident about their future prospects after participating in the program. Similarly, all respondents attributed very high personal growth to their association with LPF.



Arpitha Saha, scholarship recipient

Before joining the program, I was not very confident in speaking or expressing my ideas. Through the training sessions, mentoring, and industry exposure, I improved my communication and gained confidence. Now I feel more prepared for interviews and future career opportunities. The program has helped me grow both personally and professionally.

Interactions with the program team reinforced these findings. Team members observed visible transformation in scholars from the first year to the final year particularly in communication, clarity of thought, confidence during interviews, and career aspirations. Industry visits and corporate exposure were described as highly motivating, with students expressing stronger professional ambition after interacting with women leaders and corporate professionals.



Sharmila Govande, Head of the organization

In the first year, the girls are very much freshers and still adjusting. But by their final year, we can clearly see the transformation in their confidence and communication. Today, they don't just want information; they want experiences. They want to think for themselves and make meaning from what they learn. Ultimately, when they get placed, that becomes the real outcome of the project.

REDUCED FINANCIAL BURDEN ON FAMILIES

The scholarship support significantly strengthened financial stability within beneficiary households and reduced the economic vulnerability associated with pursuing professional education. For many families, engineering education would have required long-term debt or high-interest borrowing. The scholarship minimized this dependency and prevented accumulation of financial liabilities.

Stakeholder interactions indicated that the assistance reduced anxiety around fee payments and allowed families to allocate resources toward other essential needs such as housing, healthcare, and education of siblings. Parents reported feeling reassured that their daughters' education would not be interrupted due to financial shortages. The structured reimbursement mechanism, coupled with institutional coordination in hardship cases, ensured smoother fee management and continuity of studies. The financial intervention not only supported education but also enhanced household resilience and long-term economic security.



Chethana, scholarship recipient

Before receiving the scholarship, my family was very worried about how we would manage the fees every year. It was a big burden for us. The scholarship reduced that stress and allowed me to focus on my studies instead of worrying about money. It also gave my parents confidence that I could complete my engineering without financial problems.

ENHANCED ACCESS TO AND CONTINUITY OF GIRLS' EDUCATION

CHART 7: OVERALL SATISFACTION WITH THE SCHOLARSHIP PROGRAM



- Extremely useful
- Not useful

In terms of overall satisfaction with the scholarship programme, all surveyed girl respondents reported being very satisfied, indicating strong positive perception of the support received. The support enabled girls to remain enrolled in engineering education without interruption and complete their degrees despite financial and social challenges. The high continuation and completion trends reflect strengthened academic persistence and a reduced risk of dropout among students from economically vulnerable backgrounds.

As a result, beneficiaries were able to pursue professional qualifications in high-demand technical fields that may otherwise have been inaccessible. Continuity of education contributed to improved academic focus, clearer long-term career planning, and increased confidence in pursuing higher studies or entrepreneurial pathways.

Discussions with the implementing team further reinforced these findings. Team members noted that sustained academic engagement, mentoring, and career guidance helped girls stay committed to their goals and navigate challenges effectively. They emphasized that uninterrupted education not only improved professional prospects but also strengthened resilience, self-belief, and readiness for transition into employment or advanced education.



IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL

Reduced financial stress by providing scholarship support for engineering education, enabling students to focus on academic performance and career preparation.



Strengthened self-confidence, communication skills, leadership abilities, and overall personality development among scholars.

Enhanced technical knowledge, industry awareness and employability skills through structured training, mentoring, and industry exposure.

FAMILY LEVEL

Reduced economic burden on low-income households by minimizing the need for high-interest loans or distress borrowing.



Increased parental confidence in investing in girls' higher education.

Encouraged families to view girls' professional education as a pathway to long-term financial stability and career growth.

COMMUNITY LEVEL

Contributed to increased participation of girls in engineering and STEM disciplines in Bengaluru and surrounding areas.



Created positive role models within communities, encouraging other girls to pursue higher education in technical fields.

STATE LEVEL

Contributed to state-level priorities of promoting girls' participation in higher and technical education.



Supported state objectives related to women's empowerment and increased enrolment of girls in STEM disciplines.

NATIONAL LEVEL



Contributed to national goals of promoting access to quality higher education for girls from low-income backgrounds.

CASE STUDY



Case Study 1

Keerthana B, a Computer Science and Engineering student from Bengaluru, comes from a farming family with a monthly household income between ₹10,001 and ₹15,000. She lives in a family of four, where financial resources are limited and carefully managed.

Keerthana learned about the Lila Poonawalla Foundation scholarship through friends and seniors and described the selection process as very satisfying and transparent. She received a scholarship amount of ₹70,000, which she reported as fully sufficient to meet her educational expenses. Without this support, her parents would have needed to take a loan from relatives to finance her engineering education.

The financial assistance allowed Keerthana to focus on her academics without constant concern about fees. Beyond financial support, she actively participated in most of the skill-building sessions conducted by the Foundation. She found these sessions extremely important for her growth. Through structured training, she developed stronger communication skills, improved time management, enhanced leadership abilities, and strengthened her problem-solving and technical skills.

Keerthana reported feeling very confident about her future prospects and attributed very high personal growth to her association with the Foundation. She also found the guidance provided by the LPF team extremely useful, especially in preparing for career pathways and higher education options.

Looking ahead, Keerthana plans to pursue higher studies, aiming to deepen her expertise in her technical field. She expressed very high satisfaction with the overall scholarship experience and acknowledged that the support system extended beyond financial aid to include mentoring, encouragement, and career guidance.



EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The program was highly relevant as it addressed critical financial and socio-economic barriers that prevent academically bright girls from economically disadvantaged households from pursuing professional engineering education. The scholarship specifically targeted students from families with annual incomes not exceeding ₹3,50,000 who had secured at least 70% aggregate marks in both 10th and 12th standard, ensuring support reached meritorious students with genuine financial need. Rising [S1] [GK2] tuition costs, limited household income, and gender-based prioritization patterns often restrict girls' access to high-cost technical courses such as engineering.

By providing merit-cum-need based scholarships combined with structured skill-building and employability support, the program directly responded to the dual challenge of educational access and career readiness. The intervention was timely and context-appropriate, particularly in an environment where financial constraints and limited industry exposure can hinder girls' participation in STEM and their transition into mainstream employment.



COHERENCE

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



The intervention also aligns with the Government of India's flagship programs:

- National Education Policy (NEP) 2020



EFFECTIVENESS

The Women Empowerment Through Education and Skill Building (Undergraduate Scholarship & Skill Building Project) was effective in achieving its intended outcomes related to educational continuity, skill development, and career readiness among beneficiary scholars. During the reporting period, 120 girls from the 2021 Bengaluru batch received scholarships. Of these, 119 successfully completed their engineering degree, reflecting a very high course completion rate and strong academic persistence.

**100%**

of the respondents reported that the ₹70,000 scholarship support was sufficient to meet core educational needs.

**96.0%**

of the respondents were continuing their course at the time of assessment, while 4% had completed their degree.

**100%**

of the respondents reported improvement in communication, leadership, time management, problem-solving, and technical skills through training participation.

**100%**

of the respondents expressed high confidence about their future prospects.

**EFFICIENCY**

The Women Empowerment Through Education and Skill Building (Undergraduate Scholarship & Skill Building Project) demonstrated efficient use of financial and institutional resources through a structured implementation framework. The merit-cum-need based selection process ensured that scholarships were targeted to genuinely deserving and economically vulnerable students. The claim-based reimbursement system, along with dual-level verification at the regional and head office levels, strengthened financial accountability and minimized misuse of funds. Regular tracking of academic performance (SGPA), training participation, and placement outcomes enabled systematic monitoring without requiring excessive administrative overhead.

**IMPACT**

The project created meaningful impact at the individual level by strengthening scholars' confidence, communication abilities, leadership qualities, and overall professional readiness. All surveyed scholars reported very high personal growth and strong confidence about their future prospects after getting scholarship and skill-building support.



Educational continuity was significantly strengthened. Out of 120 scholars supported in the 2021 Bengaluru batch, 119 successfully completed their engineering degree, reflecting a very high retention and completion rate. The support reduced financial stress and enabled students to remain focused on their academic and career goals.



Employability readiness improved through structured training, mentoring, internship guidance, and placement coordination. Scholars actively pursued higher studies, entrepreneurship, and technical career pathways.

**SUSTAINABILITY**

The project demonstrated strong sustainability through institutionalized processes, continuous scholar engagement, and structured monitoring of academic progress, training participation, and placement outcomes. The merit-cum-need selection framework, reimbursement systems, and coordination with colleges were well established, ensuring systematic implementation rather than ad-hoc support. Ongoing alumni engagement and corporate partnerships further strengthened long-term continuity, with alumni providing mentorship and referrals to junior scholars. Stakeholder interactions indicated that the integrated model combining financial assistance, skill development, mentoring, and placement coordination created a sustainable support ecosystem that continued to benefit scholars beyond graduation.

RECOMMENDATIONS

The scholarship and skill-building initiative has demonstrated strong outcomes in terms of educational continuity, confidence building, and employability readiness. To further strengthen its effectiveness and long-term sustainability, the following measures may be considered:



GREATER EMPHASIS ON EXPERIENTIAL LEARNING

It is recommended to increase in-person, activity-based training sessions focused on communication, personality development, and real-world problem-solving. Instead of only lecture-based sessions, more practical activities can be introduced. For example, conducting regular mock interviews with real-time feedback, small group discussions to build confidence, short presentation exercises, and structured industry visits where students interact directly with professionals.



FORMALIZATION OF ALUMNI ENGAGEMENT

It is recommended to establish a structured alumni portal to systematize mentorship, referrals, and networking while building upon the existing informal alumni support system.



STRONGER CORPORATE AND PLACEMENT LINKAGES

Closer engagement with existing and new corporate partners can help create more structured internship and placement pathways, especially in core engineering roles. This may include organizing dedicated placement drives for LPF scholars, inviting companies for pre-placement talks, and conducting technical mock interviews aligned to specific job roles.

SUSTAINABILITY



The scholarship initiative established a structured and sustainable support system beyond financial assistance. Sustainability was strengthened through a clear merit-cum-need selection process, continuous scholar engagement, and ongoing coordination with colleges and corporate partners.

Academic progress, training participation, and placement outcomes were systematically tracked, ensuring continuity and accountability. Alumni remained connected through informal networks and supported junior scholars through guidance and referrals, reinforcing long-term engagement. Discussions with the implementing team indicated that the model was institutionalized through defined processes, regular monitoring, and stakeholder relationships. The combination of financial support, skill development, mentoring, and industry linkages contributed to a sustainable framework that continued to benefit scholars beyond graduation.



PROJECT 10

STRENGTHENING PEDIATRIC CARDIAC OPD SERVICES & COMMUNITY OUTREACH FOR EARLY DETECTION OF CHD

Implementation Mode : Implementation Agency
Implemented by : Child Heart Foundation (CHF)
Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Congenital Heart Disease (CHD) is the most common congenital anomaly in India, affecting 9 per 1,000 live births. Early detection and timely referral are critical to preventing disability, complications, and child mortality. However, underserved communities in North Delhi and Faridabad continued to face significant barriers, including limited access to paediatric cardiology services due to overload at All India Institute of Medical Sciences (AIIMS) and G.B. Pant Hospital, the only hospitals in the region with paediatric cardiology departments. Additionally, poor awareness of early CHD symptoms, delayed referral pathways, low frontline health worker disease knowledge, and substantial financial barriers for diagnostics and treatment (due to very high screening and treatment costs) compounded the challenges faced by vulnerable families. To address these gaps, Child Heart Foundation established a Paediatric Cardiac OPD at Balak Ram Hospital and initiated community awareness, frontline worker training, medical camps, and treatment support for diagnosed cases in the previous cycle. The project had a strong impact, with over 1,200 children screened, 250+ frontline workers trained, and 10-15 community screening camps conducted. Despite this progress, unmet needs remained high due to demographic mobility, new births, and continued awareness gaps in uncovered settlements, with demand for OPD services increasing significantly. A renewed phase was therefore required to consolidate achievements, scale outreach, and ensure that every child with CHD in the target geographies received timely diagnosis and treatment support.

PROJECT OBJECTIVES

The goal of the project was to reduce morbidity and mortality from congenital heart disease by strengthening paediatric cardiac services, increasing early detection, and improving referral pathways for children in North Delhi and Faridabad. The specific objectives were as follows:



Strengthen and expand paediatric cardiac OPD services at Balak Ram Hospital for improved diagnosis and follow-up



Increase awareness amongst communities and parents on CHD symptoms and the importance of early screening



Conduct regular medical screening camps in underserved and high-risk communities

PROJECT ACTIVITIES



Bi-weekly paediatric cardiac OPD sessions were conducted, along with follow-up tracking, patient navigation support, and counselling for families on treatment options.



Group sessions were conducted in Anganwadi's, schools, and mohalla meetings, supported by the development and distribution of IEC materials such as posters, leaflets, videos, and parent testimonials, alongside CHD awareness campaigns and social media outreach.



Structured training sessions on CHD signs, identification of high-risk infants, and referral pathways were conducted for frontline workers, complemented by refresher trainings and the distribution of screening checklists, information diaries, and referral guides.



A total of 20 to 25 paediatric cardiac screening camps were organised annually in slum clusters, migrant pockets, and Anganwadi service areas, with suspected CHD cases referred to OPD for further evaluation.



A digital tracking system was implemented for all screened and diagnosed children, and case management support was provided for high-risk infants.

KEY FINDINGS AND IMPACT

DEMOGRAPHIC SNAPSHOT OF CHILDREN COVERED UNDER CAREGIVER SURVEY



50
PARENTS SURVEYED



72% / 28%
BOYS / GIRLS

AGE PROFILE OF CHILDREN

Age Group	Percentage
Below 1 year	28%
1-5 years	44%
6-10 years	12%
11-18 years	16%

72% of parents had child below 5 years of age, indicating strong alignment with the project's objective of early detection and timely intervention for congenital heart disease.



MEDICAL STAFF

SERVICE UPTAKE

CHART 1: MONTHLY HOUSEHOLD INCOME OF PATIENTS (N=20)



Caregiver survey findings indicate comprehensive, end-to-end support provided to families throughout the treatment journey, significantly reducing logistical, procedural, and financial burden

While treatment facilitation was largely smooth, medical staff noted occasional documentation gaps and the need for additional human resources during peak periods to manage counselling, coordination, and follow-up more effectively. At the same time, the digital follow-up and tracking system was reported to enhance clinical efficiency by enabling systematic monitoring, easier access to data, and timely coordination across OPD services, screening camps, and treatment facilities.



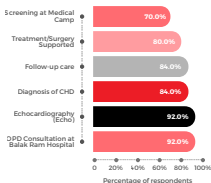
Mohseen Begum, Age 34, Homemaker, Mustafabad, Northeast Delhi (Mother of Azaan, Age 8, diagnosed with Tetralogy of Fallot; Father Mohammad Irfan, Age 39, Rickshaw Puller)

"My husband is a rickshaw puller, and we earn maybe two hundred rupees on a good day. We cannot even afford a private blood test; how will we pay for heart surgery? But the CHF team held our hand at every step. They arranged everything - the hospital bed, the surgeon, the medicines, even our food during the stay. My son's surgery happened at Apollo Hospital. Today he goes to school, he plays cricket, he eats properly. This team gave my son his life back."



PATIENT INTERVIEW

CHART 1: TYPE OF SERVICE RECEIVED UNDER THE PROJECT (N = 50)



*Multiple Responses

Chart 1 indicates strong service uptake, with 92% of respondents accessing OPD consultations and echocardiography, 84% receiving a confirmed CHD diagnosis and follow-up care, and 70% initially screened through medical camps, which functioned as a key entry point for families.



Reshma Khatoon, Age 28, Homemaker, Sonia Vihar, Northeast Delhi (Mother of a 10-month-old girl diagnosed with Ventricular Septal Defect)

"When my daughter started turning blue during feeding, I did not know what was wrong. Then the ASHA Didi told us about a free screening camp near our basti. They did the echo test right there and told us her heart has a hole. Within two weeks, she was seeing the specialist at Balak Ram. If that camp had not come to our area, I do not know what would have happened to my child."

The strong uptake of services is also reflected in qualitative feedback from the Chief Operating Officer, Ms. Sunita Harker, who suggested increasing the number of OPD service days to manage the high patient footfall.

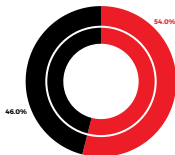
CHF POSTER



AWARENESS AND KNOWLEDGE OUTCOMES

AWARENESS AND UNDERSTANDING OF CONGENITAL HEART DISEASE

CHART 2: AWARENESS OF CONGENITAL HEART DISEASE (CHD) BEFORE THE PROJECT (N = 50)



■ No
■ Yes

The findings reveal that 54% of respondents had no prior awareness of congenital heart disease (CHD) before project engagement, indicating limited understanding of symptoms and the importance of early screening in the community. Awareness of screening camps and OPD services was primarily driven by frontline health workers (ASHA, ANM, AWW), supported by word-of-mouth referrals from families, local institutions, and healthcare providers, reflecting a strong community-based mobilisation network.



Ms. Babita, Age 38, ASHA Worker, Ghonda, Northeast Delhi (7 years of field experience)

"In my area, many families come from Bihar and Jharkhand for labour work. They keep moving every few months. When I tell them their child's blue nails or heavy breathing could be a heart problem, they do not believe me at first. They say only old people get heart disease. I have to visit the same family three or four times, show them the pamphlet, explain slowly. One mother finally agreed after I took her to meet another family whose child had already been operated."

Frontline workers consistently reported that migrant and transient families presented with the lowest baseline awareness and the most delayed health-seeking behaviour. During a focus group discussion, ASHA workers described how families who had recently migrated from districts in Bihar, Jharkhand, and Uttar Pradesh often attributed symptoms such as cyanosis and failure to thrive to malnutrition or evil eye, rather than recognising them as potential indicators of cardiac anomalies. This pattern was especially pronounced in informal settlements such as Johripur, Ghonda, and Loni Border, where household mobility is high and continuity of contact with health workers is frequently disrupted.

CHART 3: UNDERSTANDING OF EARLY SIGNS AND SYMPTOMS OF CHD AFTER THE PROJECT (N = 50)

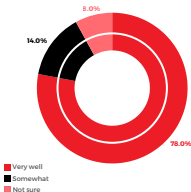


Chart 3 indicates a marked improvement in caregiver knowledge, with 78% of respondents reporting a very good understanding of early CHD signs and symptoms and an additional 14% reporting partial understanding following project engagement. This improvement can be attributed to structured awareness sessions, counselling by medical staff, and educational materials provided during screening camps.

Ms. Sunita Harkar, Chief Operating Officer, Child Heart Foundation

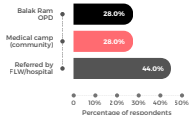
"Many families who come to us have never heard about heart disease in children. Through screening camps and counselling, we are able to identify cases early and guide parents' step by step. For many children, this early detection has been truly lifesaving."



ACCESS TO SCREENING AND QUALITY OF SERVICE

ACCESSIBILITY AND EXPERIENCE OF SCREENING AND OPD SERVICES

CHART 4: LOCATION OF CHILD SCREENING (N = 50)



As per the survey findings, 44% of children were referred through frontline workers or hospitals, while 28% each were screened at community medical camps and directly at the Balak Ram OPD, reflecting the project's multi-channel outreach strategy. Community-based camps functioned as a key entry point, complemented by FLW referrals and direct OPD access to ensure broad coverage.



EASE OF ACCESS TO SERVICES

All respondents (100%) reported that project services, including screening, echocardiography, and consultations were very easy to access, reflecting the strategic placement of OPD services at Balak Ram Hospital and the regular conduct of community-based screening camps. Qualitative insights from frontline workers and the implementing partner further suggested that expanding the frequency and geographic spread of camps could enhance access for families in distant or high-density settlements, particularly those with limited mobility.

Shabnam Parveen, Age 26, Domestic Worker, Loni Border, Faridabad (Mother of a 7-month-old girl)



"We live in a jhuggi near Loni Border. The nearest government hospital is Guru Teg Bahadur, but the queue there starts at 4 in the morning and they do not have a children's heart doctor. When the CHF team set up the camp at our anganwadi centre, I just walked five minutes with my baby. They checked her, did the echo, and immediately told me she needs to be seen by the specialist."

REFERRAL, DIAGNOSIS, AND CONTINUUM OF CARE

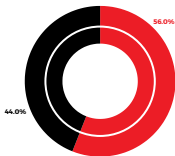
REFERRAL PATHWAYS AND DIAGNOSTIC OUTCOMES



REFERRAL FOR FURTHER EVALUATION

11 respondents (100%) confirmed that their children were referred for further evaluation or echocardiography following initial screening.

CHART 5: TIMELINESS OF REFERRAL FOR FURTHER EVALUATION (N = 50)



■ Immediate
■ Within few days

The analysis of the findings indicated that 56.0% of referrals were made immediately, whilst 44.0% occurred within a few days, demonstrating the project's overall responsiveness in facilitating timely diagnostic pathways for children with suspected CHD.

Variation in referral timelines reflected different entry pathways into the project. Immediate referrals occurred primarily at community medical camps where the paediatric cardiac team was present, enabling on-the-spot identification and direct referral to the Balak Ram OPD without delay. Referrals completed within a few days were typically linked to cases identified by frontline workers during home visits, where additional time was required for counselling, addressing hesitancy, scheduling appointments, and arranging travel, particularly for migrant families. In some instances, delays also reflected initial reluctance due to fear, work constraints, or family consultation needs. Importantly, no referrals extended beyond a few days, indicating that referral protocols and follow-up systems were functioning effectively across pathways.

