



Impact Assessment Report for

Vandya International School

Funding Agency: Essel Mining & Industries Limited
(A part of Aditya Birla Group)

Implementing Agency: North East Educational Development
Trust

Project Tenure: Financial Year 2023-2024

Assessment Year: Financial Year 2025-2026

Certificate

This is to certify that the Impact Assessment Report titled: "Vandya International School" is an original study conducted by CSRBOX and is submitted to Essel Mining & Industries Limited, a part of Aditya Birla Group.

The Impact Assessment Study has been conducted as per the requirements of the Companies Act, 2013, and the Companies (Corporate Social Responsibility Policy) Rules, 2014, as amended and is compliant with the requirements of the law.

This study presents findings by CSRBOX, derived from reviewing secondary sources and conducting primary-level interactions. CSRBOX developed and implemented the impact assessment framework in alignment with the project's objectives and indicators.

Bhomik Shah

Founder and CEO, CSRBOX

Disclaimer

- The Impact Assessment Study has been conducted according to the requirements laid out in the Companies Act, 2013 and the Companies (Corporate Social Responsibility Policy) Rules, 2014, as amended, ensuring compliance with the applicable legal requirements.
- This report shall be disclosed to those authorised in its entirety only without removing the disclaimers. CSRBOX has not performed an audit and does not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted as legal advice or opinion.
- This report contains an analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with the leadership team of Essel Mining & Industries Ltd., North East Educational Development Trust (NEED), project beneficiaries and various knowledge partners. While the information obtained from the public domain has not been verified for authenticity, CSRBOX has taken due care to obtain information from sources generally considered to be reliable.
- In preparing this report, CSRBOX relied on data, material gathered through the internet, research reports and discussions with personnel within CSRBOX as well as personnel in related industries.

With Specific to Impact Assessment of Vandya International School supported by Essel Mining & Industries Ltd. (FY 2023-24)

- CSRBOX has neither conducted an audit nor due diligence nor validated the financial statements and projections provided by Essel Mining & Industries Ltd.
- Wherever information was not available in the public domain, suitable assumptions were made to extrapolate values for the same.
- CSRBOX must emphasise that realising the advantages/enhancements resulting from the recommendations set out within this report (based on secondary sources) is dependent on the ongoing validity of the underlying assumptions. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements, or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realisation of the projected benefits.
- The premise of an impact assessment is 'the objectives' of the project, along with output and outcome indicators pre-set by the project design and implementation team. CSRBOX's impact assessment framework was designed and executed in alignment with those objectives and indicators.

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Abbreviations

Sr. No.	Abbreviation	Full Form
1.	3D	Three Dimensional
2.	ASAP	Assam: School Education and Adolescent Wellbeing Project
3.	BRSR	Business Responsibility & Sustainability Reporting
4.	CSR	Corporate Social Responsibility
5.	EMIL	Essel Mining & Industries Limited
6.	ESG	Environmental Social Governance
7.	FGD	Focused Group Discussion
8.	FOC	Free of Cost
9.	FY	Financial Year
10.	IDI	In-depth Interviews
11.	KII	Key-Informant Interviews
12.	MoU	Memorandum of Understanding
13.	NEED	North East Educational Development Trust
14.	NEP	National Health Policy
15.	NGO	Non-Governmental Organisation
16.	No.	Number
17.	OECD-DAC	Organisation for Economic Co-operation and Development Assistance Committee
18.	RSL	Rock School
19.	SDG	Sustainable Development Goals
20.	SEBI	Securities & Exchange Board of India
21.	UDISE	Unified District Information System for Education
22.	Wi-Fi	Wireless Fidelity

Executive Summary



Executive Summary

Background

Essel Mining & Industries Limited (EMIL), part of the Aditya Birla Group, is committed to fulfilling its Corporate Social Responsibility (CSR) through various impactful initiatives. These initiatives span five key thematic areas: infrastructure development, sustainable livelihood, health and family welfare, education and capacity building and social causes, with a special focus on empowering women. EMIL ensures that its CSR efforts reach across all the regions where it operates, contributing to the overall well-being of communities and fostering positive social change. Through these endeavours, EMIL strives to create a lasting, positive impact on society

Project Details

EMIL's CSR team, in collaboration with North East Educational Development Trust (NEED), has implemented a project for the construction of "**Vandya International School**" at Guwahati, Assam, for the **FY 2023-2024**. This project aimed to improve the education system and make education available to the needy students by providing fully equipped, adequate and quality infrastructure.

Project Facilities

Kitchen Equipment	Construction Material	Laboratory Equipment	Swimming Pool
Computer	Electrical Fittings	Library Books	Sound System
Musical Instrument	Furniture	Air Conditioner	Repayment of Loans
Purchase of Land			

Impact Highlights

During the impact assessment, the study team developed an evaluation matrix based on appropriate parameters. The impact of this project was evaluated based on OECD DAC Framework components: **Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability.**

The template shown below is to be followed with project-specific content. As the sample is shown below –

