



SWASHTYA AUR SURAKSHA

IMPACT ASSESSMENT REPORT 2024-25

Implementation Year: 2022-23



Impact Assessment by:



Implemented by:



TABLE OF CONTENTS

Executive Summary	1
Introduction	7
Scope of Study & Methodology	9
Theory of Change	11
Logframe Analysis	12
Findings & Analysis	14
SWOT Analysis	42
Way Forward	43



EXECUTIVE SUMMARY

The **Swasthya Aur Suraksha** Integrated Development Project is designed to enhance health, nutrition, and overall well-being among underprivileged communities. Aligned with the organization's Vision, Mission, and Core Values, the initiative focuses on improving the quality of life for individuals below poverty line by providing access to healthcare, nutrition, education, and livelihood opportunities. Additionally, it supports sustainable development goals, including Zero Hunger and Poverty Reduction. The program is implemented in selected locations across the states of Assam, Himachal Pradesh, Uttarakhand, Uttar Pradesh, and Madhya Pradesh. It is designed to benefit children, adolescent girls, pregnant and lactating women, household and community members, and students. The impact assessment study adopted a mixed methods approach, focusing on quantitative as well as qualitative surveys. A total of 428 respondents were covered as part of the study, comprising of direct beneficiaries such as students and community members and other stakeholders.

The impact assessment of the Swasthya Aur Suraksha program has revealed key findings related to the program's collaboration model, core values, delivery modality and efficacy, as well as its tangible and intangible impacts.



The **Kitchen Garden** activity is primarily designed to fulfil the nutritional requirements of the targeted beneficiaries. The assessment has revealed program outcomes including but not limited to adequate harvests from the kitchen gardens, increased participation, and supplemental income for some. However, there are also gaps in knowledge sharing on aspects such as guidance on organic farming practices and setting up kitchen gardens, among others.

- The Kitchen Garden activity successfully promotes nutritional self-sufficiency, with 91% of community members and 58% of students reporting adequate harvests.
- The initiative provided access to fresh, organically grown vegetables, particularly benefiting school children, pregnant women, and lactating mothers.
- The surplus produce allowed families to generate additional income, enhancing financial stability.
- There is a gap in information dissemination, as 37% of community members reported receiving no guidance on organic farming practices.
- A small percentage (4%) still struggles with insufficient harvests, indicating a need for targeted support.
- 88% of community members received seeds seasonally, ensuring sustained engagement.
- 91% of respondents successfully set up their Kitchen Garden, mostly in their backyard.
- 91% of participants “**Fully Enjoy**” participating in Kitchen Garden activity, reflecting strong community interest.
- 41% of community members did not receive specific guidance on setting up a Kitchen Garden, indicating gap in knowledge sharing.
- Many teachers felt the program did not provide sufficient cultivation knowledge, indicating a need for stronger training components.
- In Tezpur, some community members missed out on receiving vermicomposting, highlighting inconsistencies in distribution.
- The Kitchen Garden intervention provides an additional income source for 25% of beneficiaries, with 72% of those earning less than ₹1,000 weekly. This shows modest economic benefits for low-income households.
- 74% of students reported that the Kitchen Garden harvest is sufficient for daily consumption at the household level, highlighting the program’s positive effect on nutrition.
- From the perspective of Income Sustainability, while the program supports income and nutrition, the modest earnings (mostly under ₹1,000 per week) suggest that further support may be needed for long-term financial stability.





The **Safe and Nutritious Food** intervention is aimed at improving nutritional status of the beneficiaries. Interactions highlighted a high preference for the activity, effective delivery of nutritional sessions, and diverse product distribution. The intervention successfully promoted nutrition awareness and healthy eating habits, supported by a well-organized and resource-efficient distribution model. The program effectively delivers nutritional education, with 100% beneficiaries stating they received critical information regarding safe and nutritious food.

- Student awareness and engagement are exceptionally high, with 97% understanding the importance of balanced diets.
- 84% of community respondents identified “**Product Distribution**” as the primary activity.
- 64% of community respondents rated the activity as “**Highly Preferred**”.
- Maximum teachers reported that students “**Highly Preferred**” the nutrition sessions and product distribution.
- High level of engagement (64% of community respondents and majority of teachers reporting high preference) suggests that the Safe and Nutritious Food program is well-received, with significant support from both students and teachers. The widespread enthusiasm highlights the program's success in resonating with its target audience.
- With 96% of students receiving packaged juice and food, and 82% receiving additional health products, the program effectively provides a range of nutritious items. The immediate consumption of the products (64%) and sharing with family (98%) reflect positive reception and a meaningful impact on nutritional habits.
- The program's focus on awareness, with majority of teachers recalling sessions on nutrition and 13/18 on adolescent girls' nutrition, demonstrates its success in educating both students and teachers. This helps create a lasting impact on the community's health awareness, fostering better dietary habits.
- Both the community and students have shown a high level of commitment to healthy eating, with 98% of community members and 82% of students incorporating fruits, vegetables, and leafy greens into their meals. This indicates that the program has been successful in promoting healthier food choices.
- Nearly one-fourth community members (23%) still find the intervention “**Not Helpful**”, indicating room for improvement in impact delivery.
- There is a strong emphasis on food safety, with 100% of community respondents and 96% of students affirming they wash raw vegetables, fruits, and meat thoroughly before cooking. This suggests that the program has effectively increased awareness and practice of hygiene in meal preparation.
- A significant 96% of both community members and students actively encourage their families to adopt healthy eating and cooking habits, indicating that the program has fostered a culture of health advocacy within households. However, a small proportion (3%) of students reported that their family members do not always follow these suggestions, suggesting room for further awareness generation.

The **Promotion of Health and Well-Being** activity comprises a multifaceted approach of delivering health and wellness products, organizing health camps, implementing awareness sessions on hygiene, and more. The assessment has indicated that the intervention is highly preferred and valued amongst the targeted beneficiaries. In addition to following a localized approach in program implementation to address specific health challenges, the program has been successful in improving advocacy and health-seeking behavior.

- The program activity is highly valued by both community members and students, with over 80% finding it impactful.
- Key health themes like WaSH and Oral Hygiene reached significant portions of the community and students.
- All the teachers reported that students **“Highly Preferred”** the program activities.
- The Knowledge, Attitude, Behavior Perception (KABP) revealed high adherence to healthy behaviors with 98% students practiced frequent handwashing, 82% students brushed twice daily, and 71% students used toilets at school and home.
- The program also demonstrates a localized approach by tailoring interventions to specific regional health challenges, such as malnutrition and anemia in Tezpur and Ghaziabad. Overall, the program effectively combines community engagement, targeted resource distribution, and educational initiatives to promote health and wellbeing.
- A significant majority of both community members (76%) and students (94%) actively encourage others to practice good health and hygiene, indicating that the program has effectively promoted a culture of health advocacy within households and communities.
- Many respondents show positive health-seeking behavior, with 95% of community members and 89% of students seeking medical help when ill. This suggests that the program has successfully encouraged the importance of professional medical care in case of illness.
- While most respondents encourage good health practices, 2% of students reported that their suggestions are not always taken seriously by their families, indicating that some challenges remain in fully influencing health behaviors across all households.





The Self-Defence Training program is specifically implemented for adolescent girls to improve their safety and self-defence skills. The intervention has been effective in terms of program delivery, skill building, awareness generation, improved advocacy, and applied behavior.

- The program is highly effective in building self-defence skills, with 100% approval from participants.
- The knowledge gap on women's safety, as indicated by 40%, needs to be addressed for a more widespread impact.
- The sessions were primarily delivered through workshops (99%), supplemented by demonstrations (70%) and visual references/lectures (40%), ensuring a multifaceted approach to learning. This variety in delivery methods likely contributed to the program's effectiveness in engaging students and enhancing their learning experience.
- 100% of students reported liking the training, indicating strong engagement and satisfaction with the program. This suggests that the training format and content were well-received by the adolescent girls.
- The training had a significant impact on students' ability to develop self-defence instincts, with 99% of respondents affirming that it helped them develop instinctive self-defence skills. This highlights the program's effectiveness in empowering students with practical and instinctive protective strategies.
- 59% of adolescent girls actively use their self-defence training to raise awareness about women's safety among friends and relatives, suggesting the program has successfully fostered advocacy and knowledge sharing on this important issue.
- A significant 96% of students reported sharing the concepts learned in the training, and 59% demonstrated self-defence techniques, indicating that the training has effectively equipped them with practical skills to defend themselves.
- While a majority are sharing knowledge, 32% of respondents only "**Somewhat**" engage in advocacy, and 9% do not use their self-defence knowledge for awareness purposes, suggesting there is potential for further enhancing the reach and impact of the training.

Furthermore, as part of the Impact Assessment, critical recommendations are presented for course correction and program sustainability. Some of the key recommendations include:

- Extending and scaling up interventions related to Hygiene, and Kitchen Gardens.
- More frequent implementation of activities such as product distribution and health-related interventions.
- Streamlining activities to ensure uniform implementation across all locations.



INTRODUCTION

The integrated development project of **Swasthya Aur Surkasha** is designed to promote health, nutrition, and overall well-being among underprivileged sections of the society, with a particular focus on the holistic development of women and the girl child. Rooted in the organization's Vision, Mission, and Core Values, the initiative emphasizes improving the quality of life for people below poverty line through access to health, nutrition, education, and livelihood opportunities. It also contributes to sustainable development goals such as Zero Hunger and Reduced Poverty.

As a leading Ayurvedic Healthcare company, Dabur's commitment to **Health and Well-Being** aligns with its core philosophy of promoting natural remedies and leveraging Ayurveda to foster healthier lifestyles. By delivering high-quality products and generating awareness about healthy living, the initiative supports Dabur's mission of creating a healthier and more sustainable environment.