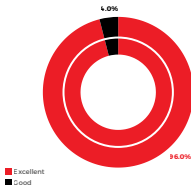
Frontline health workers reported that the referral process was streamlined and clearly defined. During a focus group discussion, ANM Ms. Leena Yadav explained that once a suspected case was identified during a home visit or community session, she would immediately contact the CHF project coordinator by phone, who would confirm the next available OPD slot and provide the family with a referral slip. For cases identified during screening camps, referral to the OPD was initiated on the same day, with the CHF team taking responsibility for scheduling and follow-up communication with the family.

Dr. Tulip, Doctor, Paediatric Cardiac OPD, Balak Ram Hospital

"The paediatric cardiac OPD and screening camps have significantly improved early diagnosis. Parents often come with fear and misconceptions, so repeated counselling is important. Once they understand the condition, they usually cooperate well with treatment and follow-up."



CHART 6: OVERALL SATISFACTION WITH HOSPITAL AND TREATMENT/SURGERY (N=20)



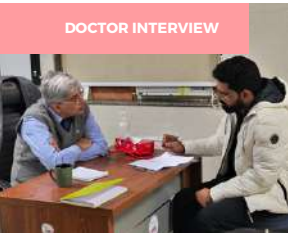
As reflected in the above chart, it was observed that 96.0% of respondents rated the quality of referral services as excellent, whilst 4.0% rated them as good. This overwhelmingly positive assessment reflected the project's effectiveness in ensuring that echocardiography and specialist consultations were conducted with high clinical standards.



– Ms. Leena Yadav, Age 42, ANM Head, Yamuna Vihar PHC, Northeast Delhi

"The process is very simple now. Earlier, if I found a child with symptoms, I did not know where to send the family. AIIMS has a one-year waiting list. CTB Hospital does not have a paediatric heart specialist. Now I just call the CHF coordinator, and within one or two days the child is seen at Balak Ram. For urgent cases, they arrange it the same day. I have personally referred eleven children in the last eight months, and every one of them was seen within a week."

DOCTOR INTERVIEW





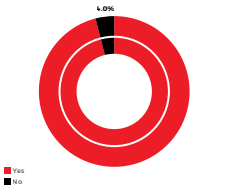
DIAGNOSIS OF CONGENITAL HEART DISEASE (CHD)

All screened children (100%) were diagnosed with CHD.

TREATMENT SUPPORT AND CARE EXPERIENCE

TREATMENT FACILITATION AND FAMILY EXPERIENCE

CHART 7: SURGERY OR MEDICAL INTERVENTION UNDERTAKEN



96.0% of respondents confirmed that their children underwent surgery or medical intervention with project support, whilst 4.0% had not yet received surgical treatment.



DIAGNOSIS OF CONGENITAL HEART DISEASE (CHD)

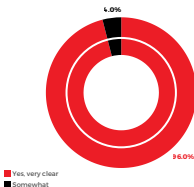
All screened children (100%) were diagnosed with CHD.



Mohseen, Parent of a 6-10-year-old boy, North Delhi

"We were very scared in the beginning, but the doctors explained the condition clearly. The surgery and treatment support saved my child's life. We are very thankful."

CHART 8: CLARITY OF COUNSELLING ON DIAGNOSIS AND NEXT STEPS



Survey findings show that 96% of respondents found the counselling on diagnosis and next steps to be very clear, while 4% found it somewhat clear, indicating that the medical team was effective in communicating complex information in an accessible manner.

Medical staff noted that although most families understood the diagnosis after initial counselling, some required multiple sessions due to limited health literacy or emotional distress. Qualitative insights further highlighted that counselling functioned as a continuous process rather than a single interaction, with repeated engagement at different stages of the care pathway playing a critical role in ensuring informed consent and treatment adherence.

Hashim, Parent of a 5-year-old boy, North Delhi

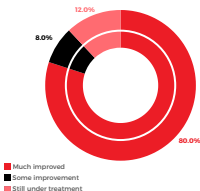


"The doctors explained my child's heart problem very clearly. We were scared at first, but after counselling, we understood the condition and the next steps. The team guided us again and again whenever we had doubts."

IMPACT ON CHILD HEALTH AND FAMILY WELL-BEING

IMPACT ON HEALTH, FINANCIAL SECURITY, AND CAREGIVER CONFIDENCE

CHART 9: IMPROVED CHILD HEALTH POST-TREATMENT (N = 50)



The findings indicate that 80% of respondents reported much improved child health following treatment, while 8% observed some improvement and 12% were still under treatment, demonstrating the project's effectiveness in facilitating timely surgical interventions and post-operative care.



POST-OPERATIVE CARE AND FOLLOW-UP GUIDANCE

All respondents (100%) confirmed receiving guidance on post-operative care and follow-up, reflecting the project's strong commitment to continuity of care beyond surgical intervention. Qualitative insights from the implementing partner and medical staff indicated that regular follow-up reminders and monitoring were instrumental in preventing complications and ensuring adherence to medical advice. Stakeholders further noted that sustained investment in structured follow-up systems and repeated counselling remains essential to prevent dropouts, particularly among families with low health literacy or high mobility.



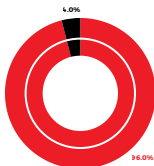
Jatin, Parent of a below-1-year-old boy, North Delhi

"The doctors treated my child very well. The guidance after treatment and regular follow-up gave us confidence. My child is much better now."



DISCUSSION WITH PATIENTS

CHART 10: REDUCED PARENTAL STRESS AND UNCERTAINTY (N = 50)



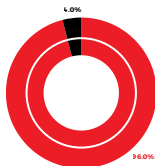
■ Yes, significantly
■ Moderately

As reflected in the survey data, it was observed that 96.0% of respondents experienced a significant reduction in stress and uncertainty regarding their child's health, whilst 4.0% reported moderate stress reduction. This pointed towards the project's psychosocial impact on families, as the provision of timely diagnosis, clear counselling, and comprehensive treatment support alleviated the anxiety that typically accompanies serious health conditions in children.

Jatin Sharma, Age 29, Electrician (Daily Wage), Badarpur, Faridabad (Father of Ananya, Age 14 months, underwent surgical closure of Ventricular Septal Defect)

"My daughter was born with a hole in her heart. By six months, she was not gaining any weight. She weighed only three kilos at seven months. Her lips would turn blue. After the surgery at Balak Ram, the change was like a miracle. Within two months, she gained one and a half kilos. She started smiling, babbling, holding her head up. Now she is fourteen months old and has started standing on her own."

CHART 11: REDUCED FINANCIAL BURDEN DUE TO FREE OR SUBSIDISED SERVICES (N = 50)



■ Yes, very much
■ Somewhat

96.0% of respondents reported that the financial burden on their household was reduced very much due to free or subsidised services, whilst 4.0% experienced some reduction. This substantial financial relief was attributable to the project's comprehensive coverage, which included free screening, echocardiography, diagnosis, surgery, medicines, and follow-up care. These findings were corroborated by qualitative insights from the implementing partner, who emphasised that families from underserved communities would not have been able to afford cardiac treatment independently, and that the project's financial support was instrumental in ensuring equitable access to life-saving interventions.

Parents of Farhanaz

"We come from a poor background and could never afford heart surgery for our child. Child Heart Foundation supported us at every step and arranged free treatment and transport. Because of CHF, our child now goes to school and lives a normal life."



AVOIDANCE OF LONG WAITING TIMES AT TERTIARY HOSPITALS

All respondents (100.0%) reported being extremely happy about avoiding long waiting times for treatment at major hospitals due to services provided through the Balak Ram OPD. During the discussion, the project team indicated that the establishment of the OPD at Balak Ram Hospital enabled early detection and supporting follow-up consultations, thereby preventing delays that could have resulted in worsening health conditions.



PARENTS INTERVIEW

CASE STUDY 1: FROM MISSED DIAGNOSIS TO LIFE-SAVING SURGERY **MUNTAZIR | AGE: 9 YEARS | LOCATION: JHARKHAND**



BEFORE INTERVENTION

Muntazir began exhibiting health complications, including frequent vomiting, within two weeks of birth. Early consultations with local doctors failed to identify the severity of his condition. At three months, he was diagnosed with congenital heart disease (CHD) at a local hospital; however, due to limited awareness, misconceptions about treatment, and financial constraints, the family opted for alternative medicine.

Over the next five to six years, his condition progressively worsened. Repeated healthcare visits did not yield a clear or accessible treatment pathway. The family's attempt to seek care in Delhi was hindered by long waiting periods at government hospitals, resulting in continued delays and increasing emotional distress.



INTERVENTION

A turning point occurred when Muntazir attended a community langar where the Child Heart Foundation (CHF), in partnership with ABB, was conducting a screening and awareness camp. A CHF team member identified abnormal nail discolouration and referred him for screening, which reconfirmed CHD.

The family was counselled and assured that treatment would be provided free of cost under the programme. Following an OPD consultation, the case was classified as critical and fast-tracked. Within 10-12 days, Muntazir underwent successful corrective heart surgery at Apollo Hospital, Delhi.



POST INTERVENTION

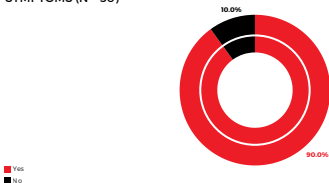
Muntazir's condition stabilised following the surgery, with visible improvements in his overall health and daily functioning. The timely intervention addressed a long-pending critical condition and reduced the risk of further complications.



IMPACT

- A life-saving cardiac surgery was successfully performed, addressing a previously untreated congenital condition.
- The programme ensured that all treatment costs were fully covered, eliminating the financial burden on the family.
- Muntazir experienced a significant improvement in health, enabling better physical functioning and quality of life.
- The intervention restored the family's trust in formal healthcare systems and reduced reliance on ineffective alternative treatments.

CHART 12: INCREASED CAREGIVER CONFIDENCE IN RECOGNISING HEART-RELATED SYMPTOMS (N = 50)



90% of respondents gained confidence in recognising heart-related health issues, while 10% did not, reflecting the positive impact of sustained awareness and counselling activities in empowering families to identify early warning signs and seek timely care.

The 10.0% who did not report increased confidence were likely attributable to factors such as low baseline health literacy among first-generation learners with no prior exposure to medical terminology, language barriers among inter-state migrant families (particularly those from non-Hindi-speaking states) that limited comprehension of counselling content, limited duration of engagement with the project in cases where families were recently enrolled and had attended only one or two sessions, and the inherently technical nature of cardiac symptoms, such as differentiating between normal infant fatigue and cyanosis-related breathlessness, which may require more sustained, repeated counselling before caregivers feel confident in independent identification. This finding underscored the need for continued investment in simplified, vernacular, and visually aided communication materials, along with repeated follow-up counselling sessions targeted specifically at families with lower literacy levels or shorter engagement histories with the project.



Priyanshi's Parents

After the training, we can easily identify early signs like blue nails, sweating during breastfeeding, or poor growth. Earlier, families did not believe children could have heart problems, but now with counselling and support, they agree to screening and treatment.*



CASE STUDY 2: REBUILDING TRUST AND HOPE THROUGH COMMUNITY OUTREACH

AMIL ASAR | AGE: 17 YEARS | LOCATION: KANPUR, UTTAR PRADESH



BEFORE INTERVENTION

Amil Asar was diagnosed with congenital heart disease (CHD) during infancy. Due to limited awareness and severe financial constraints, his family was unable to pursue specialised treatment. As a result, the condition remained untreated for several years, with no clear information or access to advanced cardiac care.



INTERVENTION

The situation changed when an ABB-CHF field representative visited the family's village as part of community outreach efforts. The family was informed about the availability of free diagnosis and treatment under the programme. Initially, they were hesitant, influenced by discouragement from neighbours and relatives who expressed concerns about potential exploitation.

Despite these reservations, the family decided to proceed and travelled to Delhi. At Balak Ram Hospital, they interacted with other beneficiary families already receiving support under the programme, which helped build trust and confidence. Subsequent medical evaluations confirmed that Amil was eligible for surgery, subject to completion of diagnostic procedures.



POST INTERVENTION

Amil is currently undergoing treatment, with a structured care pathway in place. The family has become more engaged with formal healthcare services and remains optimistic about the outcome of the intervention.

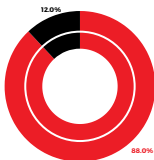


IMPACT

- The programme enabled access to free and quality cardiac care that was previously unaffordable and inaccessible to the family.
- Community outreach and peer interactions played a critical role in building trust and overcoming initial resistance.
- The intervention restored hope and confidence within the family regarding Amil's health and future.
- A clear and structured pathway towards life-saving treatment has been established and is actively being pursued.

OVERALL SATISFACTION AND REFERRAL INTENT

CHART 13: OVERALL SATISFACTION WITH PROJECT SERVICES (N = 50)



■ Very satisfied
■ Satisfied

The findings reflect very high overall satisfaction with project services, with 88% of respondents reporting being very satisfied and the remaining 12% satisfied. Caregivers most frequently identified the doctors and overall team support as the most valuable aspects of the intervention, alongside consultations, surgery support, and life-saving care. Beneficiaries consistently highlighted the compassionate and approachable nature of the medical team, which helped reduce fear and anxiety, particularly among families unfamiliar with hospital settings. Many caregivers described the support as family-like, noting that the project not only saved their child's life but also provided critical emotional reassurance during periods of uncertainty, underscoring the project's holistic approach to both clinical and psychosocial care.

**Kajal, Parent of a 4-year-old boy, Loni**

"From screening to treatment, everything was handled very smoothly. The doctors and staff treated us like family. We are very satisfied with the care and support given to our child."

CHART 14: SATISFACTION WITH THE CHD SCREENING PROCESS (N = 50)



■ Very satisfied
■ Not satisfied

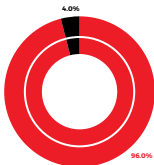
Above chart indicates that 100% of respondents were very satisfied with the CHD screening process, with no reports of dissatisfaction, reflecting the well-coordinated and systematic nature of service delivery.



SUPPORTIVENESS OF PROJECT STAFF

All respondents (100.0%) reported that the doctors, nurses, and volunteers were very supportive and helpful throughout the service delivery.

CHART 15: WILLINGNESS TO RECOMMEND CHD SCREENING AND OPD SERVICES TO OTHER FAMILIES (N = 50)



- Yes, absolutely
- Yes, somewhat

As reflected in the survey data, it was observed that 96.0% of respondents stated they would absolutely recommend the CHD screening and OPD services to other families, whilst 4.0% were somewhat inclined to recommend. This near-universal willingness to endorse the project demonstrated the high level of trust and satisfaction amongst beneficiaries, which was indicative of the project's quality, effectiveness, and reputational credibility within the communities served.



Mohsin, father of Muntazir

"We had lost all hope for our child's survival, but meeting Dr. Vikas Kohli and the CHF team changed everything. His words gave us strength, and his treatment gave our child life. We thank him from the bottom of our hearts for saving our child and our family."



PATIENTS

OVERALL SATISFACTION AND REFERRAL INTENT

SUGGESTED IMPROVEMENTS FOR SCREENING CAMPS / OPD

The majority of caregivers surveyed reported that no improvements were required, reflecting high satisfaction with the existing services. However, a subset of respondents and key stakeholders offered specific, actionable suggestions to further strengthen the programme:



Ms. Sunita Harkar, Chief Operating Officer, Child Heart Foundation

"We need to increase OPD days from two to at least three per week. On Tuesdays, we sometimes have forty to fifty families waiting and it is not possible to give each family the time they deserve. An additional day on Saturday would help reach working families who cannot take leave on weekdays."

Ms. Anita Phogat, ANM, Yamuna Vihar PHC, Northeast Delhi

"More screening camps should be conducted in areas like Mujahidpur, Tajpur, and Khora Colony, where migrant families are concentrated. Currently, we cover Sonia Vihar, Johripur, and parts of Loni regularly, but these other areas have never had a camp. One camp per month in each of these areas would make a big difference."



Dr. Tulip Ranjan, Paediatric Cardiologist, Balak Ram Hospital

"Some families require four to five counselling sessions before they agree to surgery. We need a dedicated counsellor who can focus only on family engagement. Currently, the doctor has to do counselling between patients, and there is not enough time. A social worker or counsellor who speaks the local dialect would help immensely with hesitant families."

Ms. Sudesh, ASHA Worker, Yamuna Vihar, Northeast Delhi

"We need better IEC materials – larger posters with pictures that we can put up at anganwadi centres and PHC notice boards. The current pamphlets are good, but many mothers in our area cannot read Hindi. Pictorial posters showing symptoms – blue nails, sweating during feeding, chest sinking – would help us during home visits. Also, a short two-minute video in simple Hindi that we can play on our phones during group meetings would be very effective."



IMPACT ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

The project created direct impact at the individual level by addressing the healthcare needs of children with congenital heart disease (CHD). For many children early diagnosis through echocardiograms and subsequent treatment—ranging from balloon valvuloplasty to Glenn procedures—resulted in improved health outcomes and quality of life. The project provided all diagnostic services and treatments free of cost, which reduced the financial burden on economically disadvantaged families. This enabled parents to access specialized cardiac care that would otherwise have been financially or geographically inaccessible, consequently preventing potentially fatal outcomes and long-term health complications.



COLLECTIVE/COMMUNITY

At the community level, the project promoted health-seeking behavior and awareness regarding paediatric cardiac health. Through medical camps conducted across Faridabad and Northeast Delhi, children were screened for cardiac anomalies. The awareness sessions engaged individuals—including parents, ASHA workers, ANMs, and Anganwadi workers—and provided them with knowledge to identify early warning signs of CHD such as cyanosis, breathlessness, and failure to thrive. This grassroots mobilization strengthened community networks, as local NGOs, health workers, and volunteers collaborated to ensure camp participation and follow-up referrals. The establishment of the Paediatric Cardiac OPD at Balak Ram Hospital provided a local healthcare facility, which reduced the need for families to travel long distances to access tertiary care.



STATE

At the state level, the project contributed to Haryana's and Delhi's public health infrastructure by addressing child mortality and morbidity from cardiac conditions. The Paediatric Cardiac OPD at Balak Ram Hospital filled a service delivery gap, particularly in districts like Faridabad that lacked dedicated paediatric cardiology facilities. The project screened children and conducted echocardiograms, which generated epidemiological data on CHD prevalence in the region. This data can inform state-level health planning and resource allocation. The project aligned with state commitments under the National Health Mission.



NATIONAL

At the national level, the project demonstrated a model for corporate-civil society-public health partnerships in addressing congenital heart disease in India. With an estimated 200,000 children born annually with CHD in India, the project showed how CSR interventions can address healthcare gaps in resource-constrained settings. The project's outcomes contributed to India's health goals outlined in the National Programme for Prevention and Control of Non-Communicable Diseases and the National Health Policy 2017. It also aligned with SDG 3. By integrating specialized cardiac services within district-level hospitals and engaging community health workers for early identification, the project generated evidence that can inform national policy frameworks and program design for paediatric cardiac health. The project demonstrated how CSR investment can support India's Universal Health Coverage agenda by improving healthcare delivery and health equity for marginalized populations.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The ABB Paediatric Cardiac Health Project was assessed against the six OECD-DAC criteria using primary data from caregivers (N=50), medical and para-medical staff, frontline health workers, and the implementing partner, supplemented by case studies and testimonials.



RELEVANCE

In North Delhi and Faridabad, characterised by dense slum clusters, migrant populations, and informal workers, access to paediatric cardiac care was constrained by high costs, long waiting periods at tertiary hospitals, and low health-seeking behaviour driven by mobility and misconceptions. The project addressed these barriers by establishing a Paediatric Cardiac OPD at Balak Ram Hospital, conducting community-based screening, training frontline workers, and providing end-to-end free treatment support. By targeting both supply- and demand-side constraints, the intervention showed strong contextual alignment and relevance.



COHERENCE

The project aligns strongly with national and global policy frameworks. It contributes to SDG 1 (financial risk protection), SDG 3 (child health improvement), and SDG 10 (equitable access for underserved populations). It operationally complements major Indian health programmes including the National Health Mission, Rashtriya Bal Swasthya Karyakram, Ayushman Bharat, and the National Programme for Prevention and Control of Non-Communicable Diseases



EFFECTIVENESS

The project substantially met its stated objectives. Service delivery indicators were strong: 92% OPD access, 70% entry through screening camps, 100% referral for echocardiography, and 80% receiving surgical or medical intervention. Caregiver awareness improved significantly (from 54% unaware to 78% reporting 'very good' understanding). All ASHAs/ANMs reported high confidence in CHD identification and referral. The referral-to-treatment continuum is clearly structured and operational, supported by digital follow-up systems. Minor constraints such as camp crowding and OPD frequency limitations do not materially undermine objective achievement but suggest room for optimisation

**EFFICIENCY**

Efficiency is reflected in the strategic embedding of services within Balak Ram Hospital, leveraging existing government infrastructure rather than creating parallel systems. The project utilised the public health workforce (ASHAs/ANMs) for mobilisation, ensured rapid referrals (56% immediate; 44% within days), and reported smooth documentation and coordination processes.

**IMPACT**

The project generated significant impact at multiple levels. At the individual level, children received timely surgical and medical interventions previously inaccessible due to financial and geographic barriers, resulting in improved health outcomes. Families reported substantial reduction in financial burden, as the project covered the full care continuum, screening, diagnostics, surgery, medicines, transport, and follow-up, at no cost. Caregiver distress reduced considerably, with families expressing greater confidence about their child's health trajectory. At the community level, improved awareness of CHD symptoms created a knowledge base likely to sustain service demand beyond the project period. At the health system level, the project reduced referral pressure on tertiary hospitals, established a functioning decentralised cardiac service model, and strengthened frontline worker capacity to identify and refer cases routinely.

**SUSTAINABILITY**

The project exhibits promising sustainability through behavioural change (78% improved awareness; 98% willingness to recommend services), institutional embedding within a government hospital, and durable capacity building of ASHAs/ANMs. Knowledge transfer to frontline workers represents the strongest sustainability pillar.

