

COMPLETION REPORT

SCHOOL UPGRADATION PROJECT



MASHAL Maharashtra Social Housing
and Action League



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1. INTRODUCTION

The School Upgradation Project – Phase II was launched with the vision to create safe, inclusive, healthy, and child-friendly educational environments in rural parts of Maharashtra. Recognizing that inadequate school infrastructure is one of the major barriers to quality education in India, the project focused on a comprehensive approach to improving the learning ecosystem through critical infrastructure development.

This phase targeted 11 schools spread across the districts of Pune, Satara, and Palghar, aiming to transform them into models of inclusive and equitable educational spaces. These schools were selected based on baseline assessments that highlighted urgent needs for sanitation, drinking water, classroom refurbishment, and student support materials.

Key interventions included:

- Construction and renovation of sanitation units, with special attention to gender-specific facilities and menstrual hygiene needs.
- Installation and repair of drinking water facilities to ensure access to clean and safe water for all students and staff.
- Structural improvements such as repairing or painting classrooms, fixing doors and windows, and enhancing ventilation and lighting to ensure safer and more engaging learning spaces.
- Distribution of education kits to students to support academic performance, particularly for those in Classes 9 and 10.
- Construction of multipurpose halls and learning spaces for community and school activities.
- Plumbing and water tank repairs, promoting better hygiene and reducing absenteeism due to waterborne illnesses.

These interventions were executed with strong community participation and school-level coordination, reinforcing local ownership and sustainability.

The project directly benefited over 2,000 students and teaching staff, many of whom belong to marginalized and economically disadvantaged backgrounds in rural areas.

Among them, a large proportion were girls, adolescent students, and children with special needs, who were previously affected by the absence of basic school amenities.

Beyond infrastructure, the project also aligned with multiple Sustainable Development Goals (SDGs):

- SDG 3 – Good Health and Well-Being: Improved sanitation and clean water access have contributed to healthier school environments.
- SDG 4 – Quality Education: Enhanced classrooms and learning tools have enabled better engagement and academic support.
- SDG 5 – Gender Equality: Gender-sensitive toilet construction and menstrual hygiene support have reduced absenteeism among girl students.
- SDG 6 – Clean Water and Sanitation: Repaired water sources and new handwashing facilities have strengthened WASH outcomes.
- SDG 17 – Partnerships for the Goals: The project demonstrates the power of collaboration between implementing NGOs, CSR partners, local authorities, and school communities.

This phase of the School Upgradation Project has laid a strong foundation for improving learning outcomes and restoring community confidence in the public education system. It has showcased how infrastructure development, when integrated with health and education goals, can yield long-lasting and transformational impact for children and their futures.

2. BACKGROUND AND RATIONALE

2.1 BACKGROUND

According to national surveys and reports, thousands of schools in India continue to operate with poor infrastructure, inadequate sanitation, and unsafe learning environments. Many schools in rural Maharashtra still lack the most basic facilities such as functional toilets, running water, adequate classroom furniture, and secure buildings.

For students in the 6–15 age group, particularly girls and children with disabilities, such conditions significantly hinder school attendance, learning outcomes, and overall

well-being. The absence of gender-specific sanitation units often results in absenteeism among adolescent girls during menstruation, while the lack of accessible infrastructure further isolates students with special needs.

Educational infrastructure is not just about buildings; it is about dignity, health, and equal opportunity. A safe and functional school environment plays a vital role in shaping children's emotional, cognitive, and social development. In this context, the project was initiated as a strategic investment in rural education systems, focusing on rehabilitation, renovation, and resource enhancement of public schools.

2.2 RATIONALE

The rationale for the School Upgradation Project – Phase II is rooted in the following needs:

- **Addressing Health Risks:** Broken toilets, poor water access, and insufficient hygiene facilities expose children to disease and discourage attendance. Upgrading sanitation and water infrastructure directly supports student health and school attendance.
- **Promoting Gender Equity:** Schools without separate and functional toilets for girls often face high dropout rates among adolescent girls. Providing **private, secure, and hygienic sanitation facilities** promotes dignity and encourages continued education for girls.
- **Improving Learning Environments:** Damaged classrooms, poor lighting, and outdated infrastructure negatively affect focus, safety, and engagement. Renovations help create a conducive learning space that encourages student participation and performance.
- **Enhancing Community Trust in Public Schools:** Improved school facilities instill pride among students, parents, and teachers, strengthening community ownership and boosting enrolment and retention.
- **Supporting Government Objectives:** The initiative aligns with **Right to Education (RTE)** norms and complements government efforts toward infrastructure improvement under various school development schemes.

This project phase not only filled existing gaps but laid the groundwork for sustainable school improvement. It also provided a model for **scaling interventions to more schools** with a combination of CSR support, NGO implementation, and community participation.