The program integrates crucial themes and activities to address pressing community needs while empowering individuals to lead healthier lives. Its multifaceted approach includes awareness campaigns, capacity-building efforts, and distribution of nutritious food and wellness products in rural schools and villages. The key themes and activities of the program involves:

- **Safe and Nutritious Food:** The program organizes Safe & Nutritious Food (SNF) campaigns in schools and communities to highlight the importance of nutrition. As part of this initiative, healthy and nutritious packaged food items are distributed to the targeted beneficiaries.
- **Promoting Kitchen Gardens:** To ensure access to fresh and nutritious food, the project encourages building of kitchen gardens in the schools and the community to promote organic farming and consumption of nutritious food among women, children, and households. The initiative involves distributing vegetable seeds, fruit seeds, spices, and vermicomposting. The distribution of types of seeds differs across regions and stakeholders. The initiative enables beneficiaries to grow their own organic produce, supplementing their nutrition while also providing an opportunity to generate additional income by selling surplus harvests.
- **Promoting Health and Well-Being:** Health camps, oral hygiene sessions, and awareness programs on hygiene and menstrual health are key components of this intervention. Additionally, health and wellness products are distributed across schools and villages, with variations in activities and product distribution based on local needs.
- **Self-Defence Training:** Life skills such as self-defense are imparted to girls in villages, helping them build self-confidence, enhance self-protection, and foster personal development.

Through these targeted interventions, the project seeks to empower communities, promote healthier lifestyles, and foster sustainable development by addressing critical issues in **Health**, and **Nutrition**.

The focus of this Impact Assessment Report is to analyze the current status of health, nutrition and overall well-being of the beneficiary students and households. Additionally, the report evaluates the program variation across the targeted locations and beneficiaries, identifies challenges in program delivery, examines the overall program objectives, and provides recommendations for program sustainability.

The program also fulfills the provisions of item (ii) outlined in Schedule VII of the Companies Act, 2013.



The program also addresses the following **Sustainable Development Goals**:



SDG 1: No Poverty

Target 1.a

Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programs and policies to end poverty in all its dimensions.



SDG 2: Zero Hunger

Target 2.1

By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

Target 2.2

By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.



SDG 3: Good Health and Wellbeing

Target 3.3

By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.



SDG 4: Quality Education

Target 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.



SDG 5: Gender Equality

Target 5.2

Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

SCOPE OF STUDY & METHODOLOGY

Objectives

1

Evaluation of the processes employed and the quality of implementation of the project.

2

Documenting impact of the project on beneficiaries and other concerned stakeholders.

3

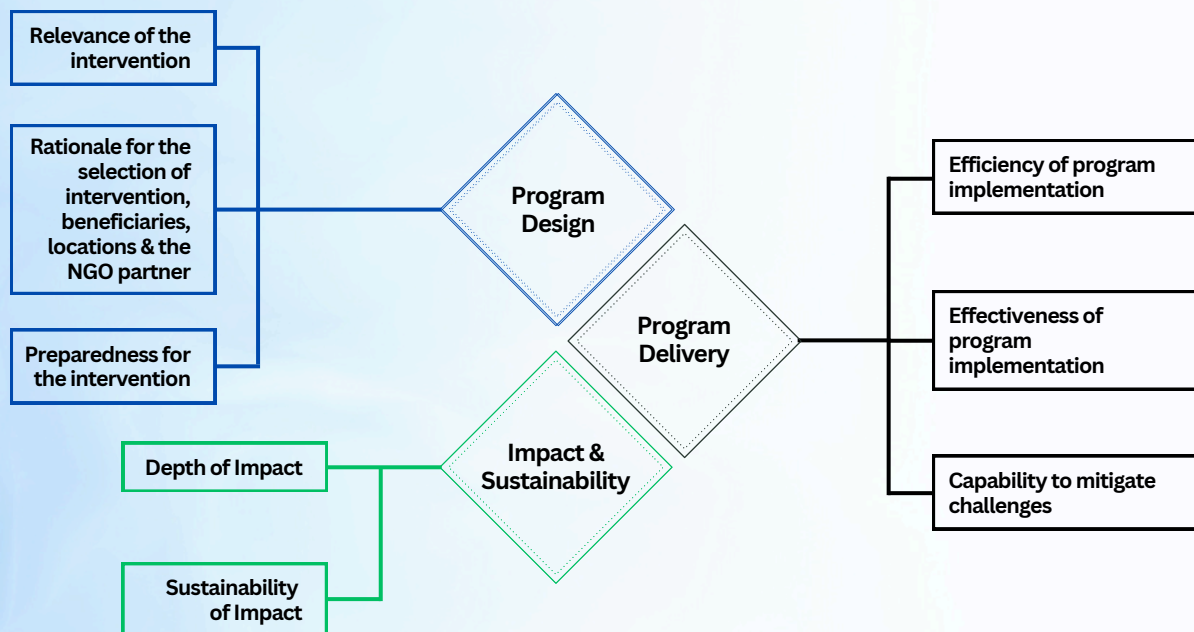
Assess the project on the goals, activities, outputs, and outcomes for achieving the overall impact.

4

Assess the project on parameters such as relevance, inclusivity, impact, and sustainability on the stakeholders of the programme.

Methodology

The three-point assessment framework used in the assessment is developed by the Give Grants based on the OECD-DAC framework for impact assessment. It broadly investigates the following aspects:



Sampling Strategy



428

Total Sample Size



394

Beneficiary Surveys with
Students and Community
members



34

Interviews with other
Stakeholders

Sample Size Rationale

- Stratified sampling;
Sample size predefined
- Purposive sampling at
study locations
- Representatives of key
stakeholders involved in
the program, in addition
to beneficiaries

KEY INFORMANT INTERVIEWS



Teachers: 18



Headmaster: 5



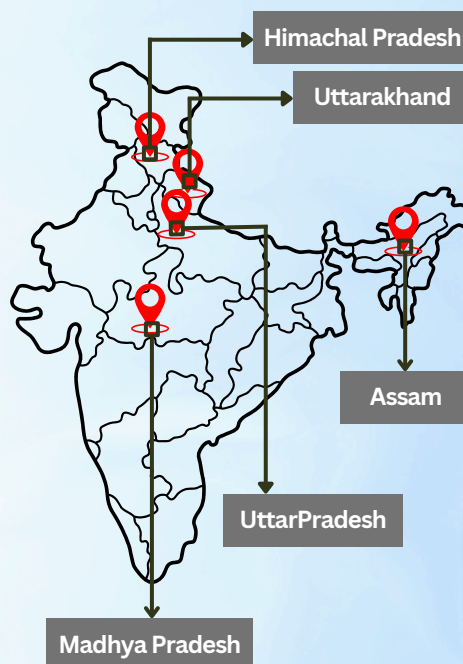
Key Stakeholders: 6



Program Team: 5

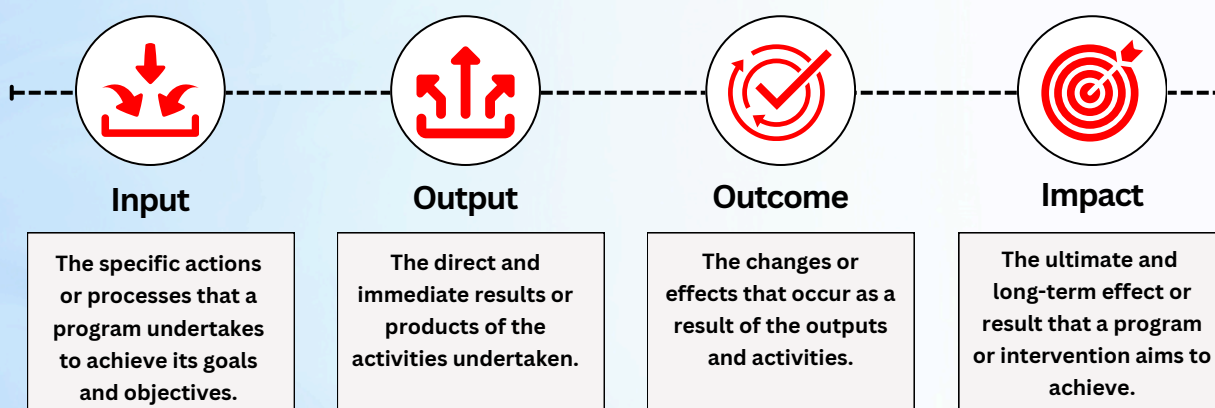
Study Locations

Himachal Pradesh	Uttarakhand
Baddi	Udham Singh Nagar
Uttar Pradesh	Madhya Pradesh
Ghaziabad	Pithampur
Assam	
Tezpur	



THEORY OF CHANGE



The Theory of Change Framework (ToC) for the given program is illustrated below:



Input	Output	Outcome	Impact
<ul style="list-style-type: none"> • Designing and determining the program activities • Distribution of seeds • Distribution of Safe and Nutritious foods item • Distribution of Health and wellness products • Implementation of self-defence classes • Implementation of health, nutrition, and hygiene campaigns, events 	<ul style="list-style-type: none"> • Number of students receiving Safe and Nutritious food items • Number of students receiving wellness products • Number of students participating in Kitchen Garden activity • Number of students attending self-defence sessions • Number of students attending health, nutrition and hygiene related campaigns, events • Frequency of schools receiving the products and benefits of the program • Number of community members receiving the seeds • Number of community members using the seeds to grow crops • Number of community members receiving health and wellness products • Number of community members utilizing the health and wellness products • Number of community members attending health, nutrition and hygiene related campaigns, events • Number of people benefitting from toilets in their house 	<ul style="list-style-type: none"> • Increase in number of people having healthy and nutritious food habit • Increase in number of people opting for preventive healthcare through Ayurveda remedies and benefitting from healthcare system • Increase in number of people opting for healthy and hygienic living condition • Improvement in self-resilience and personal growth among adolescents girls • Conducive teaching and learning environment in schools 	<ul style="list-style-type: none"> • Improved status in Health, Nutrition and Well-Being amongst the underprivileged sections of the society • Reduction in Poverty and Hunger

