SAMIL

IMPACT ASSESSMENT

Water, Sanitation, Hygiene and Education (WASH-E)

FY 2025-2026

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ABBREVIATIONS

S. No.	Abbreviation	Full Form
1	CSR	Corporate Social Responsibility
2	KPMG	Klynveld Peat Marwick Goerdeler
3	NGO	Non-Governmental Organization
4	OECD	Organisation for Economic Co-operation and Development
5	DAC	Development Assistance Committee
6	KPI	Key Performance Indicator
7	FGD	Focus Group Discussion
8	SDG	Sustainable Development Goal
9	WASHE	Water, Sanitation, Hygiene and Education
10	WASH	Water, Sanitation and Hygiene
11	SAMIL	Samvardhana Motherson International Ltd.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Samvardhana Motherson International Ltd. (SAMIL), through its Water, Sanitation, Hygiene and Education (WASHE) programme, has undertaken targeted interventions to improve infrastructure, sanitation, and learning environments in government schools located near its manufacturing operations. The programme responds to persistent challenges faced by government schools-particularly in rural and peri-urban areas-where inadequate WASH facilities, poor classroom conditions, and limited access to digital learning tools adversely affect student comfort, participation, and overall educational experience.

This impact assessment, covers WASHE interventions implemented between 2022 and 2024 across selected government schools in Greater Noida (Uttar Pradesh) and Haryana. The assessment examines programme performance using the OECD-DAC evaluation framework. A mixed-methods methodology was adopted, combining quantitative surveys of students and teachers, focus group discussions, and a review of programme documentation.

Programme Coverage and Interventions

The WASHE programme delivered a comprehensive set of interventions structured around three thematic pillars:

Infrastructure and WASH: Renovation and construction of sanitation facilities, provision of water access, installation of rainwater harvesting systems, Kota stone flooring in classrooms and corridors, roof maintenance and waterproofing, whitewashing, and related civil works aimed at improving safety, hygiene, and durability of school infrastructure.

Furniture and Learning Environment: Provision of desks and benches to replace floor seating, installation of lights and fans to improve classroom comfort, and BaLA (Building as Learning Aid) paintings to create engaging, child-friendly spaces.

Digital Education: Installation of smart classrooms equipped with digital boards and supporting hardware, accompanied by a three-year Annual Maintenance Contract (AMC).

In addition to day schools, the programme supported a Kasturba Gandhi Balika Vidyalaya (KGBV) Girls' Hostel, where targeted upgrades were undertaken to address sanitation, water management, structural deficiencies, and lack of personal storage for resident students.

Key Findings

Relevance: The programme was found to be highly relevant to the needs of schools. A large majority of teachers and school management indicated that the interventions directly addressed critical infrastructure gaps that had persisted over several years. Students also reported visible improvements in cleanliness, comfort, and classroom conditions. The programme aligns well with

national initiatives such as Swachh Vidyalaya and Samagra Shiksha, while also responding to site-specific challenges, including waterlogging in low-lying campuses.

Effectiveness: The WASHE interventions were largely effective in achieving their intended outputs. Over **90%** of teachers reported that renovated toilets were fully functional, with water available in or near the facilities. Classroom infrastructure upgrades resulted in improved lighting, ventilation, and seating arrangements. Around two-thirds of teachers reported that student participation in classroom activities improved following the interventions, which they attributed to tangible changes in the learning environment, particularly the shift from floor seating to desks and benches, smoother flooring, and improved ventilation.

Smart classrooms emerged as a key output. At the time of assessment, **80%** of teachers reported that smart classrooms were functional and being used, while 20% indicated non-functionality, primarily due to the expiry of AMC-linked service or subscription packages, rather than equipment failure. In schools where smart classrooms remained operational, 36% of teachers reported daily use, with an additional 24% indicating frequent use.

Efficiency: The programme demonstrated strong time efficiency, with **96%** of respondents indicating that interventions were completed within planned timelines. Minor delays were reported in a small number of cases, largely due to external factors such as site-specific constraints and temporary regulatory measures, including restrictions under the Graded Response Action Plan (GRAP). Clear assignment of maintenance responsibility to schools facilitated orderly handover of assets.

Impact: The assessment identifies positive, emerging impacts on school functioning and student experience. **Majority of students** reported that classrooms and facilities were better than before, particularly noting improvements in seating, sanitation, water access, and digital learning tools. Qualitative feedback from teachers and school management suggests improved attendance and retention owing to a more conducive classroom environment.

In schools where rainwater harvesting systems and walking pathways were constructed, stakeholders reported that chronic waterlogging during the monsoon season was resolved, significantly improving safety and access to classrooms. At the KGBV Girls' Hostel, interventions led to substantial improvements in hygiene, water management, structural safety, and personal storage, enhancing students' dignity, privacy, and daily living conditions.

Coherence: The WASHE programme demonstrates strong coherence with the broader education and WASH ecosystem. Qualitative evidence indicates that, at the time of programme initiation, most intervention schools had received limited or no prior external infrastructure support and were in a highly deteriorated condition. The programme therefore functioned as a gap-filling intervention, complementing government efforts rather than duplicating them.

Sustainability: While **96%** of respondents expressed confidence that improvements are likely to be sustained, the assessment identified notable sustainability risks. Schools rely on government maintenance grants typically ranging from **₹50,000 to ₹75,000** per year, which stakeholders reported as insufficient to cover recurring costs for sanitation facilities, water systems, and digitally enabled infrastructure. Instances of non-functional rainwater harvesting units due to lack of regular maintenance, and smart classrooms becoming inoperative following AMC expiry, highlight constraints within existing government systems for post-installation servicing and renewal.

Conclusion

Overall, the assessment concludes that the WASHE programme has been well-targeted, effectively implemented, and responsive to the foundational infrastructure and learning needs of government schools. By addressing sanitation, physical learning conditions, and access to digital tools in an integrated manner, the programme has contributed to measurable improvements in school environments and student experience. Strengthening government led mechanisms for maintenance financing, service renewal, and addressing remaining infrastructure gaps shall be critical to sustaining and deepening these gains in future phases.

CHAPTER 1: INTRODUCTION

INTRODUCTION

State of Government School Infrastructure in India

India's government schools, particularly in rural and peri-urban settings, continue to grapple with significant deficits in basic infrastructure, sanitation, and the overall quality of the learning environment. These factors directly affect student attendance, learning outcomes, and the long-term well-being of children from marginalized communities.

According to UNICEF's School WASH programme data, nearly half of all government schools in India lack adequate WASH (Water, Sanitation, and Hygiene) facilities-a persistent challenge that disproportionately affects girls, whose attendance and retention suffer significantly in the absence of gender-segregated, private sanitation facilities[1]. A study found that only 43% of surveyed government schools met the minimum student-to-toilet ratio mandated under the Swachh Vidyalaya guidelines, underscoring the substantial gap between policy intent and on-the-ground reality[2].

At the national level, the Annual Status of Education Report (ASER) 2024, published by the Pratham Foundation, reported that government school enrolment for children aged 6–14 declined from 72.9% in 2022 to 66.8% in 2024, returning toward pre-pandemic levels but indicating persistent structural challenges. Student attendance in government primary schools stood at 75.9% in 2024, a modest improvement from 72.4% in 2018, reflecting slow progress on a critical indicator of educational engagement (ASER, 2024).

The Safe Water Network (2023[3]) reported that over 66,000 government schools in India lack toilets for boys and more than 35,000 have no toilets for girls. Children worldwide lose an estimated 443 million school days annually due to water-related illnesses, according to UNICEF-a figure that places the WASH-education nexus at the center of any meaningful educational reform agenda.

Research also highlights that inadequate school infrastructure extends beyond sanitation. Broken furniture, dark and unsafe classrooms, and the absence of digital learning resources not only impede academic progress, but also negatively affect children's confidence, participation, and aspirations[4]. The government and international organizations such as UNICEF have long recommended direct investments in WASH infrastructure, maintenance programmes, and smart learning facilities as essential interventions to break the cycle of deprivation and exclusion.

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[1] Clean India - Clean schools | UNICEF India

[2] Water, sanitation, and hygiene facilities: enabling or impeding handwashing? An assessment of a primary school infrastructure in Palwal, India | Journal of Water, Sanitation and Hygiene for Development | IWA Publishing

[3] Safe Water Network (2023). A WASH Lesson Plan for Schools. Safe Water Network Annual Report 2023. Available at: https://safewaternetwork.org/annual-report-2023/

[4] How school infrastructure impacts education?