3. PROJECT OBJECTIVES, GOALS & ACHIEVEMENTS

3.1 PROJECT OBJECTIVES

- To improve the physical infrastructure of **11 schools** for a safe, inclusive learning environment.
- To construct and renovate gender-specific toilets and water stations ensuring hygiene and dignity.
- To promote awareness around **personal hygiene, and sanitation practices**.
- To support students academically through **educational kits and learning materials distribution**.

3.2 PROJECT GOAL

To upgrade the infrastructure of rural schools in Maharashtra and create a **safe, child-friendly, and enabling learning environment** that contributes to better health, education, and gender outcomes.

3.3 KEY ACHIEVEMENTS

Area of Work	Achievements
Toilet Construction & Renovation	Completed in 8 schools including girls' units and disabled-friendly access.
Drinking Water Facilities	Upgraded water tank in 1 school ensuring safe water access.
Painting & Classroom Repair	Fresh paint, roof treatment, doors/windows, electrical repairs in 2 schools.
Multipurpose Hall Construction	Hall built at ZP School Zari Valaipada for assemblies and events.
Plumbing & Water Tank Repairs	Upgraded water tank & plumbing work 2 schools ensuring safe water access & safe sanitation.

Educational Kit
Distribution

Distributed to over **2,138+ students** across all 11 schools.

This project has led to:

- **Healthier school environments** through sanitation and water access.
- **Greater community engagement and trust** in local schools.
- A replicable model for **scaling school infrastructure programs** across rural India.

4. GEOGRAPHIC COVERAGE

The School Upgradation Project – Phase II was strategically implemented across three districts in Maharashtra—Satara, Pune, and Palghar—to address region-specific infrastructure gaps in rural educational institutions. The selection of schools was based on a comprehensive need assessment and site feasibility, ensuring equitable distribution of resources and high-impact interventions.

DISTRICT-WISE WORK DETAILS:

4.1 **SATARA DISTRICT:** A total of 8 distinct infrastructure interventions were successfully executed across 8 schools in Satara. This district recorded the highest number of completed works, underscoring its urgent need for upgraded sanitation, water, and classroom facilities. Key interventions included:

- Toilet construction and renovation
- Drinking water facilities and plumbing
- Educational kit distribution
- Classroom and facility improvements

4.2 **PUNE DISTRICT:** Infrastructure improvement activities were undertaken in 2 schools, focusing on:

- **Full school painting** to create vibrant, engaging learning environments
- **Sanitation unit renovation**, including gender-specific toilet blocks and hygiene facilities

4.3 **PALGHAR DISTRICT:** A **multipurpose hall** was constructed in **1 school** in Palghar, one of Maharashtra's most underserved and tribal-dominated regions. This structure now serves as a space for:

- Morning assemblies
- Cultural and educational events

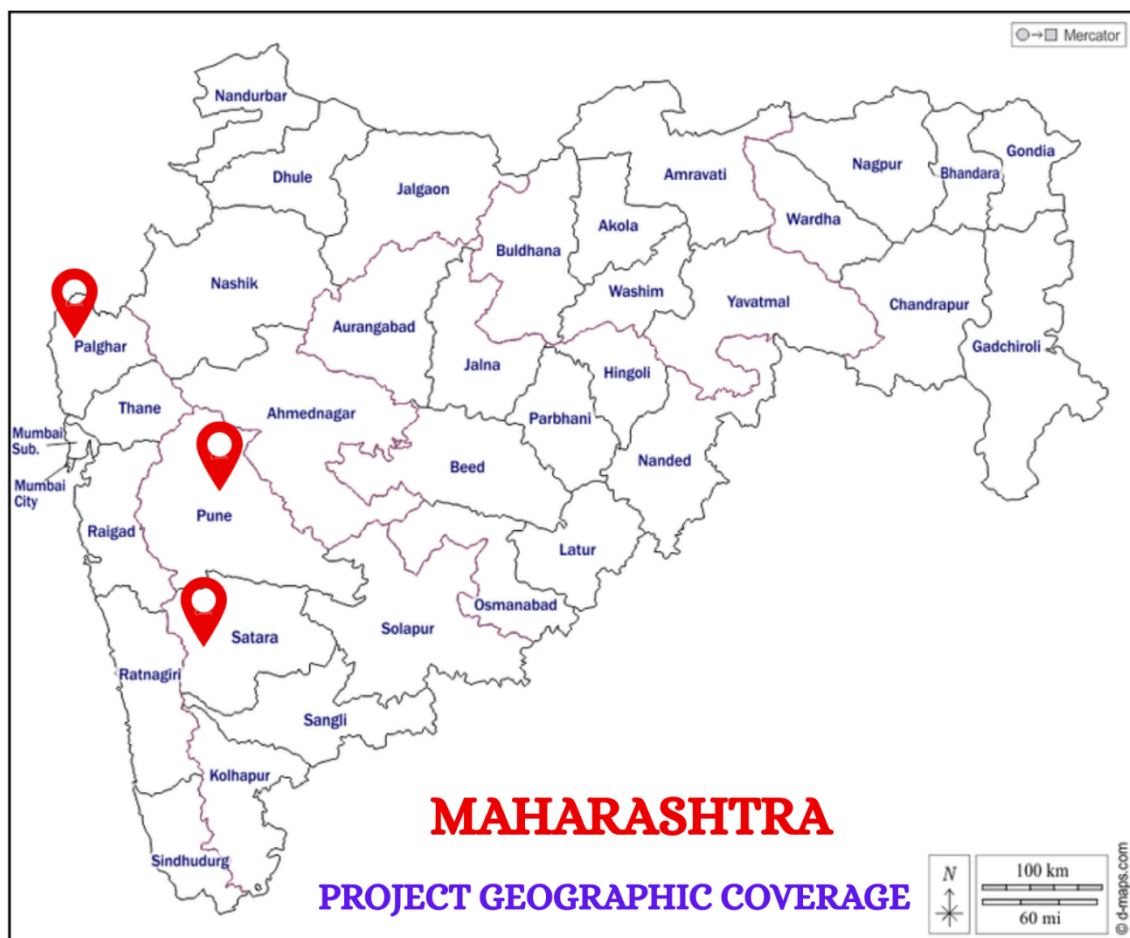


- o Community meetings and student engagement programs

HIGHLIGHTS OF THE GEOGRAPHIC IMPACT:

- The project effectively covered **geographically diverse and socially varied areas**:
 - o **Tribal belts** in Palghar
 - o **Drought-prone regions** in Satara
 - o **Semi-urban educational pockets** in Pune
- It emphasized **equity and inclusion**, ensuring that schools with limited access to public services were prioritized for infrastructure support.
- The initiative also catalysed **community participation** by engaging:
 - o **School Management Committees (SMCs)**
 - o **Village Panchayats and local authorities**
 - o **Local vendors and labourers**, thereby generating short-term employment and enhancing ownership

This district-focused approach not only addressed the immediate infrastructural deficiencies but also laid the groundwork for **sustainable school development**, adaptable across other regions with similar socio-economic profiles.



5. ALIGNMENT WITH SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The construction of 30 gender-specific toilets in schools across **Palghar, Ahmednagar, and Satara districts** of Maharashtra contributes significantly to achieving the United Nations' Sustainable Development Goals (SDGs), ensuring inclusive, equitable, and sustainable development in rural and semi-rural areas.



6. ACTIVITIES CONDUCTED

The implementation of the School Upgradation Project involved a series of well-coordinated activities that ensured both quality construction and effective community engagement. These activities were carried out in a phased and participatory manner to alignment with the actual needs of the students and schools.

6.1 NEED ASSESSMENT

The project commenced with a comprehensive need assessment across all 11 schools in Palghar, Pune and Satara districts in Maharashtra. Some schools were identified and recommended for intervention by Gharda Chemical Ltd CSR Partner. This process involved meetings with school management committees, principals, teachers, students, and local community leaders to understand the existing sanitation conditions and prioritize the needs. The assessment helped identify the specific requirements of each school such as the number of students, availability of water, and presence of students with disabilities ensuring that the designs and construction met real-world conditions.

6.1.1 Field Visits and Observations: Visits schools were made to the districts of Palghar, Pune and Satara where



the use of toilets is currently pronounced. In addition to the facilities & needs in some schools were assessed to visit and observation of existing toilet condition, school enrolment and class rooms conditions.

6.1.2 Interviews And Questionnaires: Questionnaires were used to find out the problems faced by school children while using the current toilets, water tank, classrooms etc. In all three districts, one questionnaire was used mainly school overall assessment. Head Master, Principal or other responsible person

responded and filled out questionnaire with assistance from the interviewer. Interviews/discussions were also carried out with school staff.



6.1.3 Checklist: Every school toilet that was visited had the details assessed by criteria of School students' strength between 50 to 1000, Availability of student's toilet, availability of girl's toilet, availability of disabled students' toilet, existing toilet condition, source of water supply & land availability.

6.2 DESIGN/ DRAWING FINALIZATION

Based on the need assessment findings, detailed 8 schools, toilet designs were finalized by a qualified and experienced architect appointed by MASHAL. The designs included separate toilet units for boys' and girls' toilets. The layouts were planned to ensure ventilation, proper drainage, and adequate space for movement. Feedback from school staff and local stakeholders was also incorporated to make the designs practical and user-friendly.