LOGICAL FRAMEWORK ANALYSIS

A logical framework model is created against the identified ToC to reflect the identifiable indicators, means of verification, and assumptions, as given below:

	Project Summary	Indicators	Means of Verification	Assumptions
Impact 	<ul style="list-style-type: none"> Improved status in Health, Nutrition and Well-Being amongst the underprivileged sections of the society Reduction in Poverty and Hunger 	<ul style="list-style-type: none"> % reduction in Infant Mortality Rate % rise in healthy maternal and child care % rise in safer pregnancy % reduction of risk in childbirth % increase in stronger immune system % decrease in communicable diseases % improvement in students' all-round development % increase in safety and security among adolescent girls % number of people with improved physical and mental health 	<ul style="list-style-type: none"> M&E reports, progress reports and secondary data sources KII with key stakeholders of the program such as the ASHA, ANM, Anganwadi workers, Dabur CSR team, teachers and Headmasters, etc. 	<ul style="list-style-type: none"> The program has generated positive impact in the integrated development themes of Health, Nutrition, and Safety Standard in rural India
Outcome 	<ul style="list-style-type: none"> Increase in number of people having healthy and nutritious food habit Increase in number of people opting for preventive healthcare through Ayurveda remedies and benefitting from healthcare system Increase in number of people opting for healthy and hygienic living condition Improvement in self-resilience and personal growth among adolescent girls 	<ul style="list-style-type: none"> % increase in food security % decrease in malnutrition among the targeted beneficiaries % decrease in the number of anemic cases % decrease in the number of cases for acute diseases % improvement in Hygiene including menstrual hygiene behavior % increased access to clean water and sanitation facility % increase in capacity among adolescent girls to defend themselves from potential risks % increase in household savings 	<ul style="list-style-type: none"> M&E reports, progress reports and secondary data sources KII with key stakeholders of the program such as the ASHA, ANM, Anganwadi workers, Doctors team, teachers and Headmasters, etc. Interactions with direct and indirect beneficiaries 	<ul style="list-style-type: none"> Benefits of the program are reaching to the targeted community and schools The targeted benefits are equipped with the knowledge and skill to keep themselves healthy

LOGICAL FRAMEWORK ANALYSIS

	Project Summary	Indicators	Means of Verification	Assumptions
Output ↑	<ul style="list-style-type: none"> No. of students receiving Safe and Nutritious food items No. of students receiving wellness products No. of students participating in Kitchen Garden activity No. of students attending self-defence sessions No. of students attending health, nutrition and hygiene related campaigns/events Frequency of schools receiving the products and benefits of the program No. of community members receiving the seeds No. of community members using the seeds to grow crops No. of community members receiving health and wellness products No. of community members utilizing the health and wellness products No. of community members attending health, nutrition and hygiene related campaigns, events 	<ul style="list-style-type: none"> No. of healthy students No. of students having knowledge on health, nutrition, and hygiene No. of students having nutritious food and balanced diet No. of students attending the school regularly Trainer/instructor to trainee/students ratio No. of community members who are healthy No. of community members having knowledge on health, nutrition, and hygiene No. of community members diversifying their diet No. of community members having an additional source of income 	<ul style="list-style-type: none"> Interaction with beneficiaries and key stakeholders M&E reports, progress reports and secondary data sources 	<ul style="list-style-type: none"> Program content is relevant to the local and current context There is a continued demand for the program
Input	<ul style="list-style-type: none"> Designing and determining the program activities Distribution of seeds Distribution of Safe and Nutritious foods item Distribution of Health and wellness products Implementation of self-defence classes Implementation of health, nutrition, and hygiene campaigns, events 	<ul style="list-style-type: none"> Resource availability to implement the program No. of schools onboarded for the program No. of community members engaged in the program Type of stakeholders engaged for effective program delivery Number of Subject Matter Experts and other stakeholders engaged in the program 	<ul style="list-style-type: none"> M&E report, progress report, and programmatic documents KII with program team and key program stakeholders 	<ul style="list-style-type: none"> Adequate resources are available for program implementation Dedicated stakeholders to facilitate the program

FINDINGS & ANALYSIS

Dabur collaborates with multiple stakeholders, including communities, doctors, health institutes, village institutions, Self-Help Groups (SHGs), and Subject Matter Experts (SMEs), to implement the Swasthya Aur Suraksha program. The collaboration model varies across locations. In Tezpur, the process begins with the Block Education Office's approval, followed by engagement with school authorities, village representatives, and Gram Panchayats for community outreach.

Often SMEs are engaged periodically to deliver a few sessions. For instance, in the past, nutritional experts from Tezpur University and Ayurveda doctors contributed to awareness sessions and health camps. In Udham Singh Nagar, Dabur partners with the district education committee to implement the program across 40 schools while targeting economically weaker sections in the community. In Ghaziabad, the NGO SANDESH, a long-term partner of Dabur, leads program execution. In Pitampur, collaboration with Integrated Child Development Services (ICDS – Anganwadi) ensures grassroots-level impact, while schools facilitate student-focused initiatives. In Baddi, baseline surveys in schools and communities help tailor interventions to local needs. Through these strategic partnerships, Dabur ensures effective program implementation and sustainable impact.

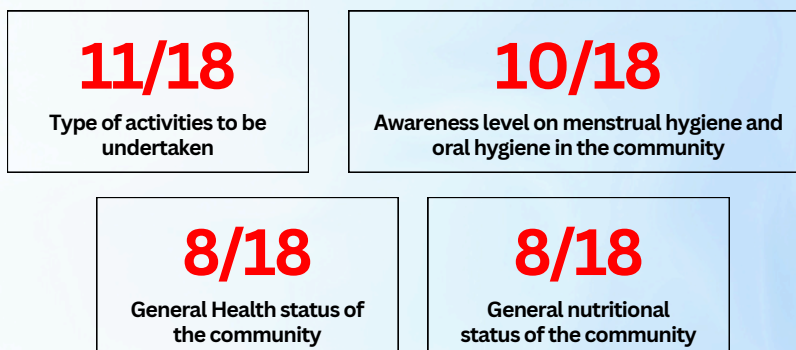
In the pre-implementation phase of the program, Needs Assessments were conducted to gather insights from key stakeholders and understand the requirements in targeted locations. Program team members across locations shared the following details:

- **Tezpur:** Post fund allocation for the program, schools were identified based on community recommendations or meetings with teachers and block officials. Needs were assessed through school visits, followed by budget planning and activity mapping.
- **Baddi:** Assessments in Anganwadis, schools, and villages highlighted issues like lack of awareness about nutrition, hygiene, and low purchasing power among rural households, limiting access to essential commodities such as ability to afford buying vegetables from the market.
- **Udham Singh Nagar:** Need assessments revealed low purchasing power among households, thereby making kitchen garden activities relevant. Schools submit detailed request letters for planned interventions.
- **Ghaziabad:** Meetings with ASHA workers, Anganwadi workers, and School Management Committees were undertaken to gather insights on health, nutrition, and community needs.
- **Pithampur:** Assessments in Dhar district indicated high rates of anaemia in women and malnutrition in children, leading to a need-based approach for program design and implementation.

Upon verifying from other stakeholders, the findings revealed the following:

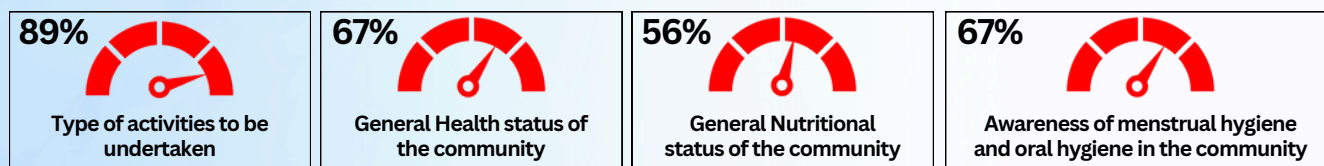
Teachers: Majority of the teachers are aware of needs assessments; out of which, a few were involved in meetings and their insights on various aspects such as awareness level on menstrual hygiene and oral hygiene, types of activities to be undertaken, etc. were taken into consideration as part of the need assessment.

Incorporating Teachers' Insights from Need Assessment during Implementation



Community Members: Only 30% of community members are aware of assessments; 53% of those aware felt their inputs on aspects such as health, nutrition, and hygiene were considered.

Incorporating Community Members' Insights from Need Assessment during Implementation



The need assessment conducted in the pre-implementation phase of the program therefore ensured that program activities are aligned with local needs and priorities.

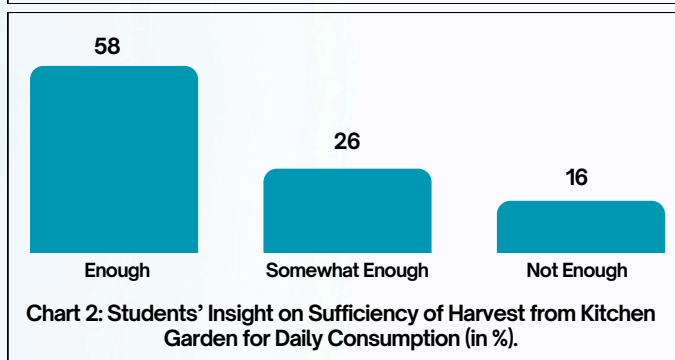
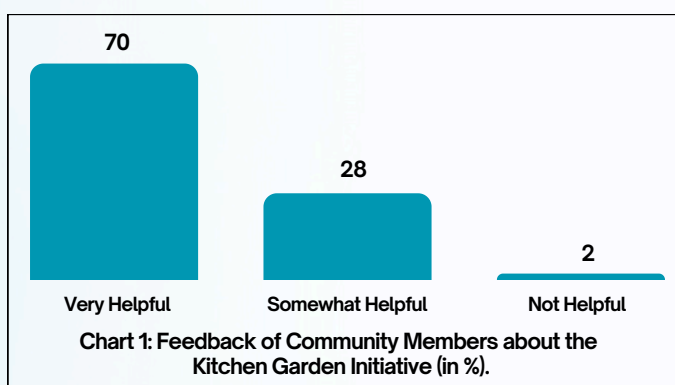
The Impact Assessment also delved deeper into understanding the relevance of the program in the targeted location and its coherence with the targeted beneficiary groups. Respondents engaged in various programmatic activities were asked about the implementation process in their location.

