

Report Prepared For



Implemented by



Credible Solutions for Incredible India !

# PROJECT REPORT

---

Himalaya School,  
Borivali

November 2025



# TABLE OF CONTENT

---

<b>1. Executive Summary</b>	03
<b>2. Setting the Context</b>	05
• Location and Geography	
• Demographic Profile	
• Developmental and Environmental Rationale	
<b>3. Program Objectives</b>	07
<b>4. Implementation Overview</b>	09
• Planning and Preparatory Phase	
• Installation and Renovation Phase	
• Quality Assurance and Testing	
• Safety and Compliance Measures	
• Community Participation	
• Documentation and Handover	
<b>5. Outcome and Impact</b>	12
• Quantifiable Outcomes	
• Qualitative Outcomes	
• CSR Alignment and SDG Linkages	
• Alignment with National and Corporate Priorities	
• Institutional and Strategic Impact	
• Enduring Value	
<b>6. Challenges and Learnings</b>	15
<b>7. Conclusions and Recommendations</b>	16

# EXECUTIVE SUMMARY

---

The CSR initiative supported by AVH Polychem Private Limited and implemented by PSR Sustainability Foundation represents a thoughtful, impact-oriented intervention in the sphere of educational infrastructure and equitable access to learning resources. The project, carried out between March and September 2025, was designed to address multiple deficits faced by Himalaya High School, Borivali—a semi-aided English-medium school catering largely to children from lower-income and working-class families in suburban Mumbai. Through a blend of infrastructural upgradation and quality-of-learning enhancement, the project sought to reinforce the school's capacity to offer a safe, dignified, and enabling environment for over 1,140 students and 41 staff members.

The initiative emerged from a shared understanding between the donor and the implementing organisation that corporate social responsibility must transcend compliance and must instead create tangible developmental impact. During the initial discussions, representatives from AVH Polychem expressed a clear intent: the CSR funds should directly benefit real stakeholders and not simply satisfy statutory norms. This clarity allowed PSR Sustainability Foundation to identify a beneficiary institution where the marginal utility of investment would be the highest. Himalaya High School—serving first-generation learners from families employed in the informal sector, small retail, and domestic work—had demonstrated consistent academic performance despite deteriorating facilities, limited resources, and the pressures of urban density typical to Mumbai's northern suburbs.

The project thus took an integrated approach to school transformation, focusing simultaneously on safety, hygiene, pedagogy, and aesthetics. A centralised UV + UF water purification system was installed to ensure safe drinking water for all students and staff, a vital intervention considering the frequent water-quality challenges in peri-urban localities of Mumbai. This effort aligns with the National Education Policy (2020), which underscores the importance of health, sanitation, and well-being as preconditions for effective learning.

Simultaneously, the school's science laboratory was renovated and upgraded, transforming an outdated and under-equipped space into a functional learning hub that can now host structured practical sessions aligned with the State Board curriculum. The development of a smart classroom added a crucial digital layer to the school's pedagogy, enhancing teachers' ability to use audio-visual material and interactive lesson modules—an especially important shift in the post-pandemic educational landscape where hybrid and multimedia teaching have become integral to learning outcomes.

In parallel, the painting, wall repair, and ceiling renovation rejuvenated the physical appearance and safety of the school, instilling pride among students and teachers alike. Empirical research has repeatedly demonstrated that improvements in the physical learning environment correlate strongly with student attendance and morale (World Bank, 2018; UNICEF India, 2021). By ensuring bright, well-maintained classrooms, this initiative addressed a subtle yet powerful determinant of learning continuity and psychological well-being in children.

Financially, the project was implemented in six tranches, totalling ₹18,97,962, disbursed between March and September 2025. Each tranche supported a phase of implementation—from planning and procurement to civil repairs, laboratory refurbishment, and final installations. The project was inaugurated on 15 August 2025, symbolically connecting the act of school revitalisation with the ideals of national progress and inclusive development. The ceremony, attended by Ex-Minister of Social Justice Jaywantrao Awale, Bipinchandra Gandhi, and Trustee Lata Baraskar, reinforced the collaborative spirit between the private sector, civil society, and local educational institutions.

The outcomes of this project are multidimensional. In tangible terms, every child in the school now has access to purified water, ensuring better health and reduced absenteeism due to water-borne illnesses. Students studying science have access to a functional laboratory, enabling them to conduct experiments and internalise concepts beyond textbooks.



