DABUR INDIA LIMITED





ADARSH PATHSHALA SCHOOL SUPPORT PROGRAM

Impact Assessment Report

PROJECT YEAR: 2021-22

ASSESSMENT YEAR: 2023-24

Implemented by

JIVANTI Welfare and Charitable Trust

Prepared by

SoulAce Path to Sustainability

Dabur


देश की बहुमूल्य थाती है ।
निरन्तर प्रयास होगा कि मैं उनके योग्य बनू
अपने माता-पिता
एवं गुरुजनों
का सदैव आदर क
करूँगा ।
मैं अपने देश तथा
के प्रति
करता हूँ।
उनकी





CONTENTS

Executive Summary 3

Chapter 1: Introduction 5

Chapter 2: Research Methodology 7

Chapter 3: Key Findings 9

Chapter 4: Project Evaluation based on the OECD-DAC Framework 16

Chapter 5: Conclusion 18

Chapter 6: Recommendations 19



Students in the computer lab at Government Primary School Jagdishpur in Uttarakhand

Students enjoying the mid-day meal at Government Primary School Rambag in Uttarakhand



EXECUTIVE SUMMARY



The refurbished Chapaguri Government Junior Basic School in Assam

Project background

Dabur India Limited launched an intervention focused on enhancing infrastructure in government schools, with a particular emphasis on sanitation, cleanliness, the visual appeal of schools, and fulfilling basic classroom requirements like desks and benches to create a conducive learning environment for the students in these schools. This program was executed across seven states in India. The main goal of the intervention was to enhance the school environment by renovating school infrastructure.

Project Activities

The project has the following key components:

1. Offering infrastructure support to schools, including classroom renovation, constructing separate toilets for girls and boys, and ensuring availability of water in washrooms and wash basins.
2. Fostering a conducive school environment for students by providing safe and sound school facilities.
3. Forging strategic partnerships with stakeholders, such as students, parents, and teachers, to improve school infrastructure.

PROJECT DETAILS
Implementation Year: FY 2021-22
Assessment year: FY 2023-24
Beneficiaries: School children, teachers, and parents
Locations: Pan-India

DESIGN SNAPSHOT
Project Name: Adarsh Pathshala: School Support Program
Research Design: Qualitative
Sampling Methodology: Purposive
Sample Size: 188

Alignment with SDG goals: SDG 3, SDG 4, SDG 6

KEY OUTCOME AND IMPACT

- Improved concentration and comfort for students in classrooms with the use of new desks and benches, leading to enhanced educational outcomes and improved future prospects.
- Resolved fundamental infrastructural deficiencies in government schools, with a particular focus on primary schools, resulting in increased attendance of children and a reduction in dropout rates.

CHAPTER 1:

INTRODUCTION



A revamped government school in Rudrapur, Uttarakhand

Background and Need of the Program

While education in India has been a priority, one of the major issues faced by students in rural India has been the lack of proper school infrastructure. This deficiency directly affects students' educational attainment levels and increases dropout rates, besides disrupting regular attendance. The quality of education cannot be improved in isolation; it must be accompanied by improvements in school cleanliness, sanitation, drinking water facilities, and overall school environment.

Recognizing this need, Dabur India Limited initiated a program – Adarsh Pathshala -- in collaboration with school management teams, teachers, students, and community members to enhance school infrastructure. With active participation from school management committees in schools across India, the program focuses on improving school infrastructure, particularly in primary schools. Led by school management teams and teachers, the intervention adopts a participatory approach to refine and enhance school infrastructure, thereby creating an optimal learning experience for students.

Objectives of the Program

- To improve the physical infrastructure of schools to create a conducive and safe learning environment for students


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शिक्षा का अधिकार
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें
कार्यपुस्तिका
गिनतारा
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CHAPTER 2:

RESEARCH METHODOLOGY

Dabur India Limited commissioned SoulAce to assess the impact of its CSR initiative, Adarsh Pathshala: School Support Program, implemented in government schools across seven districts during the year 2021-22.

Objectives of the Study

The primary objectives of the study were to:

- To evaluate the immediate impact of the program implemented and assess the enduring impacts of the program.
- To measure the extent to which the program has contributed to the well-being of students.
- To provide insights into the strengths and areas for improvement of the program implementation.