Kitchen Garden

98% of community members participated in the Kitchen Garden initiative. Among them, 70% find the program **"Very Helpful"**, and 28% consider it **"Somewhat Helpful"**. While 63% reported receiving information on growing crops, 37% did not receive any guidance on natural/organic farming during the seed distribution.

Despite this, 97% of participants agreed that the initiative provides their family with access to a sufficient supply of nutritious food. Additionally, 91% of them stated that the harvest is **"Enough"** for day-to-day consumption, 5% found it **"Somewhat Enough"**, and 4% said it is **"Not Enough"**. Due to this, only 2% reported a monthly expenditure of ₹1,000-5,000 for purchasing vegetables and fruits.

Among students, 46% participated in Kitchen Garden activities, and the same percentage received seeds through their schools. Of these, 90% affirmed receiving guidance on crop cultivation, and an equal percentage found the program to improve access to nutritious food. Regarding harvest from Kitchen Garden, 58% found it **"Enough"**, while 26% found it **"Somewhat Enough"** for their daily consumption.



Key Analysis

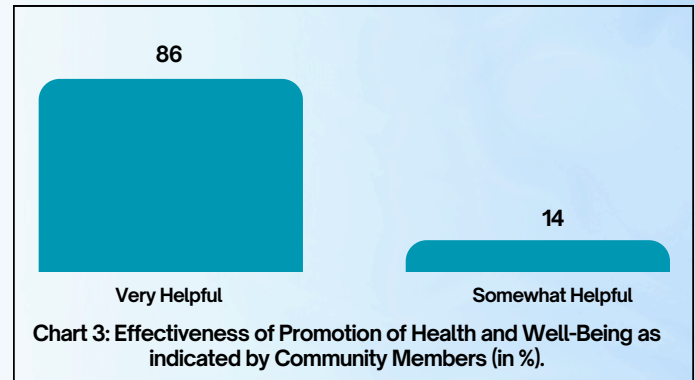
- The Kitchen Garden activity successfully promotes nutritional self-sufficiency, with 91% of community members and 58% of students reporting adequate harvests.
- There is a gap in information dissemination, as 37% of community members reported receiving no guidance on organic farming practices.
- A small percentage (4%) still struggles with insufficient harvests, indicating a need for targeted support.

Promotion of Health and Well-Being

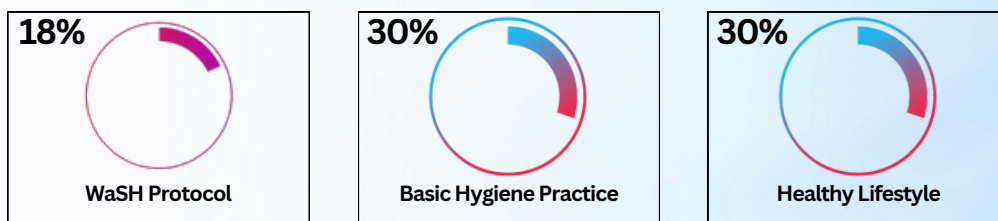
37% of the community members interviewed had participated in the Health and Wellness initiative. Of these, 86% found it **“Very Helpful”**, 14% **“Somewhat Helpful”**. Among the participants, a majority affirmed receiving adequate information on health and hygiene, a few did not, many others **“Somewhat”** agreed, and the remaining were unaware.

Specific themes included:

- 18% received knowledge on WaSH (Water, Sanitation, and Hygiene) protocols.
- 30% learned about basic hygiene practices like oral hygiene and sanitary pad use.
- 30% were educated on maintaining a healthy lifestyle, including the benefits of nutritious food.



Information Dissemination of Health and Well-Being Activity for Community Members.

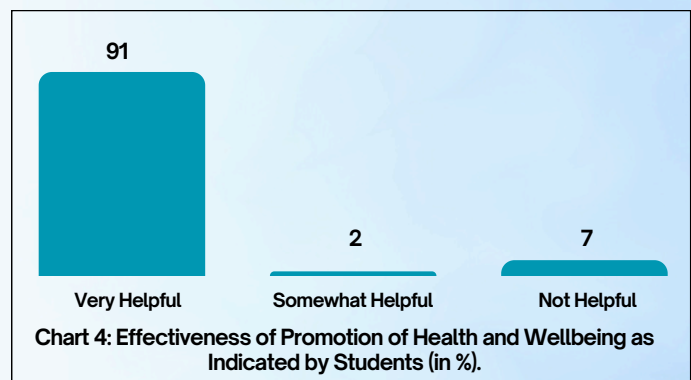


In the student category, 90% participated in the initiative. Among them, 91% found the program **“Very Helpful”**, 2% **“Somewhat Helpful”**, and 7% **“Not Helpful”**. Additionally, 99% of the students affirmed the program provided adequate knowledge on keeping oneself healthy.

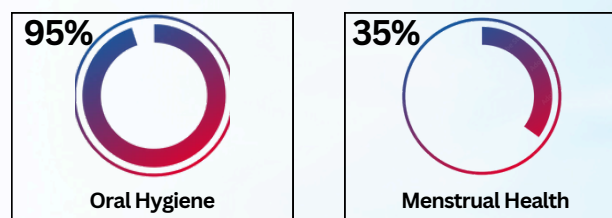
Specific themes included:

- 95% gained insights into oral hygiene.
- 35% received knowledge on menstrual health.

Furthermore, 89% students have attributed the initiative for encouraging them to be mindful of good hygiene practices at home, school, and in public spaces.



Information Dissemination in Health and Well-Being Activity for Students



Key Analysis

- The program activity is highly valued by both community members and students, with over 80% finding it impactful.
- Key health themes like WaSH and Oral Hygiene reached significant portions of the community and students.

Safe and Nutritious Food (SNF) Program

79% community members are aware of the Safe and Nutritious program for adolescent girls, pregnant and lactating women. However, the program is applicable to only 23% of our respondents. When they were asked if the intervention was helpful or not, 40% community members believe the intervention to be “**Very Helpful**”, 37% mentioned it to be “**Somewhat Helpful**”, and 23% believe it to be “**Not Helpful**”.

The analysis also have taken the insights of the beneficiaries of the Safe and Nutritious Food initiative from the community. Out of total 23% of the respondents who had received the benefit, all of them agreed receiving information on Importance of Health and Nutrition.

Specific themes included:

- 100% received information on health and nutrition topics such as organic farming, balanced diets, health benefits of leafy greens, importance of supplements, and special health sessions by Anganwadi & ASHA workers for mothers and adolescent girls.
- 23% received information on Anemia and related ailments through Anganwadi & ASHA which included topics like symptoms anemia, malnutrition, and the importance of supplements.
- 38% gained insights into healthcare during pregnancy which included topics like nutrient requirement during pregnancy, importance of regular health check-up, etc.
- 38% gained insights about feeding infant/young child, such as information on breastfeeding, malnutrition in children, appropriate food habits for infants, etc.
- 46% recalled sessions on adolescent nutrition and good food habits comprising themes such as awareness on consuming organically grown vegetables, essential supplements, encouraging good food habit.

Among students, 97% were aware of the program, and 91% found it “**Very Helpful**”, 7% mentioned it to be “**Somewhat Helpful**”, and 2% of the respondent students found the intervention to be “**Not Helpful**”.

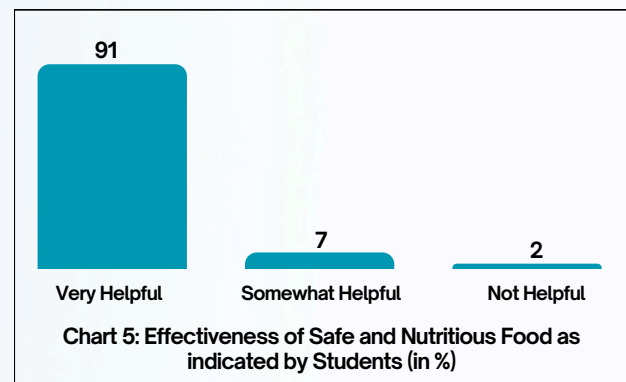
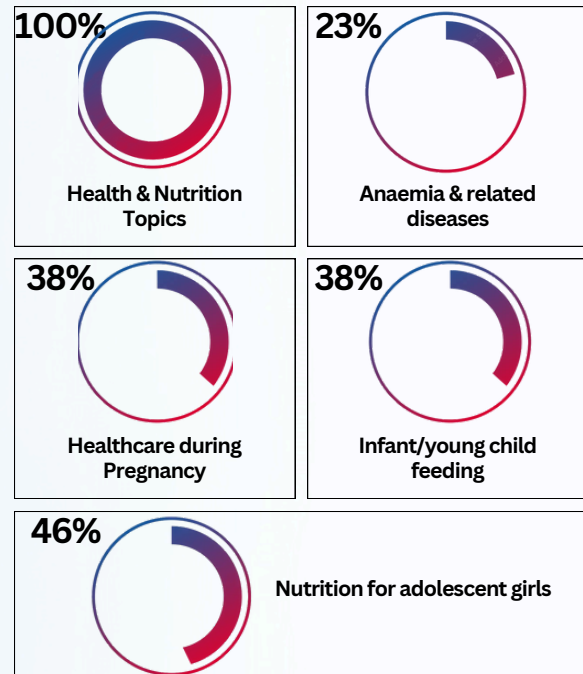
Additionally, 92% attended sessions on balanced nutritious diets. More specifically:

- 97% gained a clear understanding of the concept of balanced nutritious diet.
- 2% somewhat gained understanding of balanced nutritious diet.
- 1% do not have understanding of balanced nutritious diet.