## EXECUTIVE SUMMARY

---

Teachers now have access to a digital teaching environment that allows them to diversify pedagogy, thereby improving engagement and comprehension among learners. Most importantly, the school community has witnessed a renewed sense of dignity and belonging—a factor that, while difficult to quantify, often defines the long-term sustainability of development interventions.

In essence, this CSR initiative demonstrates how strategically directed investments in education can generate social value disproportionate to their financial magnitude. It underscores the importance of infrastructure as a vector of inclusion and reaffirms that educational equity cannot be achieved without safe spaces, reliable utilities, and empowered teachers. Through this project, AVH Polychem and PSR Sustainability Foundation have together set a precedent for corporate social responsibility that is grounded in need assessment, community participation, and a commitment to long-term impact rather than short-term visibility.





# Setting the context

## Location and Geography

The project was implemented at Himalaya High School, located in Borivali (West), Mumbai, within the Mumbai Suburban District of Maharashtra. Borivali represents a dense urban node situated at the northern edge of the Mumbai Metropolitan Region (MMR). While the area has experienced rapid urbanisation, it remains marked by sharp intra-urban inequalities—where high-income residential pockets exist adjacent to informal settlements and low-income colonies. Such contrasts are emblematic of the broader urban morphology of Mumbai, where more than 41% of residents continue to live in slum conditions (Census 2011; Mumbai Human Development Report, 2022).

For families in Borivali's working-class zones—comprising small-scale traders, domestic workers, drivers, and daily wage earners—access to quality education is a significant pathway to social mobility. However, public and semi-aided schools in these localities often struggle to match the infrastructural standards expected in an urban setting. Many such institutions operate in ageing buildings, with limited resources for maintenance or technological integration. The Himalaya High School campus, though centrally located and serving hundreds of students, exemplified these challenges before the intervention—its laboratory and classroom facilities were functional yet outdated, and its physical environment in need of restoration.

## Demographic Profile

Himalaya High School serves a total of 1,140 students across primary and secondary sections. The Primary Section comprises 377 students (200 boys and 177 girls) supported by 11 teachers and 3 non-teaching staff, while the Secondary Section accommodates 763 students (453 boys and 312 girls) with 21 teachers and 6 non-teaching staff. The student population primarily represents first-generation learners and children from low- to lower-middle-income households residing in the Borivali–Kandivali belt.

Educational research on urban schooling in India (ASER Urban Report, 2021; NUEPA School Education Statistics, 2023) highlights persistent inequities in infrastructure quality across income groups even within the same metropolitan region.

Children from economically weaker families attending affordable English-medium schools often face barriers related not to curriculum but to learning environment, digital access, and sanitation—factors that deeply influence learning retention and school attendance. In this context, Himalaya High School functions as a crucial bridge institution, providing access to English-medium education for families aspiring to upward mobility yet constrained by limited means.



# Setting the context

## Developmental and Environmental Rationale

The rationale for the CSR intervention at Himalaya High School emerged from a needs-based assessment conducted jointly by PSR Sustainability Foundation and AVH Polychem Private Limited in early 2025. The assessment revealed multiple deficits that directly affected the health, safety, and learning outcomes of students:

- The school lacked a centralised safe drinking water facility, compelling students to rely on plastic-bottle water or untreated municipal supply, both unreliable in quality. According to the Ministry of Jal Shakti's 2023 report, urban Maharashtra still records water contamination by microbial agents in over 9% of samples tested, making purification essential for school environments.
- The science laboratory infrastructure—critical for practical learning at the secondary level—was outdated and under-equipped, limiting the school's ability to conduct hands-on experiments as per Maharashtra State Board norms. This directly constrained students' exposure to experiential learning, which studies (NCERT, 2020) show enhances conceptual understanding and science literacy.
- The absence of digital teaching tools had left the school lagging behind in post-pandemic learning recovery, particularly when digital pedagogies had become mainstream across most private and aided institutions.
- Structural issues such as peeling paint, damaged ceilings, and faded walls were contributing to a demotivating environment for both students and teachers, affecting classroom aesthetics, hygiene, and psychological well-being. Literature on the "school climate effect" (UNESCO GEM Report, 2019) identifies such visual and physical conditions as critical determinants of academic motivation and attendance among children from vulnerable backgrounds.