6.3 CONSTRUCTION/EXECUTION

The construction phase was executed in partnership with appointed contractors who were selected through a transparent process. Each site was monitored regularly for

quality assurance by MASHAL's field team and the project architect & engineer. Where possible, local labour was engaged, fostering community ownership of the facilities. The construction work included plumbing, tile fitting, plastering, painting, and installation of water supply connections and ventilation systems.

6.4 EDUCATIONAL KITS DISTRIBUTED

To reinforce improve education, 2,130 educational kits were distributed to students across all 11 schools. Class wise 2 types of kits were made for the students. Class 1st to 4 students each kit contained essential educational material items such as Sketch Pen Packet, Pencil Packet, Crayon Packet, Colour Pencil Packets, 4 lines note book, box note book, drawing book, eraser, sharpener, and printed bag. Class 5th to 10th students each kit contained material items such as geometry compass box, pen packet, pencil packet, exam pad, eraser, sharpener and printed bag. These kits not only supported students in enhancing academic performance but also emphasized the project's holistic approach to quality education beyond infrastructure to encourage positive behaviour change.

Together, these activities ensured the successful delivery of the project's objectives and have laid a strong foundation for long-term improvements in school quality education, sanitation, health, and student well-being.

6.5 INPUT/ OUTPUT/OUTCOME

Sr. No	Input / Activity	Output	Outcome
1	Need assessment, technical assessment	Construction of toilets/classrooms	Improved student attendance and hygiene
2	Design and engineering support	Renovation of water tank	Increased access to clean water
3	Educational kits distribution	Kits distributed to 2,138 students	Improved engagement and academic performance
4	Construction of toilets	6 new gender-specific toilet blocks constructed	Enhanced sanitation access, especially for girls

5	Renovation of toilet	1 school existing toilet units renovated	Improved hygiene, reduced dropout rates
6	School paintings	Painting completed in 2 schools	Enhanced school environment and student morale
7	Renovation of drinking water tank	1 water tank repaired and made functional	Reliable access to safe drinking water for students

6.6 DISTRICTWISE SCHOOLS LIST

The following is the district wise list of 11 rural schools across Maharashtra where school infrastructure units have been successfully completed by MASHAL:

Sr. No	School Name	District	Village
1	New English School, Jihe	Satara	Jihe
2	ZP Primary School, Zari Valahipada	Palghar	Zari, Valaipada
3	ZP Primary School, Angapur No-2	Satara	Angapur T.
4	New English School, Angapur Vandan	Satara	Angapur Vandan
5	ZP Primary School, Kameri	Satara	Kameri
6	ZP Primary School, Tasgaon	Satara	Tasgaon
7	J. Swami Vidyamandir, J.S. Wadgaon	Satara	J. Swami Wadgaon
8	M. Gandhi Vidyalay, Pusesavali	Satara	Pusesavali
9	ZP Primary School, Malwadi (Loni)	Pune	Malwadi (Loni)
10	Yashwant Rao Chavan, Ashramshala, Bhosari	Pune	Bhosari
11	ZP Primary School, Chambharwadi,	Satara	Chambharwadi

7. CHALLENGES & LEARNINGS

While the Off-Grid Mono Panel Solar System Installation Project was highly successful, it was not without its challenges. The project team proactively addressed these challenges and derived valuable lessons that will inform future initiatives.