Relevance	<ul style="list-style-type: none">• The enrolment of Free of Cost students increased from 2.9% to 3.6% of the total number of students from FY 2024-2025 to FY 2025-2026.• The project provided comprehensive academic, digital, sports and cultural infrastructure that supports holistic learning and enhances the overall quality of education.
Coherence	<p>The project aligned with-</p> <ul style="list-style-type: none">• SDG-4 Quality Education, SDG-10 Reduced Inequalities and SDG-17 Partnerships for the Goals.• NEP, PM SHRI Schools, ASAP and Vidyanjali 2.0• Principles 4 and 8 of ESG• Schedule VII with Companies Act, 2013
Effectiveness	<ul style="list-style-type: none">• Students learnt swimming techniques, including butterfly, backstroke, freestyle, etc.• Students are trained to excel in Indian and Western music instruments.• Students are taught video editing, presentation making, newsletter making and using Canvas through computers.• Students use science equipment to perform experiments and gain exposure to theoretical concepts, which helps them to improve their understanding of science.
Efficiency	<ul style="list-style-type: none">• Overall, all facilities were used by students from Nursery to 10th grade.• Out of 10 classes in a month, the students are taken to the laboratory for approximately 3 classes for practical learning.• A special session named “Alankaran” is held on a daily basis to showcase cultural activities and sports.
Impact	<ul style="list-style-type: none">• Swimming helps them to maintain physical fitness, maintain cardiovascular rhythm and helps them build stamina.• The provision of library books inculcates reading habits and improves students’ usage of language.• Students in the school are encouraged to develop proficiency in the chosen Indian or Western musical instrument.• The provision of science equipment helps students to gain conceptual clarity and fosters a scientific mindset among them.
Sustainability	<ul style="list-style-type: none">• All the provisions provided through this project are updated and maintained regularly.• Record keeping is done in terms of Fedena software for library, recording facility for music room and maintenance of log-book for science laboratory.

Alignment with SDG Goals



Alignment with ESG Principles

PRINCIPLE 4. Businesses should respect the interests of and be responsive to all its stakeholders

PRINCIPLE 8. Businesses should promote inclusive growth and equitable development

Alignment with National and State Policies

Alignment with Policies			
1. National Education Policy (NEP), 2020	2. PM SHRI Schools Scheme	3. Assam: School Education and Adolescent Wellbeing Project (ASAP)	4. Vidyanjali 2.0

Alignment with Schedule VII

Schedule VII: Promoting education, including special education among children.

Chapter 1

Project Background & Overview



Chapter 1: Project Background and Overview

1.1 Background and Context

Essel Mining & Industries Ltd. (EMIL) has been a prominent presence in the mining sector for over 75 years. EMIL, through its sustainable practices, is committed to the conservation of mineral resources, protection of the environment, development and enhancement of health, safety and well-being of its people, creating value for its stakeholders and contributing to society at large¹.

1.2 CSR Initiatives of Essel Mining & Industries Limited

Essel Mining & Industries Ltd. (EMIL) is deeply committed to making a positive impact on the communities where it operates through its corporate social responsibility (CSR) initiatives. The company's CSR policy aligns with the United Nations Sustainable Development Goals (SDGs) and focuses on four key areas: Education, Healthcare, Sports, Women's Empowerment and Sustainable Livelihood. EMIL aims to contribute actively to the social and economic development of these communities, fostering a better and more sustainable way of life, particularly for marginalised sections of society. The overarching goal is to enhance the human development index of the country, addressing both immediate needs and long-term growth through targeted interventions that support inclusive development.²



1.3 School Infrastructure in Assam

As per the census 2011, Assam has a literacy rate of 72.19% slightly lower than the national average of 74.04%³. According to **UDISE+ 2023-24 data**, while Assam is nearing saturation in key school facilities such as potable drinking water (98.3%), girls' toilets (98.7%) and boys' toilets (96.7%), further efforts are required across the state's 45,008 schools, to address challenges including a lack of electricity, lack of boundary wall, lack of playground etc⁴.

1.4 Project Overview

EMIL's CSR team, in collaboration with North East Educational Development Trust (NEED), has implemented a project for the construction of "**Vandya International School**" at Guwahati, Assam, for the **FY 2023-2024**. This project aimed to improve the education system and make education available to the needy students by providing fully equipped, adequate and quality infrastructure.

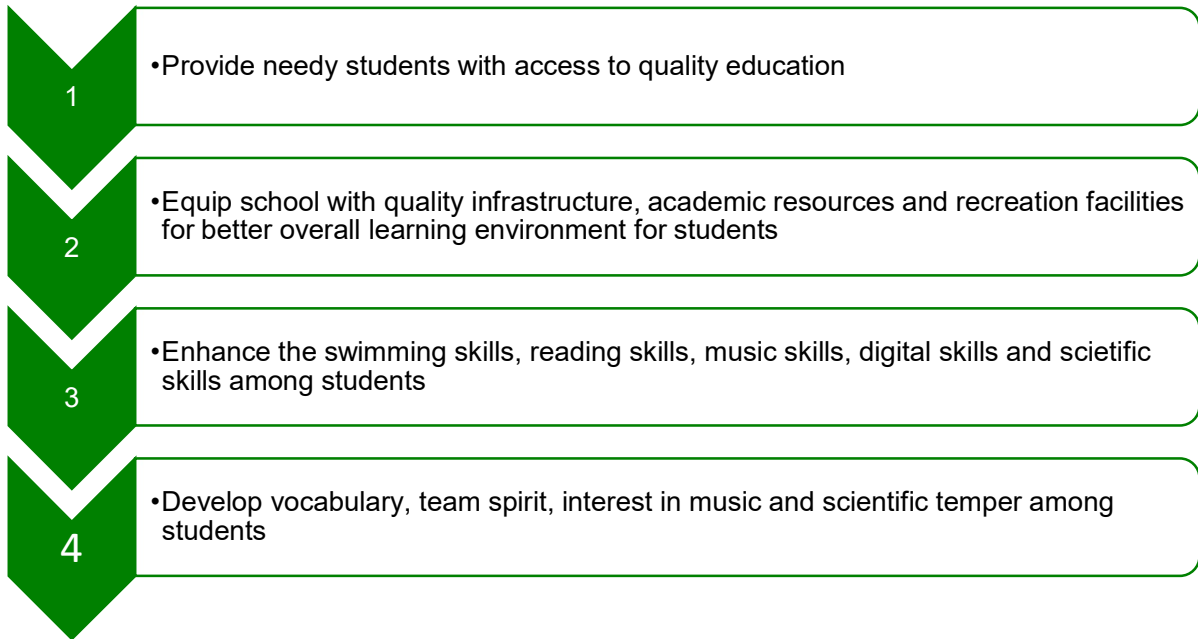
For the year 2023-2024 Vandya International School project was implemented keeping in mind the following broad objectives:

¹ <https://www.esselmining.com/docs/EMIL-Sustainability-Report-FY2024.pdf>

² <https://www.adityabirlacapital.com/sustainability/csr>

³ <https://www.indiacensus.net/states/assam/literacy>

⁴ https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/udise_report_nep_23_24.pdf



1.5 Project Facilities

The **facilities** provided as part of the project include the following:

Kitchen Equipment	Construction Material	Laboratory Equipment	Swimming Pool	Computer
Electrical Fittings	Library Books	Sound System	Musical Instrument	Furniture
	Air Conditioner	Repayment of Loans	Purchase of Land	

Chapter 2

Design and Approach for Impact Assessment

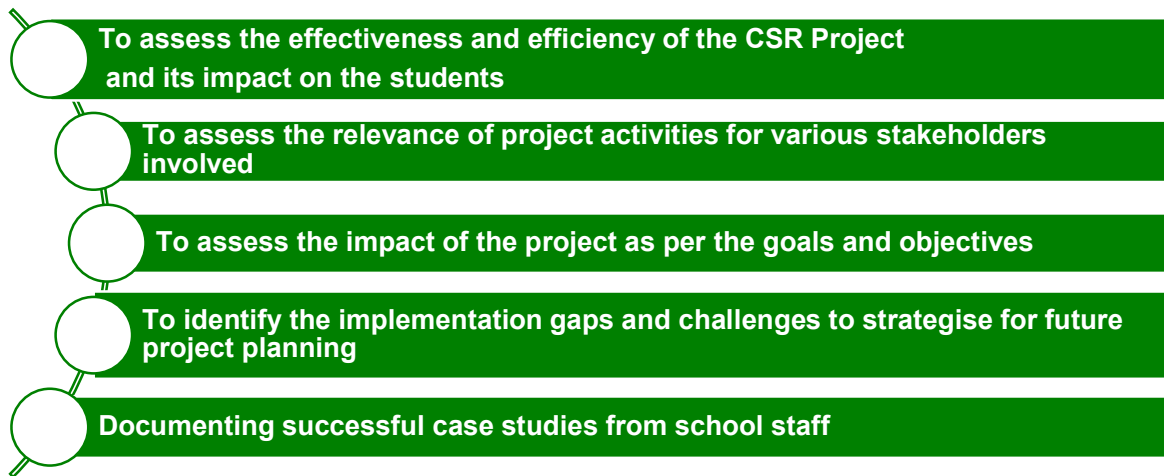


Chapter 2: Design and Approach for Impact Assessment

2.1 Objectives of the Study

CSRBOX conducted the impact assessment of the “Vandya International School” project to assess the relevance, coherence, effectiveness, efficiency, impact and sustainability of the project facilities. The project duration for the construction of “Vandya International School” was **FY 2023-2024**.

The objectives of the impact assessment study are as follows:



2.2 Evaluation & Framework Indicators

Evaluation Approach

The study's objectives and primary areas of investigation directed the development of the evaluation, with a central focus on learning. In this segment, CSRBOX outlines its strategy for crafting and implementing a rigorous, adaptable and outcome-driven evaluation framework/design.

To measure the impact of the project, a 360-degree evaluation approach was adopted for the study. This approach relied on the stakeholders' recollection ability. With this approach, the stakeholders were queried about the impact of the project intervention. This approach aided in comprehending the project's contribution to benefit the intended beneficiaries.

Evaluation Framework

Given the study's objectives to determine the project's effectiveness, efficiency, impact created and sustainability, the evaluation used the OECD-DAC Framework. Using the criteria of the OECD-DAC framework, the evaluation assessed EMIL's contribution to the results while keeping in mind the multiplicity of factors that may be affecting the overall outcome.

A tentative list of indicators mapped to the framework parameters is also presented below;

Relevance

The extent to which the project aligns with the developmental priorities and the felt needs of the students.

Coherence

The extent to which other policies in the international, national and state align with the project and vice versa.

Effectiveness

The extent to which the project achieved or is expected to achieve its objectives and its results.

Efficiency

The extent to which the project delivers or is likely to deliver results in an economic and timely way.

Impact

The extent to which the project has generated significant positive or negative, intended, or unintended, higher-level effects.

Sustainability

The extent to which the benefits of the project continue or are likely to continue

The impact assessment aligned itself with the impact parameters as per the criteria mentioned in the Terms of Reference. The following parameters are prioritised to satisfy the criteria of the Impact Assessment – **Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability.**

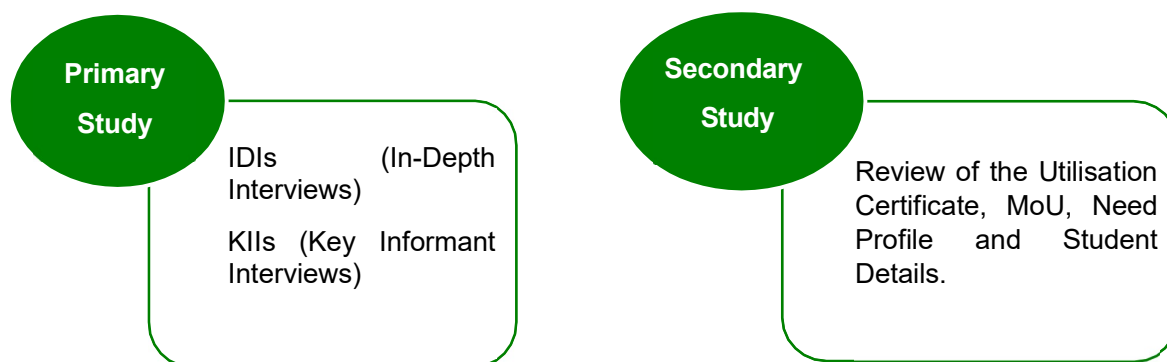
Framework Pillars	Indicators	Data Sources
Relevance	<ul style="list-style-type: none"> Number of Free of Cost (FOC) students Assessment of the need for the project Teachers' and Principals' perceptions about the school 	In-Depth Interviews and Key Informant Interviews
Coherence	<ul style="list-style-type: none"> Alignment of the project with SDG goals Alignment of the project with ESG Principles Alignment of the project with national schemes Alignment of the project with the vision of the school 	