RECOMMENDATIONS

Based on the analysis of programme design, key challenges, and barriers highlighted by the programme team, medical staff, frontline health workers, and beneficiary caregivers, the following recommendations are proposed for strengthening and scaling the project:



Clinical Service Delivery

- The project can increase OPD frequency from two to three days per week to manage the growing patient load, as recommended by both the medical team and the implementing partner.
- Recruit an additional paediatric cardiologist to distribute patient load and ensure simultaneous coverage of OPD services and screening camps, as indicated by the medical team, who reported the need to scale down one activity when both coincided.
- The project can introduce a dedicated nutritional counsellor to provide pre- and post-operative nutritional guidance to families.
- The project can pursue establishment of ICU and in-patient admission facilities at Balak Ram Hospital to enable on-site post-operative care for critical cases.



Community Awareness and Counselling

- The project can produce and distribute additional IEC materials, specifically posters and banners for community-level promotion, as requested by frontline workers.
- The project can develop family-friendly communication materials that clearly differentiate paediatric cardiac diagnoses from adult cardiology assessments to reduce parental confusion.
- The project can expand mass awareness on Foetal echocardiogram (ECHO) to promote prenatal detection of cardiac anomalies, as highlighted by the implementing partner.



Operational Processes

- Additional support staff at high-volume screening camps can be deployed, based on inputs from ANM Ms. Anita Phogat, who reported overcrowding and long waiting times in densely populated areas such as Sonia Vihar and Johripur.
- The project can institute periodic coordination meetings and structured feedback loops between frontline workers, OPD staff, and partner hospitals, as suggested by ASHA/ANM respondents.
- The project can introduce a structured incentive mechanism for ASHA workers engaged in CHD mobilisation to sustain their active participation.



PROJECT 11

MEDICAL EQUIPMENT SUPPORT FOR DIAGNOSIS AND CANCER TREATMENT SUPPORT

Implementation Mode : Implementation Agency
Implemented by : Sri Shankara Cancer Foundation
Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Cancer continues to pose a significant public health challenge in India, with several states witnessing a steady rise in the number of diagnosed cases. Odisha has emerged as a major cancer burden region, with nearly 55,000 to 60,000 new cancer cases reported annually[1]. A large proportion of these cases are detected at advanced stages, which significantly reduces survival outcomes and increases the complexity and cost of treatment. Delays in diagnosis and treatment initiation remain key factors contributing to the high mortality rates associated with cancer in the state[2].

Access to advanced diagnostic technologies also remains limited across many healthcare facilities in the region. Patients often rely on referrals to external laboratories for specialized tests, resulting in longer waiting periods and additional financial and logistical burdens. Diagnostic tools such as Endobronchial Ultrasound (EBUS) and Fluorescent in Situ Hybridisation (FISH) are critical for the accurate staging and diagnosis of cancers, particularly lung and blood cancers. In the absence of such in-house facilities, diagnostic turnaround times may extend to 10-15 days, delaying timely clinical intervention and affecting patient outcomes[3].

The challenge is further compounded by issues of affordability and accessibility for economically vulnerable populations. Advanced diagnostic procedures such as EBUS, which can cost between ₹60,000 and ₹70,000 in private healthcare institutions, are often beyond the reach of many patients. Although hospitals such as Sri Shankara Cancer Foundation provide these services at a subsidized cost of approximately ₹35,000 to ₹40,000, a large proportion of patients depend on government health insurance schemes such as PM-JAY[1], highlighting the continued need to strengthen accessible and affordable cancer care services.

In response to these challenges, a program was initiated to strengthen the diagnostic and treatment capacity at Sri Shankara Cancer Foundation in Bhubaneswar, Odisha, through the procurement of advanced medical equipment for specialized departments. The initiative focuses on improving access to advanced diagnostic services, enhancing surgical and critical care capacity, and enabling timely and affordable cancer care for patients across the region. By strengthening the hospital's infrastructure, the program aims to support early diagnosis, reduce treatment delays, and improve overall patient outcomes.

PROJECT OBJECTIVES



To strengthen diagnostic and treatment capacity at Sri Shankara Cancer Foundation through the procurement of advanced medical equipment for specialized departments.



To improve access to timely and affordable cancer diagnosis and treatment for patients in Bhubaneswar, Odisha.

PROJECT ACTIVITIES



Procurement of critical medical equipment to strengthen diagnostic and treatment infrastructure across key hospital departments.



Installation and operationalisation of equipment within departments such as Bone Marrow Transplantation, Gastroenterology, Operation Theatre, and Molecular Oncology/Cytogenetics.



Enhancement of cancer diagnosis and treatment services through improved access to advanced medical technology for patients.



Ongoing maintenance and utilisation of equipment including operations, upkeep, and AMC support to ensure long-term functionality.

KEY FINDINGS AND IMPACT

This chapter presents insights and analysis derived from patients, doctors, technicians, and hospital administrators associated with the program implemented at Sri Shankara Cancer Foundation in Bhubaneswar, Odisha. Drawing on primary survey responses, stakeholder interviews, hospital records, and field observations, the assessment examined the extent to which the intervention contributed to strengthening diagnostic and treatment capacity at the hospital.

PROGRAM IMPLEMENTATION

The program was designed to strengthen the diagnostic and treatment capacity of Sri Shankara Cancer Foundation, Bhubaneswar, by equipping the hospital with advanced medical technologies required for specialised cancer diagnosis and treatment. The intervention focused on improving the hospital's ability to conduct complex diagnostic procedures in-house, reduce dependency on external referrals, and enhance surgical and critical care services.



PROGRAM DESIGN AND APPROACH

Under the program, a set of specialised medical equipment was procured and installed across key departments including Pulmonology, Haemato-Oncology, Radiology, Gastroenterology, and Operation Theatres. The equipment included advanced diagnostic systems such as the Olympus Endobronchial Ultrasound (EBUS) system, Fluorescent In Situ Hybridisation (FISH) cytogenetic workstation, Thoracoscope, and Radial EBUS, along with treatment-support equipment such as anaesthesia machines and High-Flow Nasal Cannula (HFNC) systems. These technologies were selected to strengthen the hospital's ability to diagnose lung cancer, blood cancers, and other complex conditions while also improving surgical efficiency and respiratory support in critical care.

Sr. no	Equipment	Department	Function	Disease/condition	Program Relevance
1	Olympus EBUS System	Pulmonology	Minimally invasive diagnosis and staging of lung cancer through ultrasound-guided bronchoscopy	Lung Cancer	Reduces dependency on external referrals for advanced bronchoscopic diagnosis
2	Thoracoscope	Pulmonology	Visual examination and biopsy of the chest cavity for diagnosing lung diseases and cancers	Lung Cancer	Enables in-house thoroscopic procedures previously requiring external referral
3	Radial EBUS	Pulmonology	Detection and biopsy of peripheral lung lesions for accurate cancer diagnosis	Lung Cancer	Expands peripheral lesion diagnostic capability within the institution
4	FISH Cytogenetic Workstation	Haemato-Oncology	Genetic analysis and detection of chromosomal abnormalities in cancers	Blood cancer	Enables in-house cytogenetic testing, reducing turnaround time from 10-15 days to 3-5 days
5	Anaesthesia Machine	Operation Theatre	Controlled delivery of anaesthetic gases and ventilation support during surgical procedures	All Surgical Cancer Cases	Increases simultaneous OT capacity
6	High-Flow Nasal Cannula (HFNC)	Critical Care / ICU	Non-invasive respiratory support for critically ill patients	Post-surgical / Critical Care	Strengthens ICU capacity for complex cancer cases requiring respiratory support

The program adopted a capacity strengthening approach, focusing on improving the hospital's clinical infrastructure and enabling doctors and technicians to deliver advanced diagnostic services within the institution. Installation of equipment was followed by vendor-led technical training and internal testing to ensure operational readiness. Clinicians and technicians were oriented on the use of diagnostic outputs to support accurate diagnosis and treatment planning.

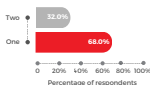
By enabling advanced diagnostic procedures such as EBUS-guided biopsies, thoracoscopic examination, and cytogenetic analysis through FISH and karyotyping, the program aimed to reduce diagnostic turnaround time and improve clinical decision-making. The intervention also supported expansion of surgical capacity by increasing the availability of anaesthesia machines across operation theatres and introducing HFNC systems to strengthen respiratory care for critically ill patients.

DEMOGRAPHIC PROFILE OF BENEFICIARIES

Category	Sub-category	Percentage
Gender	Male	60%
	Female	40%
Age distribution	20-30 years	15%
	31-40 years	5%
	41-50 years	5%
	51-60 years	30%
	Above 60 years	45%
Occupation of Patients	Farmer	50%
	Self-employed	35%
	Not working	15%

CHART 1: MONTHLY HOUSEHOLD INCOME OF PATIENTS (N=20)

Chart 1 presents the monthly household income of surveyed patients (n=20). A majority of respondents (60%) reported a monthly household income of ₹15,001-₹20,000, indicating that most patients accessing services at the hospital come from economically modest households.

CHART 2: NUMBER OF EARNING MEMBERS IN THE HOUSEHOLD (N=25 FAMILY MEMBERS)

Among the surveyed family members (n = 25), more than two-thirds (68%) reported having one earning member in the household, while 32% reported two earning members, indicating that most households rely on a single income source. This aligns with the program's focus on economically disadvantaged individuals from low-income households in rural or semi-urban areas of the target locations and surrounding regions.



B. BASELINE SITUATION BEFORE PROGRAM IMPLEMENTATION

Interactions with representatives of Sri Shankara Cancer Foundation provided insights into the pre-intervention conditions related to diagnostic infrastructure, equipment availability, and service delivery at the hospital.

LIMITED IN-HOUSE DIAGNOSTIC CAPACITY

Prior to the implementation of the program, certain advanced diagnostic procedures were either limited or required referral to external facilities due to the absence of specialised equipment. Interactions with hospital representatives indicated that this often resulted in longer diagnostic turnaround times and additional logistical effort for patients seeking timely cancer diagnosis and treatment.

An assistant manager at Shri Shankara Cancer foundation noted, "Earlier, we did not have EBUS or cytogenetic diagnostic systems in-house. Patients had to be referred to external centres for these tests, which added to the waiting time and made it harder for them to get timely results."

LONGER DIAGNOSTIC TURNAROUND TIMES AND CONSTRAINED SURGICAL CAPACITY

The absence of in-house diagnostic equipment meant that patients requiring specialised tests were referred to external facilities, which often extended diagnostic turnaround times to approximately 10-15 days. This resulted in additional logistical effort and delayed treatment decisions for patients seeking timely cancer diagnosis. Similarly, although the hospital had 10 operation theatres, only 7 anaesthesia machines were available, limiting the number of surgical procedures that could be conducted simultaneously.



Mr. Abinash Rout, Assistant Manager - Biomedical, Sri Shankara Cancer Foundation

We did not have EBUS or cytogenetic systems in-house, so patients had to be sent to external centres. On top of that, the shortage of anaesthesia machines meant we couldn't run all our operation theatres at full capacity.

B. POST-INTERVENTION SCENARIO

DIAGNOSTIC CAPACITY AND CLINICAL EFFICIENCY

Interactions with hospital representatives and field observations indicated that the introduction of advanced diagnostic technologies has significantly strengthened the hospital's ability to conduct specialised cancer diagnostics within the institution. Earlier, procedures such as Endobronchial Ultrasound (EBUS)-guided biopsy, thoracoscopic evaluation, and cytogenetic testing (FISH and karyotyping) required referral to external hospitals or diagnostic centres. This often-increased diagnostic turnaround time from approximately 10-15 days, delaying treatment initiation and requiring patients to travel to multiple facilities.

A representative from the clinical team noted, "Earlier, patients had to visit other hospitals for specialised tests like EBUS or cytogenetic diagnostics, which delayed diagnosis and increased their burden. Now, these procedures are available within the hospital, allowing us to diagnose and initiate treatment much faster."

With the introduction of technologies such as Endobronchial Ultrasound (EBUS), thoracoscopy, and cytogenetic diagnostic systems, the hospital is now able to perform several specialised diagnostic procedures in-house. According to Dr. Aarushi Chokhani (Consultant Pulmonologist), these technologies have significantly improved the accuracy of cancer detection and staging, particularly in lung cancer cases. She noted that earlier diagnostic procedures often required external referral and could take 10-15 days for results, whereas the current diagnostic turnaround time has been reduced to approximately 3-5 days, enabling faster clinical decision-making and timely initiation of treatment.

However, discussions with stakeholders revealed that the current patient footfall has not yet matched the hospital's upgraded clinical capacity. Limited awareness among the surrounding population regarding the availability of advanced diagnostic services remains a key factor affecting utilisation. While promotional and awareness activities are being undertaken, wider community recognition of these specialised services is still developing. As awareness increases, patient inflow is expected to gradually improve.

During the field visit, it was observed that Sri Shankara Cancer Foundation is equipped with modern diagnostic infrastructure and specialised departments such as radiology, pulmonology, haemato-oncology, and operation theatres functioning in coordination. The hospital appears well organised and capable of supporting multiple diagnostic and treatment services within the same facility, which contributes to efficient management of cancer cases.

AFFORDABILITY AND FINANCIAL ACCESS TO CARE



LOWER COST OF DIAGNOSTIC AND TREATMENT SERVICES

Discussions with hospital representatives highlighted that Sri Shankara Cancer Foundation aims to provide advanced cancer diagnosis and treatment while maintaining affordability for patients. During discussion they noted that the hospital offers several specialised diagnostic and treatment services at comparatively lower costs than many other private hospitals in Bhubaneswar, enabling economically vulnerable patients to access advanced cancer care.

Further insights shared by Dr. Aarushi Chokhani (Consultant Pulmonologist) indicated that advanced diagnostic procedures such as EBUS and thoracoscopy are available at significantly lower costs at the institution. For instance, procedures that typically cost around ₹60,000-₹70,000 in other hospitals are available at approximately ₹35,000-₹40,000 at Sri Shankara Cancer Foundation. This cost difference has helped improve financial access to specialised cancer diagnostics.

Dr. Aarushi Chokhani further emphasised, "Cost is a major barrier for many cancer patients, especially those coming from low-income backgrounds. At our hospital, we have consciously worked towards keeping diagnostic procedures like EBUS and thoracoscopy more affordable. Combined with schemes like PM-JAY, this ensures that patients do not delay diagnosis or treatment due to financial constraints. As a result, we are seeing more patients being able to access timely and appropriate care."



FINANCIAL PROTECTION THROUGH PM-JAY

Clinical interactions indicated that a significant proportion of patients receiving treatment at Sri Shankara Cancer Foundation are covered under the Pradhan Mantri Jan Arogya Yojana (PM-JAY) scheme. This government health insurance programme plays a crucial role in reducing out-of-pocket expenditure for economically vulnerable patients, enabling them to access specialised cancer diagnostics and treatment without facing severe financial burden.

- Covers hospitalisation, diagnostic procedures, and treatment costs.
- Enables economically weaker patients to access specialised cancer care without financial distress.
- Reduces delays in treatment caused by financial constraints.

The availability of PM-JAY coverage ensures that patients can undergo essential diagnostic procedures, hospitalisation, and treatment services with financial protection. Dr. Aarushi Chokhani, Consultant Pulmonologist also highlighted the importance of this support mechanism in improving financial access to care. She noted, "A large proportion of our patients are covered under the PM-JAY scheme, which significantly reduces the financial burden of cancer diagnosis and treatment. This support allows patients from economically weaker backgrounds to access advanced diagnostic procedures and specialised care that would otherwise be difficult to afford."

Pradhan Mantri Jan Arogya Yojana (PM-JAY) is a flagship health insurance scheme launched by the Government of India to provide financial protection for economically vulnerable families. Under the scheme, eligible households receive health coverage of up to ₹5 lakh per family per year for secondary and tertiary care hospitalisation at empanelled public and private hospitals. PM-JAY aims to reduce catastrophic health expenditure and improve access to quality healthcare services, particularly for low-income populations who may otherwise face financial barriers in accessing specialised medical treatment.

During the field visit, the team observed that the hospital provides accommodation facilities within the campus for patients and their caregivers, particularly for those travelling from distant locations for treatment. Hospital staff also indicated that nutritious food is provided to patients during their stay. These support services help reduce additional expenses related to lodging and daily living during the treatment period.



Anandamma, 45 years old cancer patient from Kuppalli

When I found out I had cancer, I did not know how we would manage the costs. We are farmers and do not have much savings. But here, my treatment was covered under PM-JAY, and we did not have to pay for most of it. They also gave us a place to stay and food every day. I did not feel alone.

ACCESS & ADMISSION TO CARE



SMOOTH AND TIMELY ADMISSION PROCESS

Post-intervention findings indicated that the primary source of awareness about the hospital and its services was through family and friends (60%), followed by doctor or ambulance referrals (20%) and referrals from nearby health centres (20%).

All respondents reported that admission to the hospital was conducted on time, suggesting efficient patient intake procedures. With regard to the cost of treatment, most beneficiaries reported receiving treatment completely free of cost, while a few stated that the treatment was partly subsidised. One of the patients from Shidlagatta noted, "When we arrived, we did not know what to expect. But the staff helped us with everything, the registration, the tests, explaining what would happen next. It was much smoother than we had anticipated."



CLEAR COMMUNICATION AND INFORMED CARE

All respondents also mentioned that the medical procedures were clearly explained to them or their family members by hospital staff. None of the respondents reported facing any difficulty in accessing treatment or surgical services. In cases where services were unavailable, beneficiaries indicated that they would have sought care at government hospitals in other districts or states. Patient interactions reinforced these findings, with beneficiaries highlighting the clarity and attentiveness of the medical team as a key factor in building trust and confidence in the care received. One of the patients from Puttapardi shared, "The doctor sat with us and explained everything about the diagnosis and what the treatment would involve. We felt informed and reassured. No one made us feel like we were asking too many questions."



FREE OR SUBSIDISED TREATMENT

Interactions with patients and their family members provided further insights into their experiences regarding access to treatment and admission procedures at the hospital. Beneficiaries noted that the admission process was generally smooth and timely, with hospital staff guiding them through registration, diagnostic tests, and treatment procedures. Several respondents highlighted that medical procedures and treatment plans were clearly explained to them or their family members, which helped build trust and confidence in the care provided.



Adi lakshamma, 55 years old, Chintamani village

I did not face any difficulty in getting admitted to the hospital.

The staff helped with the registration and tests, and the doctors explained the treatment plan in a way we could understand. Since my treatment was covered under the PM-JAY scheme, it also reduced the financial burden on my family.

Interactions with hospital representatives, including doctors and management staff, provided additional insights into improvements in access to care following the intervention. Hospital representatives noted that the availability of advanced diagnostic equipment has strengthened the institution's capacity to provide specialised cancer diagnostics and treatment services within the hospital. They also highlighted that the internalisation of diagnostic procedures has reduced the need for patients to visit multiple facilities for tests, thereby improving convenience and reducing delays in treatment.

Dr. B.S. Shrinath, Managing Trustee, Sri Shankara Cancer Foundation

The hospital now has stronger diagnostic capabilities with the introduction of advanced equipment. Many tests that earlier required referral to other hospitals can now be conducted within the institution, which helps us begin treatment more quickly and improves access for patients.



This indicates a high level of satisfaction among patients regarding the responsiveness and care provided by the hospital staff.



Gowamma, 56 years old patient from Koratagere village

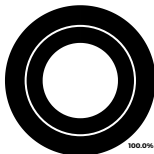
I am very satisfied with the treatment and care I received at Sri Shankara Cancer Foundation.

The doctors and nurses were very supportive and attentive throughout my treatment. The medical procedures were clearly explained to my family, which helped us feel confident about the care being provided. Overall, the quality of treatment and services at the hospital was excellent.

QUALITY OF TREATMENT & CARE

PATIENT SATISFACTION AND EXPERIENCE

CHART 3: RATING OF MEDICAL CARE RECEIVED (N=20)



■ Poor
■ Excellent

Chart 2 indicates the rating of medical care received by the surveyed respondents (n = 20). All respondents reported that they considered the quality of medical care received at the hospital to be excellent, reflecting high levels of patient satisfaction with treatment and healthcare services.

Regarding the availability of doctors and attentiveness of nurses and hospital staff, all respondents (100%) reported that doctors were available whenever required and that nurses and hospital staff were attentive and supportive during treatment.

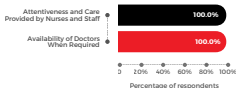
AVAILABILITY OF SERVICES AND COST SUPPORT

Regarding the availability of doctors and attentiveness of nurses and hospital staff (n=20), all respondents (100%) reported that doctors were available whenever required and that nurses and hospital staff were attentive and supportive throughout the treatment process. Patients noted that medical staff were responsive during consultations, diagnostic procedures, and post-treatment care, indicating a high level of satisfaction with the overall quality of care provided by the hospital.

One patient shared, "The doctors were always available when we needed them, and the nurses took good care of me throughout the treatment. They explained everything clearly, which made me feel comfortable."

Interactions with hospital representatives further supported these findings. Dr. B.S. Shrinath, Managing Trustee of Sri Shankara Cancer Foundation, highlighted that the hospital aims to provide advanced cancer treatment while ensuring affordability for patients. He noted that the institution offers treatment at comparatively lower costs than many other hospitals in Bhubaneswar while maintaining access to modern diagnostic technologies and specialised oncology services. According to him, the addition of new medical equipment has further strengthened the hospital's capacity to provide high-quality and affordable cancer care to patients from economically vulnerable backgrounds.

CHART 4: AVAILABILITY OF DOCTORS AND ATTENTIVENESS OF NURSES & HOSPITAL STAFF (N=20)



Regarding the availability of doctors and attentiveness of nurses and hospital staff (n=20), all respondents (100%) reported that doctors were available whenever required and that nurses and hospital staff were attentive and supportive during treatment. This indicates a high level of satisfaction among patients with the care provided by the hospital.

All respondents also confirmed that medicines and diagnostic tests were provided without any additional charges, which helped reduce the financial burden on patients and their families. Furthermore, all respondents reported that they were treated with respect and dignity by the hospital staff, reflecting the hospital's emphasis on patient-centred care.