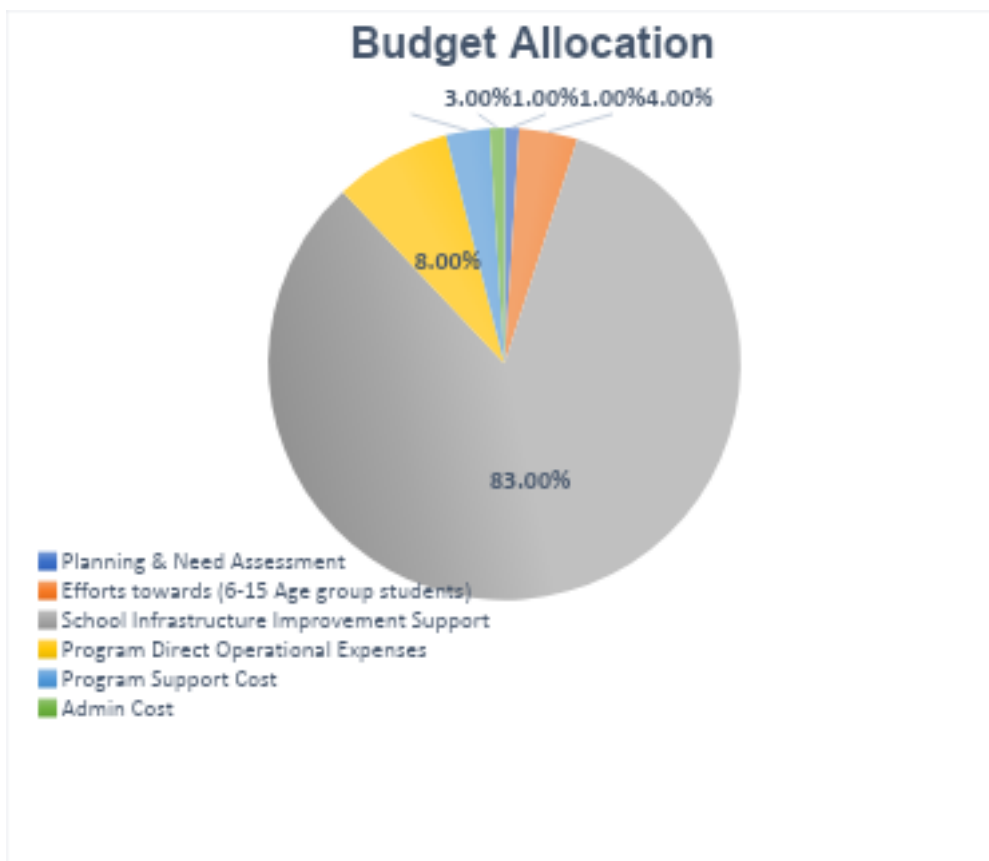
- 7.1 Delay in procurement of materials due to remote locations:** Several schools were located in geographically remote villages with limited connectivity. Transportation of construction materials took longer than anticipated due to narrow access roads, limited availability of suppliers in nearby markets, and logistical delays. To mitigate this, advance procurement planning and engaging local vendors for partial sourcing proved beneficial.
- 7.2 Importance of community engagement and school participation for sustainability:** One of the key learnings was that sustained outcomes depend heavily on the involvement of school authorities, parents, and local communities. Schools where SMCs (School Management Committees) actively participated in monitoring and maintaining facilities showed greater post-construction upkeep. This underlines the need for strong community orientation and training on usage, cleanliness, and minor maintenance.

8. FINANCIAL SUMMARY

Sr. No	Particulars	Project Area	Total Proposed Budget	Total Expenditure	% of Total Expenditure of Proposed Budget
1	Planning & Need Assessment	Across Maharashtra	60,600	46,708	77.8%
2	Efforts towards (6-15 Age group students)		3,00,000	6,35,820	211.9%
3	School Infrastructure Improvement Support		62,52,820	59,69,574	95.50%
4	Program Direct Operational Expenses		6,00,000	5,85,000	97.5%
5	Program Support Cost		2,55,000	2,30,220	90.30%

6	Admin Cost 1%		74,678	74,678	100%
Total			75,42,498	75,42,000	100%

8.1 BUDGET ALLOCATION AND UTILIZATION



8.1.1 Need Assessment Costs:

- **Description:** This budget line covered expenses related to travel and conveyance incurred during school visits for the identification and prioritization of sanitation needs.
- **Utilization:** 78% of the allocated budget was utilized to effectively carry out need assessments and identify the most deserving schools for intervention.

8.1.2. Efforts towards (6-15 Age group students):

- **Description:** This component included expenses for procurement of educational kit materials, travel, and conveyance of facilitators distributing educational kits to schools.
- **Utilization:** 212% of the allocated budget was utilized, demonstrating the project's strong commitment to delivering comprehensive quality education and materials to students in all 11 schools.

8.1.3. School Infrastructure Improvement Support:

- **Description:** This budget component encompassed payments made to contractors for the construction / renovation of 11 schools work across in Maharashtra.
- **Utilization:** 95.5% of the allocated budget was utilized to ensure the construction of high-quality, durable infrastructure that meet the specific needs of each school.

8.1.4. Direct Operational Expenses:

- **Description:** Salaries, honorarium, and benefits for project staff, including Project Manager, Project coordinator and Admin cum accountant.
- **Utilization:** 97.50% of the allocated budget utilized for personnel costs to ensure adequate staffing and support.

8.1.5. Program Support Cost:

- **Description:** Covers expenses like, Hospitality, printing & stationary, travel & conveyance expenses. Also covered communication charges for project staff.
- **Utilization:** 90.30% of the allocated budget utilized for hospitality and office expenses for site office project staff.

8.1.6. Organizational Cost:

- **Description:** Covers expenses like rent, electricity, maintenance and other operational costs for the head/site office.
- **Utilization:** 100% of the allocated budget utilized for ensuring admin expenses for head and site office.