Information dissemination with the students also comprised topics related to healthy eating:

- 95% received information on healthy eating.
- 4% did not receive information on healthy eating.
- 1% found it somewhat informative.

Information Dissemination about Safe and Nutritious Food for Community Members



All student respondents reported receiving nutritious food as part of the program.

Key Analysis

- The program effectively delivers nutritional education, with 100% beneficiaries receiving critical information.
- Student awareness & engagement exceptionally high, with 97% understanding importance of balanced diets.
- A small percentage of community members (23%) still find the intervention “**Not Helpful**”, indicating room for improvement in impact delivery.

Self-Defence Training for Adolescent Girls

The Self-Defence program applies to 43% of respondents, all of whom believe the training equips them well in self-defense.

Regarding women's safety information:

- 60% reported receiving sufficient information through the program
- 7% mentioned not receiving information on women's safety
- 33% found the information "Somewhat" sufficient.

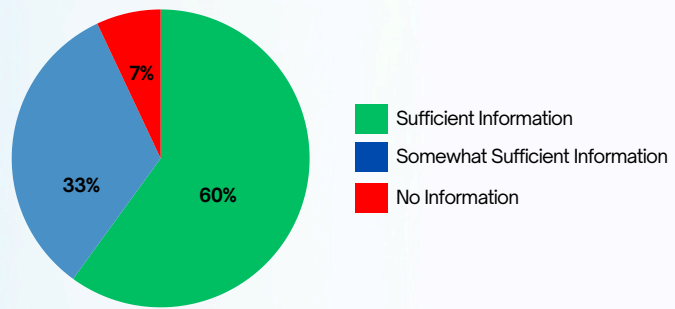


Chart 6: Sufficiency of Information on Women's Safety in Self-Defence Training as indicated by Adolescent Girls

Key Analysis

- The program is highly effective in building self-defense skills, with 100% approval from participants.
- The knowledge gap on women's safety, as indicated by 40%, needs to be addressed for a more widespread impact.



Kitchen/Nutrition Garden

Upon interaction with the CSR team, it is highlighted that the Kitchen Garden initiative is designed to promote healthy eating habits and self-sufficiency by encouraging communities to grow their own vegetables. This initiative primarily benefits school-going children, lactating and pregnant women, ensuring they have access to nutritious food.

Additionally, surplus produce can be sold, providing financial support to households. Under the program, Kitchen Garden Kits containing 10-13 varieties of seasonal vegetable seeds are distributed to communities and schools while conducting workshops on natural farming, benefits of green vegetables, and the importance of consuming organically grown produce. Through these efforts, the initiative aims to improve community health, create awareness, and promote sustainable organic farming practices.

During interactions with community members, it was found that 100% of respondents received seeds as part of the initiative. While 12% mentioned receiving seeds once during the program, a significant 88% confirmed receiving seeds seasonally, twice during the program. Community members also highlighted the different ways in which the program was implemented. 47% respondents have mentioned direct seed distribution, 22% respondents have mentioned distribution of seeds to the community members through SHG women, 14% mentioned distribution of seeds and awareness sessions about kitchen garden activities. The community members have also mentioned the items they have received as part of the program. Overall, the program was highly appreciated by the participants, with 75% stating that they “**Highly Prefer**” the Kitchen Garden activity, while the remaining 25% “**Somewhat Prefer**” it.

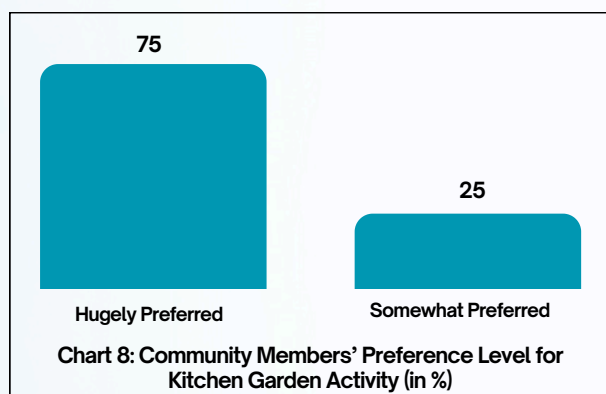
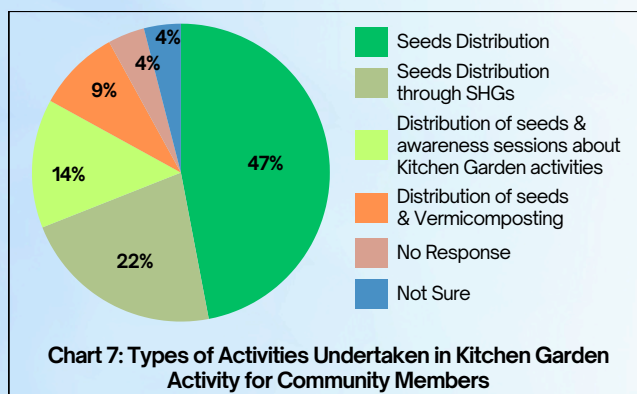


Chart 9: Types of items received by the community members under Kitchen Garden activity

Brinjal	Spinach	Okra	Carrot
Chinese Mallow	Coriander	Tomato	Mustard Green
Seeds	Radish	Chilies	Vermicompost

Note: The above table provides a sample of items received by the beneficiaries.



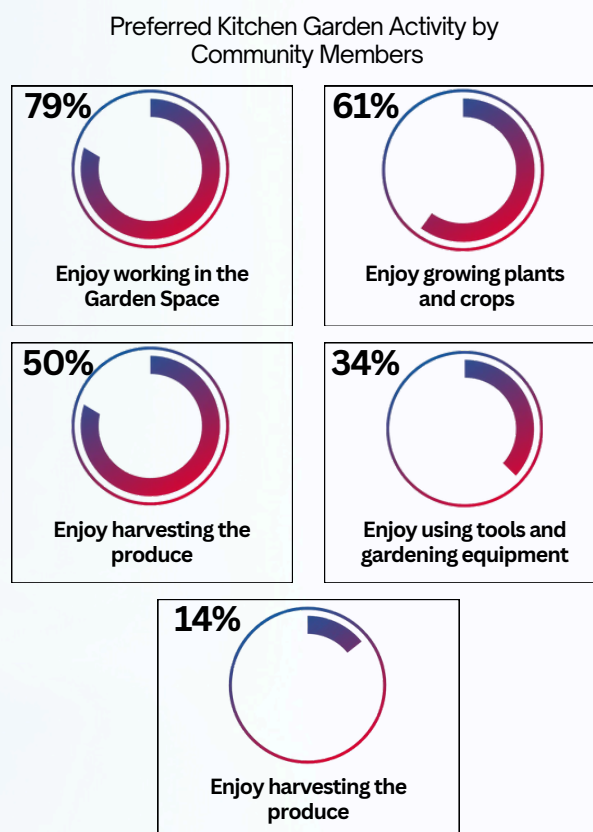
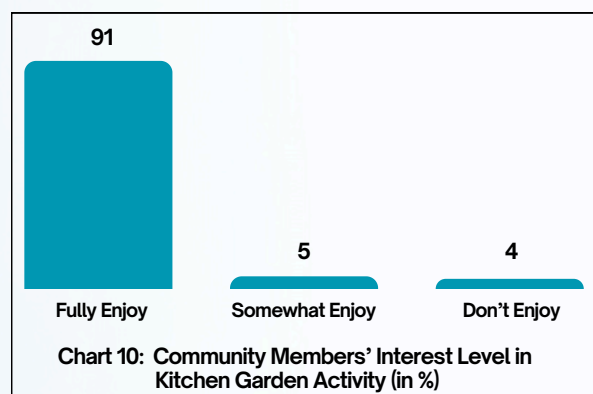
There were variations in the delivery method across different locations:

- **Udham Singh Nagar:** The program was implemented through community meetings where seeds were distributed, and participants were guided on kitchen gardening. The distribution took place twice a year.
- **Baddi:** Similarly, in Baddi, the intervention focused on community members, where seeds were provided along with instructions on how to cultivate them, also following a twice-yearly distribution schedule.
- **Tezpur:** Here, the Dabur team coordinated with SHG women in the village to distribute Kitchen Garden Kits. The distribution event included 13 varieties of seeds along with 2 kg of vermicompost per participant, which was provided free of cost. However, if additional vermicompost was required, it was made available at a subsidized rate. Despite this, some respondents who were unable to attend the main event and later collected seeds from SHG women mentioned that they did not receive vermicompost. Alongside distribution, the program included awareness sessions on organic farming, vermicompost usage, and the health benefits of organically grown vegetables.
- **Pithampur:** The distribution of Kitchen Garden Kits was facilitated by ASHA and Anganwadi workers during community meetings and in schools.
- **Ghaziabad:** Meanwhile, in Ghaziabad, the program followed a dual approach. Some parents were invited to schools where they were provided seeds, while others received seeds through distribution and awareness sessions conducted during community meetings.

Overall, the Kitchen Garden initiative has played a crucial role in improving access to fresh vegetables, educating communities on sustainable farming, and ensuring better nutrition, especially for vulnerable groups. The program has not only encouraged self-consumption but also provided an opportunity for financial support through surplus produce, making it a significant intervention for community well-being.

The analysis further examined the efficacy of the Kitchen Garden initiative by assessing the level of community involvement. When community members were asked whether they were taught how to set up a Kitchen Garden during the distribution event, 59% responded “Yes” while 41% stated they had not received such guidance. Despite this, the adoption rate remained high, with 91% of respondents setting up their Kitchen Garden in the backyard of their house, while 9% established their gardens in agricultural fields or farms.

When asked about their engagement in Kitchen Garden activities, 91% of respondents mentioned that they “**Fully Enjoy**” the activity, while 5% “**Somewhat Enjoy**” it, and 4% stated they “**Don’t Enjoy**” participating. A deeper analysis of the specific aspects of gardening that they enjoy revealed that 79% appreciate working in the garden space, 34% enjoy using tools and gardening equipment, 61% take pleasure in growing plants and crops, 14% find interest in setting up vermicomposting, and 50% enjoy harvesting the produce.