Framework Pillars	Indicators	Data Sources
Effectiveness	<ul style="list-style-type: none"> • Number of students utilising the provided facilities • Improvement in the digital skills of students • Increase in the comfort of students due to the provided facilities • Improvement in creativity, confidence and teamwork among students • Improvement in concentration in studies • Student and Teacher satisfaction with the provided facilities • Number of students participating in music/sports/laboratory activities • Ease for teaching in the classroom 	
Efficiency	<ul style="list-style-type: none"> • No. of sessions conducted and attended with the provided academic and recreational facilities • Timely delivery and installation of facilities • Maintenance issues reported per facility • Frequency of usage for provided facilities • Cost-effectiveness of the provided facilities 	
Impact	<ul style="list-style-type: none"> • Increased enrolment rates • Improvement in academic performance and digital skills • Holistic development through arts, sports and creativity • Improvement in mental well-being and reduced stress • Improvement in student health and nutrition • Better overall learning environment 	
Sustainability	<ul style="list-style-type: none"> • Extent of sustainability of the Project due to the convergence and ownership of the students and school staff • Long-term plans for maintaining the infrastructural upgrades 	

Table 1: Table of Indicators

2.3 Sampling

A two-pronged approach to data collection and review was chosen for the assessment. The secondary data was obtained through a literature review and information provided by the school, NEED Trust and EMIL, while the primary data was collected from a qualitative data collection method. This methodology enabled us to gather valuable insights related to the impact from a holistic, 360-degree perspective that includes all pertinent stakeholders necessary for the study.



CSRBOX sourced the primary data virtually. For qualitative primary data collection, the CSRBOX team used an interview guide for conducting In-depth Interviews (IDIs) and Key Informant Interviews (KIIs). In addition to collecting primary data, the team also analysed various project documents. These documents encompassed the need profile, utilisation certificate, Memorandum of Understanding, students' details and other relevant project-related documents.

2.3.1 Qualitative Sampling

In alignment with the qualitative study, CSRBOX conducted approximately 12 In-Depth Interviews (IDIs) and 2 Key Informant Interviews (KIIs) with diverse stakeholders. The intended sampling strategy was designed to gather data from various categories of beneficiaries. These conversations contributed to a comprehensive impact analysis of the project, involving participants such as teachers, the principal, the NEED Trust team and EMIL Team.

The table below gives details of the secondary stakeholders that were interviewed:

QUALITATIVE			
Sl. No.	Stakeholders	Type of Interactions	No. of Interactions Proposed
1	Teachers	IDI	11
2	Principal	IDI	1
3	NEED Trust Team Member	KII	1
4	EMIL CSR Team Member	KII	1
	Total		14

Table 2: Table of Qualitative Interactions

**Interactions with Principal and Teachers will be conducted after receiving permission from Vandy International School.*

**Virtual Interactions will be conducted with all the stakeholders.*

Furthermore, the assessment encompassed the development of 3 impact stories. By conducting these case studies, the project team can unearth nuanced insights into the unique challenges and opportunities faced by the students. This approach fosters a more refined understanding of the project's impact on the students and provides essential guidance for future development endeavours.

2.4 Challenges encountered while conducting the study

- **Limited access to respondents for interviews:** Securing permissions from schools to conduct virtual interviews or focus group discussions (FGDs) with students and parents proved difficult. As a result, direct insights from these key stakeholder groups could not be incorporated into the study.
- **Lack of physical observation and in-person interaction:** Since data collection was carried out entirely through virtual means, the conduct of physical verification of the information provided or face-to-face interviews was not possible. This limited the ability to observe contextual factors and validate responses through on-site assessment.

2.5 Ethical Practices for Consideration

- **Ethical Considerations in Data Collection:** As part of the qualitative data collection process for the current project, CSRBOX team members adhered to essential ethical protocols by obtaining informed consent from respondents before gathering their responses. Respondents were informed about the purpose of the study, the expected outcomes of data collection and how their testimonials would be recorded accurately.
- **Assurance of Confidentiality:** Respondents were assured that their personal information would remain confidential and that the data collected would be used strictly for research purpose.