By addressing these interlinked issues, the project was positioned not merely as an infrastructural upgrade but as an intervention in social equity and learning resilience.

It recognised that physical environment, sanitation, and access to modern tools are not peripheral but foundational elements of educational justice. Furthermore, by embedding this initiative within the framework of Sustainable Development Goals (SDG 4 – Quality Education and SDG 6 – Clean Water and Sanitation), AVH Polychem's CSR programme aligned corporate responsibility with global developmental priorities.

The choice of a single, high-need school also reflected a shift in CSR philosophy—from broad, symbolic outreach to deep, focused impact. In a context where Mumbai's schools are increasingly stratified by affordability and access, such targeted interventions demonstrate that corporate partnerships can act as levellers, bringing equitable infrastructure to those least likely to be reached by market-driven education improvements.



# Program Objectives

---

## Objectives

The School Infrastructure and Learning Enhancement Project at Himalaya High School, Borivali, was conceived as a focused, replicable model of CSR-driven educational transformation—anchored in the principle that access to quality education requires more than classrooms; it requires an environment that nurtures learning, safety, dignity, and aspiration. At its core, the project was guided by three interdependent objectives: ensuring well-being through safe infrastructure, enhancing learning quality through digital and experiential tools, and building institutional morale through environmental renewal. Each objective was informed by field assessments and aligned with India’s national and global educational development priorities.

### 1. Strengthening the Physical Foundations of Learning

The first and most immediate goal was to create a healthy, safe, and conducive physical environment for students and teachers. For schools located in dense urban neighbourhoods such as Borivali, infrastructure often becomes the invisible barrier separating potential from performance. The lack of safe drinking water, deteriorating ceilings, and worn-out walls were not merely maintenance issues—they represented daily reminders of neglect in spaces where learning should inspire confidence.

The installation of a centralised UV + UF water purification unit was thus not a technical upgrade alone but a direct intervention in the health and dignity of students. Studies by UNICEF (2020) show that the availability of safe water and sanitation facilities in schools reduces absenteeism—particularly among girls—and contributes to better concentration in class. By enabling every student and staff member to access safe, potable water, the project addressed a basic human need that underpins educational participation.

Simultaneously, the repair and repainting of walls and ceilings aimed to restore the sense of care and pride associated with the school environment. Evidence from the World Bank’s “Learning in Clean Spaces” Initiative (2019) highlights that improvements in lighting, colour, and cleanliness directly influence student mood and engagement, and significantly reduce dropout rates in low-income urban schools. Thus, infrastructure renewal in this project was conceptualised not as beautification but as a psychological and pedagogical investment.

### 2. Enhancing Learning Quality through Science and Technology

The second core objective was to elevate the quality of learning and teaching experience through functional, future-ready educational facilities. This vision materialised through two complementary components:

- (a) The renovation and upgradation of the Science Laboratory, and
- (b) The establishment of a Smart Classroom for digital pedagogy.

The Science Laboratory intervention restored an underutilised space into an active zone of curiosity and experimentation. It enabled the school to conduct practical demonstrations in alignment with the Maharashtra State Board curriculum and fostered inquiry-based learning among students. According to NCERT’s National Curriculum Framework (2020), experiential learning improves retention rates by nearly 25% compared to rote methods. For many of the students at Himalaya High School—first-generation learners with limited exposure to science infrastructure—this upgrade provided their first experience of hands-on science, bridging the critical gap between textbook and application. The introduction of a Smart Classroom similarly transformed pedagogy from conventional to interactive. By integrating multimedia tools, digital content, and audiovisual aids, it empowered teachers to use visual narratives and real-life examples to explain complex concepts.



# Program Objectives

Research conducted by the Azim Premji Foundation (2022) on post-pandemic pedagogy affirms that digital classrooms enhance comprehension, especially for students from non-English-speaking households, by linking imagery with language and context. This directly resonates with the demographic profile of Himalaya High School, where English-medium instruction often requires additional pedagogical scaffolding for effective understanding.

Thus, the Smart Class component was not a technology insertion for visibility but a pedagogical equaliser, equipping both teachers and students with the tools of 21st-century education.