Lakshmana, 65 years old patient from Puttapardi

Whenever I needed help, the doctors and nurses were available and ready to assist. The staff regularly checked on me and ensured I was comfortable during my treatment. Their attentive care made me feel safe and well supported throughout my stay at the hospital.

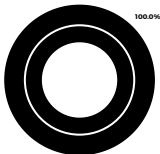
Interactions with hospital representatives further supported these findings. Dr. Aarushi Chokhani (Consultant Pulmonologist) noted that the availability of advanced diagnostic technologies has improved the hospital's ability to provide accurate diagnosis and timely treatment for patients. She highlighted that procedures such as EBUS and thoracoscopic diagnostics, which earlier required referral to other hospitals and involved waiting periods of up to 10-15 days, can now be performed within the institution with a turnaround time of approximately 3-5 days. "Earlier, patients had to wait longer and travel outside for specialised diagnostics. Now, with these technologies available in-house, we are able to diagnose and start treatment much faster, which makes a significant difference in patient outcomes."

Interactions with hospital representatives further supported these findings. According to Mr. Abinash Rout (Assistant Manager - Biomedical), waiting time for diagnostic services has reduced due to the availability of equipment and medical staff. He noted that feedback from patients and their families has been largely positive, particularly regarding diagnosis accuracy, treatment outcomes, and supportive services such as accommodation and food facilities provided within the hospital premises.

KEY IMPACT

IMPROVED ACCESS TO ADVANCED CANCER DIAGNOSTICS

CHART 5: CURRENT HEALTH STATUS OF PATIENTS (N=20)



■ Not improved
■ Much improved

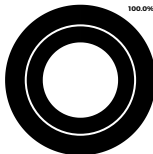
The intervention has contributed to improvements in the current health status of patients as access to advanced diagnostic services has strengthened. All respondents (100%) reported that their health condition had much improved after receiving diagnosis and treatment at the hospital.

The availability of specialised diagnostic technologies has significantly strengthened access to advanced cancer diagnostics within the hospital. Field interactions indicated that the introduction of technologies such as Endobronchial Ultrasound (EBUS), thoracoscopy, Radial EBUS, and cytogenetic diagnostic systems (FISH and karyotyping) has improved the hospital's ability to detect, stage, and classify cancer cases more accurately. These technologies enable minimally invasive procedures, precise tissue sampling, and better differentiation between conditions such as lung cancer, tuberculosis, and other pulmonary diseases.

According to Dr. Aarushi Chokhani (Consultant Pulmonologist), the availability of advanced bronchoscopic technologies has significantly improved the accuracy of lung cancer diagnosis and staging. She noted that the hospital can now perform minimally invasive tissue sampling and diagnostic procedures in-house, which has reduced diagnostic uncertainty and enabled doctors to initiate treatment more quickly. Discussions with hospital staff further indicated that diagnostic turnaround time has reduced from approximately 10-15 days earlier to about 3-5 days, allowing faster clinical decision-making and reducing delays in treatment planning.

IMPROVED PATIENT EXPERIENCE AND QUALITY OF CARE

CHART 6: OVERALL SATISFACTION WITH HOSPITAL AND TREATMENT/SURGERY (N=20)



■ Not satisfied
■ Very satisfied

The intervention has contributed to improving the overall patient experience and quality of care at the hospital. Survey responses indicated high levels of satisfaction among beneficiaries regarding the treatment received. When asked about their overall satisfaction with the hospital and treatment or surgery (n = 20), all respondents (100%) reported that they were very satisfied, indicating a high level of confidence in the services provided. Patients also reported that medical procedures and treatment plans were clearly explained to them or their family members by hospital staff.

This helped build trust and confidence in the treatment process and ensured that patients were well informed about their diagnosis and care plan.

Shrinivas, 50-year-old patient from Bagepalli

From admission to treatment, the hospital staff guided us at every step. The doctors were approachable and explained everything patiently to my family. The facilities and care provided made us feel confident that we were receiving the best possible treatment.



Interactions with hospital representatives further supported these findings. Discussions with hospital staff indicated that the availability of advanced equipment such as EBUS systems, thoroscopes, and cytogenetic diagnostic tools, along with trained medical personnel, has improved the overall efficiency of diagnostic and treatment processes. Staff noted that most specialised diagnostic procedures are now conducted within the hospital, reducing the need for external referrals and enabling quicker coordination between departments. This has streamlined patient management by minimising delays, reducing repeat visits, and supporting timely initiation of treatment.

Hospital staff also highlighted that patient feedback has generally been positive, particularly regarding the accuracy of diagnosis, improved treatment outcomes, and availability of supportive services. The ability to complete diagnostic tests, consultations, and treatment within the same facility has been a key factor in improving patient convenience and overall experience.

One staff member noted, "Since the equipment is available here, patients can complete their tests and start treatment without going to other hospitals. This has made the process smoother and more efficient for both patients and doctors."

Field observations by the evaluation team further indicated a strong emphasis on patient-centred care within the institution. The hospital has developed an integrated treatment environment where diagnostic services, treatment facilities, accommodation, and patient support services are available within the same campus. The availability of accommodation and food facilities is particularly important for patients travelling from distant locations who require extended treatment and follow-up care.

REDUCED FINANCIAL BURDEN ON PATIENTS

CHART 7: REDUCTION IN FINANCIAL BURDEN DUE TO FREE TREATMENT (N=20)



■ No
■ Yes, a lot

The intervention has contributed to reducing the financial burden on patients seeking cancer diagnosis and treatment. When asked about the reduction in financial burden due to free or subsidised treatment (n = 20), all respondents reported that the programme helped reduce their medical expenses.

Discussions with clinical staff indicated that a large proportion of patients receiving treatment at the hospital are covered under the Pradhan Mantri Jan Arogya Yojana (PM-JAY) scheme. This government health insurance programme provides financial protection for economically vulnerable households and helps reduce out-of-pocket expenditure for hospitalisation and treatment.

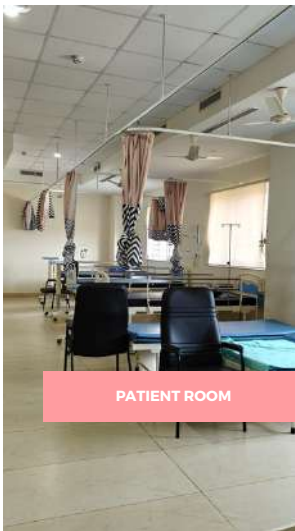
Hospital staff noted that PM-JAY coverage plays a critical role in enabling patients from low-income backgrounds to access specialised cancer diagnostics and treatment without facing significant financial constraints. Patients who would otherwise delay or avoid treatment due to high costs are able to undergo procedures such as diagnostic tests, surgeries, and follow-up care under the scheme. This has contributed to improved treatment uptake and continuity of care, particularly among patients from rural and economically disadvantaged communities.

Clinical interactions further indicated that the scheme reduces the need for upfront payments, allowing patients to proceed with treatment in a timely manner. Staff also highlighted that PM-JAY has helped minimise out-of-pocket expenditure not only for major procedures but also for associated services such as hospital stays and supportive care.



Bahudur Ali, 65 years old patient from Kalvamanjali village

Coming from a rural area with a low monthly income of around ₹15,000-₹20,000, I did not think I would be able to access such advanced treatment. The support provided by the hospital made it possible for me to receive the care I needed without facing heavy financial pressure.



PATIENT ROOM

IMPACT ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

- Improved access to advanced cancer diagnostic services for patients, enabling more accurate and timely detection of disease.
- Improved overall treatment experience through patient-centred care, clear communication from medical staff, and supportive hospital services.
- Reduced waiting time for diagnostic procedures and faster initiation of treatment due to in-house availability of specialised technologies.
- Greater financial independence as trainees transitioned from unemployment or irregular.



FAMILY

- Reduced financial stress for families due to lower out-of-pocket expenditure on diagnostic tests and treatment procedures.



COMMUNITY

- Reduced need for patients to travel to distant metropolitan hospitals for specialised diagnostic procedures.
- Increased access to affordable cancer care for patients from rural and economically vulnerable communities.
- Strengthened trust in local healthcare institutions capable of providing advanced oncology services.



STATE LEVEL

- Supported state priorities related to strengthening healthcare infrastructure and improving access to specialised cancer diagnostic and treatment services.
- Contributed to enhancing the availability of advanced medical technologies within the state, reducing the need for patients to travel outside the region for specialised cancer care.



NATIONAL LEVEL

- The project supported national priorities related to improving access to affordable healthcare and strengthening diagnostic capacity for critical diseases such as cancer.

CASE STUDY 1



BACKGROUND

Ms. Sadhyarani Sahoo is a 53-year-old homemaker. She has no significant past medical history. However, she had prolonged exposure to environmental tobacco smoke owing to her husband's smoking habits, and she regularly used biomass fuel for cooking purposes, both of which are recognized risk factors for respiratory and pulmonary conditions.



PRE-INTERVENTION

Ms. Sahoo presented with a six-month history of breathlessness on exertion, bilateral chest pain, and intermittent wheezing. She did not experience cough, fever, weight loss, or loss of appetite. Prior to visiting Sri Shankara Cancer Foundation, she had undergone a CECT thorax scan at another facility, which identified an irregular lesion in the superior segment of the left lower lobe of the lung, prompting referral for further evaluation.



PROGRAM INTERVENTION

Upon presentation at Sri Shankara Cancer Foundation, a comprehensive diagnostic workup was initiated. A whole-body PET scan revealed a well-defined cavitory lesion in the left lower lobe of the lung, with no evidence of metastatic spread to other parts of the body. To obtain a definitive histopathological diagnosis, a Radial EBUS-guided transbronchial lung biopsy was performed, which confirmed poorly differentiated carcinoma suggestive of Non-Small Cell Lung Cancer (NSCLC). Concurrently, mediastinal lymph node staging was carried out using linear EBUS-FNAB, which showed no malignant involvement of the lymph nodes. Based on these findings, the patient was referred to the surgical oncology department, where she underwent a left lower lobe lobectomy. Following surgery, she was placed on adjuvant chemotherapy with curative intent.



POST-INTERVENTION

The timely and accurate diagnosis made possible by the availability of advanced diagnostic technologies at Sri Shankara Cancer Foundation enabled the clinical team to detect the disease at an early, localized stage. This allowed for a curative treatment strategy combining surgical resection with adjuvant chemotherapy, offering Ms. Sahoo a favorable prognosis and the possibility of long-term disease-free survival.

CASE STUDY 2



BACKGROUND

Mr. Kabi Behera is a 45-year-old driver by occupation. He has a significant smoking history of approximately 25 pack-years, which is a well-established risk factor for both oral cancer and pulmonary disease. He had no other notable past medical history prior to this presentation.



PRE-INTERVENTION

Mr. Behera reported a growth on the left side of his tongue persisting for nearly six months, accompanied by fever with chills, evening rise in temperature, night sweats, and mild weight loss over the preceding three months. Prior to visiting Sri Shankara Cancer Foundation, he had undergone evaluation at another hospital, where a biopsy of the tongue lesion confirmed squamous cell carcinoma. A PET scan conducted at that facility also indicated a lesion involving the left lateral border of the tongue with possible lymph node involvement, prompting referral for further management.



PROGRAM INTERVENTION

Upon presentation at Sri Shankara Cancer Foundation, further clinical evaluation revealed additional abnormalities in the lungs, which warranted investigation beyond the primary oral cancer diagnosis. The patient underwent bronchoscopy with bronchoalveolar lavage (BAL) and a Radial EBUS-guided transbronchial lung biopsy to assess the pulmonary findings. Laboratory analysis of the biopsy confirmed the presence of *Mycobacterium tuberculosis*, establishing a concurrent diagnosis of pulmonary tuberculosis alongside locally advanced carcinoma of the tongue.

Given the complexity of managing two simultaneous serious conditions, the treatment plan was carefully sequenced. Mr. Behera was first initiated on Anti-Tubercular Therapy (ATT) to control the active tuberculosis infection. Following stabilization, he was started on neoadjuvant chemotherapy directed at the tongue carcinoma. He is currently undergoing treatment, with further imaging planned to guide the next phase of management.



POST-INTERVENTION

Mr. Behera's case is currently ongoing. The structured, phased treatment approach prioritizing infection control through ATT before proceeding with oncological intervention reflects the careful multidisciplinary management required in cases of co-existing malignancy and active infection. Upon completion of neoadjuvant chemotherapy and follow-up imaging, a decision regarding definitive surgical intervention for the locally advanced tongue carcinoma will be made. The advanced diagnostic capabilities at Sri Shankara Cancer Foundation, particularly the use of Radial EBUS-guided biopsy, were instrumental in identifying the concurrent tuberculosis, which may otherwise have gone undetected and complicated cancer treatment outcomes.

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The intervention is highly relevant as it addressed gaps in access to advanced cancer diagnostic and treatment services in the region. Earlier, several specialised diagnostic procedures required referral to external hospitals, leading to delays in diagnosis and additional financial and logistical burden for patients. By supporting the installation of advanced diagnostic equipment and strengthening in-house clinical capacity, the program improved access to timely and accurate cancer diagnosis and treatment. This made the intervention well aligned with the healthcare needs of patients, particularly those from economically vulnerable backgrounds.



COHERENCE

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

- SDG 3: Good Health and Well-being
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequalities



The intervention also aligns with Government of India's flagship programs:

- Ayushman Bharat - Pradhan Mantri Jan Arogya Yojana (PM-JAY): Expanding access to affordable healthcare and reducing financial barriers to hospitalisation and treatment.
- National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS): Strengthening early detection, diagnosis, and treatment capacity for non-communicable diseases such as cancer.

**EFFECTIVENESS**

The intervention was effective in strengthening the hospital's diagnostic and treatment capacity and improving access to specialised cancer care services. Field interactions and survey responses indicate positive outcomes in terms of patient satisfaction, improved diagnostic efficiency, and enhanced service delivery.

- 100% of surveyed patients reported satisfaction with the medical care received at the hospital.
- 100% of respondents stated that doctors were available when required and that nurses and hospital staff were attentive and supportive during treatment.
- 100% of patients reported that their health condition had improved after receiving diagnosis and treatment.
- The availability of advanced diagnostic technologies has enabled the hospital to conduct specialised procedures such as EBUS and thoracoscopy in-house, reducing dependency on external diagnostic centres.
- Diagnostic turnaround time has reduced from approximately 10-15 days to around 3-5 days, allowing faster clinical decision-making and timely initiation of treatment.
- The hospital's surgical capacity has improved with the addition of anaesthesia machines and respiratory support systems, enabling more efficient management of complex cancer cases.

**EFFICIENCY**

The intervention demonstrated efficient utilisation of resources by strengthening existing hospital infrastructure and integrating advanced diagnostic technologies within the current healthcare system. The procurement and installation of specialised medical equipment enabled the hospital to expand its diagnostic and treatment capabilities without requiring major structural changes. Field interactions indicated that the equipment installation followed a structured commissioning process that included delivery, installation by the manufacturing company, vendor-led training for hospital staff, internal testing, and certification before deployment in the respective departments. The use of Annual Maintenance Contracts (AMC) and Comprehensive Maintenance Contracts (CMC) further supports efficient equipment management and long-term operational sustainability. The availability of advanced diagnostic systems within the hospital has also improved operational efficiency by reducing the need for external referrals and shortening diagnostic turnaround time. As a result, patients are able to receive diagnosis and treatment within the same facility, which helps streamline clinical workflows and improves overall service delivery.

**IMPACT**

The intervention improved access to advanced cancer diagnostics, enhanced patient experience, and reduced the financial burden associated with treatment. Survey findings indicated high levels of satisfaction among beneficiaries, with 100% of respondents reporting that their health condition had improved and that they were very satisfied with the treatment received at the hospital. The availability of specialised technologies such as EBUS, thoracoscopy, and cytogenetic diagnostic systems has enabled several diagnostic procedures to be conducted in-house, reducing dependency on external facilities. As a result, diagnostic turnaround time has reduced from approximately 10-15 days to about 3-5 days, enabling faster treatment decisions. The intervention has also helped reduce treatment-related expenses. All surveyed respondents reported that free or subsidised treatment reduced their financial burden, and many patients are covered under the Pradhan Mantri Jan Arogya Yojana (PM-JAY) scheme, improving access to affordable cancer care.

**SUSTAINABILITY**

The intervention demonstrates sustainability by strengthening the hospital's long-term diagnostic and treatment capacity through the installation of advanced medical equipment and improved clinical infrastructure. The introduction of technologies such as EBUS, thoracoscopy, cytogenetic diagnostic systems, and additional anaesthesia machines enables the hospital to continue providing specialised diagnostic and treatment services beyond the project period. Sustainability is further supported through structured equipment management systems, including Annual Maintenance Contracts (AMC) and Comprehensive Maintenance Contracts (CMC), which help ensure regular maintenance and operational reliability of the equipment. In addition, trained doctors and technicians within the hospital are capable of operating and interpreting diagnostic outputs, enabling continued utilisation of the technologies. Stakeholder interactions also indicated that as awareness of the hospital's advanced diagnostic services increases, patient utilisation is expected to grow, further strengthening the long-term impact and sustainability of the intervention.

RECOMMENDATIONS



While the intervention has strengthened the hospital's diagnostic and treatment capacity through the introduction of advanced medical technologies, increasing community awareness about the availability of these specialised services remains important. Awareness campaigns, community outreach activities, and collaboration with local healthcare providers can help inform patients about the availability of advanced diagnostic facilities and encourage earlier health-seeking behaviour.



The hospital has developed strong diagnostic and treatment infrastructure; however, greater collaboration with local health centres, referral hospitals, and government healthcare systems can further improve patient referrals and service utilisation. Strengthening referral networks and partnerships with nearby healthcare institutions may help ensure that more patients requiring specialised cancer diagnostics and treatment are directed to the hospital in a timely manner.



PROJECT 12

CANCER DIAGNOSIS AND TREATMENT SUPPORT PROGRAMME

Implementation Mode : Implementation Agency

Implemented by : HCG Foundation

Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

Cancer is one of the leading causes of morbidity and mortality in India, with an estimated 14.6 lakh new cases diagnosed annually. The financial burden of cancer treatment poses a significant barrier to care, with many patients unable to afford the high costs of chemotherapy, surgery, radiation therapy, and supportive care. Studies indicate that a substantial proportion of cancer patients in India experience catastrophic health expenditure, often resorting to distress financing mechanisms such as selling assets, taking high-interest loans, or discontinuing treatment altogether.

Economically vulnerable populations face disproportionate challenges in accessing cancer care due to the combined burden of direct medical costs, indirect expenses (travel, accommodation, nutrition), and loss of income during treatment. Government insurance schemes such as Ayushman Bharat provide coverage for eligible populations; however, gaps remain in coverage adequacy, awareness, and the inclusion of all necessary treatment components. In this context, philanthropic support plays a critical role in bridging the financial gap and enabling timely access to quality cancer care.

PROJECT OBJECTIVES

The Cancer Diagnosis and Treatment Support Programme was designed with the following objectives:



To provide financial assistance for essential cancer treatments, including chemotherapy, surgery, radiation therapy, and diagnostics.



To enable eligible patients to access high-cost interventions, such as bone marrow transplants.



To support economically vulnerable children and adults undergoing long-term cancer care.



To alleviate the financial burden on families and prevent catastrophic health expenditure.



To reduce treatment interruption and discontinuation caused by a lack of funds.



To expand access to quality cancer care across multiple geographies through HCC Cancer Centres.

PROJECT ACTIVITIES

The programme implemented the following key activities during FY 2024-2025:

Financial Assistance for Cancer Treatment



Chemotherapy support



Bone Marrow Transplant (BMT) support



Surgical intervention funding



Diagnostics and imaging assistance



Radiation therapy coverage

Patient Navigation and Counselling



Guiding families through treatment plans and hospital processes



Emotional support and confidence building



Ensuring follow-ups and continuity of care

Documentation and Monitoring



Patient-level tracking and progress monitoring



Periodic reporting to CSR partners



Treatment cycle and outcome documentation

KEY FINDINGS AND IMPACTS

DEMOGRAPHIC PROFILE

This section presents the demographic profile of the 50 beneficiaries surveyed. The demographic analysis provides context for understanding the programme's reach and the socio-economic background of the beneficiaries served.

DEMOGRAPHIC SUMMARY

GEOGRAPHIC DISTRIBUTION



KARNATAKA
78.0%



GUJARAT
22.0%

AGE PROFILE



BELOW 15
YEARS 32.0%



ABOVE 40
YEARS 36.0%

GENDER



MALE 54.0%



FEMALE 46.0%

PATIENT TYPE



INPATIENT 64.0%



OUTPATIENT 34.0%

RATION CARD STATUS



BPL 78.0%



APL 20.0%

FAMILY OCCUPATION



AGRICULTURE
/LIVESTOCK 40.0%



LABOUR 38.0%

FAMILY MONTHLY INCOME



78% BELOW RS. 15,000

40.0%

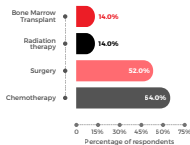
The demographic profile confirms the programme's strong focus on economically vulnerable populations. A substantial majority of beneficiaries (78%) held Below Poverty Line (BPL) cards, while 56% reported having no personal income, indicating high levels of household dependency. Livelihoods were predominantly informal, with 40% of families engaged in agriculture or livestock rearing and 38% dependent on daily wage labour, highlighting exposure to income instability. Paediatric patients (below 15 years) constituted 32% of beneficiaries, reflecting the programme's reach among families requiring cancer care for children. The near-equal gender distribution (54% male, 46% female) indicates balanced access to treatment support across genders.

KEY FINDINGS

This section presents the key findings from the beneficiary survey, focusing on the nature of support received, access to treatment, financial assistance, and service delivery experience. Quantitative findings are supported by qualitative evidence.