Definition of Research

Research can be described as a logical and systematic search for new and useful information on a particular subject. Social Science Research refers to the systematic activity of gaining new understanding by following scientific principles and methods to minimize bias and subjectivity. It is contrary to writing something based on assumptions or speculations. Though information on certain facts can also be gained through common sense and based on general observation and hearsay, those facts will not be considered valid until they have been obtained in a methodical manner, which can stand the test of time. The defining characteristics of scientific research are objectivity, ethical neutrality, reliability, testability, and transparency. The identification of the research problem provides the starting point of research, which is then defined and redefined through a proper review of the literature on the problem or deliberations with research experts and knowledgeable others in the subject matter of interest. Each research problem has a multitude of perspectives and dimensions, and research cannot cover all of those in a single study.

Qualitative Method Approach

This evaluation utilized a qualitative methods' approach, incorporating qualitative research methods. The qualitative component delved into subjective experiences and perspectives, providing a nuanced understanding of key stakeholders' views. Qualitative research can only unravel enriched and hidden information that may not be evident on the face of it. The qualitative approach is distinguished by deeper probing and flexibility, and it can yield massive amounts of data that were not anticipated when the research was initiated. The qualitative component delved into subjective experiences and perspectives, providing a nuanced understanding of participants' views.

The study's research design was descriptive, aiming to present a detailed analysis and exploration of the various facets of the Dabur-supported program. Descriptive research is apt for creating an overview, discerning patterns, and grasping the current state of affairs. The study aimed to deliver a thorough evaluation of the program, elucidating its impact, and suggesting avenues for enhancement.

Research Design

- Name of the Project: Adarsh Pathshala – Dabur's School Support Program
- Implementing Organization: Jivanti Welfare & Charitable Trust, in collaboration with independent third-party NGOs & school management committees
- Research Design Used: Descriptive
- Sampling Technique: Purposive sampling

- Sample Size: 188 student beneficiaries, stakeholders, including the school management team, teachers, parents
- Qualitative Method Used: Semi-structured interviews with the program implementers and surveys with beneficiaries

Key Stakeholders

- Multiple NGOs
- Students
- Teachers
- Parents
- School Management Committee

Study Tools

Questionnaires for stakeholders were developed in a semi-structured format, tailored to each group. Stakeholders were identified across various focus areas relevant to the program. Additionally, one-on-one discussions were conducted with beneficiaries to gain deeper insights into their experiences and perceptions of the program. The facilities that were provided under the program were physically checked during field visits across all the selected schools.

Commitment to Research Ethics

- **Informed Consent**

The study strictly adhered to the principles of informed consent. Participants were provided with comprehensive information about the study's objectives, procedures and potential risks and benefits. They were given the opportunity to ask questions and make an informed decision about their participation.

- **Confidentiality and Privacy**

Measures were taken to ensure the confidentiality and privacy of participants. Data collected was kept secure and only accessible to authorized personnel. Participant identities were protected, and any personal information was anonymized or coded to maintain confidentiality.

- **Voluntary Participation**

Participation in the study was entirely voluntary, and participants had the freedom to choose whether or not to participate. There was no coercion or pressure exerted on individuals to take part in the study.

- **Ethical Treatment**

Participants were treated with respect, dignity, and fairness throughout the study. Their well-being and rights were prioritized, and they were provided with necessary support or assistance.



Interaction with students at a Control Group school in Assam

CHAPTER 3:

KEY FINDINGS

The chapter delves into the collaboration between Dabur India Limited and implementing organizations, with a primary focus on enhancing basic infrastructure in government schools. This encompasses improvements in cleanliness, sanitation, and access to drinking water, aiming to create a conducive learning environment for students. The program has yielded notable benefits for students' well-being.

Geographical Coverage

The intervention was implemented in 42 schools located in seven states across India. These are: Uttar Pradesh, Uttarakhand, Himachal Pradesh, Madhya Pradesh, Rajasthan, Assam and Jammu & Kashmir. The Impact Assessment was conducted in three states of Uttarakhand, Himachal Pradesh and Assam.

Outreach and Inclusivity

The primary beneficiaries of the program were students attending government schools, particularly primary schools. Additionally, the program's outreach extended to encompass broader local communities, involving teachers and parents as well.