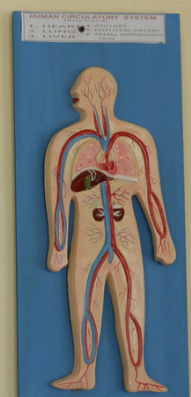
### 3. Strengthening Institutional Confidence and Community Trust

Beyond infrastructure and academics, the project also sought to strengthen the institutional ethos of Himalaya High School by restoring confidence among its educators and community stakeholders. Schools serving disadvantaged populations often face reputational challenges that influence enrolment trends, teacher retention, and parental involvement. By visibly transforming the physical and learning environment, the project sent a powerful message—to parents, students, and staff alike—that their institution mattered.

The project's inauguration on 15 August 2025, in the presence of Ex-Minister of Social Justice Jaywantrao Awale, Bipinchandra Gandhi, and Trustee Lata Baraskar, symbolised this restoration of pride. Such recognition transforms schools into community anchors of aspiration. The intervention thus aligned with Sustainable Development Goal 4 (Quality Education) and SDG 10 (Reduced Inequalities), by reaffirming that quality education is a right, not a privilege tied to socio-economic status.

The underlying philosophy of AVH Polychem's CSR approach—to ensure that “funds go to the right stakeholders and create positive, visible impact”—was thereby realised through a project that delivered measurable improvements in infrastructure, learning quality, and institutional morale. It demonstrated that corporate responsibility, when directed with empathy and rigour, can catalyse meaningful change at the grassroots of urban education.

In sum, the program's objectives transcended the transactional logic of CSR expenditure and embraced a transformative model rooted in equity, dignity, and systemic improvement. The project did not merely aim to build facilities—it sought to build confidence, curiosity, and continuity in learning. Its success now stands as a replicable model for focused school-based CSR initiatives across India's urban educational landscape.





# Implementation Overview

The implementation of the School Infrastructure and Learning Enhancement Project at Himalaya High School, Borivali, was carried out by PSR Sustainability Foundation under the CSR sponsorship of AVH Polychem Private Limited between March and September 2025. The process followed a phased, consultative, and quality-controlled approach—ensuring that every stage of work, from planning to handover, adhered to both technical specifications and the developmental vision set by the donor organisation. The project was completed within schedule and fully aligned with the intended budget of ₹18,97,962 disbursed across six tranches.

## Planning and Preparatory Phase

- The preparatory stage began in early March 2025 with joint consultations between AVH Polychem representatives (Mr Jwalin Gandhi and Mr Rutvij Gandhi) and PSR Sustainability Foundation's implementation team. The discussions emphasised that the project must reflect the authenticity of need, transparency of process, and tangible social return.
- A preliminary site assessment was undertaken to examine:
  - The condition of the existing infrastructure (particularly the science laboratory and classroom interiors),
  - The drinking-water access points and quality of water, and
  - The spatial suitability for installing a digital learning unit.
- Parallel interactions were held with the school management committee, principal, and teaching staff to prioritise interventions. The participatory planning process ensured ownership and contextual relevance.
- Subsequently, PSR Sustainability Foundation prepared a work plan and cost estimate, outlining activity timelines, vendor procurement processes, and reporting milestones. Vendor selection was guided by quality and reliability, with preference given to local contractors capable of executing civil and electrical works in functioning school premises without disruption to daily classes.





## Installation Phase

Implementation began immediately after the first two fund releases (₹3 lakh on 4 March and ₹4.5 lakh on 28 April 2025). Activities were sequenced to minimise classroom disturbance and allow progressive completion.

### a) Science Laboratory Upgradation

The science laboratory underwent a complete functional transformation. Old wooden benches and rusted storage units were replaced with laminated, chemical-resistant surfaces; electrical circuits and gas lines were standardised for safety; and basic laboratory apparatus were reorganised to allow structured practical demonstrations. Walls and flooring were repainted, and additional ventilation was created. This work not only improved physical usability but also met State Education Department safety norms for secondary science laboratories.

### b) Smart Classroom Development

The Smart Classroom installation was executed after mid-May. The room was fitted with a digital display system, multimedia interface, power stabilisation unit, and teacher-friendly console. Training was conducted for teachers to familiarise them with the interface and open-source digital resources aligned to the school curriculum. The Smart Class now serves as a shared facility used across grade levels for integrated learning modules.