About Samvardhana Motherson International Ltd

Samvardhana Motherson International Ltd. (SAMIL) is a diversified global manufacturing specialist and one of the world's leading suppliers to automotive OEMs as well as to customers in a range of other industries. SAMIL has its roots and a large part of its operations in India.

The Company's vision is to create a more inclusive and sustainable environment. Their commitment to Corporate Social Responsibility (CSR) emanates from the business mission that guides us to set new standards in good corporate citizenship. The CSR programs have been structured to be made sustainable, measurable, replicable and scalable, which enables the company to carve out a reputation for being one of the most socially and environmentally responsible companies.

Guided by a mission of responsible corporate citizenship, SAMIL established its WASHE (Water, Sanitation, Hygiene and Education) programme as a targeted and sustained effort to address the foundational educational and infrastructural deficits in government schools near its manufacturing operations. The programme reflects the company's conviction that access to safe, clean, and well-equipped school environments is both a social equity imperative and a drive for sustainable community development.

Water, Sanitation, Hygiene and Education (WASHE) Initiative: Programme Overview

The WASHE initiative was envisioned as a holistic and multi-dimensional programme to address the compounding challenges of poor school infrastructure, inadequate sanitation, and limited access to digital learning tools in government schools. The programme run in multiple phases is implemented in close collaboration with the Noida District Administration.

Schools are selected on the basis of need, geographic proximity to Motherson units, and the potential for meaningful and sustainable impact. The programme delivered a comprehensive package of interventions spanning three thematic pillars:

Infrastructure and WASH: Renovation and construction of upgraded sanitation blocks, provision of water facilities, installation of rainwater harvesting systems, Kota stone flooring in classrooms and corridors, repair and maintenance of roofs, whitewashing and other civil repair works to improve the overall condition and safety of school infrastructure.

Furniture and Learning Environment: Supply of quality school furniture, installation of adequate lights and fans to improve classroom comfort, and BaLA (Building as Learning Aid) paintings to create engaging, child-friendly learning spaces.

Digital Education: Installation of smart classrooms equipped with digital learning tools, interactive boards, and technology-enabled pedagogy support to modernise the educational experience and promote digital literacy among students and teachers.

The WASHE project was guided by three overarching objectives, each aligned with both national policy priorities and the SDG framework:

Objective 1	Objective 2	Objective 3
To enhance school infrastructure to ensure safe, accessible, and WASH-compliant learning environments	To increase student attendance, retention, and learning performance by removing barriers related to infrastructure and hygiene	To promote digital learning and modern education practices through smart classroom facilities

Collectively, these interventions reflect SAMIL's integrated approach to addressing critical gaps in government school infrastructure and learning environments through the WASHE programme. By combining WASH improvements, physical infrastructure upgrades, and digital learning support, the programme aims to create safer, more inclusive, and enabling school spaces for children in underserved communities.

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

CHAPTER 2: SCOPE & METHODOLOGY

SCOPE & METHODOLOGY

This impact assessment covers the WASHE project interventions implemented across government schools in Uttar Pradesh (Greater Noida) and Haryana between 2022 and 2024[5]. The assessment examines the relevance, effectiveness, and preliminary impact of the programme's interventions across the three objective areas, drawing on primary data collected from students, teachers, school management, and community members.

Methodology of the Study

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

Phase	Description
1. Consultation & Scoping	• Gathering secondary data related to the projects. • Interviews with SLMTT to understand the details and beneficiaries of the project
2. Research Design	• Development of impact maps and primary data collection tools as per the OECD-DAC framework
3. Data Collection, cleaning, and analysis	• Physical interviews with beneficiaries • Physical interviews with other relevant stakeholders • Analysis of data captured during primary data collection. • Analysis of qualitative responses to the questionnaires
4. Reporting	• Final Report with key findings

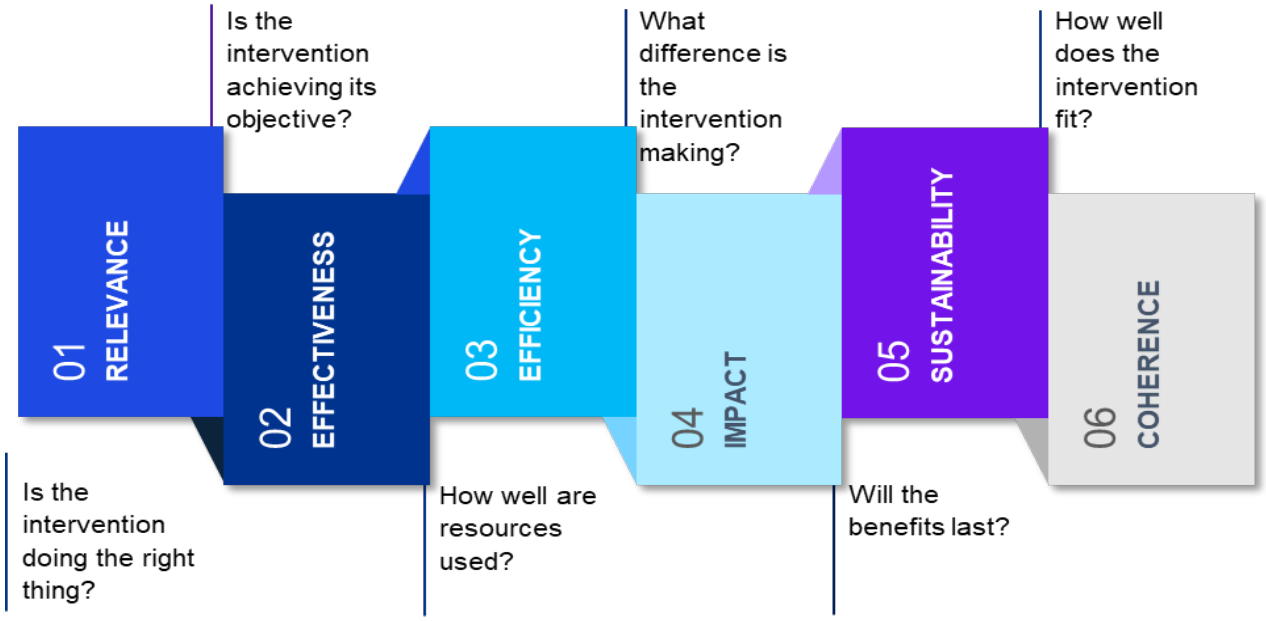
Assessment Framework

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

- **Relevance:** The degree to which the project addressed the actual needs of the target communities and aligned with national and global policy frameworks.
- **Effectiveness:** The extent to which the project achieved its stated objectives and delivered the intended output.
- **Efficiency:** An evaluation of the use of inputs and processes in delivering outcomes relative to the investment made.
- **Impact:** Evidence of positive changes attributable to the project, including direct and indirect benefits to students, teachers, and the wider school community.

[5] Please refer to the Annexure for the detailed list of schools covered under the programme during 2022-2024

- **Sustainability:** The likelihood that the benefits of the project will be maintained after the current phase of funding.
- **Coherence:** The extent to which the project is compatible and complementary with other interventions and policies in the same sector and geography. This includes alignment with government priorities, convergence with existing schemes, and the degree to which the project avoids duplication while creating synergies with efforts undertaken by local institutions and stakeholders.



Data Collection Methods

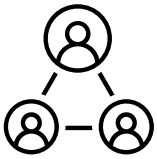
A mixed-methods approach was employed to ensure rigorous triangulation of evidence:

- **Quantitative Surveys:** Structured questionnaires were administered to students and teachers across the sampled schools to capture perceptions of infrastructure quality, sanitation, attendance patterns, and learning experience before and after the intervention.
- **Focus Group Discussions (FGDs):** FGDs were conducted with student groups to explore in-depth qualitative perspectives.
- **Secondary Data Review:** A review of programme documents, project reports, beneficiary records, and relevant government and academic literature was undertaken to contextualize primary findings.

Sample Design

The assessment was designed to ensure proportional representation across all three school types: Primary Schools, Junior High Schools, and Composite Schools[6].

School Type	Sample schools to be covered	Sample to be covered	Total schools covered	Total Sample Covered	FGD
Primary School	3	30	5	52	1 FGD
Junior High School	3	30	4	50	1 FGD
Composite School	3	30	1	9	1 FGD
Training Institute	-	-	1	5	-
Total	**9**	**90**	11	**116**	**3 FGDs**



116
Respondents covered for the study

Stakeholders	Sample Covered
Students	91
Teachers	17
Principals	8
Total	**116**

Ethical considerations for data privacy

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

- Informed Consent: All participants were briefed about the purpose of data collection and asked for consent before participating.
- Confidentiality: Personal identifiers were removed or anonymized to protect participants identity.
- Secure Data Storage: All collected data has been stored in secure, access-controlled environments to prevent unauthorized access.