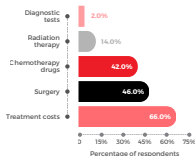
FINDING 1: TYPE OF CANCER TREATMENT RECEIVED CHART 1: TYPE OF CANCER TREATMENT RECEIVED (N = 50)

CHART 1: TYPE OF CANCER TREATMENT RECEIVED



The survey indicated that chemotherapy was the most common treatment modality, received by 64% of the beneficiaries. Surgery was the second most prevalent intervention (52%), followed by radiation therapy (14%) and bone marrow transplant (14%).

FINDING 2: NATURE OF FINANCIAL SUPPORT PROVIDED CHART 2: NATURE OF FINANCIAL SUPPORT PROVIDED BY THE FOUNDATION



All beneficiaries received financial support from the Foundation. The support was primarily directed towards treatment costs (66%), surgery (46%), and chemotherapy drugs (42%). Radiation therapy was covered for 14% of beneficiaries, while diagnostic tests were supported in 2% of cases.

The data revealed that the Foundation addressed the most critical and high-cost components of cancer care. This enabled patients to access essential treatment modalities without interruption. The average financial support received per beneficiary was Rs. 3,06,327, with a range of Rs. 50,000 to Rs. 10,00,000.



I am very grateful to HCG Foundation for the financial support provided for my treatment. Cancer treatment is very expensive, and my family could not manage the costs on our own. The support from HCG Foundation helped me continue my treatment without interruption. This assistance reduced the financial burden on my family and gave me hope during a very difficult time.

- **Roopesh, Beneficiary**

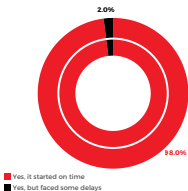


Foundation support encouraged timely treatment initiation by building patient confidence through emotional reassurance, sharing recovery stories, and engaging children with supportive activities like art therapy.

- Hari Krishnan C, Patient Care Coordinator, HCG Foundation

FINDING 3: TIMELY INITIATION OF TREATMENT AFTER SUPPORT APPROVAL

CHART 3: TIMELY INITIATION OF
TREATMENT AFTER FOUNDATION
SUPPORT APPROVAL



How Families Managed Cancer Treatment Expenses (Before Foundation Support)

Key Financial Coping Mechanisms



58% → Borrowed money
from relatives or friends



20% → Used their
household savings



12% → Took loans from
moneylenders or banks



10% → Sold assets (gold,
land, livestock, etc.)

The chart indicates that 98% of beneficiaries started treatment on time after foundation approval, while only 2% experienced delays.

Interactions with the family members of the beneficiaries revealed that

- The foundation's approval and fund disbursement process was efficient.
- There were minimal administrative or logistical bottlenecks.
- Beneficiaries were able to act promptly once support was confirmed.
- Delays were reported only in exceptional cases, not systematically.

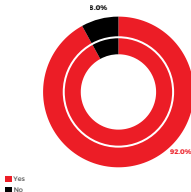
The study observes strong operational effectiveness and timely access to healthcare support, both of which are critical to medical assistance programs.



What This Indicates

- The majority relied on informal borrowing, indicating a strong reliance on social networks.
- One in five families exhausted their savings, weakening their financial stability.
- A section of families resorted to distress measures, such as selling assets, which impacted long-term security.
- Formal financial institutions played a limited role, possibly due to access barriers or high interest rates.

Before foundation support, cancer treatment expenses led to significant financial strain. Families primarily relied on borrowing and depletion of personal resources, increasing debt burden and economic vulnerability.

FINDING 4:
ACCESS TO HIGH-COST TREATMENTS
CHART 4: ACCESS TO HIGH-COST TREATMENTS ENABLED BY FOUNDATION SUPPORT

92.0%

of beneficiaries confirmed that Foundation support enabled them to access high-cost treatments that would otherwise have been unaffordable.

This included procedures such as surgery, bone marrow transplants, and extended chemotherapy cycles—the remaining 8% represented cases where the support supplemented rather than solely enabled access to treatment.

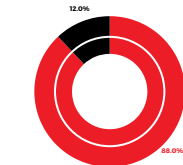


HCG Foundation's support was a great relief for my family and me. Managing treatment expenses was extremely difficult for us. The financial assistance helped cover major medical costs and allowed me to focus on recovery rather than worry about money. I am sincerely thankful to HCG Foundation for their support and compassion.

- Haswaq Ahamad, Beneficiary

FINDING 5: BENEFICIARY SATISFACTION WITH FINANCIAL SUPPORT

CHART 5: SATISFACTION WITH
FINANCIAL SUPPORT RECEIVED



Very satisfied
Satisfied

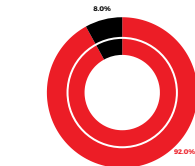
The survey revealed high levels of beneficiary satisfaction: 88% reported being very satisfied, and 12% were satisfied with the financial support received. No beneficiaries expressed dissatisfaction.

Financial support played a critical role in enabling patients to complete prescribed treatment cycles by preventing interruptions caused by financial hardship. Despite support, some drop-outs occurred due to non-financial factors such as long treatment duration, travel from distant locations, and loss of livelihood.

**- Feros Khan, Sr. Manager
Operations, HCG Foundation**

FINDING 6: CLARITY OF SUPPORT PROCESS INFORMATION

CHART 6: CLARITY OF INFORMATION
PROVIDED ABOUT THE SUPPORT
PROCESS (N = 50)



Very clear
Clear



92.0%

of beneficiaries found the information provided about the support process to be very clear,

while 8% found it clear. This reflected the effectiveness of patient communication and counselling by Foundation staff and Medical Social Workers.



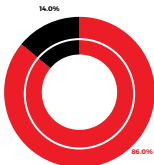
**SOULACE TEAM
INTERACTING WITH THE
PATIENT**

KEY IMPACT

This section presents the key impacts observed among beneficiaries resulting from the intervention. The impacts are derived directly from survey findings and are supported by qualitative findings.

IMPACT 1: TREATMENT COMPLETION

CHART 7: COMPLETION OF
PRESCRIBED TREATMENT AS ADVISED
BY DOCTORS



■ Yes
■ Still ongoing

The study reveals that 86% of beneficiaries have completed the prescribed treatment, while 14% are still undergoing treatment.

Given that medical assistance cases typically involve serious, life-threatening, or financially catastrophic health conditions, this outcome reflects a significant impact:

Life-Saving and Health-Stabilising Impact

Completion of treatment in 86% of cases suggests that beneficiaries followed through with full medical protocols, which is critical for conditions such as surgery, radiation therapy, chemotherapy, or other major interventions. In such scenarios, incomplete treatment can lead to relapse, complications, or mortality.

Financial Risk Mitigation

Serious medical treatments often require sustained financial commitment. High completion rates indicate that the support likely reduced treatment discontinuation due to financial distress, a common issue in vulnerable households.



Prevention of Medical Debt & Distress Decisions

In grave health situations, families may otherwise:

- Borrow at high interest rates
- Sell productive assets
- Discontinue treatment midway

The high completion rate suggests that the intervention helped prevent the use of catastrophic coping mechanisms.



Ongoing Cases (14%) - Nature of Medical Cycles

The 14% still undergoing treatment indicates

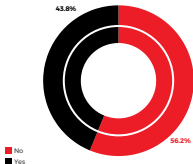
- Long-term therapies (e.g., oncology, dialysis, rehabilitation)
- Staggered surgical procedures
- Post-operative recovery phases

This points towards the continuity of care in severe medical conditions.

In the context of critical health scenarios, an 86% treatment completion rate demonstrates substantial life-preserving, financially protective, and system-strengthening impact. It reflects not just administrative efficiency but meaningful support in situations where timely, sustained treatment can determine survival and long-term well-being.

IMPACT 2: RETURN TO EDUCATION (PAEDIATRIC PATIENTS)

CHART 8: RETURN TO SCHOOL STATUS
OF CHILD PATIENTS



Among the 16 school-going paediatric patients surveyed, 43.8% had returned to school after treatment. In contrast, 56.2% had not yet resumed schooling—a situation that is medically understandable given the intensity of cancer treatment protocols (chemotherapy, radiation, surgery) and the prolonged recovery period.



Restoration of Normal Childhood



44.0%

For nearly 44% of children to return to school, despite undergoing life-threatening illness and aggressive treatment, reflects a significant health recovery milestone.

School re-entry signals improved physical strength, stabilised immunity levels, and medical clearance.



Psychosocial Reintegration

Returning to school represents:

- Reconnection with peers
- Emotional stabilisation
- Rebuilding confidence and identity beyond illness
- Reduction in social isolation

In paediatric oncology contexts, this reintegration is a critical marker of psychological recovery, not just medical recovery.



Children in the active recovery phase



56.2%

The children who have not yet resumed schooling likely remain in:

- Active treatment cycles
- Post-treatment recovery phases
- Immunocompromised states require medical caution

This delay does not imply negative impact but rather reflects the clinical realities of cancer care, where treatment duration can extend over months or years.



Long-Term Developmental Safeguard

Facilitating return to education protects:

- Academic continuity
- Cognitive development
- Long-term life opportunities

In severe illness scenarios, the risk of school dropout is high. The observed return rate suggests positive recovery trajectories.

In the context of paediatric cancer—a life-threatening and socially disruptive condition—the return of nearly half the children to school represents meaningful recovery, restored normalcy, and successful social reintegration. It signals that medical intervention is not only preserving life but also gradually rebuilding childhood and prospects.



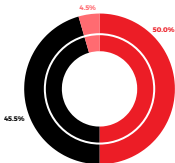
Observed Outcome

Paediatric patients resumed school after treatment; adult patients returned to work and supported their families. Foundation support gave families hope and confidence that quality cancer treatment could be accessed.

- Hari Krishnan C, Patient Care Coordinator, HCG Foundation

IMPACT 3: RESUMPTION OF LIVELIHOOD (ADULT PATIENTS) MOST LIKED FACILITY AFTER SCHOOL UPGRADATION

CHART 9: RESUMPTION OF WORK OR LIVELIHOOD ACTIVITIES BY ADULT PATIENTS



long-term economic vulnerability.

The study showed that 45.5% of adult patients have resumed work or livelihood activities, 4.5% have partially resumed, while 50% have not yet returned to work.



Economic Recovery Among Nearly Half



45.5%

For 45.5% of patients to return fully to livelihood activities after serious medical treatment reflects a strong recovery outcome.

In cases involving major surgeries, chronic illness, or long-term treatment, regaining the physical capacity to work is a critical milestone. This suggests restoration of:

- Physical functionality
- Income stability
- Household financial resilience



Transitional Reintegration



4.5%

The small proportion resuming work partially indicates a gradual return-to-work process, which is common in serious health conditions. This reflects:

- Improving health, but ongoing monitoring
- Reduced workload or flexible engagement
- Cautious reintegration to avoid relapse



Continued Recovery Phase



50.0%

Half of the beneficiaries not yet returning to work likely reflects:

- Ongoing treatment cycles
- Post-operative or post-therapy recovery
- Medical advice restricting physical exertion
- Long-term or chronic health impacts

Given the gravity of medical conditions supported, this is not unexpected. Serious illnesses often require extended rehabilitation before patients can safely resume employment.



Household-Level Implications

Return to work is directly linked to:

- Reduction in financial stress
- Prevention of debt accumulation
- Restoration of dignity and self-reliance

The fact that nearly half have resumed work suggests meaningful socio-economic recovery, though continued support and follow-up may be critical for those still recovering.

In the context of severe medical conditions, a 50% return to livelihood, whether full or partial, reflects substantial progress in recovery and economic stabilisation. At the same time, the remaining cases highlight the need for sustained medical and social support during extended recovery periods.

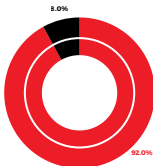


Families were protected from long-term financial distress through reduced treatment costs, limited debt accumulation, and avoidance of high-interest loans.

- Feros Khan, Sr. Manager Operations, HCG Foundation

IMPACT 4: CRITICALITY OF FOUNDATION SUPPORT IN TREATMENT CONTINUATION

CHART 10: IMPORTANCE OF FOUNDATION SUPPORT IN CONTINUING CANCER TREATMENT (N = 50)



■ Yes
■ No



94.0%

of beneficiaries stated that Foundation support was essential and that treatment would have stopped without it. A further 6.0% rated the support as very important. For patients, the

Foundation's financial assistance was not merely supplementary but was critical for treatment continuation and survival.

IMPACT 5: REDUCTION IN HOUSEHOLD MEDICAL EXPENSES COMFORT LEVEL OF NEW CLASSROOM FURNITURE

CHART 11: REDUCTION IN HOUSEHOLD MEDICAL EXPENSES DUE TO FOUNDATION SUPPORT (N = 50)



■ Yes, significantly



100%

of beneficiaries reported a significant reduction in household medical expenses due to

Foundation support, while 2% reported some reduction. The support enabled families to redirect resources towards other essential needs, including nutrition, travel, and ancillary care expenses.



The financial support provided by HCG Foundation played an important role in my cancer treatment. The cost of treatment was beyond our family's capacity. With the HCG Foundation's help, I received timely medical care. This support not only helped me medically but also gave emotional strength to my family.

- Rathan Sai, Beneficiary



Financial assistance removes the initial barrier, allowing patients to begin treatment as per the medical plan without delays. Support significantly reduces out-of-pocket expenditure by covering major treatment-related costs such as diagnostics, chemotherapy, and hospital charges.

- Dr Krutika, Consultant Oncologist, HCG Bangalore



CASE STUDY MANJU PRAKASH

»» BACKGROUND

Manju Prakash was diagnosed with Leukaemia, a serious and life-threatening form of cancer that requires timely and continuous medical treatment. Coming from an economically disadvantaged background and holding a BPL (Below Poverty Line) card, the family was not in a position to bear the high cost of cancer treatment. Without external support, the family would have been forced to take heavy loans, placing a long-term financial burden on them.

»» INTERVENTION

HCG Foundation provided financial support amounting to Rs. 2,00,000 towards the treatment. This support was disbursed directly to the hospital billing system, ensuring proper utilisation of funds and eliminating administrative burden on the family.

Impact: According to the patient, the treatment was possible only because of the financial assistance provided by HCG Foundation. The financial assistance reduced the family's stress and allowed them to focus on recovery rather than worrying about treatment costs. The support from the HCG Foundation not only helped cover medical costs but also gave hope and relief to the patient and their family during a very difficult period

»» LEARNINGS

- Timely financial support can be the deciding factor between treatment continuation and discontinuation for economically vulnerable patients.
- Reducing financial stress enables families to focus on recovery rather than resource mobilisation.
- Financial assistance provides both tangible (treatment coverage) and intangible (emotional relief, hope) benefits.

EVALUATION BASED ON OECD FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

The Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) evaluation criteria provides a standardised framework for assessing the merit and worth of development interventions. The following assessment applies this criterion to the Cancer Diagnosis and Treatment Support Programme, drawing upon the findings from the beneficiary survey (N = 50), key informant interviews with programme staff and medical professionals, and beneficiary testimonials collected during the assessment.



RELEVANCE

India recorded approximately 14.6 lakh new cancer cases annually, with treatment costs posing a catastrophic financial burden on low-income households. Economically vulnerable families disproportionately face distress financing, including asset liquidation, high-interest borrowing, and treatment abandonment. The programme directly addressed this gap: 78.0% of beneficiaries held BPL cards, 78.0% of families earned below ₹15,000 per month, and 56.0% of beneficiaries had no personal income. The choice of interventions (chemotherapy, surgery, radiation, and BMT) aligned precisely with clinical need. The six-centre footprint across Karnataka and Gujarat responded to regional cancer burden, confirming strong contextual and geographic relevance.



COHERENCE

The programme showed clear alignment with national development priorities. It directly advanced SDG 3 (Good Health and Well-being), SDG 1 (No Poverty), and SDG 10 (Reduced Inequalities) by enabling access to treatment for India's most economically marginalised cancer patients. At the policy level, the programme complemented Ayushman Bharat-Pradhan Mantri Jan Arogya Yojana (AB-PMJAY), Rashtriya Arogya Nidhi (RAN), and the National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) by extending coverage to underserved populations. Internally, activities across financial assistance, patient navigation, and documentation formed a consistent and mutually reinforcing support structure. Some scope remained to strengthen formal convergence with government financing streams.



**EFFECTIVENESS**

The programme exhibited high effectiveness in meeting its stated objectives. 98.0% of the beneficiaries, initiated treatment on time following support approval, and 92.0% accessed high-cost treatments, including surgery, bone marrow transplants, and extended chemotherapy that would otherwise have been unaffordable. 86.0% of beneficiaries completed prescribed treatment as advised by their doctors. 100.0% of beneficiaries expressed satisfaction with the financial support received, and 92.0% rated process communication as very clear. These outcomes confirmed strong fidelity between programme design and results.

**EFFICIENCY**

The programme leveraged HCG Foundation's established hospital infrastructure across six cancer centres, avoiding duplication of operational costs and utilising existing clinical staff, billing systems, and patient management processes. Fund disbursements were routed directly to hospital billing, minimising administrative burden on families and reducing the risk of misutilisation. Medical Social Workers and Patient Care Coordinators served as embedded navigators, drawing on existing community touchpoints to identify patients. A 98.0% on-time treatment initiation rate reflected minimal operational bottlenecks.

**IMPACT**

Immediate impacts included 94.0% of beneficiaries reporting that Foundation support was essential to treatment continuation; 100% reporting a significant reduction in household medical expenses; and prevention of catastrophic coping mechanisms, including asset liquidation and high-interest borrowing for the majority of families. Long-term impacts were evidenced by 86.0% treatment completion; 45.5% of adult patients resuming full livelihood activities; and 43.8% of paediatric patients returning to school, signalling physical recovery, socio-economic stabilisation, and restoration of developmental trajectories.

**SUSTAINABILITY**

At the individual level, successful treatment completion and livelihood resumption among adult patients suggested durable health and economic recovery, representing positive behaviour and capability change. Institutionally, HCG Foundation's long-standing operational presence since 2006, and its embedded MSW and Patient Care Coordinator teams, have provided a resilient service infrastructure. Knowledge transfer was evident through patient counselling, clear process communication (rated very clear by 92.0%), and family navigation support that built household capacity to engage with the healthcare system.

RECOMMENDATIONS



Based on the findings from the beneficiary survey, key informant interviews, and programme assessment, the following recommendations are proposed to strengthen the Cancer Diagnosis and Treatment Support Programme.



The programme can consider introducing a supplementary support component to cover travel allowances, accommodation subsidies, or meal support for patients undergoing extended treatment. This can reduce treatment discontinuation due to non-medical financial constraints and improve overall treatment adherence.



The programme can explore further streamlining of approval processes through digitalisation of documentation, pre-approved funding brackets for common treatment types, or emergency fast-track protocols for critical cases. Reducing approval time can enable quicker treatment initiation, particularly for aggressive cancers.



The programme can develop standardised information materials in local languages, create short video guides explaining the support process, and train Medical Social Workers in comprehensive patient communication. Early and clear information can reduce patient anxiety and improve engagement with the support process.



The programme can consider integrating basic financial counselling for families, including guidance on debt management, accessing low-interest credit, and protecting remaining assets.



This can support long-term economic recovery beyond immediate treatment support.



PROJECT 13

ADVANCING CRITICAL HEALTHCARE FOR THE NEEDY

Implementation Mode	: Implementation Agency
Implemented by	: Prashanti Balamandira Trust
Implementation Year	: CY 2024 - 2025

NEED OF THE PROGRAM

SoulAce Consulting Private Limited, a specialised CSR advisory firm with extensive experience in conducting impact assessments, baseline studies, and need assessments across India, was engaged to undertake a comprehensive impact assessment of the Advancing Critical Healthcare for the Needy project implemented by Prashanthi Balamandira Trust at Sri Sathya Sai Sarala Memorial Hospital, Muddenahalli, during the financial year 2024-2025. The assessment was designed to evaluate the project's effectiveness in providing free general and orthopaedic surgical services to economically vulnerable rural populations, strengthening critical care infrastructure through ICU/MICU equipment upgradation, and improving healthcare access, affordability, and patient outcomes in the underserved communities of Chikkaballapur District, Karnataka. This report presents evidence-based findings derived from primary data collection across 50 surgical beneficiaries (general and orthopaedic), qualitative stakeholder consultations with hospital management, surgeons, nursing and para-medical staff, the project implementation team, and the implementing agency, supplemented by review of hospital records and field observations, providing actionable insights for future programme scaling, sustainability planning, and continued CSR investment in rural healthcare development.

PROJECT OBJECTIVES

CRITICAL CARE OBJECTIVES



Strengthen ICU/MICU capacity through procurement of 10 ventilators, 10 patient monitors, 50 syringe pumps, 10 ICU beds, 1 defibrillator, and 1 ECG machine.



Reduce complications in emergency and post-operative settings.



Improve survival outcomes for critically ill patients through advanced monitoring and respiratory support.



Enhance readiness for medical emergencies and trauma cases.

PROJECT ACTIVITIES



Procured ICU/MICU equipment including ventilators, patient monitors, syringe pumps, ICU beds, defibrillators, and ECG machines, followed by installation, calibration, and validation by biomedical engineers, with corresponding documentation and asset registry updates.



Delivered general and orthopaedic surgical interventions for eligible patients, preceded by pre-operative screening and supported by post-operative care, physiotherapy for orthopaedic cases, and follow-up assessments to track clinical outcomes.



Built the capacity of ICU doctors, nurses, and technicians through training on equipment handling, clinical protocols, emergency response drills, and patient monitoring procedures.



Monitored programme performance through monthly tracking of ICU equipment usage and quarterly reviews of surgical outcomes, supported by audit-ready financial documentation, case studies, and impact assessment reporting.



Identified and screened beneficiaries through telemedicine consultations across 28 Sai Swasthya Centres, followed by socio-economic assessment, medical eligibility review, and documentation of patient consent within a secure beneficiary database.