8.2 SUMMARY OF BUDGET UTILIZATION

● Approved Budget for Project	—————→	Rs. 75,42,000
● Budget Utilization:	—————→	Rs. 75,42,000
● Balance Budget:	—————→	Rs. 0

8.3 BUDGET VARIANCE ANALYSIS

The initial budget allocation for the School Upgradation Project for the year 2024-25 was structured as follows:

● Planning & Need Assessment:	—————→	Rs. 60,000
● Efforts towards (6-15 Age group students):	—————→	Rs. 3,00,000
● School Infrastructure Improvement Support:	—————→	Rs. 65,52,820
● Program Direct Operational Expenses:	—————→	Rs. 6,00,000
● Program Support Cost:	—————→	Rs. 2,55,000
● Organizational Cost:	—————→	Rs. 74,678
● Total Budget:	—————→	Rs. 75,42,498

8.4 OVERUTILIZATION

- **Efforts towards Students (Aged 6-15 Years):** The actual expenditure in this category exceeded the initially allocated budget, resulting in an overall utilization of 111%. This was primarily due to cost savings in the infrastructure component, where the contractor's submitted quotation was lower than the approved estimate.
- The surplus funds were effectively redirected towards purchasing and distributing educational kits to all students in the 6-15 age group, thereby maximizing the impact of the project.

9. OUTCOMES ACHIEVED



The School Upgradation Project successfully transformed the learning environment across 11 schools by enhancing basic infrastructure, improving sanitation, and increasing access to safe drinking water. These interventions led to tangible improvements in student attendance, hygiene practices, and overall academic engagement. The construction of gender-specific toilets, renovation of classrooms, and distribution of educational kits collectively created a more inclusive, healthy, and conducive atmosphere for education. These outcomes reflect the project's strong alignment with educational and health-related development goals.

9.1 SAFE AND FUNCTIONAL TOILET FACILITIES CONSTRUCTED IN ALL SCHOOLS:

The construction of new gender-specific toilets in 6 schools addressed long-standing issues of sanitation inadequacy. These facilities are inclusive, with separate units for boys and girls, and equipped with handwash stations, ensuring dignity and hygiene. This intervention especially benefited adolescent girls, contributing to reduced absenteeism during menstruation.

9.2 ENHANCED WATER AVAILABILITY THROUGH NEW WATER STATIONS:

Functional and renovated drinking water stations were established in schools, providing continuous access to safe water. This has significantly decreased dependency on external or unsafe water sources. Teachers reported a notable reduction in waterborne diseases and improved hydration among students.

9.3 POSITIVE SHIFT IN HYGIENE AND SANITATION BEHAVIOR AMONG STUDENTS:

Regular awareness sessions, improved infrastructure, and active involvement of teaching staff led to greater ownership of hygiene practices by students. Proper toilet usage, handwashing habits, and personal cleanliness became more consistent across the student body, contributing to overall health improvements.

9.4 IMPROVED CLASSROOM INFRASTRUCTURE LED TO A BETTER LEARNING ENVIRONMENT:

Renovated classrooms, clean surroundings, and educational kits provided a more engaging and encouraging atmosphere for learning. Students displayed better concentration, and teachers observed an increase in attendance and punctuality. This has laid the foundation for long-term academic growth.

These outcomes have not only addressed the immediate infrastructural gaps but have also contributed to long-term behavioural changes in hygiene and sanitation among students. Improved facilities have enhanced students' sense of dignity, safety, and belonging within the school environment. The positive feedback from teachers and school authorities underscores the impact of the project on academic performance and student well-being. This initiative lays a strong foundation for sustained improvements in rural education infrastructure.

10. IMPACT OVERVIEW

The project positively impacted over 2,138 students, and the broader school communities across the 11 targeted schools in Palghar, Satara, and Pune districts. Through the construction and renovation of toilet facilities, improvement of classrooms, installation of drinking water stations, and distribution of educational kits, the project created safer, healthier, and more engaging learning environments. These interventions have significantly addressed infrastructural inadequacies that previously hindered effective learning.

Teachers reported a marked improvement in student attentiveness, attributing it to the cleaner, brighter classrooms and the availability of educational materials that encouraged active participation. Additionally, there was a noticeable decline in absenteeism, especially among girl students, due to the availability of gender-specific and well-maintained toilet facilities. Access to safe drinking water and better hygiene facilities further contributed to improved student health and reduced instances of illness-related absenteeism.

Beyond the direct school environment, the project also engaged with parents, School Management Committees (SMCs), and local communities, fostering a sense of ownership and commitment to maintaining the upgraded facilities. Overall, the initiative has laid the groundwork for long-term improvements in the quality of rural education and has strengthened the community's trust in the public education system.