Note: Multiple responses are chosen by each respondent

The initiative was also implemented in selected schools across the sample locations, and teachers were surveyed to assess the impact. When asked whether the program provided adequate information on cultivation, some (8/18) of the respondent teachers agreed, while others (10/18) disagreed, indicating a gap in knowledge building. Teachers also highlighted concerns regarding students' access to nutritious food, with only a few believing that students receive a sufficient supply of nutritious food through the Kitchen Garden activity. When asked about student preference for the activity, many teachers reported that students **“Highly Prefer”** it, while one respondent mentioned it was **“Not Preferred”**, and another said it was **“Somewhat Preferred”**, and others mentioned **“No Response”**.

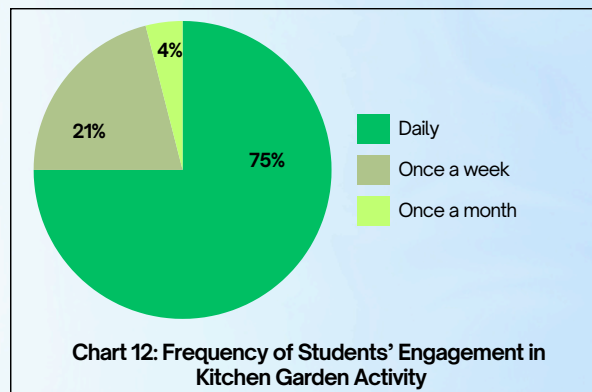


Regarding the modalities of delivery, implementation varied across locations. The initiative was not undertaken in Udhm Singh Nagar and Baddi, whereas in the other locations, different approaches were used:

- **Tezpur:** The intervention involved seed distribution in schools, with the harvested produce being used in mid-day meals, ensuring students had access to nutritious food daily.
- **Pithampur:** Seed distribution and awareness sessions on kitchen gardening were conducted for all students in the school.
- **Ghaziabad:** Seeds were distributed to students to take home to their parents, accompanied by awareness sessions on kitchen gardening conducted in schools. The distribution of Kitchen Garden Kits varied depending on the availability of kits, and the sessions were implemented in partnership with an NGO partner.

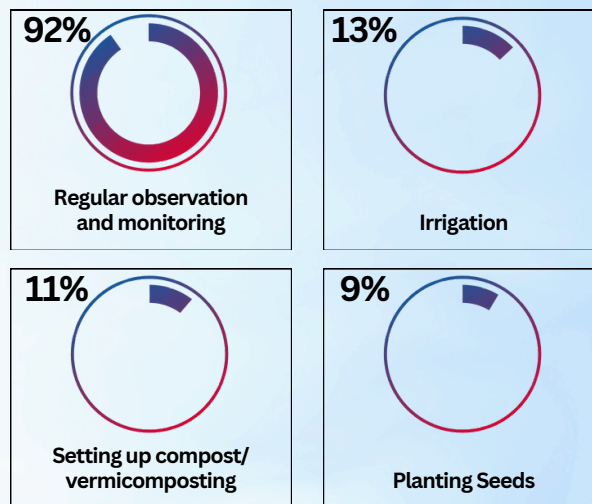
To assess the effectiveness of the program, beneficiary students were also surveyed. When asked if they were taught how to set up a Kitchen Garden during the distribution event, 100% of students confirmed receiving guidance.

To gauge their level of engagement, students were asked how often they participated in Kitchen Garden activities — 75% reported engaging daily, 21% participated once a week, 4% engaged once a month.



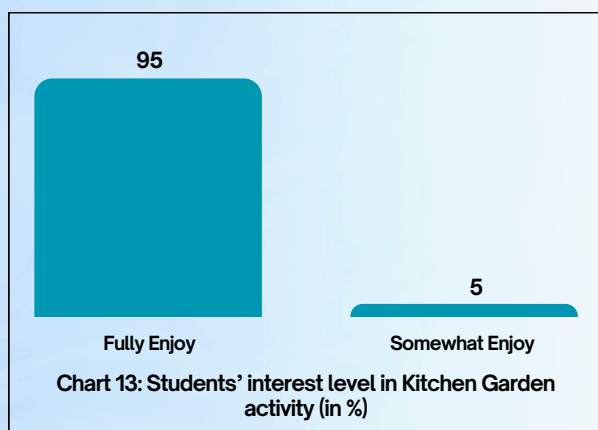
Further probing into students' understanding of Kitchen Garden activities revealed that 92% recognized the importance of regular observation and monitoring of crops; 13% highlighted irrigation work, including rainwater harvesting, drip irrigation, and watering; 11% mentioned setting up compost/vermicomposting; and 9% identified planting seeds as a key activity.

Students' Understanding of Kitchen Garden Activity

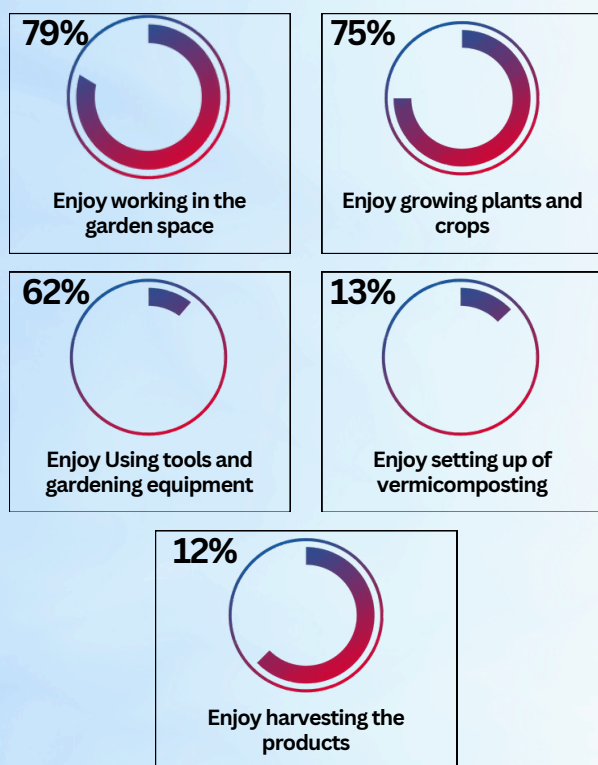


Note: Multiple responses are chosen by each respondent

When asked about their level of enjoyment, 95% of students reported that they **“Fully Enjoy”** participating, while 5% **“Somewhat Enjoy”** it. Among the specific activities, 79% students enjoyed working in the garden, 62% liked using gardening tools, 75% took interest in growing plants and crops, 13% engaged in setting up vermicompost, 12% enjoyed harvesting the produce, while 2% engaged in other gardening-related activities such as watering.



Preferred Kitchen Garden Activity by Students



Note: Multiple responses are chosen by each respondent

Overall, the Kitchen Garden initiative has been well-received by both community members and students, fostering a strong sense of engagement and enthusiasm for organic gardening. However, gaps in knowledge transfer, access to nutritious food, and variations in implementation across locations highlight areas for improvement to enhance the long-term impact of the program.

Key Analysis

- The initiative provided access to fresh, organically grown vegetables, particularly benefiting school children, pregnant women, and lactating mothers.
- The surplus produce allowed families to generate additional income, enhancing financial stability.
- 88% of community members received seeds seasonally, ensuring sustained engagement.
- 91% respondents successfully set up their Kitchen Garden, mostly in their backyard.
- 91% of participants “Fully Enjoy” the activity, reflecting strong community interest.
- 41% of community members did not receive guidance on setting up a Kitchen Garden, indicating gap in knowledge sharing.
- Many teachers felt the program did not provide sufficient cultivation knowledge, indicating a need for stronger training components.
- In Tezpur, some community members missed out on receiving vermicomposting, highlighting inconsistencies in distribution.



Promotion of Health and Well-Being

The program's health and awareness initiatives encompass a range of activities, including organizing health camps, deployment of Ayurveda doctors, referral services, medical examinations, and health and wellness product distribution. According to one of the program team members, schools are prioritized for product distribution, and any leftover products are given to Self-Help Groups (SHGs) to distribute among women and lactating mothers, addressing issues such as iron deficiency, anemia, and low blood pressure. This approach ensures resource efficiency and minimizes wastage.

Separate Subject Matter Experts (SMEs), trainers, and resources are deployed for various activities in schools and communities to optimize impact. ASHA workers and other healthcare professionals are also engaged to enhance outreach and ensure effective resource utilization. Another key informant highlighted cost-effective solution that is ensured in distributing Dabur products as part of the program.