KEY FINDINGS AND IMPACTS

This chapter presents insights and analysis derived from patients, their families, doctors, para-medical staff, hospital management, and key project stakeholders associated with the “**Advancing Critical Healthcare for the Needy**” project supported by **ABB India Foundation** in collaboration with **Prashanthi Balamandira Trust** at Sri Sathya Sai Sarala Memorial Hospital, Muddenahalli. Drawing on primary survey responses, stakeholder interviews, and field observations, the assessment examined the extent to which the project has contributed to strengthening critical care services, improving patient outcomes, enhancing service accessibility, and building hospital capacity.

The evaluation focused on key dimensions such as patient health improvements, financial relief for beneficiaries, post-operative care quality, ICU/MICU workflow efficiency, staff capacity building, equipment usability and maintenance, and overall stakeholder satisfaction.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Parameter	Category	Frequency (n=50)	Percentage (%)
Age Group	20-30 years	4	8%
	31-40 years	3	6%
	41-50 years	6	12%
	51-60 years	24	48%
	Above 60 years	13	26%
Gender	Male	32	64%
	Female	18	36%
Place of Residence	Rural village	31	62%
	Urban town/city	16	32%
	Semi-urban	3	6%
Occupation	Farmer	27	54%
	Self-employed	13	26%
	Not working	6	12%
	Tennis Coach	4	8%
Monthly Household Income	Less than ₹5,000	3	6%
	₹10,001 to ₹15,000	9	18%
	₹15,001 to ₹20,000	29	58%
	₹20,001 to ₹30,000	6	12%
	₹30,001 to ₹50,000	3	6%

PRE-INTERVENTION SENARIO

1. LIMITED ACCESS TO AFFORDABLE HEALTHCARE

Before the project intervention, many patients faced significant barriers to accessing timely medical care. Rural patients struggled to afford surgical procedures due to limited household income. Traveling to distant hospitals further increased the cost, making timely treatment a major challenge.



Bahudur Ali, 65 years, Kalvamanjali, Kolar Rural Village

Before learning about this hospital, I was unsure how I could afford surgery. With limited income and no financial support, visiting other hospitals would have meant high costs for surgery, travel, and lodging. Access to timely treatment seemed almost impossible, and my health continued to worsen. The situation was stressful for both me and my family.

2. FINANCIAL BURDEN ON LOW-INCOME FAMILIES

Patients with modest earnings and without financial support, the combined expenses for hospital charges, travel, boarding, and lodging created a substantial economic burden. Many families had to postpone or risk foregoing essential treatment.



Vikas, 22 years, Nepal City

I had a serious orthopaedic issue, but my income as a tennis coach was insufficient to cover the surgery at private hospitals. Government hospitals were far away, and arranging funds for travel, surgery, and accommodation was daunting. Without external support, I would have delayed treatment, risking permanent injury and long-term complications.

3. RISK OF DELAYED OR INADEQUATE TREATMENT

The lack of nearby specialized hospitals and unaffordable care meant patients often faced delayed intervention. Delays increased the risk of complications, particularly for orthopaedic and general surgical conditions, affecting patients' overall health and productivity.



Shrinivas, 50 years, Bagepalli Village

Being a farmer with a modest household income, I could not have afforded surgery elsewhere. The combined cost of hospital charges, travel, and lodging would have been a huge burden. I had no immediate access to affordable care, and it was unclear when or where I could get proper treatment.

4. DEPENDENCE ON WORD-OF-MOUTH AND LIMITED AWARENESS

Before the intervention, most patients relied on personal networks for information about medical facilities. Lack of awareness about affordable or nearby services further hindered access, especially for rural populations.



Narasimhappa, 56, Farmer, Jakkalamadagu

I heard about this hospital from my neighbour whose husband was treated here last year. Before that, I did not know there was a hospital near our village that provides free surgery. I used to think only big city hospitals in Bangalore could treat my condition.

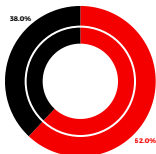
PROJECT INTERVENTION

The project intervention strengthened critical care services at Sri Sathya Sai Sarala Memorial Hospital by providing advanced ICU/MICU equipment and supporting free surgeries for underprivileged patients. Equipment installation, staff training, and interdepartmental coordination ensured timely, high-quality care and improved patient outcomes. The initiative directly addressed gaps in critical care infrastructure and enhanced access to lifesaving healthcare for rural communities.

SOURCES OF AWARENESS ABOUT HOSPITAL SERVICES

A majority of respondents reported that they became aware of the hospital or its services through family or friends (74%), highlighting the strong role of personal networks in spreading information. 14% reported learning about the hospital via doctors or ambulances, while 12% reported being referred through health centres. This shows that word-of-mouth remains the primary source of awareness, complemented by formal medical channels.

CHART 1: TYPE OF TREATMENT / SURGERY UNDERTAKEN (RESPONDENT DATA)



■ Orthopaedic surgery
■ General surgery

Among the respondents surveyed, 62% reported undergoing orthopaedic surgeries, while 38% underwent general surgical procedures. This distribution represents the profile of the respondents covered under the assessment sample.



Mrs. Anandamma, 45 years, Kuppalli Village

Living in a rural area, I was worried about how I would afford the surgery I needed. Thanks to the support provided under the project, I could undergo timely treatment without delay. The assistance eased the financial burden on my family and gave me the care I needed without compromise.

STRENGTHENING CRITICAL CARE

The ICU/MICU upgrade under the project has significantly enhanced the hospital's critical care capacity, enabling timely management of complex and life-threatening cases. According to Dr. Sapna Purushotham, "The upgraded ICU/MICU equipment has strengthened our ability to deliver timely critical care and manage complex cases locally."

Nursing and para-medical staff highlighted improvements in patient monitoring and operational efficiency, with Ms. Shushma H K noting, "Advanced monitors and ventilators allow us to focus more on patient comfort and clinical care, improving safety and efficiency." Hospital management emphasized the smooth implementation and integration of the equipment, with Dr. Ragupathi stating, "Coordination with ABB ensured smooth installation and integration of ICU equipment, transforming our critical care capacity." Beneficiaries and their families reported a positive impact on access and affordability of care, with one patient sharing, "We received lifesaving care without any financial burden. Traveling to distant hospitals is no longer necessary." This underscores the project's role in strengthening clinical services, improving patient safety, and expanding access to quality healthcare for underserved populations.



Ms. Shushma H K, Para-Medical Staff

Hands-on training with ventilators, monitors, and infusion pumps has improved our technical skills and efficiency, allowing us to provide better patient care.

FINANCIAL SUPPORT TO THE BENEFICIARIES

The project ensured that all ICU/MICU services and surgeries were provided **completely free of cost**, effectively removing financial barriers for rural and economically disadvantaged patients. Beneficiaries who would otherwise have faced significant expenses for critical care and surgical interventions received **lifesaving treatment without incurring any out-of-pocket costs**.

Patients and their families reported substantial relief and gratitude, as the availability of advanced medical care locally eliminated the need to travel to distant tertiary hospitals, which often involves high travel, accommodation, and treatment costs. This financial support has **prevented catastrophic health expenditures**, reduced the risk of indebtedness, and enhanced access to timely medical care for the underprivileged.



Mr. Ramesh Kumar, Muddenahalli

I never imagined that I could receive such advanced medical care without paying a single rupee. The surgery and ICU care for my father were completely free, and it saved our family from immense financial stress.



Mr. Chalamappa, 60 years, Shidlagatta Village

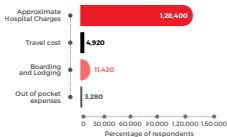
As a farmer and the primary earner for my family, the cost of surgery was a serious concern, along with the loss of income during recovery. The financial support I received allowed me to undergo surgery without worrying about expenses, helping me focus on my health and recovery.



Mr. Prakash S, Muddenahalli

This initiative has been a blessing for families from rural areas. It has made critical care accessible and affordable, giving hope and security to those who previously could not afford such services.

CHART 2: ESTIMATED ADDITIONAL COSTS IF TREATED AT OTHER HOSPITALS



Beneficiaries of the hospital experienced substantial financial relief, as the cost of seeking similar treatment elsewhere would have been considerable. On average, hospital charges alone were estimated at ₹1,28,400 per patient, with additional travel expenses of ₹4,920, boarding and lodging costs of ₹11,420, and other out-of-pocket expenditures of ₹3,280. By providing completely free treatment and surgical services, the hospital not only reduced the economic burden on patients and their families but also enhanced equitable access to essential healthcare, demonstrating a meaningful impact on community well-being.

Beneficiary Reported Service Accessibility and Satisfaction



Timely Admission to the Hospital

100% of respondents reported that admission to the hospital was done on time, indicating efficient intake and service responsiveness.



Free Treatment/Surgery Provision

100% of respondents confirmed that treatment/surgery was provided completely free of cost.



Clarity of Medical Explanation

100% of respondents stated that the medical procedure was clearly explained to them or their family, indicating strong communication by hospital staff.



Difficulty Faced in Receiving Treatment

All respondent reported facing no difficulty in accessing treatment.



Alternative Treatment Option

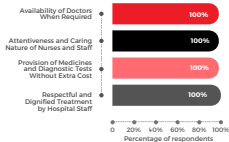
100% of respondents indicated that they would have sought treatment at a government hospital in another district/state if services were unavailable.



Affordability Compared to Other Hospitals

100% of respondents perceived the treatment/surgery at this hospital to be very affordable compared to other hospitals.

CHART 3: AVAILABILITY OF MEDICAL STAFF, COST-FREE SERVICES, AND RESPECTFUL PATIENT CARE



Based on the primary survey of 50 beneficiaries,



100%

all respondents reported that they were satisfied with the following aspects of service delivery during their treatment at the hospital.

These findings reflect beneficiary-reported satisfaction levels:



Timely Availability of Doctors

All 50 respondents (100%) confirmed that doctors were readily available whenever required during their treatment and hospitalisation.



Caring and Attentive Nursing and Support Staff

All 50 respondents (100%) reported that nurses and hospital staff were attentive and caring throughout their stay.



Cost-Free Medicines and Diagnostic Services

All 50 respondents (100%) confirmed receiving medicines and diagnostic tests completely free of cost.



Respectful and Dignified Patient Care

All 50 respondents (100%) confirmed that hospital staff treated them with respect and dignity.



Mr. Ashimavo Dutta, CFO, Project Team, Sri Sathya Sai Memorial Hospital

Structured planning, close coordination with clinical teams, and transparent monitoring have allowed us to implement the initiative efficiently. We are proud to see improved patient outcomes and enhanced service delivery through this initiative.



Mr. Adinarayana Gowda, 60 years, Kallumari, Madakashira Village

With a modest monthly income, arranging funds for surgery seemed impossible. The support provided under the project made it possible for me to receive the treatment I needed. It relieved my family from financial stress and let us concentrate on my recovery rather than worrying about medical bills.

Intervention Component	Details	Supporting Testimonial
1. ICU/MICU Equipment Procurement	10 ventilators, 10 patient monitors, 50 syringe pumps, 10 ICU beds, 1 defibrillator, 1 ECG machine procured and installed based on patient load analysis.	"The equipment is extremely important for managing critically ill patients. Before the upgrade, we managed with limited resources and manual monitoring." - Dr. Sapna Purushotham, General Surgeon
2. Free Surgical Services	100 general surgeries and 70 orthopaedic surgeries completed. Patients identified through OPD screenings, health camps, and referrals.	"During the reporting period, 100 free surgeries were successfully completed. The outcomes have been highly satisfactory." - Mr. Ashimavo Dutta, CFO, Project Team
3. Capacity Building	Doctors, nurses, and para-medical staff trained on equipment usage, emergency protocols, and ICU workflow management.	"After proper training, we found the equipment easy to operate and integrate into daily routines. The displays are clear and alarms are precise." - Ms. Shushma H K, ICU Nursing Staff
4. Service Delivery & Access	All ICU/MICU services and surgeries provided free of cost. 100% timely admission reported by respondents.	"We received lifesaving care without any financial burden. Travelling to distant hospitals is no longer necessary." - Bahudur Ali, 65, Self-employed, Kalvamanjali, Kolar
5. Monitoring & Maintenance	ICU registers, OT logs, digital records. Preventive maintenance schedules and routine inspections established.	"We have implemented preventive maintenance schedules, routine inspections, and technical service agreements to ensure long-term usability." - Dr. Ragupathi, Director, Hospital Management

POST-INTERVENTION SCENARIO AND IMPACT

The project interventions have led to significant improvements in both patient health outcomes and accessibility to critical care services. Patients reported a noticeable improvement in their health status following treatment, reflecting the effectiveness of medical interventions and post-operative care provided by the hospital.

CHART 4: POST-TREATMENT HEALTH STATUS OF PATIENTS



■ Much improved
■ Not improved



100%

All patients reported significant improvement in their health status following treatment, indicating the effectiveness of medical interventions and post-operative care provided by the hospital.

No respondents reported a lack of improvement, highlighting the positive outcomes and impact of the services delivered.



Mr. Ravi Kumar, Beneficiary

I underwent orthopaedic surgery here, and the care I received was exceptional. The staff monitored me constantly, and I recovered faster than I expected. I am grateful for receiving lifesaving treatment without having to worry about the costs

KEY IMPACT

NOTABLE IMPROVEMENT IN CRITICAL CARE AND PATIENT OUTCOMES

The intervention has had a significant positive impact on healthcare delivery and patient outcomes at Sri Sathya Sai Sarala Memorial Hospital. Post-intervention feedback indicated marked improvements in patient recovery, safety, and satisfaction. Upgraded critical care facilities, including ventilators, patient monitors, syringe pumps, ICU beds, and life-support systems, have strengthened the hospital's ability to manage complex and emergency cases locally, reducing the need for patients to travel to distant tertiary centres. Continuous monitoring and timely interventions have enhanced recovery rates, minimized complications, and improved overall clinical outcomes.

CHART 5: REDUCTION IN FINANCIAL BURDEN THROUGH FREE TREATMENT


■ Yes, a lot
■ Not reduced

Financial relief has been one of the most significant impacts of the project.


100%

All respondents reported a substantial reduction in their medical expenses due to the free treatment and surgical services provided by the hospital.

Patients highlighted that they no longer need to travel to distant tertiary centres or bear the high costs typically associated with critical care, which has greatly improved access for economically disadvantaged families. As one beneficiary, **Ms Meena, a beneficiary**, "Without this hospital, I would have had to travel far and spend a lot for my surgery. Receiving free care here has been a huge relief for my family and me." This feedback underscores how the project has not only enhanced healthcare access but also alleviated the financial burden for underserved communities.

CHART 6: PATIENT SATISFACTION WITH MEDICAL SERVICES RECEIVED


■ Excellent
■ Poor

The quality of care and overall patient satisfaction were consistently high.


100%

All beneficiaries rated the medical services received at the hospital as excellent, highlighting the professionalism of doctors, para-medical staff, and hospital management.

Structured ICU monitoring, precise post-operative care, and efficient service delivery contributed to these positive experiences, demonstrating the hospital's commitment to maintaining high standards of clinical services.

Finally, all respondents expressed satisfaction with the hospital environment, service quality, and treatment protocols. Patients appreciated the coordinated care, attentive staff, and the supportive infrastructure that made their treatment and recovery smooth and stress-free. These results underscore the transformative impact of the project on patient outcomes, healthcare accessibility, and community trust in the hospital.



Dr. Sapna Purushotham

(MBBS, MS; 25 years' experience, General Surgery)

With the upgraded ICU and surgical support, we can now provide timely care and closely monitor post-operative patients. Seeing patients recover safely and quickly is extremely rewarding.

CHART 7: OVERALL PATIENT SATISFACTION WITH HOSPITAL SERVICES AND TREATMENT



■ Very satisfied
■ Not satisfied



100%

All respondents expressed satisfaction with the hospital and the treatment or surgery they received.

Patients highlighted that the care provided, the professionalism of the staff, and the overall service environment met their expectations. No respondents reported dissatisfaction, reflecting the hospital's consistent ability to deliver reliable and accessible healthcare services to its patients.

NOTABLE IMPROVEMENT IN CRITICAL CARE AND PATIENT OUTCOMES

Stakeholder Group	Feedback with Testimonials
Beneficiaries (Patients)	<p>Beneficiaries reported that surgeries were provided completely free of cost, significantly reducing their financial burden. Patients experienced noticeable reduction in pain and improvement in mobility after treatment. All respondents expressed satisfaction with the quality of surgical care, doctor availability, and overall hospital services.</p> <p>"The doctors explained everything about my surgery clearly. I felt safe and respected throughout. My health has improved so much that I can now do my household work again." – Gowamma, 56, Farmer, Koratagere</p>

Stakeholder Group	Feedback with Testimonials
Family Members of Patients	<p>Family members highlighted substantial financial relief, as expensive hospital charges, travel, boarding, and other out-of-pocket expenses were avoided. They noted clear communication from doctors regarding procedures and recovery.</p> <p>"We were told my mother's orthopaedic surgery would cost over ₹2,00,000 at a private hospital in Bangalore. Here, everything was free - from medicines to the surgery itself. It was a huge relief for our family." - Family member of Prema Neela, 70, Yalahanka</p> <p>"My father is 76 years old. Travelling to another district for surgery was not possible for him. Getting timely treatment so close to home saved his life." - Family member of Krishnappa, 76, Farmer, Bijjavara</p>
Medical and Nursing Staff	<p>Doctors reported that timely admission processes and availability of necessary surgical support enabled efficient case management. Nursing staff emphasized coordinated post-operative monitoring and patient-centered care practices.</p> <p>"The upgraded ICU/MICU equipment has strengthened our ability to deliver timely critical care and manage complex cases locally." - Dr. Sapna Purushotham, MS, General Surgery (25 years' experience)</p> <p>"Advanced monitors and ventilators allow us to focus more on patient comfort and clinical care, improving safety and efficiency." - Ms. Shushma H K, BSc Nursing, ICU Staff</p>
Hospital Management	<p>Management highlighted that the project improved access to essential surgical services for economically vulnerable rural populations. Free treatment and diagnostics strengthened equitable healthcare delivery.</p> <p>"Coordination with ABB ensured smooth installation and integration of ICU equipment, transforming our critical care capacity." - Dr. Ragupathi, Director - Liaison and Strategic Growth (33 years' experience)</p> <p>"The hospital operates entirely on a free-of-cost model. This project has enabled us to scale our surgical and critical care services to reach more deserving patients." - Mr. Ashimavo Dutta, CFO</p>
Implementing Agency	<p>The implementing team confirmed strong coordination among all stakeholders, proactive planning, and effective beneficiary identification processes.</p> <p>"This hospital is fully free of cost - there is not even a cash counter. The project ensured that economically disadvantaged patients receive life-saving surgical and ICU services without any financial burden." - Ms. Vansika Sharma, Area Head CSR - Rural Relationship, ABB (6 years' experience)</p>

IMPACT OF THE PROGRAM ACROSS MULTIPLE LEVELS

INDIVIDUAL LEVEL



Access to upgraded ICU/MICU facilities and free surgical services significantly improved patient health outcomes, including recovery rates and survival.



Financial relief from free treatment alleviated economic stress, allowing families to prioritize other essential needs.



Enhanced patient monitoring, care, and attention increased comfort and safety, particularly during critical post-operative periods.



Timely medical interventions and continuous observation minimized complications, ensuring effective and responsive care for critically ill patients.

COMMUNITY LEVEL



Strengthened critical care infrastructure expanded healthcare access for rural and underserved populations.



Training and capacity building of doctors, nurses, and para-medical staff improved operational efficiency and overall service quality.



Improved patient outcomes and visible healthcare support fostered community confidence in local medical facilities.



Availability of free surgical and ICU services reduced dependency on distant tertiary hospitals, promoting equitable access to essential healthcare.

STATE LEVEL

The project contributed to state-level healthcare priorities by enhancing ICU/MICU capacity and supporting advanced medical interventions.



Expanded surgical and critical care capabilities relieved pressure on higher-level hospitals and improved regional healthcare resilience.

NATIONAL LEVEL



The initiative aligns with national objectives to enhance healthcare access, strengthen critical care readiness, and provide financial protection for vulnerable populations.



It serves as a model for effective CSR engagement in rural healthcare development, demonstrating scalable and sustainable impact.

CASE STUDY



Case Study 1

Pre-Intervention: Chalamappa, a 60-year-old farmer from Shidlagatta, depends entirely on agriculture for his livelihood, earning between ₹15,001 and ₹20,000 per month. When he developed a condition requiring general surgery (hernia repair), the estimated medical expenses at private hospitals (₹1,00,000 in hospital charges alone, plus ₹5,000 in travel and ₹3,000 in boarding costs) created severe financial stress. As the primary earning member of his family, he was forced to delay treatment for months, risking complications and worsening health.

Programme Intervention: Through word-of-mouth referral from family members, Chalamappa was connected to Sri Sathya Sai Sarala Memorial Hospital. He was identified as an eligible beneficiary under the ABB-supported free surgery programme through OPD screening. His pre-operative diagnostics, surgical procedure, hospitalisation, medicines, and post-operative care were provided entirely free of cost under the project.

Post-Intervention: Following surgery, Chalamappa reported significant improvement in his health status. He was able to return to his agricultural work within weeks. The family's estimated savings from the free treatment amounted to approximately ₹1,10,000. Chalamappa stated: "The doctors and nurses treated me with great respect. I never expected to receive such advanced care without paying anything. I have already recommended this hospital to three other people in my village."





Case Study 2

Pre-Intervention: Anandamma, a 45-year-old woman from Kuppalli village, is a farmer earning between ₹20,001 and ₹30,000 per month. She developed a serious orthopaedic condition that required immediate surgical intervention. The estimated cost of similar treatment at a private hospital in Bangalore was approximately ₹3,00,000 in hospital charges, plus ₹5,000 in travel and ₹10,000 in boarding expenses. Living in a rural area with limited healthcare access, she was unable to arrange the required funds and faced the prospect of prolonged disability.

Programme Intervention: Anandamma learned about the hospital through a neighbour who had previously been treated there. She was assessed through the hospital's beneficiary identification process and enrolled under the ABB CSR-funded free surgery programme. Her entire treatment – from diagnostics to surgery to post-operative care – was provided at no cost.