### c) Safe Drinking Water Installation

In June 2025, a centralised UV + UF purification unit was installed, providing safe drinking water to all students and staff through multiple outlets. The installation was integrated with existing municipal water lines, with filtration capacity sufficient for peak school-hour demand. This intervention directly addressed recurring water-quality concerns and eliminated the use of disposable plastic bottles, contributing to environmental sustainability.

### d) Structural Repairs, Painting and Ceiling Works

By July–August 2025, civil and aesthetic upgrades were undertaken across classrooms and corridors. Damaged plaster sections were repaired, ceilings waterproofed, and the entire school repainted in non-toxic, washable colours. These efforts significantly improved lighting reflection and air quality within classrooms, while providing the school a fresh, vibrant appearance that students and staff proudly associate with renewal.





## Quality Assurance and Testing

Quality assurance was embedded at every stage. Each intervention component underwent inspection, verification, and performance testing before acceptance.

- The water-purification unit was tested for flow rate and microbial parameters by a certified local laboratory.
- The smart-class equipment was checked for connectivity, display calibration, and voltage stability.
- Civil work quality was verified jointly by PSR's field coordinator and the school administration through a completion checklist.

Additionally, progress documentation—photographic evidence, bills of quantity, and activity logs—was maintained for each work phase. These records were later compiled into a digital project dossier for audit and CSR reporting purposes.

## Safety and Compliance Measures

Given that all works were conducted within a functioning educational institution, child safety and operational compliance were paramount. Construction zones were isolated using temporary partitions, noisy work was restricted to after-school hours, and all contractors were briefed on the school's code of conduct. Electrical and plumbing works adhered to BIS and municipal safety standards. Waste generated during repairs and repainting was safely collected and disposed of through authorised local recyclers, ensuring environmental compliance consistent with AVH Polychem's sustainability principles.

## Community Participation

True to the PSR Sustainability Foundation's participatory ethos, the implementation process integrated voices from the school community at multiple stages. Teachers contributed suggestions on smart-class usage and laboratory design, while senior students assisted in minor preparatory tasks such as classroom relocation and waste segregation. Parents' committee members monitored the progress informally, building transparency and trust between the institution and the implementing team.

This inclusive approach transformed the project from a donor-driven exercise into a shared community endeavour. When students and teachers witnessed the physical transformation of their environment, it generated a sense of stewardship and accountability key to ensuring the project's long-term maintenance.

## Documentation and Handover

The final stage of the project focused on formal documentation, inspection, and handover. PSR Sustainability Foundation compiled an end-of-work report with activity photos, expenditure statements, vendor certificates, and water-quality test reports. The facilities were officially handed over to the school management in early September 2025, followed by an inauguration ceremony on 15 August 2025, symbolically aligning the act of educational rejuvenation with India's Independence Day.

The event was attended by dignitaries including Ex-Minister of Social Justice Jaywantrao Awale, Bipinchandra Gandhi, and Trustee Lata Baraskar, alongside senior representatives of AVH Polychem and the PSR team. Their collective presence underscored a message central to modern CSR practice—that sustainable development is a collaborative responsibility among corporate, civil, and community institutions.

In its entirety, the implementation process reflected the values of precision, participation, and purpose. Every step—from planning to inauguration—demonstrated that corporate social responsibility, when approached with empathy and operational rigour, can translate capital expenditure into community transformation.

# Outcomes and Impact

The School Infrastructure and Learning Enhancement Project at Himalaya High School, Borivali, implemented by PSR Sustainability Foundation with CSR support from AVH Polychem Private Limited, has brought about visible improvement in the school's infrastructure, learning environment, and institutional morale. Each component of the project—safe drinking water facility, science laboratory renovation, smart classroom development, and structural repairs—was selected to directly address the school's most urgent and practical needs.

## Quantifiable Outcomes

The project reached the entire student and staff community of Himalaya High School, which comprises 1,140 students (Primary: 377; Secondary: 763) and 41 teachers and non-teaching staff. The interventions collectively ensured that every student now studies in an environment that is cleaner, safer, and better equipped for contemporary learning.

### a) Access to Safe Drinking Water

The installation of a centralised UV + UF purification unit has given all students and staff access to clean, purified water throughout the school day. Before the project, students relied on municipal supply or had to carry water from home, often leading to hygiene concerns and uneven access. The system now ensures safe and reliable drinking water, a basic need that directly contributes to better health and attendance. This outcome aligns with Sustainable Development Goal 6 (Clean Water and Sanitation), which emphasises universal access to safe drinking water as a foundation for human well-being and learning continuity.