[6] Please refer to the Annexure for the detailed list of school sampled for the study

- Limited Access: Only authorized personnel involved in the project have access to the project data.
- Use of Data: Data is used solely for research and programme evaluation purposes, in line with the consent provided by participants.

CHAPTER 3: ANALYSIS & FINDINGS

ANALYSIS & FINDINGS

Quantitative data was analyzed using descriptive statistical methods to identify central tendencies, distributions, and patterns across key indicators. The findings were triangulated with qualitative evidence from FGDs, KIIs, and school observations to strengthen validity and minimize reporting bias.

Key Findings

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

Relevance

The relevance of the WASH-E interventions was assessed by examining the extent to which the programme addressed the priority needs of government schools, aligned with existing gaps in infrastructure and learning environments, and complemented ongoing government or NGO efforts. Evidence from quantitative surveys, supported by qualitative insights from FGDs, indicates that the programme was highly relevant to on-ground school needs and responded effectively to long-standing infrastructural and educational deficits.

Alignment of programme interventions

A strong majority of respondents indicated that the interventions closely matched the actual requirements of their schools. As per findings, 100% of teachers and school management respondents reported that the interventions were fully aligned with school needs. The programme addressed key infrastructural gaps within its defined scope of work. At the same time, respondents indicated additional requirements such as more extensive repairs for sanitation infrastructure (e.g., upgrading septic tanks), for which they expressed a need for further support beyond the current scope of the project. Importantly, no respondents reported misalignment, underscoring that the selection of activities was grounded in real infrastructural and pedagogical gaps rather than externally defined assumptions. This alignment was further reinforced through qualitative interviews, where school heads highlighted that the interventions addressed both immediate functional deficits (such as poor classroom conditions and inadequate sanitation) and systemic needs (such as the absence of digital teaching resources).

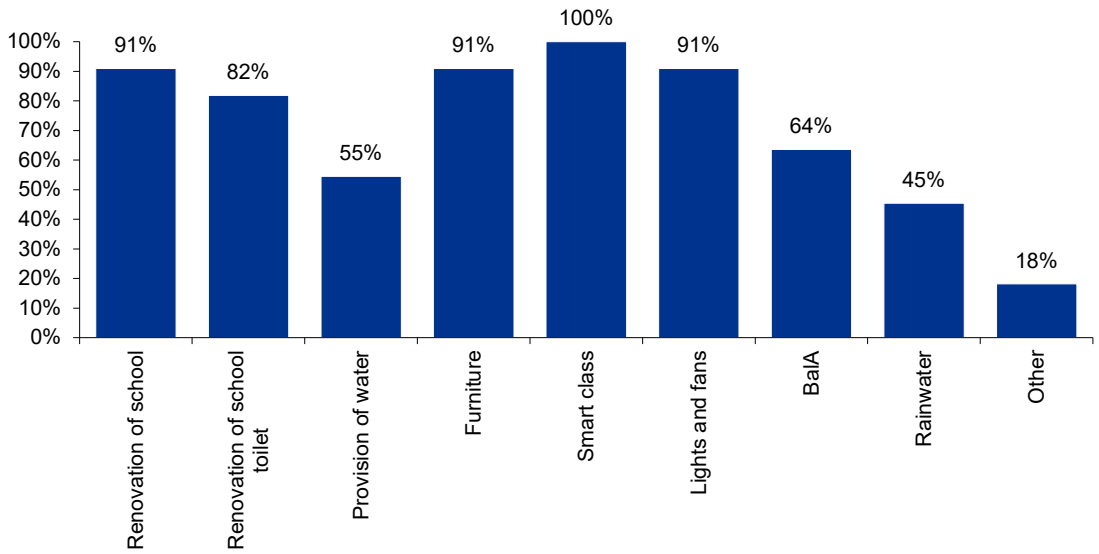
Coverage of interventions in the sample schools

School-wise analysis shows that most schools received multiple, layered interventions, combining physical infrastructure upgrades with improvements in the learning environment and digital education. This clustering of interventions enhanced the overall relevance of the programme by addressing interlinked barriers to attendance, comfort, and learning quality rather than focusing on isolated inputs.

The table below provides a brief overview of the interventions[7] conducted in the schools covered for this study:

Type	Institute Name	Renovation of School	Renovation of School Toilet	Provision of Water	Furniture	Smart Class	Lights and Fans	BaLA Paintings	Construction of Shed	Other (Pathways, rainwater harvesting, cleaning of soak pit)
Composite School	CS Raipur	■			■	■	■	■		■
Junior High School	KGBV	■	■	■	■	■	■	■		
	HS Chopanki	■	■	■	■	■	■	■		
	JHS Asalwas	■	■		■	■	■	■		
	JHS Devla	■	■		■	■	■	■		■
Primary School	PS Asalwas	■	■		■	■	■	■		
	PS Dankaur Dehat	■	■	■	■	■	■	■		
	PS Mubarakpur	■	■	■	■	■	■	■	■	
	PS Muhfad	■	■	■	■	■	■	■		■
	PS Suthiyana	■	■	■	■	■	■	■	■	
Training Institute	D.I.E.T					■				

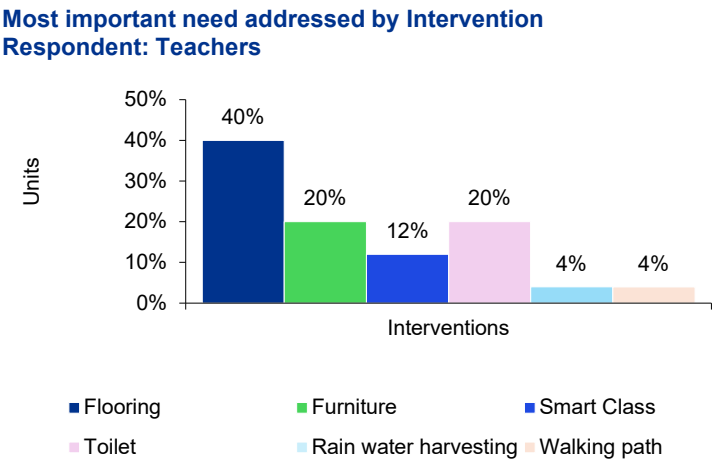
Coverage of Interventions (% of Schools)



The interventions were closely aligned with the pre-implementation need assessment that guided the selection of schools and activities. The chart highlights that every school (100%) received smart class facilities, indicating a universal gap in digital learning infrastructure. 91% of schools covered (11) received furniture upgrades and electrical fixtures (lights and fans) indicating gaps in basic classroom furnishings prior to the program that directly affected safety and usability.

[7] Please refer to the Annexure for the detailed list of interventions conducted in the programme.

Components like water facilities and rainwater harvesting were implemented selectively, based on context-specific needs and prioritization of school infrastructural requirements. This targeted approach shows that the project deliberately avoided uniform, one-size-fits-all provisioning; instead, it prioritized interventions according to each school's identified needs. Stakeholder interactions further validated this alignment, confirming that the support addressed genuine and long-standing infrastructural and learning-related gaps.



Teachers and school management highlighted structural needs were the most critical areas that the programme addressed. The most important need that was addressed by the programme was flooring (40%), followed by furniture and toilet repair/construction etc. Teachers remarked that prior to intervention the schools did not have proper flooring in the classrooms or in the corridors. Teacher responses therefore serve as an important lens for understanding how effectively the programme responded to foundational infrastructure gaps across the intervention schools.

The findings demonstrate that the WASHE programme is highly relevant to the needs of government schools in the intervention areas. The programme's design aligns well with identified infrastructure deficits, student learning needs, and national priorities around WASH and digital education. The strong convergence between student satisfaction, teacher-identified priorities, and school-level needs indicates that the interventions were well-conceived and appropriately targeted.

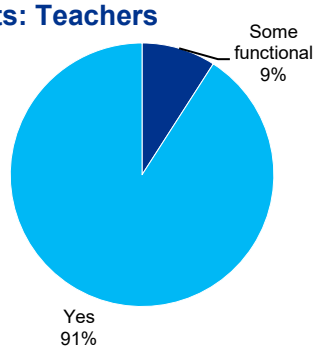
Effectiveness

The assessment indicates that the WASHE interventions were effectively implemented and operationalized across schools where WASH and infrastructure support was provided. Overall, the programme achieved its intended output to a high degree, with facilities being functional, accessible, and integrated into day-to-day school operations.