Demography of Beneficiary Population

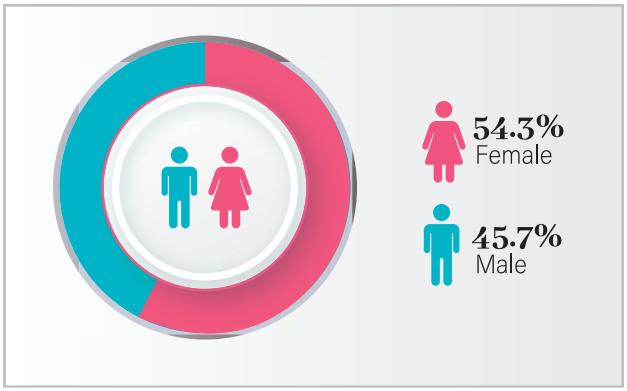


Chart 1: Gender-wise distribution of respondents

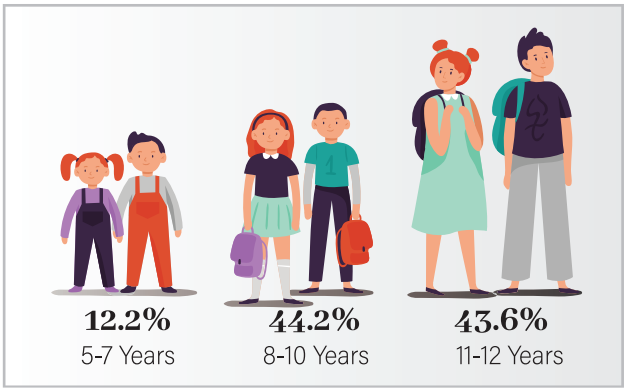


Chart 2: Age-wise distribution of respondents

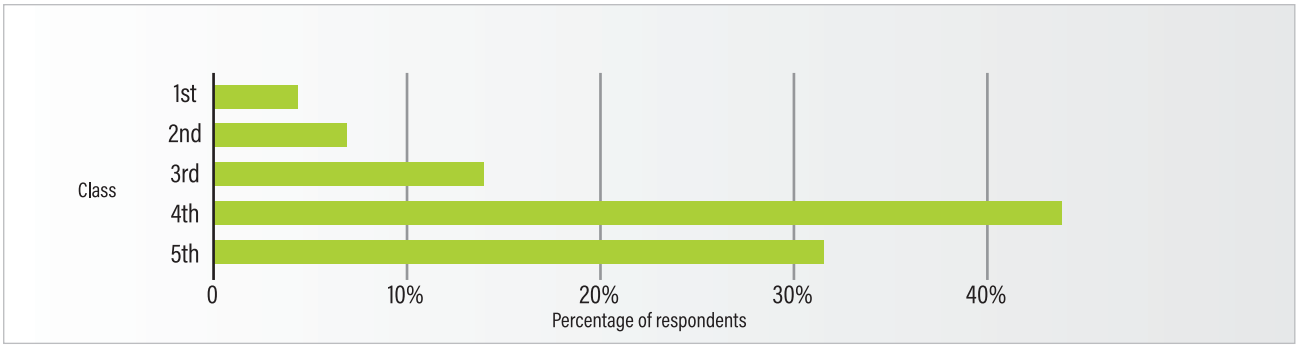


Chart 3: Educational qualification of respondents

The demographic profile of the beneficiaries contacted during the assessment shows a diverse representation across various age groups. The majority of beneficiaries fall within the 8-12 years age bracket (87.8%). In terms of gender distribution, females comprise a larger proportion, accounting for 54.3% of the total beneficiaries, while males represent 45.7%. Additionally, regarding class-wise distribution, over 40% are in the 4th standard, with more than 30% in the 5th standard. This thorough analysis underscores the diversity within the beneficiary population in terms of age, gender, and educational level.

> *We have the necessary furniture in our schools, but certain areas such as windows, doors, and classroom stairs are broken. While water and mugs are mostly available in the school, soap is rarely provided. The toilets in the school are seldom cleaned, and cleaning agents are not consistently available.*
>
> ***- Vijay Shankar, Principal, Govt. Primary School Jagdishpur, a control school.***

Pre-Intervention Status

Discussions with stakeholders, including teachers, parents have unveiled the following pre-intervention status of the program:

- The schools had damaged benches, and the classrooms were in a state of disrepair, resulting in students being disinterested in coming to school.
- The wall paint in the schools had faded.
- The washrooms in the schools were not functional, and cleanliness was also a major issue prior to the intervention.
- Teachers also reported that the overall attendance of the students was only 60%.