### b) Renovation and Upgradation of Science Laboratory

The project completely upgraded the school's Science Laboratory, which had been outdated and under-resourced for years. The renovation included structural repairs, renewed surfaces, and upgraded electrical and storage facilities, allowing the laboratory to be used effectively for classroom demonstrations and experiments.

This has revived hands-on learning opportunities for secondary students and strengthened the school's capacity to deliver practical science education as per the Maharashtra State Board curriculum.

### c) Development of Smart Class

A Smart Classroom was established to support digital learning and multimedia-based teaching. Teachers were oriented to use the system to improve lesson delivery and student engagement. This addition represents a significant step towards digital inclusion for students from economically weaker backgrounds, many of whom have limited access to technology outside school. The intervention reflects the objectives of the National Education Policy (2020), which encourages integration of technology in teaching and experiential learning.

### d) Colouring, Ceiling, and Wall Repairs

The project also addressed the physical renewal of the school premises through colouring, plaster and ceiling repairs. The repainting of classrooms and repair of damaged surfaces transformed the visual and psychological environment of the school, creating a more cheerful and dignified atmosphere for students and teachers alike. This improvement, though simple in nature, has a profound effect on school identity and morale, reaffirming that aesthetic and environmental quality are integral parts of education.



## Qualitative Outcomes

Beyond physical improvements, the project has had significant social and emotional impact on the school community. Teachers, students, and parents have expressed a shared sense of pride in witnessing their institution being transformed through a credible and transparent partnership. For many of the students—most of whom belong to low- and middle-income families—the project has reaffirmed that their education matters and that corporate and social institutions recognise their potential.

Teachers, in particular, have reported greater confidence and satisfaction in their teaching environment. The renovated laboratory and the digital classroom have not only enhanced pedagogy but have also created a sense of professional respect and encouragement. The renewed infrastructure has instilled motivation among both staff and students, making the school an aspirational and encouraging space once again.

The availability of safe drinking water and a hygienic, well-maintained environment has also positively influenced day-to-day school experience, reducing physical discomfort and ensuring that every student studies in a dignified setting. This transformation has been widely appreciated by parents and local stakeholders, many of whom attended the project inauguration on 15 August 2025.

## CSR Alignment and SDG Linkages



The initiative directly supports AVH Polychem Private Limited's CSR priorities of promoting education, sustainability, and community well-being, while reinforcing the company's broader commitment to social responsibility, environmental stewardship, and innovation-driven social infrastructure.

By transforming an urban school that serves economically weaker sections of society, the project demonstrates how corporate action can effectively complement national education missions and global development frameworks. It not only delivers tangible benefits—better infrastructure, safety, and learning quality—but also contributes to long-term systemic change in how education, equity, and infrastructure are approached at the grassroots level.

The project aligns closely with several Sustainable Development Goals (SDGs):

- **SDG 4 – Quality Education:** Through the creation of improved learning spaces, a functional science laboratory, and digital classrooms, the project enhances the inclusiveness, quality, and equity of education for over 1,000 students, enabling experiential and technology-assisted learning.
- **SDG 6 – Clean Water and Sanitation:** The installation of a UV + UF purification unit ensures universal access to safe and hygienic drinking water within the school premises, contributing directly to better health and well-being of children and staff.
- **SDG 9 – Industry, Innovation, and Infrastructure:** By integrating modern laboratory infrastructure and smart-class technology, the project demonstrates how innovation and design thinking can strengthen social institutions and make education more adaptive to future skill needs.
- **SDG 10 – Reduced Inequalities:** The intervention directly benefits students from low-income, first-generation learner families, thereby addressing socio-economic disparities in access to quality learning environments.
- **SDG 11 – Sustainable Cities and Communities:** Upgradation of the school's physical and aesthetic environment improves community well-being and supports the creation of inclusive, safe, and resilient educational spaces within urban settlements.



## Alignment with National and Corporate Priorities

Beyond global frameworks, the initiative resonates strongly with national development agendas, including:

- The National Education Policy (NEP) 2020, which emphasises digital inclusion, experiential learning, and infrastructure as key enablers of educational quality.
- The Swachh Vidyalaya Initiative under the Ministry of Education, which promotes clean, healthy, and child-friendly learning environments.
- The CSR mandate under Section 135 of the Companies Act, 2013, which encourages corporate investments in education, health, and sustainable community development.