2.6 Theory of Change

Sl. No.	Category	Facilities	Outputs	Outcomes	Impact
1	Infrastructure	Construction Material, Swimming Pool, Purchase of Land	-2 swimming pools constructed	- Improved access to safe and adequate learning spaces - Enhanced physical health	- Accessibility of education for all -Better overall learning environment -Improved digital literacy among students
2	Academic Resources	Laboratory Equipment, Library Books, Computer	-Laboratory equipment provision to 2 laboratories -302 students used the provided laboratory equipment -2000 books provided to 2 libraries -302 students used the library books -97 computers were provided -Issues faced with the laboratory equipment and computers since installation	- Enhanced learning opportunities through hands-on experiments - Enhanced digital accessibility - Strengthened digital skills - Increased access to reading materials	-Improved academic performance -Increased student and teacher satisfaction -Holistic development of students -Better student health
3	Furniture and Fixes	Furniture, Electrical Fittings, Air Conditioner	-78 Air Conditioners were installed -302 students used the furniture -Quality of the provided furniture	- Comfort level in the classroom - Improvement in concentration for studies - Improved ease of conducting classes	

			-Comfort level of students with the provided furniture and Air Conditioner -Issues with the electrical fittings	
4	Recreational Facilities	Musical Instrument,	-38 musical instruments were provided -Music sessions were held on a daily basis -302 students participated in the music sessions -302 students were comfortable with the sound system	-Enhanced creativity and self-expression among students - Positive impact on mental well-being and stress reduction - Increased student confidence in performing arts - Improved teamwork and collaboration skills during group activities
5	Kitchen and Utilities	Kitchen Equipment	-Types of kitchen equipment provided -3 main meals were served per day - 302 students used the meal facility at school	-Improved nutrition and dietary intake for students -Satisfaction among students -Support for underprivileged students through reliable meal access -Improvement in student concentration and energy during classes

Table 3: Table of Theory of Change

Chapter 3

Findings of the Impact Assessment Study



Chapter 3: Findings of the Impact Assessment Study

The following report section indicates key findings and insights drawn from the impact assessment study based on the virtual interactions and the **OECD DAC** standard parameters outlined in the study framework. Insights were drawn by adopting a 360-degree approach to data collection by gathering data using a qualitative method and by engaging with different stakeholders.

3.1 Relevance

The following section mentions the relevance and necessity of the intervention, detailing factors that highlight the need for support. The examination of these factors helps in understanding the impact of the project.

Profile of Students

The data suggests that the total number of students enrolled shows a slight decline, from 309 in FY 2024–25 to 302 in FY 2025–26. However, the overall enrolment has remained largely stable. In contrast, the number of Free of Cost (FOC) students increased from 9 to 11 during the same period and showed an increased enrolment of approximately 2.9% to 3.6%.

Therefore, this highlights the relevance of the Vandya International School that continues to strengthen access to education and supports students from less privileged backgrounds, reinforcing its long-term social impact.

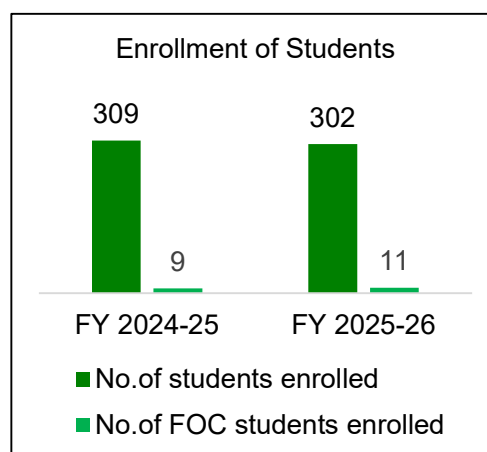


Figure 1: Enrolment of Students in School during FY 2024-25 to FY 2025-26

Types of Facilities Provided

As a part of “Vandya International School”, EMIL equipped the school with the following types of facilities⁵;

Sr. No.	Name of Facilities	No. of Facilities Provided	Details of the Facilities Provided
1.	Swimming Pool	2	The school is equipped with 2 swimming pools, including 1 splash pool and 1 large pool of 25 metres.
2.	Science Laboratory	2	The school is equipped with modern and high-tech laboratory equipment for 2 science laboratories.
3.	Library	2	The school is equipped with 2000 books placed in 2 libraries.
4.	Computer Laboratories	2	The school is equipped with a total of 97 computers in 2 computer laboratories.

⁵ Secondary data provided by the Vandya International School

5.	Air Conditioners	78	School is equipped with 78 Air Conditioners installed at offices and in classrooms.
6.	Musical Instruments	38	The school is equipped with 38 Indian and Western musical instruments.

Table 4: Table of Facilities Provided

Therefore, the project from the above-provided facilities provides comprehensive academic, digital, sports and cultural infrastructure that supports holistic learning and enhances the overall quality of education in Vandy International School.



Image 1: Dining Hall at Vandy International School




Image 2: Classroom Furniture at Vandy International School

3.2 Coherence

The Coherence section of the report checks the alignment of the project with other interventions in the country, i.e., with similar projects which were being run by other institutions.

3.2.1 Alignment with Sustainable Development Goals

The United Nations adopted the Sustainable Development Goals (SDGs), also known as the Global Goals, in 2016 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity.

SDG Goal	SDG Target ⁶	Alignment
 <p>4 QUALITY EDUCATION</p>	<p>Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p>	<p>Complete Alignment</p> <p>The project enhanced the quality of educational facilities at school, improved access to practical and digital learning and created a more inclusive and effective learning environment for students by providing essential infrastructure and learning resources.</p>

⁶ <https://sdgs.un.org/>



	<p>Target 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>	<p>Complete Alignment</p> <p>By equipping schools with modern educational and recreational facilities, the project helped bridge gaps in access to quality education and infrastructure for less privileged students. This promotes equitable learning opportunities for all students.</p>
	<p>Target 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.</p>	<p>Complete Alignment</p> <p>The project reflects collaboration between the implementing organisation, school and other stakeholders to deliver infrastructure, equipment and resources. These partnerships enabled effective mobilisation of resources and expertise, ensuring sustainable improvements in educational facilities.</p>

Table 5: Table of SDG Alignment

3.2.2 Alignment with National Policy

The project aligns with certain National priorities, such as policies, guidelines, or schemes, as mentioned below:

National Policy/Scheme/Mission	Objectives & Strategies	Alignment
<p>1. National Education Policy (NEP), 2020⁷</p>	<p>Focuses on providing equitable, inclusive and quality education, strengthening school infrastructure, promoting experiential learning, digital education and holistic development of students.</p>	<p>Complete Alignment</p> <p>The project aligns with NEP 2020 by strengthening educational infrastructure through various provisions, including library books, computers, laboratory equipment, furniture, etc. This project supports an improved learning environment, access to quality education and holistic student development, especially among free-of-cost students.</p>

⁷ https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

2. PM SHRI Schools Scheme ⁸	Aims to develop model schools that showcase NEP 2020 implementation through enhanced infrastructure, digital resources, inclusive facilities and improved teaching-learning outcomes.	<p>Complete Alignment</p> <p>This project aligns with the PM SHRI School model by ensuring the provision of various facilities like science laboratories, mathematics laboratories, swimming pool, etc., ensuring high-quality education and a joyful school environment.</p>
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Table 6: Table of National Policy Alignment

3.2.2 Alignment with State Policy

The project aligns with certain State priorities such as policies, guidelines, or schemes as mentioned below:

State Policy/Scheme/Mission	Objectives & Strategies	Alignment
1. Assam: School Education and Adolescent Wellbeing Project (ASAP) ⁹	The scheme focuses on enhancing adolescent well-being and future readiness by promoting foundational learning, life skills, career pathways and inclusive, technology-enabled learning environments.	<p>Complete Alignment</p> <p>This project aligns with the ASAP policy by enhancing music skills, digital skills, reading skills, swimming skills, digital literacy skills and scientific skills among students.</p>
2. Vidyanjali 2.0 ¹⁰	This initiative aimed at strengthening schools through voluntary participation of individuals, retired professionals, NGOs, CSOs, CSR entities and community members by contributing services, activities, assets and materials.	<p>Complete Alignment</p> <p>This project is also a CSR initiative to strengthen the quality of education by providing school with facilities for the overall development of students, including scientific temper development, interest in music, reading habit development, introduction to digital literacy and ensuring their physical and mental health.</p>

Table 7: Table of State Policy Alignment

⁸ <https://dse1.education.gov.in/en/pm-shri-schools>

⁹ <https://ssa.assam.gov.in/latest/assam-school-education-and-adolescent-wellbeing-project-asap>

¹⁰ <https://ssa.assam.gov.in/resource/vidyanjali-20>

3.2.3 Alignment with ESG Principles

The Project's intervention also aligns with the ESG and Sustainability principles. Particularly, concerning the Business Responsibility & Sustainability Report (BRSR) shared by the Securities & Exchange Board of India (SEBI), the project aligns with the principle mentioned below¹¹:

PRINCIPLE 4. Businesses should respect the interests of and be responsive to all its stakeholders

PRINCIPLE 8. Businesses should promote inclusive growth and equitable development

3.2.4 Alignment with Schedule VII Activities

Schedule VII (Section 135) of the Companies Act, 2013 specifies the list of activities that can be included by the company in its CSR policy. The table below shows the alignment of the intervention with the approved activities by the Ministry of Corporate Affairs.

Sub-Section	Activities as per Schedule VII	Alignment
(ii)	Schedule VII: Promoting education, including special education, among children. ¹²	Complete Alignment

Table 8: Table of Schedule VII Alignment



Image 3: Swimming Pool at Vandya International School



Image 4: Computer Laboratory at Vandya International School

¹¹ https://www.mca.gov.in/Ministry/pdf/NationalGuideline_15032019.pdf

¹² <https://csr.icai.org/wp-content/uploads/2021/02/Schedule-VII.pdf>

3.3 Effectiveness

This section assesses to what extent the project can meet its objectives and the needs of the beneficiaries.

Development of Skills among Students

The project is effective in developing various skills among students by providing multiple facilities, including a swimming pool, a library, musical instruments, computers, and laboratory equipment.

- **Swimming Skills-** Swimming is conducted regularly in school for all students, teachers and the principal. The school recruits dedicated coaches and lifeguards to teach swimming. Students learn various swimming techniques such as butterfly, backstroke, and freestyle. The development of swimming skills also enables students to participate in swimming competitions.
- **Reading Skills-** The school is provided with a thematic library, including poetry collections, and reading skills are inculcated and developed among students through a book review programme and a Best Reader Award to promote reading habits. Parents are provided with a reader's list and are advised to engage in reading-related conversations with their children at the dining table. Age-appropriate reading is encouraged, and a personal newspaper is distributed to every student to further enhance reading skills.
- **Music Skills-** A well-equipped music studio is provided, and dedicated music teachers are recruited to train students in different musical instruments; both Indian and Western genres are taught in the school. Students are trained to excel in at least one instrument from a wide range of options, including Indian instruments (such as drums, harmonium, table sets, dhols, nagadas, guitar, violin, Casio keyboards, and flutes), African instruments (such as djembe), Mexican instruments (such as cajón), and Western instruments (such as acoustic drums and electric and bass guitars). Students are trained to showcase their musical skills during cultural engagement programmes.
- **Digital Skills-** Students have a compulsory IT subject, and all computer laboratories are equipped with high-tech computers, internet facilities, Wi-Fi, server rooms, Google Classrooms, and dedicated computer teachers. Students are instructed to submit a monthly newsletter and are taught video editing, presentation-making, and the use of Canvas to enhance their digital skills. Additionally, a robotics club is available to encourage the learning of coding among students.
- **Scientific/Practical Skills-** The school is equipped with a composite science laboratory containing various laboratory equipment, including test tubes, burners, chemicals, indicators, a skeletal system, slides, microscopes, etc. Students perform various science experiments in the laboratory and gain exposure to biological concepts, such as the identification of bones using the skeletal model, which helps them to better understand scientific concepts.