Condition of Control Schools

For impact assessment, a control group approach was utilized to assess the impact of Dabur's intervention across these three project locations. A total of four control schools were chosen where no external interventions for infrastructure development had taken place. Assessment primarily involved physical inspections, with observations limited to interactions with teachers and principals.

The key observations regarding these control schools were that their floors and roofs were damaged and in need of repair. While some schools had adequate teaching staff, playground, and classrooms, they lacked essential facilities such as toilets, washbasins, and drinking water facilities.

Key Program Inputs and Activities

The program aimed to improve the physical infrastructure of government schools, particularly primary schools, to create a conducive and safe learning environment for students, thereby enhancing their overall educational experience. It focused on addressing infrastructure deficiencies that contributed to increased dropout rates, by providing facilities that cater to the needs of students across gender, caste, and age groups, thereby promoting regular attendance and retention.

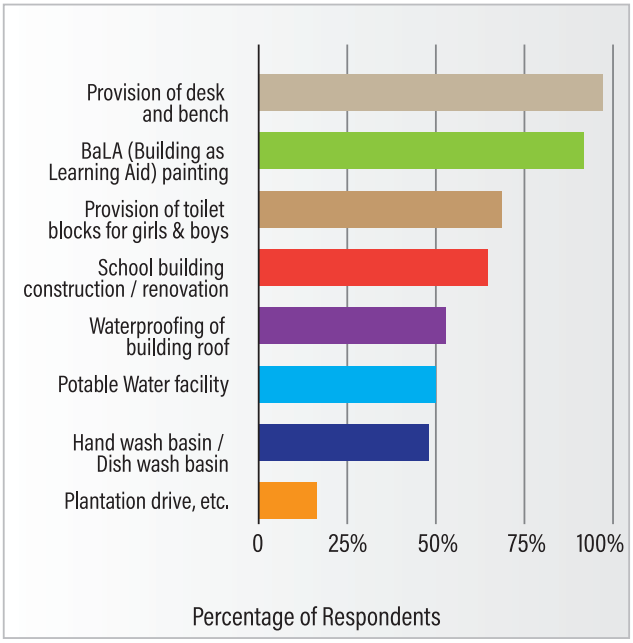


Chart 4: Type of new construction/renovation under the CSR program

1. Improving Construction and Renovation Work:

- **Provision of desks and benches:** The intervention facilitated the provision of desks and benches in schools to offer comfortable seating for extended periods.
- **Sanitation facility provision:** The initiative included construction of separate toilets for girls and boys in schools, ensuring access to water. Handwashing and dishwashing basins were also constructed or renovated wherever necessary.
- **School building construction and renovation:** Dabur provided support tailored to specific needs, such as installing ceiling fans, interlocking tiles, and boundary walls in schools.
- **Potable water facility:** Potable water facilities were established in schools to ensure students have access to clean drinking water.
- **Plantation drive:** Tree plantation drives were organized in schools to engage students and enhance the surroundings.
- **BaLA painting:** BaLA paintings were conducted both inside and outside classrooms in all visited schools to stimulate interest through visual appeal.



Students of a Government school in Ghaziabad, Uttar Pradesh, standing next to the BaLA painting undertaken in their school



Students in a government school in Ghaziabad, Uttar Pradesh, seated on the desk-benches donated by Dabur

> *The classrooms were all messed up, and the walls needed a fresh coat of paint. Even the toilets were a mess and didn't work properly. Attendance at school dropped to only 60%. But now, after fixing up the school, things have gotten a lot better. Not only does the school look nicer, but the students are doing better, too. Attendance is up to 90% now!*
>
> ***- Manish Kumar, Principal, Govt. Primary School Lower Tipra***



Students of Government Primary School Thana in Baddi, Himachal Pradesh, seated on the new desks and benches



BaLA painting undertaken in a school in Tezpur, Assam

Key Impacts

- **Improved comfort and focus during class**

A notable 93.6% of students expressed feeling comfortable sitting for extended periods following the provision of new desks and benches. This improvement in seating arrangements indirectly contributes to their overall learning experience during classes. Additionally, the availability of proper desks and benches has facilitated better posture, enabling students to write more comfortably and improve their handwriting skills.