By investing in a single school transformation model, AVH Polychem Private Limited has demonstrated leadership in high-impact, locally grounded CSR, ensuring that every rupee spent translates into visible improvement in learning conditions, institutional pride, and long-term sustainability.

This initiative stands as a replicable model for CSR in urban education—a benchmark of how corporate partnerships can deliver triple-bottom-line impact: social (education and inclusion), environmental (safe water and healthier infrastructure), and economic (enhanced institutional value and employability foundations).

It positions AVH Polychem as a responsible corporate citizen committed to nurturing the next generation through purposeful, evidence-based social investment.

## Institutional and Strategic Impact

At an institutional level, the project has strengthened the credibility and visibility of Himalaya High School within the local community. The intervention has also deepened the collaborative relationship between AVH Polychem and PSR Sustainability Foundation, demonstrating that targeted, context-specific CSR investments can create long-lasting developmental outcomes without large-scale expenditure.

For the donor company, the initiative reflects a strategic CSR philosophy—prioritising depth and authenticity of impact over compliance-driven activity. For the implementing organisation, it reinforces a model of evidence-based, participatory development, where corporate partnerships translate directly into improved community infrastructure.

## Enduring Value

While the project concluded in September 2025, its benefits are designed to endure for years to come. The facilities installed require minimal maintenance, and the school management has taken full ownership of their upkeep. More importantly, the project has established a precedent—showing that CSR can act as a bridge between private capability and public need, and that meaningful change often begins with simple, well-executed interventions.

**Through this initiative, AVH Polychem Private Limited and PSR Sustainability Foundation have collectively contributed not only to the improvement of one institution but also to a broader idea—that quality education is inseparable from dignity, safety, and opportunity. The project stands as a small but significant example of how purposeful collaboration can turn intent into visible, sustainable impact.**

# Challenges and Learnings

Every successful CSR project carries within it a set of learning insights derived not only from outcomes achieved but also from the constraints encountered and the strategies adopted to overcome them. The School Infrastructure and Learning Enhancement Project at Himalaya High School, Borivali, while completed successfully within the planned timeline, offered several such operational and institutional learnings valuable for future interventions.

## Challenges

### **a) Coordination with an Active School Environment**

One of the foremost challenges was executing civil and electrical work in a fully functioning school. The project involved painting, ceiling repairs, and laboratory renovation—all of which required careful scheduling to ensure that regular classes were not disrupted. Activities had to be phased according to school hours, examination schedules, and monsoon conditions in Mumbai.

This required a high degree of coordination between the implementation team, school administration, and contractors, with flexibility built into the timeline.

### **b) Procurement and Quality Assurance**

Ensuring quality within limited budgets was another important challenge. The objective was not just to complete installations but to ensure that they would be durable and safe for long-term use. Finding reliable vendors for water purification systems and smart-class components who could provide both warranty and post-installation support required multiple rounds of verification.

The implementation team maintained documentation and field supervision at every stage to ensure that technical specifications were met and the interventions conformed to CSR quality expectations.

### **c) Space Constraints in Urban Infrastructure**

Himalaya High School, like many urban institutions, operates in a space-limited environment, where classrooms, laboratories, and corridors must serve multiple functions. Renovation of the science laboratory and the setting up of the smart classroom required adaptive planning to optimise existing space without altering structural layouts. This demanded creative design thinking within existing physical and regulatory limitations.

### **d) Managing Project Timelines**

The project period coincided with several public holidays and the monsoon season—factors that typically affect labour availability and construction timelines in Mumbai. Despite these variables, the work was completed within the stipulated timeframe, largely due to close supervision, efficient vendor management, and regular progress tracking.

## Learnings

### **a) Importance of Stakeholder Participation**

One of the strongest learnings from the project was the importance of stakeholder involvement—from planning through execution. Teachers, school authorities, and parent representatives played a crucial role in providing inputs on design choices and operational priorities. Their involvement not only improved contextual accuracy but also created a sense of shared ownership, ensuring the facilities would be cared for beyond the project's formal completion.

### **b) Communication and Trust Building**

Early and transparent communication between the corporate donor, the implementing organisation, and the beneficiary institution was central to the project's success. Regular updates, progress documentation, and open feedback loops built confidence across all parties. This experience reaffirmed that CSR success depends as much on relationship management and transparency as on technical execution.