Functionality of WASH[8] Infrastructure

[8] Water, Sanitation and Hygiene

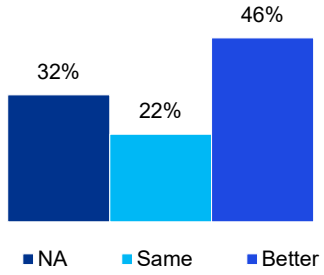
Toilets functional and usable
Respondents: Teachers



Among teachers and school management respondents, 91% reported that toilet facilities were fully functional, while the remaining 9% indicated partial functionality, primarily due to minor maintenance requirements. In a few cases, respondents also highlighted other infrastructure requirements, such as additional toilets or major upgrades to septic tanks and sewage systems, which extend beyond the scope of the programme intervention.

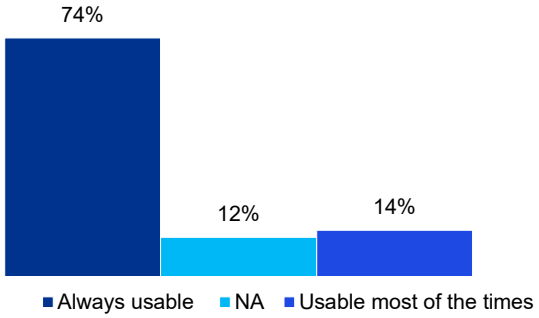
Importantly, all respondents confirmed the availability of water in or near toilet facilities, indicating effective integration of sanitation and water access, an essential requirement under school WASH standards. 46% of the students also confirmed that the access to water is better compared to earlier.

Water access compared to earlier
Respondent: Students

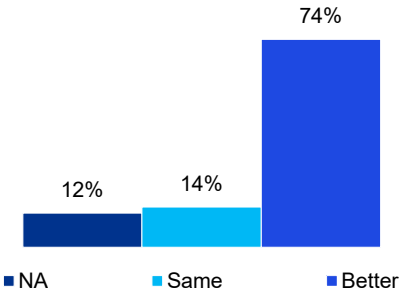


74% of students reported that toilets were always usable. 74% also feel that toilet facilities are now better compared to earlier. Please note that the inference of not applicable (NA) implies that no work related to toilet renovation/construction took place in the school hence no responses were recorded.

School toilets usable when you need them
Respondent: Students

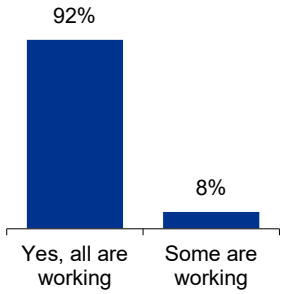


Toilet facilties now compared to earlier
Respondents: Students



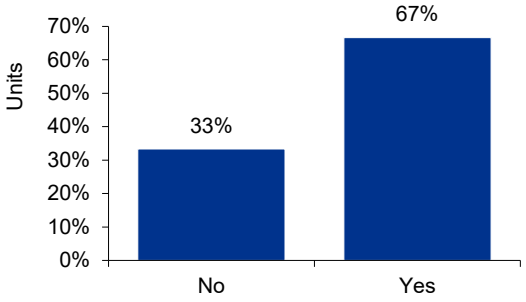
Classroom Furniture and Electrical Fixtures (Lights and Fans)

Lights and fans still working
Respondent: Teachers

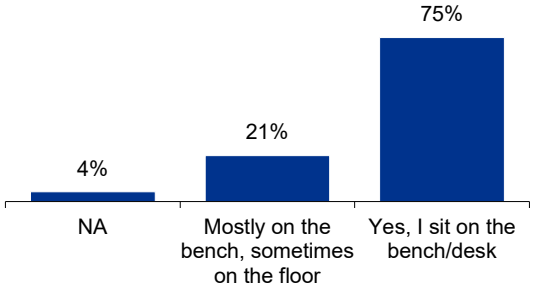


Teachers unanimously reported improvements in classroom conditions following the interventions. All teachers stated that classrooms are well-lit and adequately ventilated. Further, 92% confirmed that lights and fans are fully functional, while the remaining respondents reported partial adequacy rather than complete absence. 67% reported that classroom furniture is fully adequate, while 33% noted partial adequacy, typically reflecting the need for additional furniture to accommodate growing student numbers rather than replacement of existing furniture. 75% of the students also highlighted sitting on the classroom benches. However, 21% of the students did mention sitting on the floor at times indicating the need for additional furniture. Qualitative interaction highlighted that the classroom space at times cannot accommodate the students and hence they have to sit on the floor at times. [9]

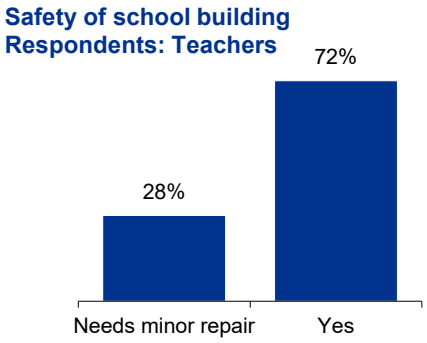
Classroom furniture adequate for students
Respondent: Teachers



Proper place to sit in class
Respondent: Students

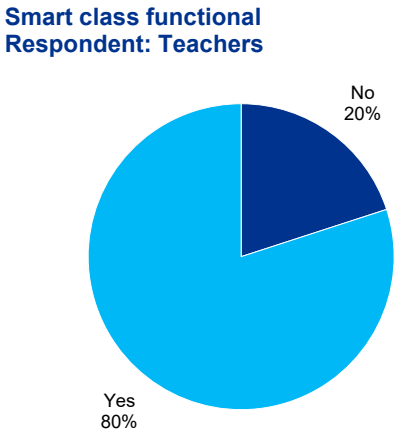


[9] Please note NA refers to situations where that specific intervention was not conducted for the school and hence the question is not applicable.

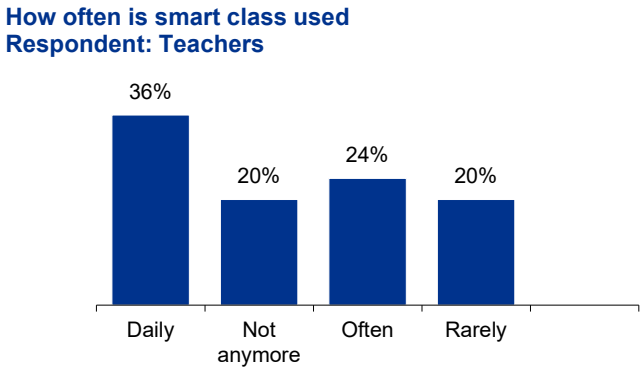


In terms of overall infrastructure improvements, 72% of teachers indicated that the works completed under the project were adequate and that school buildings are safe, requiring no additional repairs, while 28% highlighted the need for minor repairs, noting that it has been over three years since the interventions were undertaken.

Usage of Smart Classrooms



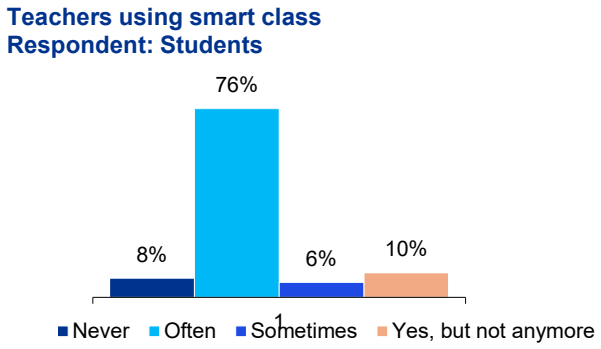
Smart classrooms emerged as one of the key components implemented under the WASHE programme. As part of the intervention, smart classrooms equipped with digital boards and supporting hardware were installed in selected schools, along with an Annual Maintenance Contract (AMC) for a period of three years to ensure functionality, technical support, and servicing during the initial years of operation.



At the time of assessment, 80% of teachers reported that smart classrooms were functional and actively used, while 20% indicated that the smart classrooms were currently non-functional. Teachers clarified that the non-functionality was primarily due to the expiry of the AMC and associated service or subscription packages, rather than any issues with the physical equipment itself. School management noted that renewing these service packages has been challenging within existing government maintenance provisions.

In schools where smart classrooms continued to be operational, usage levels were relatively high with around 36% of teachers using smart classrooms on a daily basis, and a further 24% reporting frequent use, reflecting continued reliance on digital tools for classroom instruction where technical support remained available.

It may be noted that differences between teacher and student responses reflect variations in respondent groups and sample size and should therefore be interpreted as complementary perspectives rather than directly comparable findings.