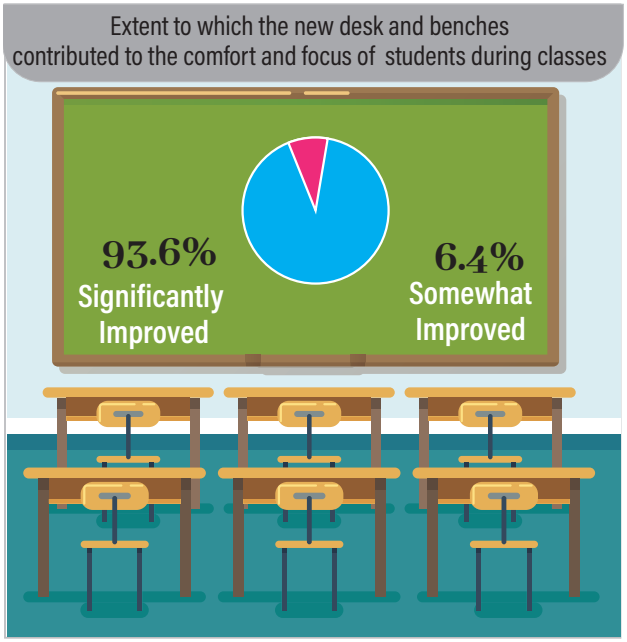


Chart 5: Have new desks and benches contributed to the comfort and focus of students during class?

- **Improved educational engagement**

Students displayed increased concentration and focus on their studies following the intervention, indicating a positive impact on academic performance, and learning outcomes. The program's contribution to improved attendance, facilitated by separate toilet facilities for girls and boys, further enhances students' educational engagement and overall academic wellness.

- **Improved health of the students**

The intervention resulted in significant improvements in student health and hygiene practices, particularly in handwashing, facilitated by the provision of separate toilet blocks for girls and boys in schools, along with wash basins. These changes have contributed to fostering a more positive and respectful school environment, promoting better health outcomes among students.

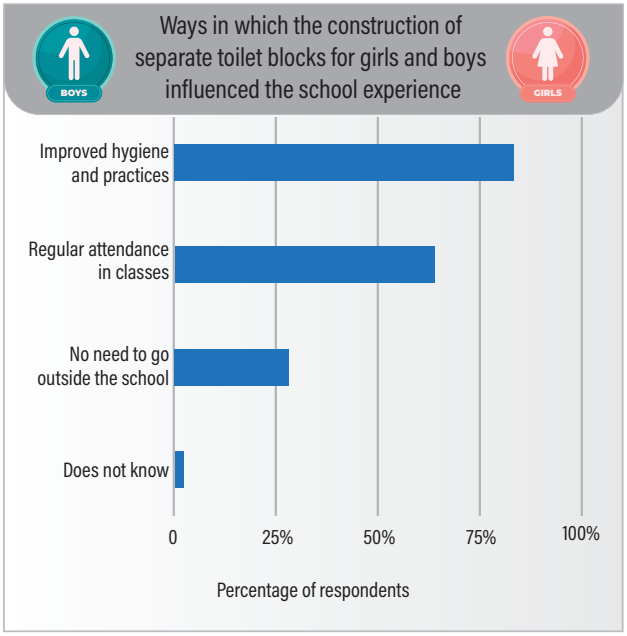


Chart 6: Ways in which separate toilet blocks influenced the school experience

- **Enhanced individual well-being**

Students experienced improved overall well-being due to the provision of separate and hygienic toilet facilities and improved cleanliness in schools. These changes have enhanced students' dignity, provided privacy, and contributed to increased retention and attendance, ultimately reducing dropout rates. This indicates that the program has made a significant contribution to the development of students' well-being.

- **Improved learning environment at school**

The implementation of visual aids such as BaLA painting, along with the construction and renovation of school infrastructure, has contributed to a more conducive learning environment. The provision of separate toilet blocks for girls and boys has significantly reduced dropout rates and increased attendance, fostering an environment conducive to learning and academic success.