Post-Intervention: Anandamma reported significant improvement in her health, with marked reduction in pain and restoration of mobility. The financial support prevented an estimated ₹3,18,000 in medical expenditure. She shared: "Without this hospital, I would have had to sell our farmland to pay for the surgery. Now I am back on my feet and can take care of my family again. I tell every woman in my village – do not delay your treatment, go to this hospital."



SOULACE TEAM INTERACTING WITH THE STAKEHOLDER

EVALUATION BASED ON OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The Advancing Critical Healthcare for the Needy project is strongly aligned with the needs of economically vulnerable rural populations, particularly considering that 82% of beneficiary families reported monthly incomes of ₹20,000 or less. High surgical costs, travel expenses, and out-of-pocket expenditures often limit timely access to essential healthcare services for such households.

By providing completely free general and orthopaedic surgeries, along with medicines and diagnostic support, the project addressed key financial and accessibility barriers. While the intervention clearly met beneficiary needs and demonstrated strong contextual alignment, the rating is moderated to reflect scope for deeper pre-intervention need mapping to further substantiate targeted service prioritization and orthopaedic surgical targets are still being progressively achieved, indicating ongoing implementation toward full intended coverage.



COHERENCE

The programme demonstrates coherence with broader development priorities by aligning with the Organisation for Economic Co-operation and Development Assistance Committee (OECD-DAC) coherence criterion and contributing to the United Nations Sustainable Development Goals. It supports SDG 3: Good Health and Well-Being through improved access to surgical and critical care services, SDG 4: Quality Education through hands-on learning opportunities for doctors and clinical staff, SDG 8: Decent Work and Economic Growth by enabling patients to regain health and return to livelihood activities, and SDG 10: Reduced Inequalities by expanding access to free surgical care for underserved rural populations, while reinforcing national priorities on equitable and affordable healthcare access.



**EFFECTIVENESS**

The project has been effective in achieving its primary objective of providing free surgical care to underserved rural populations. Against the target, 100 general surgeries (including 41 cholecystectomies, 35 hernia repairs, and 9 mastectomies) and 100 orthopaedic surgeries (including 30 ORIF procedures and 18 hemiarthroplasties) were completed. Survey data from 50 beneficiaries demonstrates: 100% received treatment completely free of cost; 100% reported timely admission; 100% reported significant improvement in health status; 100% expressed satisfaction with overall hospital services and treatment quality; and 100% of beneficiaries confirmed they would have had to seek treatment at government hospitals in other districts/states if this facility were unavailable. The 82% concentration of beneficiaries in the ₹20,000-or-below income bracket confirms effective targeting of economically vulnerable populations. The rating is moderated to 4/5 as the orthopaedic surgery target is still being progressively achieved.

**EFFICIENCY**

The project demonstrated strong efficiency in converting inputs to outputs. All orthopaedic surgeries were completed within the reporting period using existing hospital infrastructure, supplemented by the ABB-funded ICU/MICU equipment. Key efficiency indicators include: 100% timely admission reported by all 50 respondents; continuous doctor availability confirmed by all respondents; streamlined patient identification through OPD screenings, health camps, and referrals; and free provision of all medicines and diagnostics without additional financial processes (the hospital operates without a cash counter). Coordination between the project team, hospital management, and clinical staff was highly effective, with regular review meetings and daily update files ensuring operational transparency (as confirmed by Mr. Ashimavo Dutta, CFO, and Ms. Harshitha, Project Coordinator).

**IMPACT**

At the individual level, the project delivered an estimated average financial saving of ₹1,48,020 per patient, with 100% reporting significant health improvement and reduced pain. At the community level, the intervention strengthened local healthcare infrastructure (ICU/MICU capacity expanded with 10 ventilators, 10 patient monitors, 50 syringe pumps, 10 ICU beds, 1 defibrillator, and 1 ECG machine), reduced dependency on distant tertiary centres, and fostered community confidence - evidenced by 74% of referrals coming through word-of-mouth. At the state level, the project contributed to Karnataka's healthcare priorities by enhancing district-level surgical and ICU capacity, reducing pressure on Bangalore's tertiary hospitals. At the national level, the initiative aligns with Ayushman Bharat's goal of universal health coverage and the National Health Mission's focus on strengthening rural healthcare infrastructure, serving as a replicable model for CSR-supported healthcare development.

**SUSTAINABILITY**

The project demonstrates strong sustainability grounded in institutional systems, technical protocols, and clinical capacity already embedded in hospital operations. Preventive maintenance schedules, routine equipment inspections, and technical service agreements ensure uninterrupted functionality of ICU/MICU equipment. Staff training conducted during the project has built internal capacity for independent operation. Dr. Ragupathi confirmed that the hospital is developing a sustainability framework comprising internal cross-subsidy models, philanthropic partnerships, and efficient resource management strategies. The hospital's existing free-of-cost operational model (with no cash counter) provides an inherent sustainability advantage. However, the rating is held at 4/5 rather than 5/5 to acknowledge that long-term financial sustainability of expanded free services depends on continued philanthropic support and the successful implementation of diversified funding strategies beyond CSR cycles.

RECOMMENDATIONS

INITIATE FORMAL LINKAGE WITH GOVERNMENT HEALTH INSURANCE SCHEMES



The programme can establish a dedicated facilitation desk or assign an existing team member to screen beneficiaries for eligibility under Ayushman Bharat, Karnataka Arogya Raksha Scheme, and other applicable government welfare programmes. Given that 82% of beneficiary families earn ₹20,000 or less per month, a significant proportion is likely eligible. This linkage can provide beneficiaries with a broader safety net for ongoing or future healthcare needs beyond the scope of the current CSR intervention, while also supplementing the hospital's financial sustainability model.

INTRODUCE A BASIC DIGITAL HEALTH RECORD AND PROGRAMME TRACKING SYSTEM



The programme can pilot a simple digital record-keeping system for surgical beneficiaries, covering patient demographics, surgery details, post-operative outcomes, and follow-up status. This can be implemented through a low-cost, tablet-based or cloud-based application that integrates with existing hospital registers. A digital system can improve longitudinal outcome tracking, enable data-driven programme reviews, and strengthen reporting to the funding partner. Multiple stakeholders—Hospital Management, Project Team, and the Implementing Agency—have independently recommended this improvement.

EMBED A STRUCTURED PSYCHOSOCIAL SUPPORT PROTOCOL FOR ICU PATIENT FAMILIES



The programme can introduce a brief, structured counselling or orientation protocol for families of ICU-admitted patients. This can include a standardised information sheet about ICU procedures, designated communication hours with treating physicians, and identification of a family liaison point among the nursing or project staff. Given that the Project Team has already identified counselling needs among ICU families, formalising this process can improve family experience, reduce anxiety-driven disruptions, and enhance the overall quality of the care continuum.

EXPAND ICU BED CAPACITY AND NURSING STAFF STRENGTH IN ALIGNMENT WITH DEMAND PROJECTIONS



Given the consistently reported demand-supply gap, the programme can conduct a formal capacity assessment mapping current ICU utilisation rates, patient waitlists, and projected growth in surgical volumes. Based on this assessment, a phased plan for adding ICU beds and recruiting additional nursing staff can be developed within the next funding cycle. Paramedical staff have specifically recommended maintaining optimal nurse-to-patient ratios, and both Hospital Management and the Project Team have identified bed capacity as a key constraint.



PROJECT 14

SWARNIM HIMALAYAS

Implementation Mode : Implementation Agency

Implemented by : Healing Himalayas

Implementation Year : CY 2024 - 2025

NEED OF THE PROGRAM

According to the Central Pollution Control Board (CPCB), India generates approximately 1,62,379 tonnes of solid waste per day, of which less than 30 percent is processed through scientific methods (CPCB Annual Report, 2022-23). In Himachal Pradesh, the challenge is further intensified by geographical constraints. The state's mountainous terrain, dispersed settlements, and limited road connectivity make conventional systems of waste collection and transportation difficult to implement (Himachal Pradesh State Pollution Control Board, 2021). In addition, the rapid growth of tourism has increased the pressure on local waste management systems. Himachal Pradesh recorded more than 1.6 crore tourist arrivals in 2023 (Department of Tourism, Government of Himachal Pradesh), which has contributed to higher volumes of waste in ecologically fragile areas. Plastic materials, multilayered packaging, and sanitary waste are among the most commonly observed pollutants along trekking routes and in nearby village settlements.

Within this broader context, Barshaini village in Himachal Pradesh had been facing increasing challenges related to solid waste management prior to the project intervention. Located in the fragile Indian Himalayan Region, the village is characterized by steep terrain, scattered households, and limited transport connectivity. These factors make the organization of regular waste collection and processing systems particularly difficult. Barshaini also serves as a gateway to several popular trekking routes, and the gradual increase in tourist footfall over the years has further intensified the waste burden in the area. As a result, plastic bottles, multilayered packaging, glass waste, and sanitary waste increasingly accumulated in and around the village.

In the absence of a structured waste management system, waste generated by households, homestays, local eateries, and visiting tourists was often disposed of through open dumping, burning, or discarding near streams and forested areas. Over time, these practices affected the visual landscape of the region and contributed to the contamination of soil and water sources. They also posed risks to livestock and wildlife and contributed to air pollution through open burning. Mountain ecosystems are particularly sensitive and require longer periods to recover from environmental disturbances. Consequently, even relatively small quantities of unmanaged waste can result in long-term ecological impacts. At the same time, livelihood opportunities related to organized waste management remained limited, and awareness regarding waste segregation and responsible disposal practices was relatively low among community members.

These conditions highlighted the need for a decentralized and locally managed waste management system suited to the geographical realities of Barshaini. Establishing a structured mechanism for waste collection, segregation, and recycling was essential not only for protecting the local environment and public health but also for sustaining tourism and creating dignified livelihood opportunities within the community.

OBJECTIVE OF THE PROJECT



To achieve a sustainable solid waste management system in Himachal Pradesh by collecting and processing non-biodegradable waste generated by local communities and tourism.



Community participation for sustainable ecosystem in circular solid waste management



Information, education, and communication along with infrastructure development



To improve the health and introduce green livelihood for the local community by providing direct and indirect employment.

PROJECT ACTIVITIES



Set up and operationalized the Material Recovery Facility (MRF) with machinery including a shredding machine and hydraulic baler to enable efficient segregation, compression, and processing of non-biodegradable waste.



Conducted regular door-to-door waste collection, segregation at source, and processing across project location.



Implemented digital monitoring systems, including CCTV cameras and an online waste tracking platform, to ensure transparency, accountability, and data-driven planning.



Organized community clean-up drives and awareness campaigns to promote responsible waste disposal and sustainable practices.



Engaged local sanitation workers and MRF staff that generated livelihoods and strengthen community ownership.

KEY FINDINGS AND IMPACT

This chapter presents insights and analysis derived from 25 primary respondents who are community members and local residents directly served by the Swarnim Himalayas Project. These respondents include local household residents, shop owners, office workers, and homestay/hotel staff from seven villages: Kasol, Manikaran, Pulga, Tulga, Kalga, Barshaini, and Tosh. They are the end-users of the waste management services - the individuals who receive daily door-to-door waste collection, practice segregation at source, pay user fees, and participate in awareness and clean-up activities. Their responses capture their perspective of the intervention and is complemented by qualitative interviews with stakeholders.



WASTE COLLECTION

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Parameter	Category	Frequency (N=25)	Percentage (%)
Gender	Male	17	68%
	Female	8	32%
Age Group	31-45 years	19	76%
	46-60 years	6	24%
Respondent Type	Local resident (household)	17	68%
	Shop owner	4	16%
	Office worker	3	12%
	Homestay/Hotel/Cottage staff	1	4%

DAILY FOOTFALL AT PREMISES/RESIDENCE

The daily footfall reported by respondents varies significantly based on location and type of establishment, reflecting the diverse tourism intensity across project villages. High-traffic locations include commercial areas in Kasol (2,000-3,000 persons/day), Manikaran's religious tourism zone (1,000-3,000 persons/day), and high-footfall residential areas in Kasol (1,000-1,200 persons/day). Medium-traffic locations include shops and residences in Kalga (300-600 persons/day), Tulga (300-400 persons/day), and Tosh (300-400 persons/day). Low-traffic locations include interior residential areas in Pulga (200-300 persons/day) and smaller hamlets in Barshaini (200-300 persons/day), with some remote residential pockets reporting as low as 50-60 persons/day.

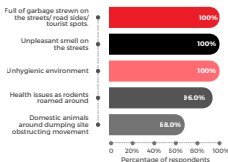


WASTE COLLECTION

PRE-INTERVENTION SCENARIO:

Prior to the intervention, the intervention villages exhibited significant waste-related challenges that affected cleanliness, health, and daily life.

CHART 1: PRE-PROJECT AMBIENCE AND ENVIRONMENTAL CONDITIONS



Full of Garbage Strewn on the Streets/Roadsides/Tourist Spots:

All respondents (100%) observed that streets, roadsides, and tourist spots were heavily littered with garbage. This pervasive accumulation of waste not only affected the visual appeal of the area but also posed practical challenges for residents and visitors in moving around safely and comfortably.



Kamal Kant, Age 42, Local Resident, Kalga

Before this project, you could not walk 10 steps without stepping on garbage. Plastic bottles, chips packets, and even broken glass were on the road, near the river, on the trekking path. Tourists would come and leave their waste behind, and we had no system to clean it.



Unpleasant Smell on the Streets:

Respondents unanimously (100%) reported that foul Odors emanated from the unmanaged waste. The unpleasant smell was a constant concern, reducing the quality of life for residents and diminishing the experience of visitors to these high-footfall locations.



Abhishek, Age 35, Shop Owner, Kasol

The smell was unbearable, especially during monsoon. The rotting waste near the main road would make it difficult for customers to even enter my shop. We tried burning the waste sometimes, but that made the air even worse.

**Unhygienic Environment:**

All respondents (100%) indicated that the environment was unhygienic, with garbage and waste materials creating unsanitary conditions. The lack of cleanliness contributed to potential health risks and made the surroundings uncomfortable for both locals and tourists.

**Ishru Devi, Age 40, Homemaker, Pulga**

The entire area looked neglected. There were flies everywhere, the drains were clogged with waste, and during monsoon the garbage would wash into the river."

**Health Issues as Rodents Roamed Around:**

Nearly all respondents (96%) highlighted that rodents and pests were common in the area due to the unmanaged waste, leading to health-related concerns. The presence of these rodents exacerbated the unhygienic conditions and posed risks such as infections and contamination.

**Dev Raj, Age 38, Local Resident, Pulga**

Rats would enter our homes at night because of the garbage piles near our houses. My younger son had diarrhoea twice in one year. The doctor said it was because of the unhygienic conditions around us.

**Domestic Animals Around Dumping Sites Obstructing Movement:**

68% respondents noted that domestic animals frequented open dumping sites, often obstructing movement and adding to the disorder. This situation further complicated daily routines and emphasized the need for organized waste management systems.

**Anukul Gautam, Age 39, Shop Owner, Tulga**

Once, a tourist's car was blocked for ten minutes because stray animals would not move from the waste pile near road.

Mr. Gaurav Dhiman, Block Development Officer, Kullu District, Himachal Pradesh

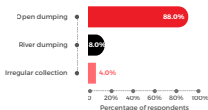
Waste management in the region was unorganized and inconsistent. There were no proper segregation facilities or structured collection mechanisms in place. Waste had accumulated in residential areas, along trekking routes, and near natural resources. Infrastructure was inadequate, and financial resources were limited to establish a sustainable system. Coordination between institutions was also limited, making it difficult to address the growing waste problem effectively.



Luder Thakur, Pradhan, Barshaini Panchayat, Kullu District

Managing waste in our village was very difficult. As a tourist destination, a large amount of waste was being generated every day, especially during peak seasons. We did not have a proper system for collection or segregation. People used to throw waste in open areas, near forests, and sometimes close to water sources. As Panchayat representatives, we were concerned but faced many challenges, including limited funds, lack of vehicles, and scattered households in difficult terrain. It was not easy to transport waste regularly. Awareness among villagers was also low, and segregation was not being practiced properly. Overall, the situation required urgent and organized intervention.

CHART 2: WASTE MANAGEMENT PRACTICES BEFORE PROJECT IMPLEMENTATION



Prior to the project, waste management in the area was largely informal and unregulated, leading to multiple environmental and health challenges. A vast majority of respondents (88%) reported that waste was disposed of through open dumping at unauthorized locations. This practice contributed to unhygienic surroundings, blocked pathways, and created breeding grounds for pests and rodents, severely impacting public health and aesthetic quality of the area.



Mr. Omprakash, Panchayat Samiti Member, Barshaini Region, Kullu

Earlier, there was no structured waste management system in our area. Even though this is a well-known tourist place, waste collection was irregular and unorganized. Garbage was often dumped in open spaces and sometimes even near rivers. We did not have enough dustbins, staff, or transport vehicles to manage daily waste. Budget constraints were a constant issue, and without proper external support, it was difficult to sustain any systematic effort. Public awareness about waste segregation and responsible disposal was also limited. Because of these reasons, maintaining cleanliness was a major challenge before the intervention.

PROJECT INTERVENTION

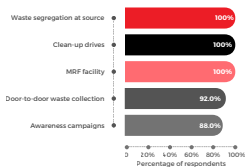
The waste management project in Barshaini and nearby villages adopted a holistic approach combining infrastructure, community engagement, and technology. Key interventions included operationalizing the Material Recovery Facility (MRF), door-to-door waste collection, segregation at source, clean-up drives, and awareness campaigns. These efforts aimed to improve local cleanliness, foster behavioural change, strengthen governance, and generate lasting environmental and socio-economic benefits for residents, businesses, and tourists.

TABLE: COMPREHENSIVE OVERVIEW OF INTERVENTION TYPES IMPLEMENTED FOR STRENGTHENING SUSTAINABLE WASTE MANAGEMENT SYSTEMS

Type of Intervention	Description of Activities Undertaken	Key Stakeholders Involved
Infrastructure Development	Establishment and operationalization of the Material Recovery Facility (MRF); construction of staff quarters to support on-site workers.	Healing Himalayas Foundation (HHF), ABB India Foundation, Gram Panchayat (NOC and land facilitation)
Machinery and Technical Upgradation	Installation of shredding machine and hydraulic baler for efficient segregation, compression, and scientific processing of dry waste.	HHF (procurement and installation), MRF staff (operation and maintenance), ABB India Foundation (funding)
Door-to-Door Collection System	Introduction of structured and regular waste collection services across seven villages to eliminate open dumping practices.	Safai Mitras (daily collection), local residents and businesses (source segregation and handover), Gram Panchayat (route coordination)
Digital Monitoring and Data Systems	Installation of CCTV cameras and implementation of an online waste tracking system; digitization and weighing of waste at source to identify generation hotspots.	HHF (system design and management), MRF staff (data entry and weighing), ABB India Foundation (technology support)
Secondary Segregation and Processing	Strengthening in-house segregation and processing mechanisms at the MRF, including recruitment of skilled manpower for operational efficiency.	MRF staff (segregation and processing), HHF (training and supervision)
Revenue and Sustainability Mechanisms	Introduction of user fee collection and sale of segregated recyclable materials to ensure gradual financial sustainability of operations.	Local residents and businesses (fee payment), Gram Panchayat (fee fixation and enforcement), HHF (revenue management)

Type of Intervention	Description of Activities Undertaken	Key Stakeholders Involved
Awareness and IEC Campaigns	Conducting targeted Information, Education, and Communication (IEC) sessions in communities and schools to promote source segregation and responsible waste behaviour.	HHF (campaign design and delivery), school authorities and teachers, Gram Panchayat (community mobilisation), students and youth volunteers
Community Engagement Activities	Organizing clean-up drives involving residents, students, and volunteers to foster community ownership and civic participation.	Local residents, students, trekking volunteers, tourists (occasional), HHF (coordination), Gram Panchayat (facilitation)
Livelihood Generation	Creation of employment opportunities for local residents through MRF operations and waste collection activities.	Local residents (9-10 employed), HHF (recruitment and training), ABB India Foundation (salary support)
Governance Strengthening	Collaboration with Panchayats and support for introduction of waste management bylaws to institutionalize sustainable practices.	Gram Panchayat (bylaw passage and enforcement), BDO and district administration (regulatory oversight), HHF (advisory support)

CHART 3: AWARENESS OF PROJECT ACTIVITIES



Respondents demonstrated a high level of awareness regarding the various activities introduced through the waste management project, reflecting effective communication and outreach.



Waste Segregation at Source

All respondents (100%) were aware of the practice of segregating waste at its point of generation. This indicates that the concept of source segregation was effectively communicated to households, commercial establishments, and community members, forming the foundation for improved waste handling.



Clean-up Drives

Similarly, all respondents (100%) were aware of organized clean-up drives. These initiatives helped engage the community actively in maintaining cleanliness and fostered collective responsibility for public spaces.



Material Recovery Facility (MRF)

Every respondent (100%) recognized the operational MRF facility. Awareness of this infrastructure underscored the community's understanding of how collected waste is processed and recycled, enhancing transparency and trust in the system.



Door-to-Door Waste Collection

Most respondents (92%) were aware of door-to-door waste collection services. This indicates that the project successfully introduced regular and structured waste collection mechanisms, improving accessibility and convenience for residents and businesses.



Awareness Campaigns

A majority (88%) reported awareness campaigns as part of the project. These campaigns contributed to educating the community about proper waste management, reinforcing behavioural change and encouraging participation in project activities.

SOURCES OF AWARENESS ABOUT THE PROJECT

Response	Frequency	Percentage (%) Involved
Panchayat	23	92.0
Awareness meetings	23	92.0
Project staff / Safai Mitra	22	88.0
School programs	21	84.0
Neighbours	17	68.0
Total	25	

**Multiple options*

Respondents identified multiple channels through which they became aware of the waste management project, reflecting effective outreach and community engagement.