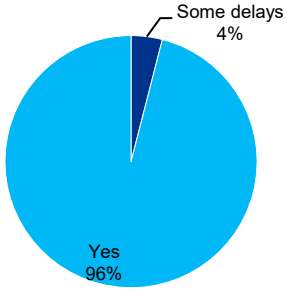
Students' responses further validate effective delivery as 76% reported regular exposure to smart class-based learning, while others reported occasional or no use anymore due to the expiry of AMC reason mentioned above. All students repeatedly noted that smart classrooms made learning more interactive and interesting, contributing positively to the classroom experience. Approximately 10% of students noted that teachers had previously used the smart classroom. As mentioned earlier, owing to expiry of service/subscription packages, usage of smart classrooms were discontinued.

While overall effectiveness was high, some operational limitations were observed. A small number of respondents shared lack of resources to adequately maintain infrastructural upkeep, particularly for digital assets and WASH facilities. Cleanliness of toilets remains a concern in several schools due to the absence of dedicated cleaning staff provided by the government, and the number of toilets was reported as insufficient in some schools from the students' perspective. In addition, underutilization of smart classrooms in certain schools, due to expiry of subscription packages post provision of three years of AMC support, highlights the need for government-led support mechanisms to sustain operations, especially given the high perceived usefulness of digital learning among students.

Efficiency

The WASHE interventions were delivered with a high degree of timeliness. As reflected in the findings. 96% of respondents confirmed that facilities were delivered on time, while only 4% reported experiencing some delays during implementation.

Facilities delivered on time
Respondent:Teachers

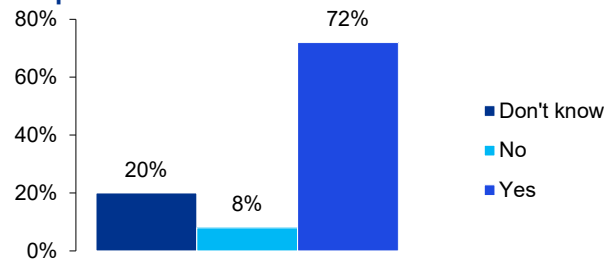


The limited incidence of delays suggests effective project planning, procurement, and coordination among implementing agencies, school authorities, and local administration. Qualitative feedback indicates that where minor delays occurred, these were largely attributable to external factors such as scheduling constraints, site-specific logistical issues, and temporary restrictions under the Graded Response Action Plan (GRAP), rather than systemic inefficiencies in programme implementation. Overall, the project demonstrates strong time efficiency, with output largely delivered within planned schedules despite these contextual constraints.

Efficient delivery was further supported by clarity around post implementation maintenance arrangements. Findings indicate that a system for maintenance is in place across intervention schools, and schools are clearly designated as responsible for routine maintenance of the facilities provided.

This clarity helps avoid ambiguity and delays related to asset upkeep, ensuring that operational responsibilities are embedded within existing school management systems rather than relying on external actors. From an efficient perspective, this approach minimizes transaction costs and reduces the risk of asset downtime due to unclear ownership.

Similar support provided by others post programme intervention
Respondents: Teachers



Based on stakeholder interactions, it was observed that at the time of WASHE programme initiation, SAMIL was the only active donor supporting these schools. The programme was deliberately designed to address persistent gaps and pressing infrastructural needs that had remained unaddressed due to resource constraints within the government system. Around 72% of teachers and principals reported that some infrastructure-related work was undertaken by government programmes or NGOs after the WASHE intervention. Only 8% indicated the absence of any such support, while 20% were unaware of other assistance. Importantly, qualitative insights indicate that WASHE was the first major intervention in most schools, and subsequent support from other donors or schemes was received only later.

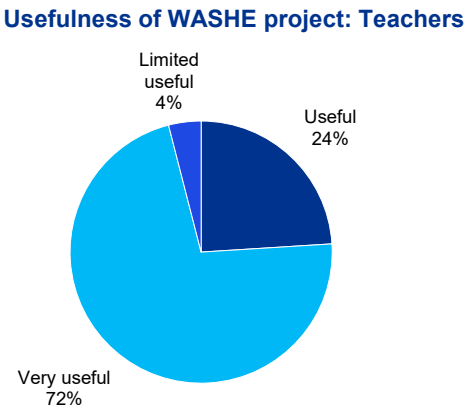
Stakeholder consultations further suggest that WASHE added value by filling core, unmet needs, particularly in relation to flooring, furniture quality, classroom enhancement, safety measures (such as addressing water leakage or reinforcing school structures), and digital education infrastructure. Given the scale of unmet needs in government schools, no single donor or programme can comprehensively address or sustain all requirements. In this context, the

emergence of any additional support following WASHE interventions is viewed as complementary rather than duplicative, contributing to a more holistic improvement of the school environment over time.

Impact

This section examines whether the WASHE programme has contributed to visible changes in the school ecosystem, student experience, and the teaching-learning environment beyond the immediate delivery and use of infrastructure. The findings indicate that the programme has generated meaningful, early-stage impacts across multiple dimensions of school functioning.

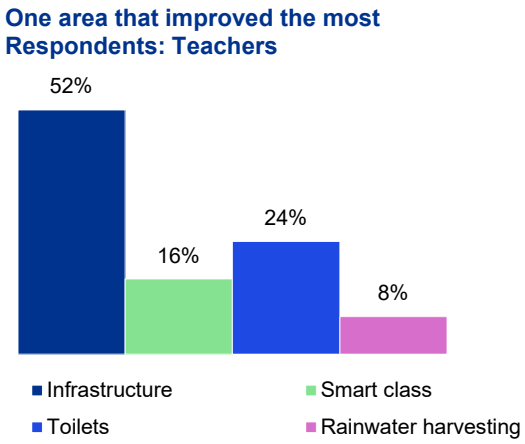
A strong indication of emerging impact lies in how beneficiaries perceive the overall usefulness of the interventions. A substantial 72% of teachers rated the interventions as "very useful", and another 24% described them as "useful." This positive perception demonstrates that the programme created value that extends well beyond the physical installation of infrastructure. Teachers and students reported that the interventions enhanced the overall functionality, comfort, and relevance of the school environment.



Key Improvement in School

When respondents were asked to identify where the programme had made the most meaningful difference, core infrastructure and learning-enabling components were most frequently cited. These included:

- Foundational improvements such as classroom renovation and broader infrastructure upgrades.
- Toilet facilities, which contributed significantly to comfort and hygiene
- Smart classrooms, which improved exposure to modern pedagogical tools
- Rainwater harvesting, which schools highlighted as particularly impactful during the monsoon season, helping prevent



waterlogging in low-lying schools where water previously flowed directly into the premises from road level

When students were asked to identify the single most significant improvement in their schools, smart classrooms emerged as the most frequently cited improvement (46%). This finding highlights the relevance of digital education interventions in contexts where exposure to technology was previously limited.

Other improvements identified by students included furniture (16%), Water facilities (13%), Toilet infrastructure (12%), Flooring (8%), and Walking paths and circulation areas (5%).

The prominence of smart classrooms suggests that students strongly value technology-enabled learning and perceive it as a marker of qualitative improvement in education. FGDs revealed that students associate smart classes with more interactive lessons, better understanding of concepts, and increased interest in attending school.

These insights show that while digital tools such as smart classrooms are valued by students, according to teachers the most sustained and visible positive changes emerged from improvements to basic infrastructure and the physical environment.

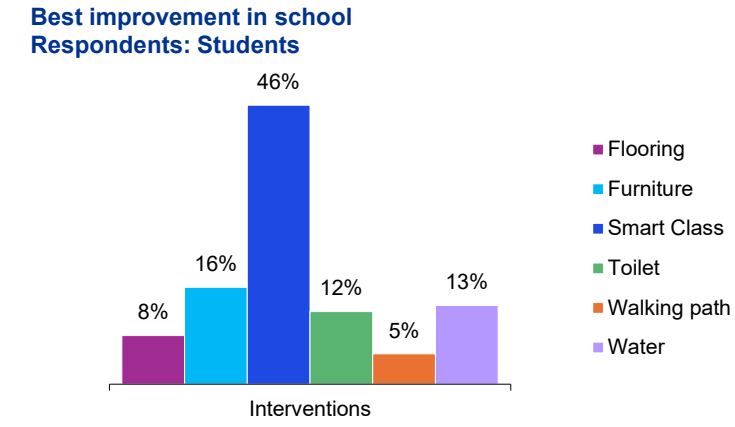


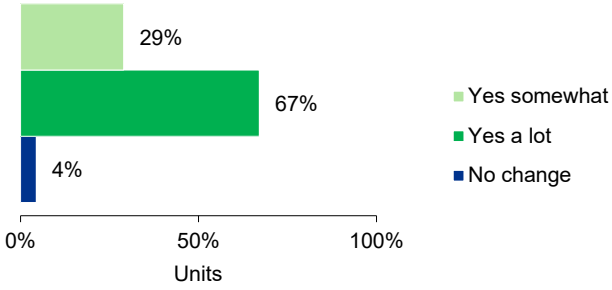
Figure 1: Smart classroom at Mufhad School

Improvement in school environment

Student responses provide critical insights into how the programme has shaped their day-to-day schooling experience.