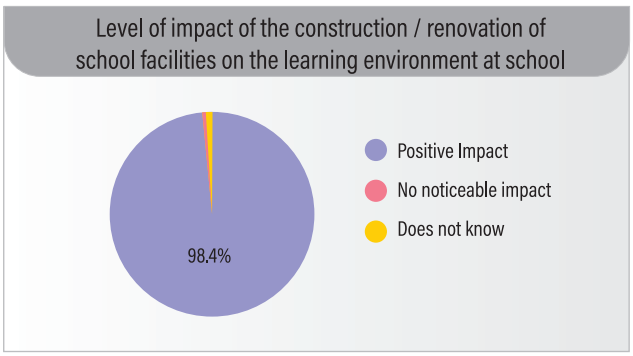


Chart 7: Level of impact of construction/renovation of the school on the learning environment at school

> *Earlier, my child didn't want to go to school because there weren't enough facilities. The toilets were not good, so she felt uncomfortable and had to go outside to the bathroom. But now, with the school renovation program, things have improved a lot. The school looks much better, and my child actually wants to go now. She's going to school regularly.*
>
> ***- Rekha Davi, 32 years, parent of a 5th class girl student of Govt. Primary School Tipra***

> *Now, we can walk on the school grounds without any problems because there's no more water clogging. We have water in our toilets, separate ones for girls and boys, and they're cleaned regularly. It used to be difficult earlier, but now it feels good. Our school is just like our friends' schools now.*
>
> ***- Students of Govt. school of Rambag***

Key Stakeholder Satisfaction

The research team extensively interacted with key stakeholders through key informant interviews. The qualitative findings from these interactions are outlined below:

- Key stakeholder interactions revealed a significant enhancement in students' concentration subsequent to the implementation of the school mental health intervention. This improvement fostered a calmer atmosphere within the school environment and contributed to an increase in student attendance.
- Stakeholder interactions highlighted the satisfaction expressed by students, particularly emphasizing the provision of separate toilets for girls and boys, as well as the availability of clean water in schools.
- Teachers also conveyed satisfaction with the observed increase in students' focus during class and attendance.
- Parents also expressed satisfaction with the improvements made in the school infrastructure. They highlighted that their children's performance and interest in education have also increased as a result.
- The majority of students, accounting for 89.9%, reported that the school program has significantly improved their schooling experience, while 8.5% reported it as moderately improved.

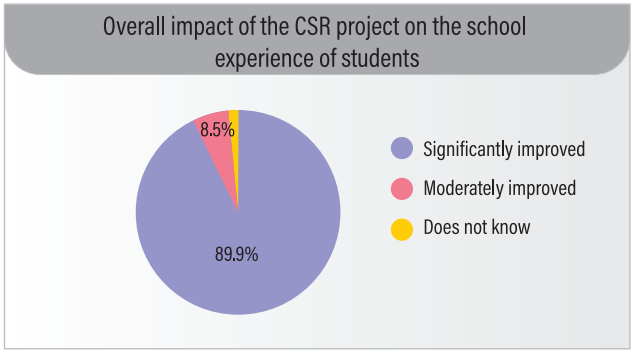


Chart 8: Overall impact of the Dabur project on the school-going experience of students



> *I have observed significant changes due to Dabur's intervention in our school. Students are now more disciplined, leading to a school attendance rate of over 90%, which has positively influenced our annual board results. More than 85% of our students have achieved Grade A, reflecting the success of the program. We are grateful for the support provided by Dabur.*
>
> ***- Mr. Jayanta Kumar Sut, Headteacher, Borati Lower Primary School, Solagaon***

Key Challenges & Barriers

Two major issues reported by stakeholders are limited partnership with parents and the need for regular cleaning of toilets.

Impact Created at Multiple Levels

Individual:

- Improved concentration leads to better educational attainment.
- Increased desire to attend school among students, resulting in higher levels of engagement and participation in their education.
- Improved student learning outcomes

Households:

- Enhanced well-being of students contributes to overall family well-being.

School:

- Establishment of essential infrastructure facilities at the school level.
- Creation of visually appealing walls in the schools through paintings, promoting students' well-being and enhancing their ability to learn.
- Reduction in instances of dropouts, fostering a conducive school environment.
- Increased enrolment and attendance of students in school.



Interaction with teachers at a control school in Assam

State:

- Contribution to state efforts in primary schooling and students' well-being through education promotion initiatives.

Sustainability

The program has several elements of sustainability embedded in its design:

Community involvement in school support program

Community involvement in the school support program fosters a sense of ownership and responsibility among stakeholders, including parents, teachers, students, and school management committees. This active engagement ensures that the program is not solely reliant on external resources or personnel but rather on the stakeholders' support, willingness, and ongoing engagement.