PANCHAYAT

A vast majority of respondents (92%) cited the Panchayat as a source of information. This demonstrates the crucial role of local governance in communicating project objectives and activities to the community.



AWARENESS MEETINGS

An equal proportion (92%) reported learning about the project through awareness meetings. These sessions provided structured opportunities for residents and businesses to understand project components and their responsibilities.



PROJECT STAFF / SAFAI MITRAS (SANITARY WORKERS)

Most respondents (88%) acknowledged being informed by project staff or Safai Mitras, the local sanitary workers. Their direct engagement ensured clarity about operational procedures and the importance of proper waste management practices.



SCHOOL PROGRAMS

A significant share (84%) became aware through school programs, highlighting the role of educational institutions in promoting environmental awareness among students and, indirectly, their families.



NEIGHBOURS

Around 68% of respondents learned about the project through neighbours, reflecting the impact of word-of-mouth communication and peer influence within the community.

Pradhan, Barshaini Panchayat, Kullu District



The awareness programs conducted under the project have helped our villagers understand the importance of proper waste disposal and segregation. Regular campaigns and community interactions have encouraged people to change their habits. Compared to earlier, there is greater participation from households, and people are more conscious about not dumping waste in open areas.

Ishru Devi, Local Resident, Pulga

Before the project, I was unaware of proper waste segregation and collection practices in our village. Through regular interactions with the Panchayat, attending awareness meetings, and guidance from the Safai Mitras, I learned how to segregate waste at source and dispose of it responsibly. Now, I know how to segregate waste and follow them in my household.

Ludar, Resident, Manikaran

I became aware of the project through Panchayat meetings and school programs. I always segregate like how they taught in awareness programs. I could also see that community participation is regular.

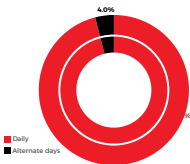
Beshru Devi, Local resident, Kasol

The Panchayat is very active in managing waste and ensuring regular collection. Their involvement has made the system work smoothly.

Mr. Luder Thakur, Pradhan, Barshaini Panchayat, Kullu District

The project has been extremely helpful for our region. Since this is a tourist destination, the volume of waste generated is high, and after the project began, we started seeing significant benefits. We regularly conduct village meetings along with the ABB Healing Himalayas Foundation team to explain waste segregation and proper disposal practices. The Panchayat supported the process by granting the NOC after detailed discussions with community members to build trust. Thousands of kilograms of accumulated waste were collected and removed. Dustbins have been installed in multiple locations, and regular clean-up campaigns are conducted in rivers and forest areas. Community participation has improved, and segregation practices are gradually increasing. However, financial challenges remain, with monthly operational expenses of approximately ₹2-3 lakhs. Waste generation increases during peak tourist seasons, and in some scattered areas, door-to-door collection is difficult, so designated collection points have been created.*

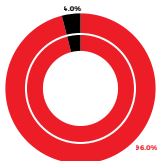
CHART 4: FREQUENCY OF WASTE COLLECTION



96.0% respondents reported daily collection, while 4.0% reported alternate-day collection. The 4.0% difference is attributable to some respondent's location in the interior part of village where scattered habitations and narrow lanes limit vehicle access, as confirmed by Pradhan Luder Thakur who noted that "in some villages, door-to-door collection is difficult because houses are scattered and vehicles cannot access interior areas." The project has addressed this by creating designated collection points in such locations.

POST-INTERVENTION SCENARIO AND IMPACT

Adoption of Waste Segregation Practices and Improvement in Cleanliness



■ Much Improved
■ Improved

All respondents observed an improvement in the cleanliness of the village/tourist area following the project intervention. 96% of respondents reported that cleanliness in the village/tourist area has 'much improved', with the remaining 4% rating it as 'improved'.

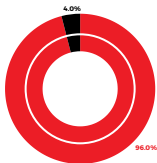
All respondents (100%) reported practising waste segregation at source.



Beshru Devi, Local Resident, Kasol

Earlier, the streets and tourist spots were full of garbage, with unpleasant smells and unhygienic surroundings. Open dumping was common. Now, with daily door-to-door waste collection and segregation, cleanliness has much improved. Visible littering is very low, and open dumping and burning have mostly reduced. The natural environment has shown moderate improvement, and overall surroundings are significantly better.

CHART 6: LEVEL OF VISIBLE LITTERING IN PUBLIC PLACES AFTER IMPLEMENTATION



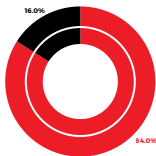
■ Very low
■ Moderate

96% of the respondents reported that there is no visible littering, highlighting that the intervention achieved a state of complete cleanliness across nearly the entire project area

Local Shop Owner, Kasol

The area previously had garbage scattered across roadsides and public places, along with foul smells and rodent issues. Since regular collection and MRF-linked segregation started, littering has reduced to very low levels. Open dumping has completely reduced, and there is significant improvement in the surrounding environment. The overall cleanliness of the tourist area is now much improved.

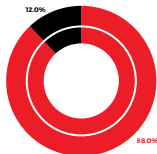
CHART 7: REDUCTION IN OPEN DUMPING AND BURNING OF WASTE



■ Completely reduced
■ Mostly reduced

Respondents reported a significant decline in the practice of open dumping and burning of waste following the project intervention. 96% of respondents reported complete reduction in open dumping and burning. The residual 4% is concentrated in areas with scattered households where vehicle access remains limited, consistent with the BDO's observation that interior areas of some villages still face logistical challenges.

CHART 8: IMPROVEMENT IN NATURAL ENVIRONMENT (FORESTS, RIVERS, TRAILS)



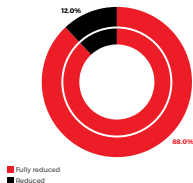
■ Significant
■ Moderate

88% reported significant improvement in forests, rivers, and trails, with 12% noting moderate improvement. BDO Gaurav Dhiman corroborated improved conditions along forest routes and trekking trails, particularly in the Kheerganga region, noting that before-and-after differences are visibly noticeable.

Local Resident, Barsaini

I have noticed a real difference in the environment around our village and the trekking trails. Even small improvements, like reduced waste along the trails, make a noticeable impact on the overall experience for both residents and tourists.

CHART 9: CHANGE IN FOUL SMELL AND UNHYGIENIC SURROUNDINGS

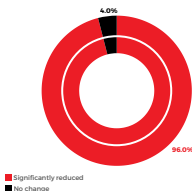


All respondents stated that foul smell and unhygienic surroundings have been fully reduced. This improvement is directly attributable to the shift from open dumping (previously reported by 88%) to structured daily collection.

Kirna Devi, Local Resident, Barsaini

Previously, there were unpleasant smells and unhygienic surroundings. With regular waste collection and clean-up drives, foul smell has fully reduced, and visible waste has completely reduced. The overall impact on quality of life is very good, and the environment feels cleaner and healthier.

CHART 10: CHANGE IN HEALTH-RELATED ISSUES (FLIES, RODENTS, INFECTIONS, RESPIRATORY ISSUES)

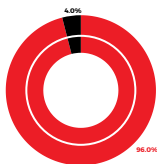


All respondents who reported health issues pre-intervention as rodents roamed around, reported that health-related issues (flies, rodents, infections, respiratory problems) have been significantly reduced.

Poonam Gurung, Age 38, Homemaker, Barshaini

Earlier, waste used to pile up along the roads and near our homes. Now, the Safai Mitras come every morning, and we give them our segregated waste. The village looks completely different. My children can play outside without me worrying about them getting sick.*

CHART 11: IMPACT ON QUALITY OF LIFE



■ Very Good
■ Good

96% rated the impact on quality of life as 'very good' and 4% as 'good', indicating near-universal satisfaction with the transformation in living conditions. This perception is consistent across all seven villages, suggesting that the project's benefits are evenly distributed rather than concentrated in select areas.

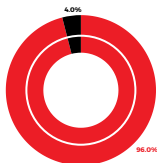
Mithun Kumar, Local Resident, Manikaran

Open dumping was common earlier, and the area felt unhygienic. With regular collection and segregation, open dumping has completely reduced. Health-related issues and foul smell have significantly reduced, and the overall impact on quality of life is very good.

Abhishek, Shop owner, Kasol

Earlier, waste used to be left behind in tourist areas, but now visitors are much more responsible and dispose of waste properly. Clean surroundings have encouraged better behaviour.

CHART 12: IMPACT OF CLEANER SURROUNDINGS ON TOURISM



■ Very positive
■ Positive

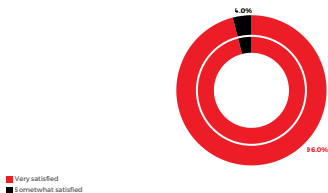
96% reported that cleaner surroundings have had a 'very positive' impact on tourism. The BDO confirmed reduced tourist complaints and improved visitor perception, particularly along trekking routes to Kheerganga, Tosh, Kalga, and Pulga. Pradhan Luder Thakur noted that visitors now appreciate and congratulate the community for its cleanliness efforts.

Chanpreet, Shop Owner, Kalga

The improved waste management system has positively influenced tourism. Tourists who previously littered are now more responsible and use dustbins, especially since signboards have been installed indicating proper disposal points.

96% strongly agreed that waste management fees should be charged from tourists, and 100% of respondents are already contributing user fees ranging from ₹100 to ₹500 per month. For long-term sustainability, respondents identified multiple responsible stakeholders: community (92%), Panchayat (80%), tourists (72%), government (68%), and project implementing agency (68%). This multi-stakeholder attribution reflects mature understanding of shared responsibility.

CHART 13: OVERALL SATISFACTION WITH THE PROJECT



96% of respondents expressed being 'very satisfied' with the project. The most useful component was door-to-door collection (64%), followed by awareness programs (32%) and clean-up drives (4%). This ranking confirms that consistent service delivery – rather than periodic events – is what communities value most.



MULTI-LEVEL IMPACT OF THE PROGRAM



INDIVIDUAL LEVEL

The programme has led to complete behavioural adoption, with 100% of households practising source segregation as a daily habit. Health outcomes have also improved, with 96% of respondents reporting a significant reduction in health issues. Financial participation is universal, as all households now pay user fees, reflecting strong individual accountability for waste services. Overall, 96% of respondents rated the programme's impact on their quality of life as "very good."



COMMUNITY LEVEL

At the community level, the initiative has generated 9-10 local jobs through waste collection and operations at the Material Recovery Facility (MRF). Public perception of sanitation workers (Safai Mitras) is overwhelmingly positive, with 100% of respondents expressing strong appreciation for their work. Community engagement has also strengthened, with full participation reported in clean-up drives, while 96% of respondents observed very low visible litter in public spaces.



DISTRICT / REGIONAL LEVEL

Institutionally, the Panchayat has set an important precedent by becoming the first in Kullu district to pass solid waste management bylaws under the 2016 SWM Rules. The programme has reduced open dumping across seven villages in the trekking corridor and improved environmental conditions along key tourist routes.



STATE LEVEL

The initiative demonstrates a replicable model for establishing MRF-based waste management systems in rural tourist destinations across Himachal Pradesh. It also shows the viability of community-funded waste services through user fees ranging from ₹100 to ₹500 per month, while supporting the state's broader priorities around Swachhta and sustainable tourism infrastructure.



NATIONAL LEVEL

At the national level, the programme aligns with the objectives of Swachh Bharat Mission-Gramin (SBM-G), the Solid Waste Management Rules 2016, Plastic Waste Management Rules, and the National Rural Livelihoods Mission (NRLM). It provides evidence that decentralised, community-led waste management systems can function effectively even in geographically constrained Himalayan regions and offers a scalable CSR model for collaboration between corporates, NGOs, and Panchayats.

CASE STUDY 1

PINKU DEVI: FROM RIVER DUMPING TO RIVER PRIDE
PINKU DEVI | FEMALE | AGE 33 | HOMEMAKER | PULGA VILLAGE



PRE-INTERVENTION

Pulga, a remote village accessible only on foot had no waste collection system whatsoever. Pinku Devi, like most people in her community, disposed of household and tourist-generated waste into the river. "There was no dustbin, no vehicle, nothing. Whatever waste we had, we threw it near the river. That is what everyone did." Streets were littered with garbage, the air carried a persistent foul smell, rodents entered homes at night, and her children suffered recurring stomach ailments. The river which was once a source of clean drinking water had turned visibly polluted with plastic clinging to rocks along its banks.



INTERVENTION

Since Pulga's narrow mountain paths do not permit vehicle access, the project established designated collection points where residents deposit segregated waste. Safai Mitras then carries it to transfer points for onward transport to the MRF. The Gram Panchayat played a decisive role in Pinku Devi's transformation her interview confirms that Panchayat instructions were her primary reason for adopting segregation. "The Pradhan called meetings and explained clearly such as dry waste in one bag, wet waste separately. The Safai Mitra would patiently correct my mistakes. They never scolded." She found segregation very difficult initially, but within weeks it became routine.



POST-INTERVENTION

Today, Pinku Devi segregates waste daily without fail. Foul smell is fully gone. Health issues have significantly reduced. She rates her quality-of-life impact as "very good," pays a monthly user fee, strongly supports charging tourists for waste management, and strongly recommends replicating this model elsewhere.



Pinku Devi, Homemaker, Pulga Village, Kullu District, Himachal Pradesh

Go and see the river now. It is clean. My children play near it. Tourists take photographs there. If someone had told me five years ago that I would be separating garbage into three bags every morning, I would have laughed. Now I cannot imagine living any other way.



WASTE COLLECTION

CASE STUDY 2

KAMAL KANT: THE MAN WHO CHOSE AWARENESS OVER INFRASTRUCTURE
KAMAL KANT | MALE | AGE 41 | LOCAL RESIDENT | KALGA VILLAGE



PRE-INTERVENTION

Kamal Kant has lived in Kalga for over five years, watching the village deteriorate under rising tourist pressure. With 500-600 daily visitors drawn to its pine forests and proximity to Kheerganga, Kalga's trails and roads became dumping grounds for plastic bottles, chip packets, and alcohol bottles. Unlike most areas that had no collection at all, Kalga had irregular collection. "One foreign tourist told me, 'Your mountains are beautiful, but your garbage is terrible.' I felt ashamed, but helpless. We had no system."



INTERVENTION

For Kamal Kant, it was the awareness programs and not the bins or trucks that changed everything. "They showed us what happens to plastic. How it stays in the soil for hundreds of years. I always thought, I throw it and it disappears. But it does not disappear." His interview confirms that awareness programs were both his source of segregation training and his primary motivation for adopting the practice. The project introduced daily door-to-door collection, community bins, segregated collection, and MRF processing in his area. He found segregation very difficult at first. "My wife and I argued about which bag to put things in". But patient guidance from project staff turned it into daily habit within a month.



POST-INTERVENTION

Cleanliness in Kalga has much improved, visible littering is very low, and foul smell is fully eliminated. He reports significant improvement in forests, rivers, and trails, and rates its impact on tourism as very positive. He pays ₹500 per month among the highest user fees in the survey willingly, because the value is visible daily.

When asked the most useful project component, Kamal Kant does not choose door-to-door collection like most respondents. He chooses awareness programs.



Kamal Kant, Local Resident, Kalga Village, Kullu District, Himachal Pradesh

The collection is important. But what really changed things is that people now understand why we should not throw waste. That understanding will stay even if the project ends someday. That is the real gift.

PROGRAM EVALUATION USING THE OECD-DAC FRAMEWORK



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability



RELEVANCE

The project addresses a severe and documented problem at national, state, and local levels. Nationally, India generates approximately 1,62,379 tonnes of solid waste daily with less than 30% scientifically processed (CPCB, 2022-23). In Himachal Pradesh, the challenge is compounded by mountainous terrain and over 1.6 crore annual tourist arrivals. Locally, 100% of survey respondents (N=25) confirmed streets, roadsides, and tourist spots were full of garbage before the intervention, with 88% reporting open dumping as the prevailing practice. The project directly resolved these by establishing a structured collection, segregation, and processing system. The score of 5/5 is justified by the precise targeting of a well-documented problem with contextually appropriate interventions.



COHERENCE

The project demonstrates direct alignment with SDGs 3, 6, 8, 11, 12, and 13. It aligns with Swachh Bharat Mission (Grameen) through rural sanitation strengthening, Solid Waste Management Rules 2016 through source segregation and scientific processing, Plastic Waste Management Rules through structured handling of plastic waste, and NRLM through local employment generation. The Barshaini Panchayat was among the first in Kullu District to pass SWM bylaws under the 2016 Rules (confirmed by BDO), demonstrating operational coherence with the regulatory framework. The score of 5/5 reflects comprehensive policy alignment across multiple levels.



EFFECTIVENESS

The programme achieved significant progress against its core objective of establishing a sustainable solid waste management system. 96.0% of respondents reported daily door-to-door waste collection, 100.0% practised waste segregation at source, 96.0% reported complete reduction in open dumping and burning, 88.0% reported significant improvement in forests, rivers, and trails, and 100.0% confirmed that foul smell and unhygienic surroundings had been fully eliminated. Health-related issues including flies, rodents, and infections were reported as significantly reduced by 100.0% of respondents.



EFFICIENCY

The programme utilised human and material resources efficiently by employing 9-10 local residents as Safai Mitras and MRF staff, thereby embedding the workforce within the community. Existing institutional structures were leveraged through the Gram Panchayat's support in providing the NOC, facilitating land allocation, coordinating collection routes, and participating in user fee fixation. Awareness outreach was achieved through multiple channels, including Panchayat meetings (92.0%), awareness sessions (92.0%), project staff (88.0%), school programmes (84.0%), and neighbours (68.0%), while 100.0% household user fee contributions (₹100-₹500 per month) reflected community co-investment. However, operational challenges remained, as waste from interior areas required transfer to a main truck located 1.5-2.0 km away.



IMPACT

Immediate impacts were well-documented across multiple levels: at the individual level, 100.0% of households adopted source segregation as a daily practice, 96.0% rated the impact on quality of life as 'very good', 100.0% reported significant reduction in health issues, and all households contributed user fees; at the community level, 9-10 local jobs were created, 100.0% of respondents expressed strong appreciation for Safai Mitras, 96.0% reported no visible litter, and 96.0% reported a 'very positive' impact on tourism; at the institutional level, the Barshaini Panchayat became the first in Kullu district to pass SWM bylaws, and open dumping was reduced across seven villages along key tourist routes including Kheerganga, Tosh, Kalga, and Pulga.



SUSTAINABILITY

The programme established strong foundations for sustainability. Behaviour change was evident, with 100.0% of respondents practising daily source segregation and 96.0% reporting the elimination of open dumping, compared to a pre-intervention baseline where 88.0% relied on open dumping. Community ownership was reflected in 100.0% user fee compliance and shared responsibility across stakeholders. Infrastructure support included a MRF with shredding and baling machinery, community bins used by 92.0% of respondents, CCTV monitoring, and staff quarters. Capacity building was undertaken through training of Safai Mitras, IEC sessions, and school programmes reaching 84.0% awareness, though structured training for Panchayat members on independent MRF operation remains pending. Institutional strengthening was demonstrated through the Gram Panchayat's SWM bylaws and its active role in fee determination, coordination of waste collection, and land facilitation.

RECOMMENDATIONS



Geographical and Logistical Constraints:

Collection logistics can be strengthened through adaptive transport solutions suited to mountainous terrain. Interviews with Omprakash and BDO field notes highlight steep terrain, scattered settlements, and the need to transfer waste 1.5-2 km from interior collection points to the main truck. Smaller transfer vehicles or collection carts can therefore be introduced for interior hamlets, and seasonal contingency plans can be prepared for the 1-2 months of snowfall that disrupt collection.



Seasonal Tourist Pressure:

Seasonal surge protocols can be developed to manage spikes in waste during peak tourism months. Luder Thakur and BDO confirmed sharp increases in waste generation during March-April and summer seasons. Additional temporary collection staff can therefore be deployed during peak months; a tourist waste management fee can be piloted at entry points.



Panchayat Capacity for Independent Operation:

A structured capacity-building programme can be implemented to prepare the Panchayat for independent management. Interactions with BDO highlighted that operational capacity may be limited without training. Quarterly training sessions on MRF machinery operation and maintenance can therefore be conducted, a detailed operational manual can be developed, and a phased "shadow management" model can be introduced in which Panchayat staff gradually co-manage operations before full handover.

04 CONCLUSION —

ABB India Foundation's CSR portfolio highlights a well-diversified and mature portfolio that has created meaningful impact across multiple dimensions of development—including healthcare access, education quality, youth employability, disability inclusion, environmental sustainability, food security, and public infrastructure. Despite operating across varied thematic areas and geographies, a common thread across the portfolio is its focus on addressing structural barriers faced by underserved communities through targeted, need-based interventions. The assessment findings demonstrate that the projects have not only delivered intended outputs but have also contributed to deeper outcomes such as improved health access, stronger learning environments, enhanced employability, financial resilience, safer public spaces, and improved quality of life for beneficiaries.

A defining strength of the portfolio is its emphasis on creating institutional and behavioural change alongside direct beneficiary support. Several interventions moved beyond one-time assistance by strengthening schools, hospitals, local governance systems, community participation mechanisms, and livelihood ecosystems. Programs such as digital learning, specialised healthcare, waste management, skill development, and scholarship support demonstrated strong potential for long-term sustainability through ecosystem partnerships, infrastructure strengthening, capacity building, and stakeholder ownership. At the same time, the assessment also highlighted opportunities to further enhance impact through stronger post-project sustainability planning, deeper government convergence, and greater replication of high-performing models across new geographies.

Overall, ABB India Foundation's CSR portfolio reflects a shift from fragmented philanthropy toward strategic development-led CSR investments that create measurable, scalable, and sustainable impact. By combining infrastructure creation, service delivery, human capital development, and community empowerment, the Foundation has built a portfolio that addresses both immediate needs and long-term development priorities. With continued focus on scale, innovation, evidence-based decision-making, and sustainability planning, ABB India Foundation is well positioned to deepen its contribution toward inclusive growth and create replicable models of social transformation across India.