Insights from various locations further illustrate the program's implementation:

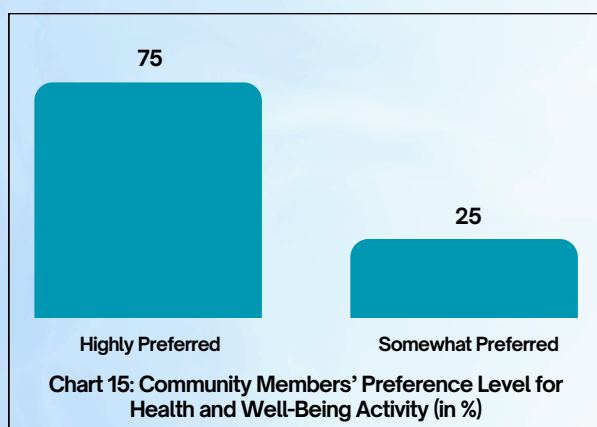
- **Baddi:** A dentist involved in the program confirmed that an Oral Hygiene initiative was conducted efficiently, which included oral health sessions for students, parents, and teachers. These sessions emphasized the benefits of using toothpaste, and advocated for improved dental hygiene among the community.
- **Udham Singh Nagar:** An Auxiliary Nurse Midwife (ANM) worker shared that awareness sessions on adolescent girls' health and hygiene were conducted. The initiative involved organizing health camps that provided education on menstrual health, good touch vs. bad touch, and vaccinations for community members. The respondent also mentioned the distribution of Dabur health and wellness products, such as fruit juices and snacks.
- **Tezpur:** A local healthcare worker described efforts to combat malnutrition and anemia. Early signs of malnutrition in children, such as weight loss, loss of appetite, and fatigue, were identified, and affected children were encouraged to consume nutritious home-grown organic vegetables. To address anemia, the focus was on adolescent girls and women displaying prolonged fatigue, providing them with nutritious Dabur products and medical assistance through health camps.
- **Pithampur:** An ASHA worker stated that the program included sessions on malnutrition and anemia. The worker was responsible for distributing Dabur health and wellness products to women and girls, while also educating them on malnourishment and its impact on community health.
- **Ghaziabad:** An ASHA worker confirmed that sessions on malnutrition and anemia were conducted. Early signs of malnutrition in children, including underweight, stunted growth, and weakness, were identified, and nutritional recommendations such as vegetables, pulses, and supplements from Anganwadi centers were provided. The respondent elaborated on anemia, explaining its symptoms—weakness, low weight, prolonged illness, pale eyes, and skin disorders. Dabur health products such as Ashokarishta, Lauhasava, and Restora Gold were distributed. The initiative also involved health check-ups, medical screenings, awareness sessions on anemia and malnutrition, and product distribution.

These location-specific insights highlight the program's multifaceted approach in promoting health awareness, nutritional support, and medical assistance through community engagement and strategic resource distribution. The program's community interventions, encompassing health and awareness campaigns, product distribution, and medical examinations, were perceived with varying levels of recognition among community members. Specifically, maximum respondents (8/17) recalled health and awareness sessions, many others (4/17) were aware of health and wellness product distribution, some others (3/17) noted that health camps were organized, while a smaller percentage reported combined initiatives: 1/17 mentioned both health camps and product distribution, and 1/17 also cited awareness sessions coupled with product distribution. Regarding product distribution, 5/12 recalled receiving oral and menstrual hygiene products (toothbrush, toothpaste, shampoo, sanitary pads), 3/12 specifically remembered sanitary pads, and 1/12 each recalled toothbrush and toothpaste, toothpaste alone, or a combination of toothpaste, toilet cleaner, and shampoo. Notably, 1/12 were unaware of any product distribution. The frequency of distribution varied: 3/13 received products once during the program, 2/13 received them monthly, and another 2/13 received them twice a year. The community's preference for these activities was overwhelmingly positive, with 14/17 expressing they were “**Highly Preferred**” and 3/17 stating they were “**Somewhat Preferred**”.



Types of Items Received by Community Members under Promotion of Health and Well-Being Activity

Type of Product	Salience
Oral and Menstrual Hygiene products (toothbrush, toothpaste, shampoo, sanitary pads)	5/12
Sanitary Pads	3/12
Toothbrush & Toothpaste	1/12
Toothpaste	1/12
Toothpaste, toilet cleaner, and Shampoo	1/12
Unaware of product distribution	1/12
Total	100%



The Health and Well-Being intervention in selected schools included activities such as information dissemination on various health aspects, WaSH (Water, Sanitation, and Hygiene) demonstrations, yoga sessions, dental camps, and the distribution of health and wellness products. Majority of respondent teachers confirmed the implementation of these activities.

Information sharing on basic hygiene practices, such as daily showers and maintaining cleanliness, was recalled by maximum teachers, while many others noted that the intervention covered oral hygiene, including brushing twice daily with toothpaste and a toothbrush. Additionally, some teachers recalled awareness sessions on WaSH protocols, addressing handwashing, avoiding open defecation, and promoting sanitation through toilet use. Many reported that menstrual hygiene sessions covered topics such as the menstrual cycle, sanitary pad usage, waste disposal, and video demonstrations. Similarly, many recalled sessions on healthy lifestyles, which emphasized exercise, avoiding junk food, and consuming green leafy vegetables.

Notably, all the teachers affirmed that they actively encourage students to maintain a healthy lifestyle, highlighting the program's success in fostering advocacy among educators. Furthermore, majority of teachers confirmed the distribution of health and wellness products, including sanitary pads, toothpaste, masks, and sanitizers. When asked about students' preference for these activities, all the teachers reported that the initiative was **"Highly Preferred"** by students.

Teachers' Insight on Topics Covered under Health and Hygiene Awareness Sessions



Note: Multiple responses are chosen by each respondent

Insights were also gathered from students to assess the effectiveness of the program. When asked about receiving health and wellness products, 36% of students recalled receiving handwash solution, 29% received masks, and 96% mentioned receiving other products such as toothpaste, toothbrushes, sanitizers, shampoo, and toilet cleaners.

Types of Items Received by Students under Promotion of Health and Well-Being Activity

Type of Product	Salience
Handwash Solution	36%
Mask	29%
Other products like Toothpaste, Sanitizer, etc.	96%

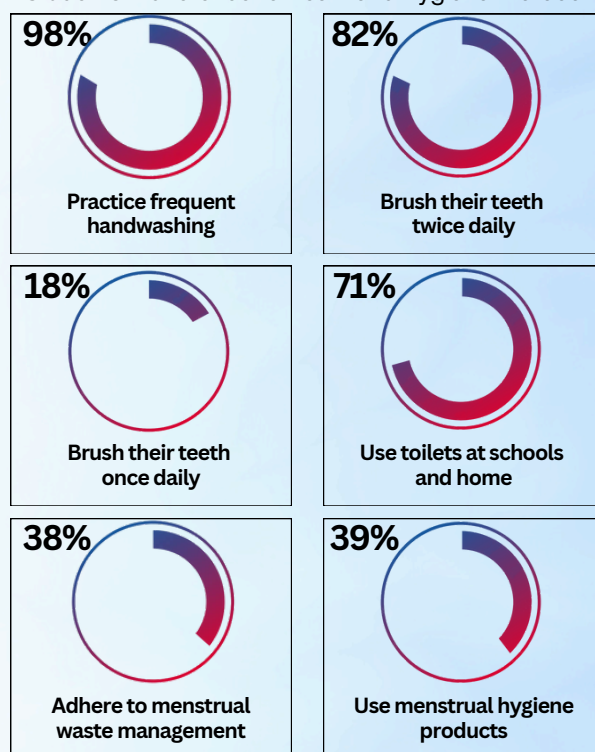
Note: Multiple responses are chosen by each respondent

To evaluate the depth of intervention, students were questioned on whether they had received practical tips on good health and hygiene, with 98% confirming they had, while 2% reported otherwise.

Further the Knowledge Attitude Behavior and Perception (KABP) of the program was analyzed whereby students' adherence to health and hygiene protocols revealed that 98% practiced frequent handwashing, 82% brushed their teeth twice daily, 71% used toilets at school and home, 39% used menstrual products during periods, 38% disposed of menstrual waste properly, 18% brushed their teeth once daily, and 1% mentioned following other practices like combing their hair. The findings suggest that the intervention was highly impactful, with strong teacher advocacy and student engagement contributing to its success.



Students' Adherence to Health and Hygiene Protocol



Note: Multiple responses are chosen by each respondent

Key Analysis

- All the teachers reported that students “**Highly Preferred**” the program activities.
- The Knowledge, Attitude, Behavior Perception (KABP) revealed high adherence to healthy behaviors: 98% students practiced frequent handwashing, 82% students brushed twice daily, and 71% students used toilets at school and home.
- The program also demonstrates a localized approach by tailoring interventions to specific regional health challenges, such as malnutrition and anemia in Tezpur and Ghaziabad. Overall, the program effectively combines community engagement, targeted resource distribution, and educational initiatives to promote health and well-Being.

Safe and Nutritious Food (SNF)

As indicated by one of the program team members, the activity involves product distribution to students and targeted community members. The distribution of products, as part of the project, follows a resource efficiency model to minimize wastage.

The products are distributed based on their availability. These are first offered to school students, and any leftover items are handed over to the SHG women for them to distribute within the community.

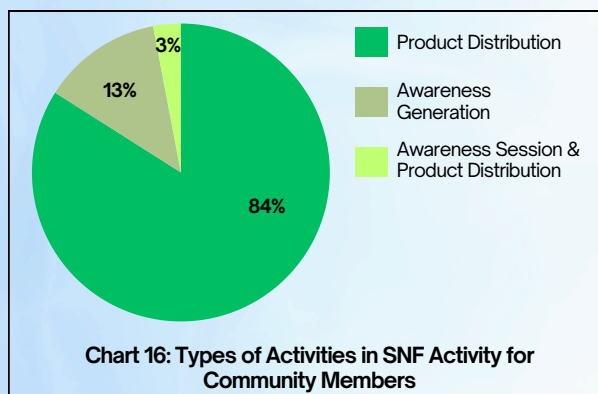
Another informant from the program team highlighted that the product distribution is undertaken and managed by the program team at the location to ensure optimal resource utilization.

A key informant also emphasized that a cost-effective solution is ensured, with Dabur distributing nutritional products.

The program's implementation model in the community involved interactions with community members to understand the types of activities, items received, and the frequency of product distribution.

When asked about the activities undertaken as part of the program, 84% of respondents mentioned **“Product Distribution”**, 13% referred to **“Awareness Generation”**, and 3% identified both **“Awareness Generation and Product Distribution”**. As part of the program, packaged food items were distributed, which was further verified by the respondents.