चल प्रदेश
जम्मू और कश्मीर
चीन
किन्नौर
उत्तराखण्ड
उत्तर प्रदेश
अरब सागर

CHAPTER 4:

PROJECT EVALUATION BASED ON THE OECD-DAC FRAMEWORK

Relevance (5/5)

The primary objective of the school support intervention was to improve the physical infrastructure of government schools, creating a conducive and safe learning environment for students. By supplying essential facilities such as desks, benches, and separate toilets for girls and boys, the intervention tackled fundamental infrastructure challenges. Targeting primary schools is crucial as this is the phase where children develop their interest in learning. Moreover, the selected schools from Tezpur, Baddi and Rudrapur regions primarily belonged to socioeconomically disadvantaged areas, addressing equity concerns. The project's emphasis on resolving basic infrastructure issues like water and sanitation, along with providing essential classroom amenities, highlights its significant relevance and impact on improving educational outcomes.

Coherence (5/5)

The intervention is well aligned with SDG goals:







Effectiveness (4.5/5)

Students, who are the primary beneficiaries of the intervention, have reported significant benefits, such as increased comfort and focus during classes, attributed to the school support program. The effectiveness of the program is evident from positive outcomes observed across multiple indicators, including enhanced well-being and reduced school dropouts. The provision of separate toilets for girls and boys has notably boosted dignity and enthusiasm for attending school, leading to improved attendance rates. Moreover, by prioritizing the engagement of parents, teachers, and the school management committee, the program has fostered a supportive environment conducive to the holistic development of beneficiaries.

Efficiency (4.5/5)

The project has effectively achieved its stated objectives, successfully enhanced school infrastructure and thereby improved the well-being of students. Its success is demonstrated by the efficient use of resources to achieve the desired outcomes.

Impact (4.5/5)

The program has generated significant positive impact across various levels, including individual, households, schools, and the community. Students participating in the program have shown improvements in their academic well-being. Through the provision of basic school infrastructure and creation of a supportive learning environment, students have reported enhanced

concentration and comfort in class, resulting in improved educational outcomes and future prospects. Moreover, by enhancing the well-being of students, the program has promoted positive dynamics within families, facilitated a more supportive school environment, and contributed to the overall health and resilience of communities.

Sustainability (4/5)

The intervention has established a robust foundation for sustainability by prioritizing stakeholders' engagement. By fostering a sense of ownership among stakeholders, the program has laid the groundwork for ongoing support and participation from teachers, parents, and students. This initiative has been implemented with active participation from the school management and has since been handed over to them. The school management now has ownership of the facilities and the responsibility for their maintenance.



BaLA painting in Government Primary School Tipra in Baddi, Himachal Pradesh

Students on their way to school in Ghaziabad, Uttar Pradesh



CHAPTER 5:

CONCLUSION

The initiative spearheaded by Dabur India Limited aimed to improve the physical infrastructure of government schools across seven states in India, including Madhya Pradesh, Uttarakhand, Himachal Pradesh, Assam, Uttar Pradesh, Jammu and Kashmir, and Rajasthan. Through the implementation of this school support program, the initiative sought to create a conducive and safe learning environment for students by enhancing various aspects of basic infrastructure, such as sanitation, water facilities, and cleanliness.

Key activities of the intervention focused on renovating school infrastructure, including ensuring cleanliness, providing separate toilets for girls and boys, establishing clean water supplies, implementing visual aid BaLA paintings in schools, and conducting tree plantation activities. These efforts aimed to offer students a supportive environment conducive to learning. The impact of the intervention was notable, with observed improvements in student focus, willingness to attend school and engage in studies, and overall well-being. These positive outcomes underscore the effectiveness of community-driven approaches in addressing both the immediate infrastructure needs of students and fostering a supportive environment for their long-term well-being.



CHAPTER 6:

RECOMMENDATIONS

1. Scale Up

The intervention has demonstrated success in enhancing concentration, school environment, and well-being among students. To expand its impact, the intervention model can be scaled up to reach more schools and communities. This will require increased networking with stakeholders, including government and non-profit organizations, to broaden the program's reach and effectiveness.

2. Capacity Building

Maintaining school infrastructure can pose challenges. Hence, it's crucial to offer training and capacity-building sessions regarding maintenance techniques to school staff. This ensures the longevity of infrastructure enhancements.



Project implemented by: Impact Assessment Report prepared by: Report Designed by:

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