Image 5: Library at Vandy International School



Image 6: Science Laboratory at Vandy International School

“ Nowadays, students are glued to their mobiles, reading in the only way to get rid of this habit. In our school, students love coming to the library and they are excited to read books in the library, as its infrastructure is divided thematically, welcoming and colourful. Exposure to new books creates awareness among students, builds their linguistic abilities, leads to vocabulary development and improves their sentence formation.”

-Shamina Sultana
Teacher

3.4 Efficiency

This section assesses the extent to which the project was delivered and how well the resources were utilised.

Frequency of Use

- **Swimming Pool:** At Vandy International School, swimming is taught to all students on a daily basis and is considered an essential life skill. The school has two swimming pools: a splash pool used by pre-primary students and a larger pool used by students from Grades 1 to 10.
- **Science Laboratory:** The composite science laboratory is primarily used by students from Grades 3 to 10. Students from Grades 1 and 2 also visit the science laboratory once a year as part of experiential learning. Out of the ten science sessions conducted each month, approximately three science sessions take place in the science laboratory to improve students' understanding of scientific concepts through practical learning.
- **Library:** All students have access to the school library, from Nursery to Grade 10. Students from Grades 3 to 10 attend one library class per week, during which they can issue books for enhanced learning through reading.
- **Music Room:** All students have access to the music room, from Nursery to Grade 10. Students up to Grade 3 are taught different musical instruments on a rotational basis, while students from above Grade 3 up to Grade 10 choose one musical instrument and receive specialised training to achieve mastery in the chosen instrument based on their interest. In addition, a special daily session called “*Alankaran*” is conducted to showcase

cultural activities and sports for students, while regular music sessions are held twice a week for each grade.

- **Computer Laboratory:** The school provides structured and equitable access to well-maintained computer laboratories for all students in accordance with the computer class schedule. Dedicated computer systems are available for teachers, junior students, and senior students, ensuring age-appropriate and effective use. Students from Grades 1 to 10 regularly engage in hands-on computer learning, while nursery and pre-primary students are periodically introduced to the laboratory to develop early awareness of computer components and basic functions. This systematic exposure significantly enhances digital literacy and supports the progressive development of students' technological skills.
- **Kitchen Equipment:** All students from Nursery to Grade 10 have access to kitchen equipment such as spoons and plates while having meals in the school dining hall.
- **Furniture:** All students from Nursery to Grade 10 have access to furniture, including benches, chairs, and smartboards, to enhance their classroom learning experience.



Image 7: Kitchen at Vandy International School



Image 8: Splash Pool at Vandy International School

“Swimming is considered a life skill and has been made compulsory in our school. All students, including teachers, have become independent swimmers and consider it as 1st preference sports. Swimming has a positive impact on the shape of the body, physical fitness and helps to maintain coordination with muscles and joints. Additionally, it also has an impact on students’ focus and concentration in studies and helps them to perform well in their academics.”

-Tushar Bhardwaj
Principal

3.5 Impact

This section assesses the extent to which the project has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

Improvement in Physical and Mental Health

The provision of a swimming pool positively impacts students' physical fitness by improving stamina, cardiovascular health, and body coordination. Swimming activities also contribute to stress reduction and mental relaxation, enabling students to better cope with academic pressures and participate confidently in sports competitions.

Improvement in Academics

Qualitative insights from the principal reveal that participation in sports such as swimming and music helps students relax their minds and improves their focus and concentration in studies. Additionally, these activities enhance students' confidence, enabling them to perform better in examinations.

Development of Team Spirit

Involvement in sports activities and inter-school competitions fosters teamwork, cooperation, discipline, and peer bonding among students, thereby strengthening their social and collaborative skills.

Improvement in Vocabulary and General Awareness

The provision of a library builds curiosity among students to learn new words. Students actively search for the meanings of new words learned in the classroom using dictionaries available in the school library. The library also helps inculcate reading habits and improve students' usage of language. In addition, books on general knowledge available in the library enhance students' general awareness. Apart from reading, activities such as discussions, crossword competitions, storytelling, and painting through books are found to be engaging and interesting for students.

Early Introduction of Reading Habits

The early introduction of picture and phonics books for nursery and pre-primary students in the library helps build a strong foundation and inculcates reading habits at an early stage. Books related to good touch and bad touch are introduced to pre-primary students, who read these books in a designated reading corner within the library.

Hands-on Experience and Development of Scientific Temper

The availability of science laboratories enables experiential learning by helping students to understand concepts through practical experimentation. This hands-on approach strengthens conceptual clarity and fosters a scientific mindset among students.

Development of Music Proficiency

Teachers highlight that students are encouraged to learn and master one musical instrument from the range of instruments available, enabling them to develop proficiency in the chosen instrument. The recording facility in the music room allows students to record, listen to, and relearn from their performances, which enhances their musical skills. The RSL (Rock School of Music) officially recognises the school and conducts assessments to evaluate students' musical improvisation. 'Cultural Engagement Programmes' are organised to encourage students to perform and showcase their talents.

Introduction of Digital Literacy

Through the provision of computers, students are taught the educational use of technology. Computers are used to develop digital skills and to communicate school-related learning to parents. Students learn skills such as creating presentations, editing videos, preparing

newsletters, and using Canvas. Additionally, access to previous years' question papers through computers supports exam preparation and improves their academic performance.

Learning School Environment

Various facilities are provided through the project, including chairs, tables, benches, smart boards, and air conditioners. These facilities create a conducive learning environment and provide comfortable infrastructure that helps students focus on their studies. Smart boards also offer practical exposure to theoretical concepts.

Proper Nutritional Intake

The kitchen equipment provided through the project includes spoons, plates, utensils, and high-tech equipment. As confirmed by the principal, the kitchen facility is hygienic and integrated with a central dining hall. Each dining table is supervised by a teacher to ensure that students receive proper nutritional intake. Students are also guided on table etiquette and manners. Meals are provided to all students and include both vegetarian and non-vegetarian options, covering breakfast, lunch, dinner, mid-day snacks, and night snacks. The provision of kitchen equipment ensures hygienic meal preparation and efficient food service, contributing to safe, well-managed dining practices for all students.