Around **96%** of students reported that the school environment is better than before, demonstrating the tangible relevance of the programme from the primary beneficiary perspective.

Improved School Environment
Respondents: Students



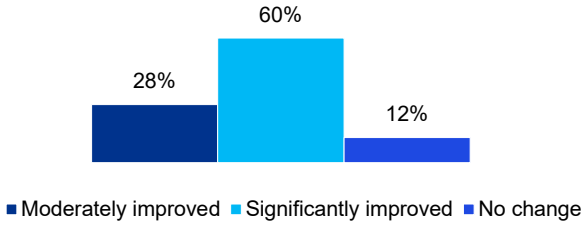
Students consistently associated the improved environment with greater comfort, cleanliness, and attractiveness of classrooms and facilities. During FGDs, students described classrooms as "brighter," "more comfortable," and "more engaging," particularly after the installation of furniture, lighting, and smart classroom equipment. These perceptions need to be understood against the baseline conditions in many schools prior to the intervention.

Students recalled studying in dilapidated buildings with leaking roofs, kacha or mud floors, inadequate desks and chairs, and dim, poorly plastered classrooms and corridors. Basic WASH infrastructure such as functional toilets and handwashing stations was often absent or unusable. Thus, the students' responses indicate that the programme addressed long-standing infrastructural deficits and led to meaningful improvements in students' everyday school experiences.

Improved Classroom Participation

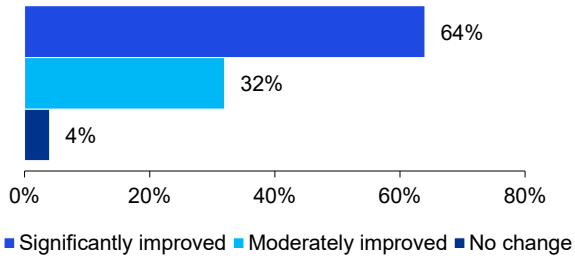
Around **88%** of teachers reported observable changes in classroom processes following the infrastructure improvements.

Change in students classroom participation
Respondent: Teachers



60% of teachers indicated that student participation in classroom activities improved significantly, while 28% observed a moderate improvement. These changes were attributed to improvements in the physical learning environment, specifically, the availability of desks and benches replacing floor seating, better classroom lighting and ventilation, and improved flooring, which together reduced discomfort and unnecessary movement during lessons, allowing students to remain seated and engaged for longer periods.

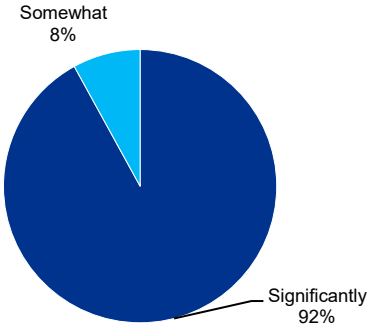
Change in student comfort in school
Respondent: Teachers



In addition, 64% of teachers reported a significant improvement in student comfort within classrooms, reflecting the cumulative effect of the infrastructure upgrades, including proper flooring, adequate furniture, improved ventilation through fans, and refreshed classroom spaces.

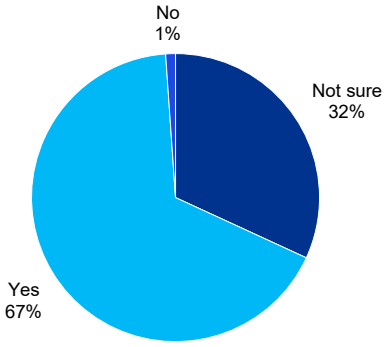
92% of teachers stated that smart classrooms significantly improved classroom teaching and increased student interest, with the remaining respondents reporting moderate improvements. Teachers consistently highlighted better student engagement and improved concept clarity when digital tools were used.

Has smart class improved student interest
Respondent: Teachers



From the student perspective, 67% reported attending school more regularly following the infrastructural improvements. While this is based on self-reported feedback rather than verified attendance records, it indicates positive changes in students' day-to-day engagement with school linked to improved physical learning conditions.

Students attending classes more regularly
Respondent: Students



Moreover, discussions with teachers and school management indicate that some changes in attendance patterns and student regularity were observed following the interventions. School staff shared that students appeared to attend more consistently, particularly in relation to improvements in the school environment and facilities.

It may be noted that these observations are based on qualitative interactions with school stakeholders, as attendance records were not reviewed as part of the assessment. No specific change was separately noted with regard to girls' attendance. Overall, the feedback suggests that the interventions contributed to positive shifts in the daily functioning and learning atmosphere of schools, without making definitive claims on attendance outcomes.

Before and After Photos in Junior High School, Asalwas

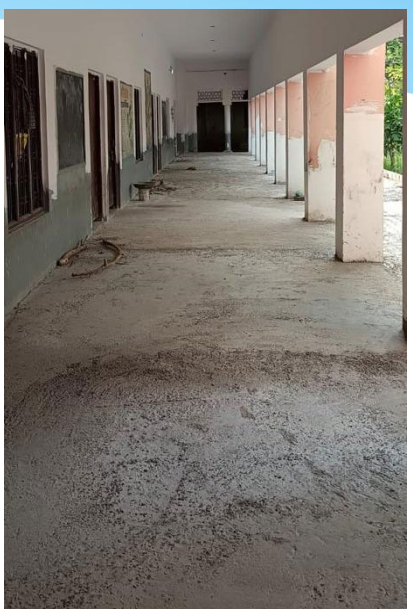


Figure 2: Before Intervention: No stone flooring in corridors in JHS Asalwas

Figure 3: After Intervention- Flooring in corridors and pathways, renovations in JHS Asalwas

Photos from Primary School, Dankaur Dehat

Figure 4: Water taps installed at PS Dankaur Dehat

Figure 5: BaLA painting done at PS Dankaur Dehat

Case Study

Primary School, Devla is located in a low-lying area where the school building lies below the road level. Students need to cross an open ground to reach the classrooms. During the monsoon season, this ground would routinely fill with rainwater, making access to the school difficult and unsafe. Children often had to walk through stagnant water to attend classes, leading to discomfort, health concerns, and irregular attendance, particularly among younger students.

The waterlogging also disrupted daily school operations. The mid-day meal delivery vehicle was unable to enter the school premises during the rains, resulting in delays and logistical challenges for teachers and staff.

Under the WASHE programme, a paved walking pathway was constructed within the school premises, providing a stable and elevated route from the entrance to the classrooms.

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Following the intervention, students are now able to access their classrooms safely and comfortably throughout the year, even during heavy rainfall. Teachers even reported improved attendance during the monsoon months. The mid-day meal vehicle can now enter the campus without obstruction, ensuring timely meal distribution.

This intervention highlighted that how context-specific infrastructure solutions, even relatively small ones, can remove long-standing barriers to education and significantly improve students' daily school experience.

Teachers and school management shared that changes in student continuation and regularity were also observed, with some noting fewer instances of dropouts during the assessment period. These trends indicate that the interventions may be contributing to a more engaging, positive learning environment, an important pathway to long-term educational gains.

Students, being the primary beneficiaries, reported strong improvements in their school experience. Across multiple indicators, 70-85% of students stated that classrooms and facilities were "much better" or "somewhat better" following the interventions. Students highlighted improvements particularly in smart classrooms, furniture, water facilities, and toilets. The responses recorded reveal that students perceive both practical upgrades (water, toilets, seating) and learning-enhancing infrastructure (smart classes) as transformative. This enhancement in students' daily experience is a vital precursor to sustaining school engagement, improved learning motivation, and better long-term outcomes.

"Our school environment has become more colorful and livelier. The children really enjoy the class sessions on the smart TV, especially the poems and video lessons."

-Teacher, Primary School, Mufhad

"I like our classroom so much better now. Before, we had to sit on the mud floor, and my legs would hurt after some time. Now we have a real classroom with desks and chairs. The walls are also now in bright colors and paintings. It really feels like a classroom now, like the ones I see in books."