### **c) Context-Specific CSR Planning**

Another key learning was the effectiveness of a single-institution focus. Concentrating resources on one school allowed the project to achieve depth rather than superficial outreach. This model, when applied thoughtfully, produces measurable change and emotional resonance within the community—an approach that can be replicated in other urban or semi-urban educational settings.

### **d) Integration of Infrastructure and Learning Outcomes**

The project demonstrated that infrastructural improvements should not be viewed in isolation from pedagogy. By coupling physical renovation with functional learning spaces—like the laboratory and smart class—the project bridged the gap between access and quality. This integrated design thinking can guide future CSR projects to move beyond “hardware” creation and instead foster holistic, long-term educational outcomes.

# Conclusion and Way Forward

The School Infrastructure and Learning Enhancement Project at Himalaya High School, Borivali, implemented by PSR Sustainability Foundation with the CSR support of AVH Polychem Private Limited, exemplifies what purposeful and need-based CSR can achieve when guided by clarity of intent and rigour of execution. The project has not only improved tangible facilities such as access to safe drinking water, upgraded science laboratories, smart learning tools, and rejuvenated classrooms, but has also generated intangible yet lasting outcomes: enhanced confidence among teachers, renewed enthusiasm among students, and strengthened community trust in public education.

## Conclusion

- **Impact with Integrity:** The initiative succeeded because it stemmed from a clear corporate philosophy articulated at the very outset by AVH Polychem's leadership—that CSR must not be a compliance activity, but a vehicle for authentic social impact. The transformation of Himalaya High School stands as a direct manifestation of that ethos. Every rupee spent was channelled toward a visible and measurable improvement that benefits over a thousand students daily.
- **Integrated Model of Educational Development:** The project demonstrated that the physical environment of a school directly influences learning outcomes. By combining infrastructure renewal (painting and repairs), functional enhancement (safe water and science lab), and pedagogical innovation (smart class), the initiative established an integrated model that simultaneously addresses health, learning, and aspiration. This model is particularly relevant to urban and semi-urban schools serving first-generation learners.
- **Community Ownership and Sustainability:** The sense of ownership developed among teachers, parents, and administrators ensures that the facilities created will continue to be maintained and utilised effectively. The project's design—simple, scalable, and community-driven—shows that sustainability emerges not from scale alone, but from engagement and responsibility.
- **Corporate Leadership in Education:** Through this project, AVH Polychem Private Limited has demonstrated leadership in CSR that aligns corporate capability with social need. The company's association with an education-focused initiative underscores a commitment to nation-building through human-capital development and environmental responsibility. This partnership has reinforced the credibility of both the corporate and the implementing organisation as serious contributors to sustainable social progress.

## Key Recommendations

- **Replication of the "One-School Transformation" Model:** The success of this project validates a replicable approach—focusing on one institution at a time, ensuring complete transformation rather than fragmented upgrades. Future CSR investments by AVH Polychem and PSR Sustainability Foundation can adopt this model in other high-need schools, especially in semi-urban or industrial-adjacent areas where educational infrastructure is often neglected.
- **Establish Maintenance and Monitoring Partnerships:** Long-term sustainability can be ensured through a formal maintenance partnership between the implementing organisation and the school management, with periodic inspection and minor repair budgets built into annual school plans. Data on usage of the smart classroom and laboratory can be periodically collected to monitor continued functionality and learning improvement.
- **Integrate Capacity-Building Components:** Future phases may include teacher-training modules on digital pedagogy and laboratory demonstration techniques. Such capacity-building efforts would maximise the educational returns from infrastructure investments and create a culture of innovation within schools.
- **Scale through Corporate Collaboration:** AVH Polychem may consider forming a consortium with like-minded corporate partners in the manufacturing and polymer sector to scale the initiative regionally. Shared CSR funding and technical contributions could multiply impact across multiple institutions, while maintaining the core principles of quality and need-orientation.
- **Document and Disseminate Best Practices:** PSR Sustainability Foundation can compile this project as a case study or impact brief to be shared with CSR forums, academic institutions, and policy platforms. Such dissemination will not only highlight AVH Polychem's leadership but also encourage other corporates to adopt evidence-based, community-centred approaches in their CSR portfolios.