Image 9: Skeleton at Science Laboratory of Vandya International School



Image 10: Music Instruments at Vandya International School

3.6 Sustainability

This section assesses whether the benefits of the project will continue over time, considering factors like long-term viability, local ownership and capacity to maintain results after the project ends.

Record Keeping

Record keeping is maintained differently for various facilities. For library management, computer software named *Fedena* is used to manage student details and records of books issued. In the music department, a recording facility in the music rooms is used to maintain records of music created by students. For the science laboratory, a logbook is maintained to record the details of teachers and the grades of students visiting the laboratory.

Maintenance of the Provisions

The swimming pool facility is maintained twice a week, and the required chemicals are added in appropriate quantities to ensure cleanliness. Additionally, the air conditioners provided through the project are maintained twice a month.

Updating of Provisions

All the provisions provided to the school were updated over time. For instance, the books in the library are updated periodically, and the science laboratories and music rooms are also upgraded from time to time.

“There are separate semi-acoustic music rooms and a recording facility in the school. The musical instruments provided to students in these music rooms include Western and Indian musical instruments. There are various impacts of the music on students, including brain development, improvement in focus and support for meditation. Our school is officially recognised by RSL (Rock School) and assessments of our students are conducted on a timely basis by this Rock School related to music.”

-Nitul Goswami
Teacher

Conclusion

The project has been successfully implemented and has achieved its intended objectives of enhancing access to quality education through the provision of comprehensive and modern infrastructure at Vandya International School. By integrating academic, physical, creative, digital, and nutritional components, the project has contributed significantly to the holistic development of students. The sustained maintenance, regular updating of facilities, and effective record-keeping mechanisms further ensure the long-term usability and impact of the interventions. Overall, the project demonstrates a positive and sustainable impact on the educational environment and student outcomes in Vandya International School.

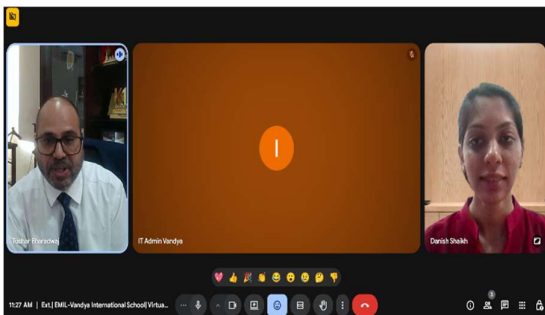


Image 11: Data Collection Picture with Principal



Image 12: Data Collection Picture with Music Teacher



Image 13: Data Collection Picture with Science Teacher

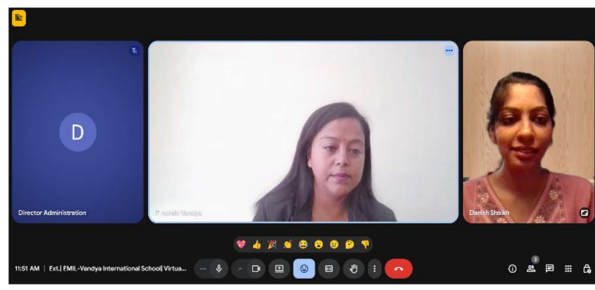


Figure 14: Data Collection Picture with Library Teacher

Chapter 4

Recommendations



Chapter 4: Recommendations

Sl.No.	Category	Current Scenario	Recommendations ¹³
1.	Music Instruments	The school currently has many Indian and Western musical instruments.	The provision of the Sitar instrument and more Western instruments can be added to add variety to the musical instruments available for the use of students.
2.	Scientific Equipment	The school is currently equipped with basic scientific equipment.	Introduction of more advanced equipment (like biotechnology equipment, 3D models for biology, high resolution microscope, a laser machine and a centrifugal machine) can further improve the laboratory.
3.	Library Books	The library of school library is well-equipped with books.	Provision of a greater variety of books (like science, poetry and competitive exams for higher grades and more story and comic books, activity books and picture books) for lower grades can be added to improve it further.
4.	Phonetic Lab	Currently, there is no phonetic lab in the school.	A phonetic lab for language development with phonetic software can be developed for students to understand and comprehend words.
5.	Furniture	Currently, a smartboard is present in each classroom of the school.	The provision of a projector in each classroom can further enhance digital learning for students.

Table 9: Table of Recommendations

¹³ Primary data from qualitative interactions of teachers and principals.

Chapter 5
Impact Stories



Chapter 5: Impact Stories

Impact Story 1:

Shabhdita Jain, a Grade 7 student, loves spending time in the school library and is always curious to learn new words. Through the provision of library books, she gained access to a wide range of books. This encouraged her to read more regularly and explore new vocabulary. As a result, her knowledge and confidence in class improved. The project helped to nurture her curiosity and strengthen her love for reading.

Impact Story 2:

Poornam Kumar, a Grade 5 student, became curious after he visited the scientific laboratory consisting of all the scientific equipment. The bone skeleton model especially interested him, and he raised many questions about the function of bones. By observing and learning through the model, he practically understood how the bones support and protect the body. The hands-on learning experience increased his interest and engagement in science.

Impact Story 3:

Thysa Devi, a Grade 1 student, is naturally curious and always has questions about everything she learns. With the introduction of smart boards through this project, learning became more engaging for her. Teachers were able to show lesson videos, pictures and animations that helped Thysa understand the concepts more clearly. Visual learning kept her engaged and encouraged her to ask even more thoughtful questions. The project made classrooms interactive and helped young learners like Thysa grasp lessons easily and joyfully.



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