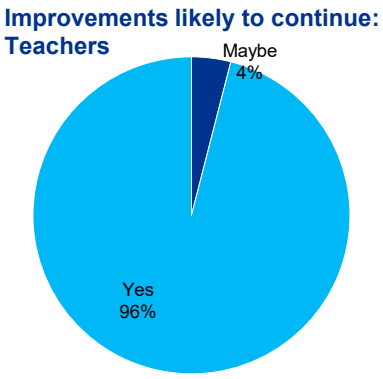
- Student, Primary School, Dankaur Dehat

Figure 6: Photos from Primary School, Dankaur Dehat.

Figure 7: Photos from Primary School, Dankaur Dehat

Sustainability

This section assesses the durability of the WASHE programme's outcomes by examining institutional ownership, maintenance systems, financial adequacy, usage practices, and risks to long-term functionality.



The findings indicate a highly perceived likelihood that improvements introduced through the WASHE programme will continue over time.

Around **96%** of the teachers stated that the improvements are likely to be sustained, and only 4% expressed uncertainty. Notably, no respondents indicated that the improvements would discontinue. This strong confidence reflects the programme's successful integration of assets into the routine functioning of schools and suggests a high level of acceptance among school stakeholders, both critical conditions for sustainability.

Schools have been identified as solely responsible for maintaining the facilities created under the WASHE programme. The clear delineation of ownership reduces reliance on external stakeholders and supports continuity of use after project completion. However, while institutional responsibility rests with schools, the adequacy of supporting systems, particularly financial resources, emerges as a key sustainability concern.

Respondents confirmed the presence of a maintenance mechanism; however, significant financial constraints were reported. Schools receive an annual government maintenance allocation ranging from ₹50,000 to ₹75,000, which stakeholders widely regarded as insufficient to meet recurring maintenance costs associated with physical infrastructure, WASH facilities, and digital assets.

As a result, school management noted that the long-term sustainability of high-value and technically intensive components, including smart classrooms, sanitation blocks, and water systems, is constrained by limited government funding and maintenance provisions. Strengthened institutional support from the public system would be critical to ensure their continued functionality.

WASH facilities created under the programme are being regularly used by students, indicating behavioral sustainability. However, both students and teachers highlighted operational constraints that could affect long-term usability:

- Insufficient number of toilets in some schools relative to student enrolment, and
- Persistent cleanliness challenges, largely due to the absence of dedicated cleaning staff provided by the government.

Although utilization remains high, these constraints may gradually undermine hygiene standards and reduce the lifespan of facilities if not addressed through improved staffing arrangements or enhanced maintenance budgets.

With respect to regular upkeep, sanitation facilities were reported to be cleaned occasionally rather than daily. This intermittent cleaning frequency poses a sustainability challenge, particularly for toilets and water facilities. Without consistent cleaning protocols and adequate human resources, the hygienic value and functional longevity of WASH assets may decline over time despite initial upgrades.

The assessment also identified early signs of sustainability risks associated with technologically enabled and specialized infrastructure. Specifically, one rainwater harvesting unit was reported to be non-functional due to the lack of regular maintenance, and smart classrooms in some schools are currently not operational due to the expiry of service or maintenance contract. These issues point to constraints in existing government mechanisms for post-installation servicing, renewal, and routine upkeep, particularly for digital and water infrastructure. Strengthening public systems for asset maintenance, technical support, and timely renewal of service arrangements will be critical to ensure the long-term functionality of such facilities.

Coherence

This section examines the extent to which the WASHE programme was coherent with relevant government policies, sectoral initiatives, and other interventions operating within the same geographical and thematic space.

The assessment finds that the WASHE programme demonstrated a high degree of coherence with national and state-level priorities related to school education, WASH, and digital learning. The programme is well aligned with key government initiatives such as Swachh Vidyalaya, Samagra Shiksha, and broader state education infrastructure schemes, particularly in its focus on sanitation, classroom infrastructure, and learning environments.

At the local level, the programme was implemented in close coordination with district authorities, which supported alignment with school-specific needs and avoided duplication. Field interactions suggest that prior to the WASHE programme, the selected schools received minimal to no support from external organizations and were functioning under poor infrastructural conditions. Subsequent support from a few corporate entities was reported only in later periods, positioning the WASHE programme as a primary and early intervention rather than a duplicative effort.

The targeted inclusion of interventions such as rainwater harvesting systems and walking paths further strengthened coherence with local environmental and infrastructural challenges, especially in low-lying school premises prone to waterlogging during monsoons. These components addressed site-specific issues that were not adequately covered under standard government schemes, thereby reinforcing contextual relevance and alignment.

Overall, the WASHE programme fits well within the broader education and WASH ecosystem. Its design and implementation demonstrate strong internal coherence across its infrastructure, WASH, and digital education components, as well as external coherence with ongoing public sector investments, enabling it to effectively fill critical gaps without fragmenting or duplicating efforts.

Case Study: Improving Living Conditions at KGBV Girls' Hostel

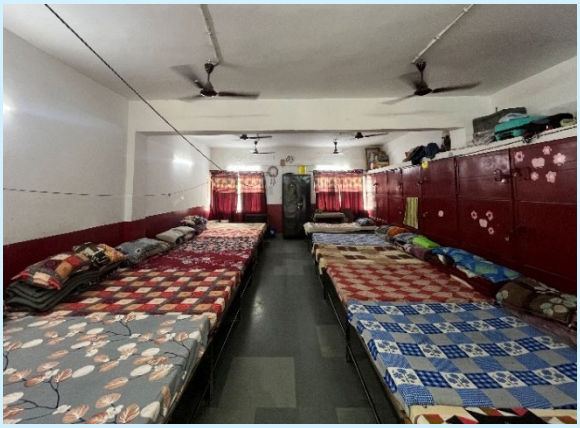
The Kasturba Gandhi Balika Vidyalaya (KGBV) Girls' Hostel provides residential and academic support to school-going girls. Prior to the intervention, the hostel faced several infrastructure challenges affecting hygiene, safety, privacy, and overall quality of life. Ground-floor washrooms were in poor condition, the campus experienced frequent waterlogging during monsoons, and issues such as roof seepage, worn-out flooring, limited ventilation, and lack of secure personal storage adversely affected students' daily living. Academic spaces on the ground floor also lacked adequate infrastructure.

Under the CSR initiative of SAMIL, targeted infrastructure improvements were undertaken to address these gaps. These included renovation of ground-floor washrooms with upgraded toilet and bathing facilities, installation of a rainwater harvesting system to resolve waterlogging, roof waterproofing, new floor tiling, provision of individual lockers inside dormitories, installation of lights and fans, introduction of smart classroom facilities, provision of dining hall tables, and construction of a shed within the campus.

The intervention led to visible improvements in the hostel's living and learning environment. Hygiene and usability of washrooms improved significantly, waterlogging during monsoons was eliminated, and lockers enhanced students' sense of privacy, organization, and dignity. Structural upgrades and improved lighting and ventilation contributed to a safer, cleaner, and more comfortable residential and academic setting. Students and staff reported noticeable improvements in overall cleanliness, comfort, and functionality of the hostel.

Way Forward:

Students highlighted the absence of washroom facilities on the first floor, requiring them to access ground-floor washrooms at night, raising safety concerns. Hence, construction of a washroom on the first floor is recommended as a priority to enhance safety, convenience, and alignment with minimum standards for girls' residential hostels.



CHAPTER 4: CONCLUSION & RECOMMENDATION

CONCLUSION

The impact assessment concludes that the WASHE programme has been well-conceived, effectively implemented, and highly relevant to the needs of government schools in the intervention areas. The multi-dimensional approach integrating WASH infrastructure, classroom improvements, and digital education enabled the programme to address interconnected barriers to learning rather than isolated deficits.

The programme demonstrated strong performance across the OECD-DAC evaluation criteria. Interventions were delivered largely on time and operationalized successfully, resulting in improved functionality of school facilities, enhanced classroom environments, and greater student comfort and engagement. Emerging impacts are visible in improved attendance patterns, reduced dropouts, enhanced classroom participation, and more positive student and teacher perceptions of the school environment.

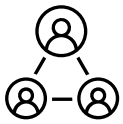
At the same time, the assessment highlights sustainability-related challenges, particularly around maintenance financing, sanitation capacity, and the continuity of technology-enabled interventions. These issues do not diminish the value of the programme but point to important considerations for future scale-up.

Overall, the WASHE programme represents a strong example of responsible and context-responsive CSR engagement, aligned with national priorities and capable of delivering meaningful improvements in educational environments. With targeted refinements, especially around maintenance planning, and service continuity, the programme has the potential to generate lasting benefits for government schools and the communities they serve.