10.1 SCHOOL WISE DIRECT BENEFICIARY: 2,138

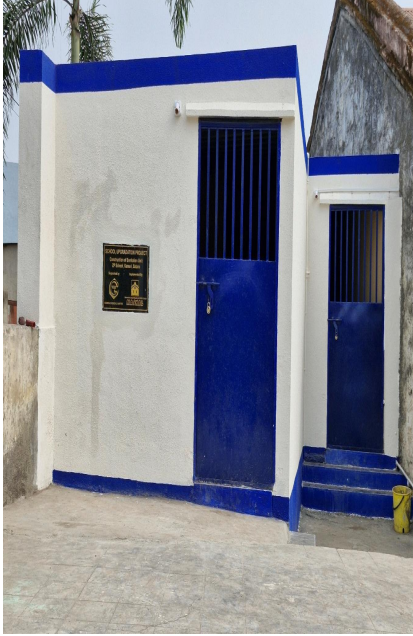
Sr. No	School Name	District	No. of Students Benefited
1	New English School, Jihe	Satara	133
2	ZP Primary School, Zari Valahipada	Palghar	165



3	ZP Primary School, Angapur No-2	Satara	64
4	New English School, Angapur Vandan	Satara	268
5	ZP Primary School, Kameri	Satara	70
6	ZP Primary School, Tasgaon	Satara	69
7	J. Swami Vidyamandir, J.S. Wadgaon	Satara	780
8	M. Gandhi Vidyalay, Pusesavali	Satara	273
9	ZP Primary School, Malwadi (Loni)	Pune	22
10	Yashwant Rao Chavan, Ashramshala, Bhosari	Pune	255
11	ZP Primary School, Chambharwadi,	Satara	39
TOTAL			2,138



TESTIMONIALS



I would like to express my sincere appreciation to your organization for the wonderful work carried out in our school. The completed infrastructure is of excellent quality and reflects a strong commitment to creating a better learning environment for our students.

Teachers, students, and parents are all truly grateful for the amenities provided, which have positively impacted the daily functioning of the school.

We are especially thankful for the distribution of educational kits to our students, which has supported their learning and encouraged regular attendance. We thank you for your valuable contribution and extend our best wishes for the continued success of your organization.

- MR. DHANAJI KATANGALE, TEACHER, ZP SCHOOL, KAMERI, SATARA)



We are sincerely grateful to your organization for constructing a high-quality toilet facility in our school. For a long time, we faced challenges due to the lack of proper toilet infrastructure, especially for our girl students.

This much-needed facility has not only resolved a critical issue but has also contributed significantly to creating a healthier and more dignified environment for our students. Once again, we extend our heartfelt thanks for your thoughtful and impactful support.

- MR. KAMALAKAR GHARGE, PRINCIPAL, (M. GANDHI VIDYALAY, PUSESAVALI, SATARA)



CASE STUDY

School Name: ZP School, Zari Valaipada, Talasari, Palghar

"Empowering Education Through Infrastructure: A Multipurpose Hall for ZP School, Zari Valhipada".

Background: Zilla Parishad School, Zari Valhipada is situated in a remote tribal area of Palghar district and caters to 161 students. Despite the strength in student population, the school faced critical infrastructure gaps. One of the major challenges was the absence of a dedicated space for academic and co-curricular activities.

Classes, cultural events, teacher training, and mid-day meals were held in open areas—making it extremely difficult to function during heavy rains or intense heat. The lack of protected space hindered the holistic development of the students, limiting opportunities for experiential learning, extracurricular participation, and overall engagement.



Challenges Identified:

- Lack of Protected Infrastructure: The school had no built-up space for gatherings or indoor activities.
- Weather-related Interruptions: Academic and co-curricular activities were frequently disrupted during monsoon and summer.
- Limited Cultural Engagement: Programs such as singing, drama, dance, and other competitions were rare due to space constraints.
- Inconvenience During Mid-Day Meals: Students faced significant discomfort while eating meals, especially in adverse weather.
- Restricted Teacher and Parent Engagement: Conducting teacher training sessions and parents' meetings was challenging in open, weather-exposed environments.

Intervention by MASHAL and Gharda Chemicals: To address the above challenges, MASHAL NGO, in collaboration with Gharda Chemicals Ltd., constructed a 40×30 ft multipurpose hall in March 2025.

Impact of the Intervention

- Weather-Proof Learning Environment: The newly constructed hall provides a safe and conducive environment for daily classes and activities, regardless of weather conditions.
- Improved Meal Arrangements: Students now have a comfortable and clean space to eat, especially during rainy seasons.
- Strengthened Co-Curricular Activities: The availability of a dedicated space has boosted participation in cultural, sports, and competitive events.
- Enhanced Stakeholder Engagement: The school now effectively conducts teacher trainings and parents' meetings, fostering stronger community involvement.
- Boost in Student Confidence and Opportunities: The hall has enabled students to participate more actively, helping them build confidence and develop new skills.
- Positive School Environment: Overall, the school atmosphere has become more vibrant, enabling comprehensive development of students.