Recommendations

Based on the findings, the following recommendations are proposed to strengthen sustainability of programme outcomes:

Enhancing School-Led Maintenance and Continuity



The programme demonstrates strong alignment with good practice by ensuring clear asset ownership and providing three years of maintenance and AMC/subscription support for high-value assets such as smart classrooms. This duration supports effective adoption and stabilization of infrastructure use within the school system.

Observed challenges in continuing maintenance support post-handover primarily reflect broader system-level budgetary and capacity constraints in government schools, rather than gaps in programme design. To further strengthen sustainability outcomes, future phases could consider complementing the existing maintenance model with light-touch planning and capacity-building support for schools through:

- Supporting school leadership and School Management Committees (SMCs) to anticipate post-handover costs and plan for them within available grants and resources.
- Encouraging government stakeholders to strengthen routine maintenance allocations and support mechanisms, particularly for high-value infrastructure and digital assets.

Address Gaps in Sanitation Capacity and Cleanliness

Toilets and sanitation infrastructure remain essential to students' daily experience. Strengthening these areas will require closer coordination within the existing government system. School administration and SMCs can play a key role by liaising with government stakeholders to address unmet sanitation needs and ensure routine support for infrastructure upkeep.

- Working with local authorities to request additional toilets, improved sewage connectivity, and support to address unmet sanitation needs and infrastructure support.
- Advocate with local authorities for dedicated cleaning staff or explore interim solutions such as community-based or school-managed cleanliness arrangements.

Deepen Gender-Responsive Interventions

While the intervention benefits all students, viewing sanitation through a gender lens may help identify small, practical enhancements that better support girls' comfort and privacy. In many schools, separate girls' toilets exist, but their number or features may not always be adequate, especially for adolescent girls.

- School administration and SMCs can work with government stakeholders to ensure girls' toilets are adequate in number and functionality, including basic features such as running water, privacy provisions, and sanitary pad disposal options.
- Simple additions such as hygiene information posters or improved internal lighting can enhance the usability of existing facilities for adolescent girls.

Continue Context-Specific Infrastructure Solutions

Interventions such as rainwater harvesting and walking paths were particularly effective in addressing monsoon-related challenges.

Similar site-specific diagnostics should continue to guide infrastructure investments, ensuring solutions respond directly to local environmental condition.

Figure 3: Pathway build at Mufhad School

Figure 9: Smart classroom at Dankaur Dehat School

Figure 4: Classroom renovated at Mufhad School

Figure 11: Toilet Facilities, Primary School Dankaur Dehat

Annexure

Sample Schools

S.N	Name of School	Location	Year	Phase	No. of students			No. of teachers	Activities done in the school
					Girls	Boys	Total		
1	Junior High School Devla	Greater Noida	2022-23	1	74	86	160	8	Renovations, Furniture, Smart Class
2	Primary School Suthiyana	Greater Noida	2022-23	1	239	264	503	15	Renovations, Furniture, Smart Class, Construction of 1 Toilet & Shed
3	Primary School Mubarakpur	Greater Noida	2022-23	1	99	81	180	8	Renovations, Furniture, Smart Class, Construction of Shed
4	Junior High School Asalwash	Bawal, Haryana	2023-24	3	94	80	174	7	Renovations, Furniture, Smart Class
5	Primary School Asalwash	Bawal, Haryana	2023-24	3	63	87	150	7	Renovations, Furniture, Smart Class
6	Junior High School Chopanki	Haryana	2023-24	3	352	393	745	14	Renovations, Furniture, Smart Class, Construction of Toilet Block
7	Kasturba Gandhi Balika Vidyalaya (Dadri)	Greater Noida	2025-26	4	100	0	100	7	Girls hostel, Construction of Toilet Block
8	Primary School Muhfad	Greater Noida	2023-24	3	39	26	65	3	Renovations, Furniture, Smart Class
9	Primary School Dankaur Dehat	Greater Noida	2023-24	3	60	44	104	4	Renovations, Furniture, Smart Class

10	District Institute For Education Training (DIET)	Greater Noida	2023-24	2			3000+		5 Smart Classes , Beneficiaries are teachers
11	Composite School	Sector 126, Noida	2023-24	1	276	289	580		Renovations, Furniture, Smart Class

List of schools where WASH-E programme was implemented over the years

S.N	Name of School	Location	Year	Phase	No. of Students			No. of Teachers	Activities done in school
					Girls	Boys	Total		
1	Primary School Suthiyana	Greater Noida	2022-23	1	239	264	503	15	Renovations, Furniture, Smart Class, Construction of 1 Toilet & Shed
2	Primary School Ramgarh (Kasna)	Greater Noida	2022-23	1	51	57	108	7	Renovations, Furniture, Smart Class
3	Primary School Mubarakpur	Greater Noida	2022-23	1	99	81	180	8	Renovations, Furniture, Smart Class, Construction of Shed
4	Primary School Gulistanpur	Greater Noida	2022-23	1	81	87	168	7	Renovations, Furniture, Smart Class
5	Primary School Wajidpur	Greater Noida	2022-23	1	172	153	350	8	Smart Class
6	Primary School Devla	Greater Noida	2022-23	1	209	193	503	7	Renovations, Furniture, Smart Class, Construction of Shed
7	Junior High School Devla	Greater Noida	2022-23	1	74	86	160	8	Renovations, Furniture, Smart Class
8	Composite School	Sector 12, Noida	2022-23	1	750	850	1600		Renovations, Furniture, Smart Class

9	Composite School	Sector 126, Noida	2022-23	1	276	289	580		Renovations, Furniture, Smart Class
10	Primary School Dadri 3	Greater Noida	2023-24	2	113	112	225	5	Renovations, Furniture, Smart Class
11	Primary School Deri Machecha	Greater Noida	2023-24	2	36	25	61	4	Renovations, Furniture, Smart Class
12	Primary School Kasna	Greater Noida	2023-24	2	199	184	383	15	Renovations, Furniture, Smart Class
13	Primary School Samaspur	Greater Noida	2023-24	2	24	26	50	3	Renovations, Furniture, Smart Class
14	Junior High School Deri Machecha	Greater Noida	2023-24	2	28	36	64	4	Renovations, Furniture, Smart Class
15	Composite School Jhatta	Greater Noida	2023-24	2	30	42	72	6	Renovations, Furniture, Smart Class
16	Composite School Dhoom Manikpur	Greater Noida	2023-24	2	158	227	388	14	Renovations, Furniture,
17	District Institute For Education Training (DIET)	Greater Noida	2023-24	2			3000+		5 Smart Classes , Beneficiaries are teachers
18	Primary School Muhfad	Greater Noida	2023-24	3	39	26	65	3	Renovations, Furniture, Smart Class
19	Primary School Dankaur Dehat	Greater Noida	2023-24	3	60	44	104	4	Renovations, Furniture, Smart Class
20	Primary School Mohamadpur Derin	Greater Noida	2023-24	3	11	13	24	4	Renovations, Furniture, Smart Class
21	Primary School Rampur Bangar	Greater Noida	2023-24	3	23	28	51	3	Renovations, Furniture, Smart Class
22	Primary School Milak Kherli Bhav	Greater Noida	2023-24	3	8	6	14	3	Renovations, Furniture, Smart Class
23	Primary School Mirzapur 1	Greater Noida	2023-24	3	31	30	61	3	Renovations, Furniture, Smart Class
24	Composite School Derin Gujran	Greater Noida	2023-24	3	32	31	63	5	Renovations, Furniture, Smart Class
25	Composite School Kherli Bhav	Greater Noida	2023-24	3	139	126	265	13	Renovations, Furniture, Smart Class
26	Kasturba Gandhi Ballika Vidyalaya	Greater Noida	2023-24	3	100	0	100	7	Hostel for Girls Renovations, Furniture,
27	Composite School Kasna	Greater Noida	2023-24	3	199	184	383	15	Renovations, Furniture, Smart Class

28	Composite School Dhoom Manikpur	Greater Noida	2023-24	3	158	227	385	14	Renovations, Furniture, Smart Class
29	Junior High School Asalwash	Bawal, Haryana	2023-24	3	94	80	174	7	Renovations, Furniture, Smart Class
30	Junior High School Chopanki	Haryana	2023-24	3	352	393	745	14	Renovations, Furniture, Smart Class, Construction of Toilet Block
31	Primary School Asalwash	Bawal, Haryana	2023-24	3	63	87	150	7	Renovations, Furniture, Smart Class
32	PS Samaspur (no.18)	Greater Noida	2023-24	3			0		Renovations, Furniture, Smart Class
33	Primary School Pathredi	Haryana	2023-24	3	101	104	205	5	Renovations, Furniture, Smart Class