Conclusion: The construction of the multipurpose hall has brought transformative



ANNEXURE I

Construction Designs





ANNEXURE II

PHOTO DOCUMENTATION

SCHOOL-1 - ZP SCHOOL MALWADI, PUNE

SCHOOL NAME	ZP SCHOOL, MALWADI (LONI)
SCHOOL ADDRESS	AT- POST- MALWADI, TAL- BARAMATI, DIST - PUNE

Before



After



SCHOOL- 2 - ZP SCHOOL ZARI VALAIPADA, PALGHAR



SCHOOL NAME	ZP SCHOOL, ZARI VALAIPADA (PALGHAR)
SCHOOL ADDRESS	AT- POST- ZARI VALAIPADA, TAL- TALASARI, DIST - PALGHAR

Before



After



SCHOOL- 3 – JAIRAM SWAMI VIDYALAY, WADGAON, SATARA

SCHOOL NAME	JAIRAM SWAMI VIDYALAY, WADGAON (SATARA)
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SCHOOL ADDRESS

AT- POST- JAIRAM SWAMI WADGAON, TAL-
KHATAV, DIST - SATARA

Before



After



Before



After



SCHOOL PAINTING

SCHOOL- 4 – ZP SCHOOL ANGAPUR NO-2, SATARA

SCHOOL NAME

ZP SCHOOL ANGAPUR NO-2 (SATARA)

SCHOOL ADDRESS

AT- POST- ANGAPUR NO-2, TAL- SATARA, DIST -
SATARA



Before



After



CONSTRUCTION OF SANITATION UNIT

Before



After



RENOVATION OF WATER TANK

SCHOOL- 5 – ZP SCHOOL KAMERI, SATARA

SCHOOL NAME	ZP SCHOOL KAMERI (SATARA)
SCHOOL ADDRESS	AT- POST- KAMERI, TAL- SATARA, DIST – SATARA

Before

After

SCHOOL- 6 – ZP SCHOOL TASGAON, SATARA

SCHOOL NAME	ZP SCHOOL TASGAON (SATARA)
SCHOOL ADDRESS	AT- POST- TASGAON, TAL- SATARA, DIST - SATARA

Before



After



SCHOOL- 7 – ZP SCHOOL PUSESVALI, SATARA

SCHOOL NAME	ZP SCHOOL PUSESAVALI (SATARA)
SCHOOL ADDRESS	AT- POST- PUSESAVALI, TAL- SATARA, DIST - SATARA

Before



After



SCHOOL- 8 – NEW ENGLISH SCHOOL, ANGAPUR, SATARA
CONSTRUCTION OF SANITATION UNIT

SCHOOL NAME	NEW ENGLISH SCHOOL, ANGAPUR (SATARA)
SCHOOL ADDRESS	AT- POST- ANGAPUR VANDAN, TAL- SATARA, DIST - SATARA



CONSTRUCTION OF SANITATION UNIT

SCHOOL- 9 – YASHWANT RAO, CHAVAN, VIDYALAY, BHOSARI, PUNE

SCHOOL NAME	Y.C. VIDYALAY, BHOSARI (PUNE)
SCHOOL ADDRESS	SHANTINAGAR, LANDEWADI, BHOSARI, TAL-HAVELI, DIST – PUNE

Before

After



Maharashtra Social Housing and Action League
MASHAL

MAHARASHTRA SOCIAL HOUSING AND ACTION LEAGUE

Before



After



RENOVATION OF SANITATION UNIT

SCHOOL- 10 – NEW ENGLISH SCHOOL, JIHE, SATARA

SCHOOL NAME	NEW ENGLISH SCHOOL, JIHE, SATARA
SCHOOL ADDRESS	AT-POST- JIHE, TAL- SATARA, DIST- SATARA





**SCHOOL- 11 – ZP SCHOOL,
CHAMBHARWADI, SATARA**

ZP

SCHOOL NAME

SCHOOL CHAMBHARWADI, SATARA

SCHOOL ADDRESS

AT-POST- CHAMBHARWADI, ARADGAON,
TAL-PHALTAN, DIST- SATARA

REPAIRING WORK OF SANITATION UNIT



DRINKING WATER FACILITY OF SANITATION UNIT



Educational Kit Distribution: ZP School, Zari Valaipada





Educational Kit Distribution: ZP School Tasgaon, Satara





Educational Kit Distribution: ZP School Malwadi, Pune

Educational Kit Distribution: ZP School Champharwadi, Satara





Educational Kit Distribution: New English School, Angapur, Satara





Educational Kit Distribution: Yashwant Rao.Chavan Vidyalay, Bho

Educational Kit Distribution: New English School, Jihe, Satara





Educational Kit Distribution: ZP School, Kameri, Satara



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Educational Kit Distribution: ZP School, Angapur No-2, Satara

Educational Kit Distribution: M. Gandhi Vidyalay, Pusesavali

10.



ANNEXURES



- **Annexure I:** Prototype Drawing/Design School Sanitation Unit
- **Annexure II:** Photo Documentation (School-wise)
- **Annexure III:** Appreciation Letters from School Headmasters
- **Annexure IV:** List of Schools