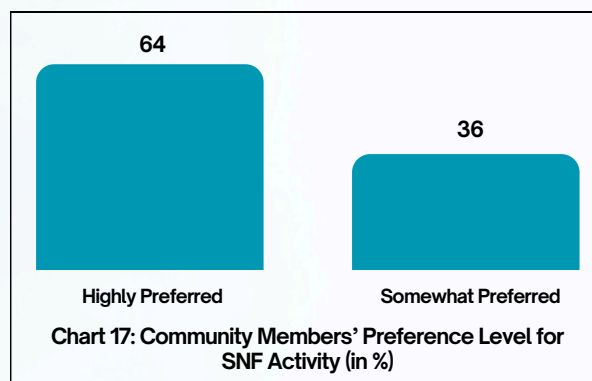
Among the items received, 44% of respondents reported receiving **“Juice and Honey”**, 32% received **“Juice”**, 7% received **“Juice and Chyawanprash”**, 2% recalled receiving **“Packaged Food Items”**, 2% mentioned receiving **“Supplements”**, and another 2% mentioned receiving both **“Supplement and Juice”**. Additionally, 9% of respondents were **“Not Aware”** of any such event, and 2% provided **“No Response”**.



Types of Items Received by Community Members under SNF Activity

Type of Product	Salience
Juice and Honey	44%
Juice	32%
Juice and Chyawanprash	7%
Packaged Food item	2%
Supplements	2%
Supplements and juice	2%
Not aware	9%
No Response	2%
Total	100%

Regarding the frequency of product distribution, 52% of the respondents noted that distribution was **“Dependent on Availability of Items”** and occurred **“Twice during the Program”**, while 34% reported receiving products **“Once during the Program”**, and 14% indicated that distribution occurred **“Once a Month”**. Further probing on the preference for the activity revealed that 64% of the respondents stated that the activity was **“Highly Preferred”**, while 36% said they **“Somewhat Preferred”** it.

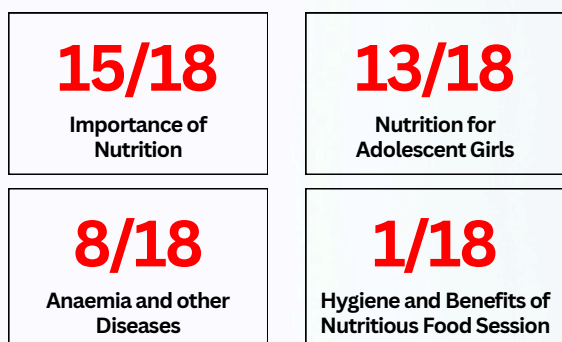


The Safe and Nutritious Food (SNF) intervention was also carried out in schools, with interactions taking place with teachers to assess the program's impact. The SNF initiative in selected schools included activities such as information dissemination on various health aspects and product distribution.

The respondent teachers confirmed the themes covered during the awareness sessions. A majority of teachers recalled topics related to the importance of nutrition, which included discussions on avoiding junk food, adopting healthy eating habits, and the health benefits of eating naturally grown vegetables and fruits.

Additionally, some teachers reported sessions focusing on nutrition for adolescent girls, covering subjects like the types of nutrients in food, the importance of consuming iron, calcium, and protein-rich foods, and the need to avoid junk food. Some teachers recalled awareness sessions on Anaemia and other diseases, which included information on symptoms, supplements, and nutrition requirements. Another teachers reported sessions covering hygiene and the benefits of nutritious food.

Teachers' Insight on Topics Covered under Nutrition Sessions



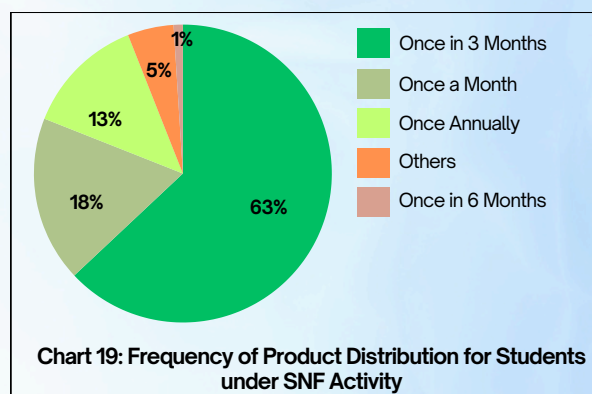
Notably, all the teachers affirmed that they encourage their students to eat healthy, indicating the program's success in terms of advocacy and its Knowledge Attitude Behavior and Perception (KABP) measure. Furthermore, a majority of teachers stated that the intervention included activities such as nutrition-related sessions, special sessions for mothers, and product distribution in schools. Some of the items distributed included juice, chyawanprash, and honey.

When teachers were asked about the students' preference for these activities, most of them responded that the activity was **"Highly Preferred"** by the students, while a few considered it **"Not Applicable"**.



Beneficiary students were also surveyed to gauge the program's effectiveness. Regarding the frequency of product distribution, 63% students reported receiving products **"Once every 3 Months"**, 18% received them **"Once a Month"**, and 13% received products **"Once annually"**. Other responses included **"Once every 2 Months"** and **"Once every 2 Weeks"**, while 1% mentioned receiving products **"Once every 6 Months"**.

As for the types of items received, 96% of students mentioned receiving Packaged Juice and Food, 82% recalled receiving other items like Chyawanprash, fruits, and honey, and 27% received Health and Nutritious Items such as honey and ghee.



Types of Items Received by Students under SNF Activity

Type of Product	Salience
Packaged Juice and Food	96%
Health and Nutritious Item (Honey, ghee, etc.)	27%
Others (Chyawanprash, fruits, honey)	82%

Note: Multiple responses are chosen by each respondent

When asked how long the products lasted, 64% of the students reported consuming the food items immediately after receiving them, 34% stated that there was enough stock to last for a month, and 2% said the stock lasted more than a month. Additionally, 99% of the students reported liking the food items, and 98% stated they shared the food with family and friends. Only 1% indicated there was not enough to share, while another 1% said they did not share the items.

This comprehensive feedback from both teachers and students highlights the successful implementation and positive reception of the program, confirming its widespread impact in promoting healthier eating habits.

Key Analysis

- The high level of engagement (64% of community respondents and a majority of teachers reporting high preference by students) suggests that the Safe and Nutritious Food (SNF) program is well-received, with significant support from both students and teachers.
- The program's focus on awareness -- with many teachers recalling sessions on nutrition and 13/18 on adolescent girls' nutrition -- demonstrates its success in educating both students and teachers. This helps create a lasting impact on better dietary habits.

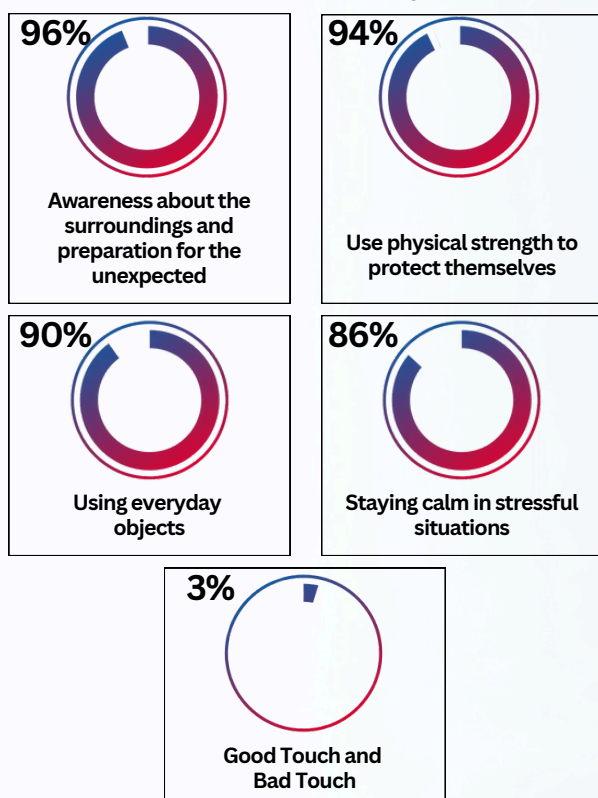


Self-Defence Training

The activity aimed at adolescent girls in selected locations included a training session designed to enhance their self-defense skills. A sample of beneficiary students was interviewed to assess the modality of delivery and effectiveness of the training. The frequency of the training session is annual, confirmed by 99% of the respondents.

Students elaborated on the lessons they learned, with 96% mentioning that the training covered **“Awareness about the surroundings and preparation for the unexpected”**, 94% reported learning how to **“Use physical strength to protect themselves”**, and 90% noted that they were trained on **“Using everyday objects (such as a key chain, pen, stole, bag, etc.) as a weapon of opportunity”**. Additionally, 86% mentioned that the training provided tips on **“Staying calm in stressful situations”**, while 3% referred to a session on **“Good Touch and Bad Touch”**.

Students’ Insight on Topics Covered under Self-Defence Training

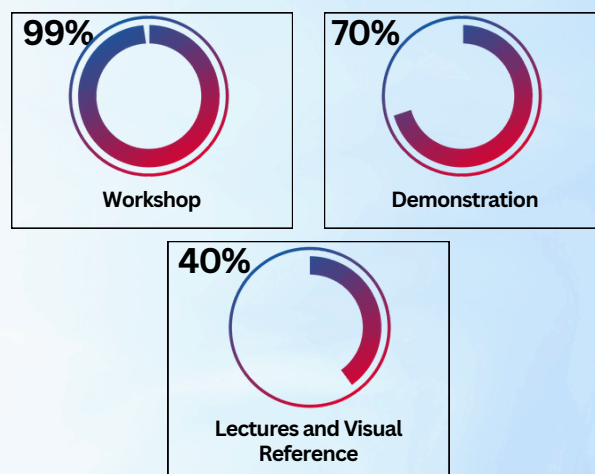


Note: Multiple responses are chosen by each respondent



Regarding the modality of training, 99% of students confirmed that the sessions were conducted in a workshop format, 70% mentioned demonstrations were used, and 40% noted that lectures and visual references were incorporated. When asked about the impact of the training on their ability to develop instinctive self-defense skills, 99% of respondents agreed that the training helped them tap into their natural instincts for self-protection. A final review of the training session revealed that 100% of the students liked attending the sessions, highlighting the overall positive reception and success of the program.

Students’ Insight on Modality of Self-Defence Training



Note: Multiple responses are chosen by each respondent

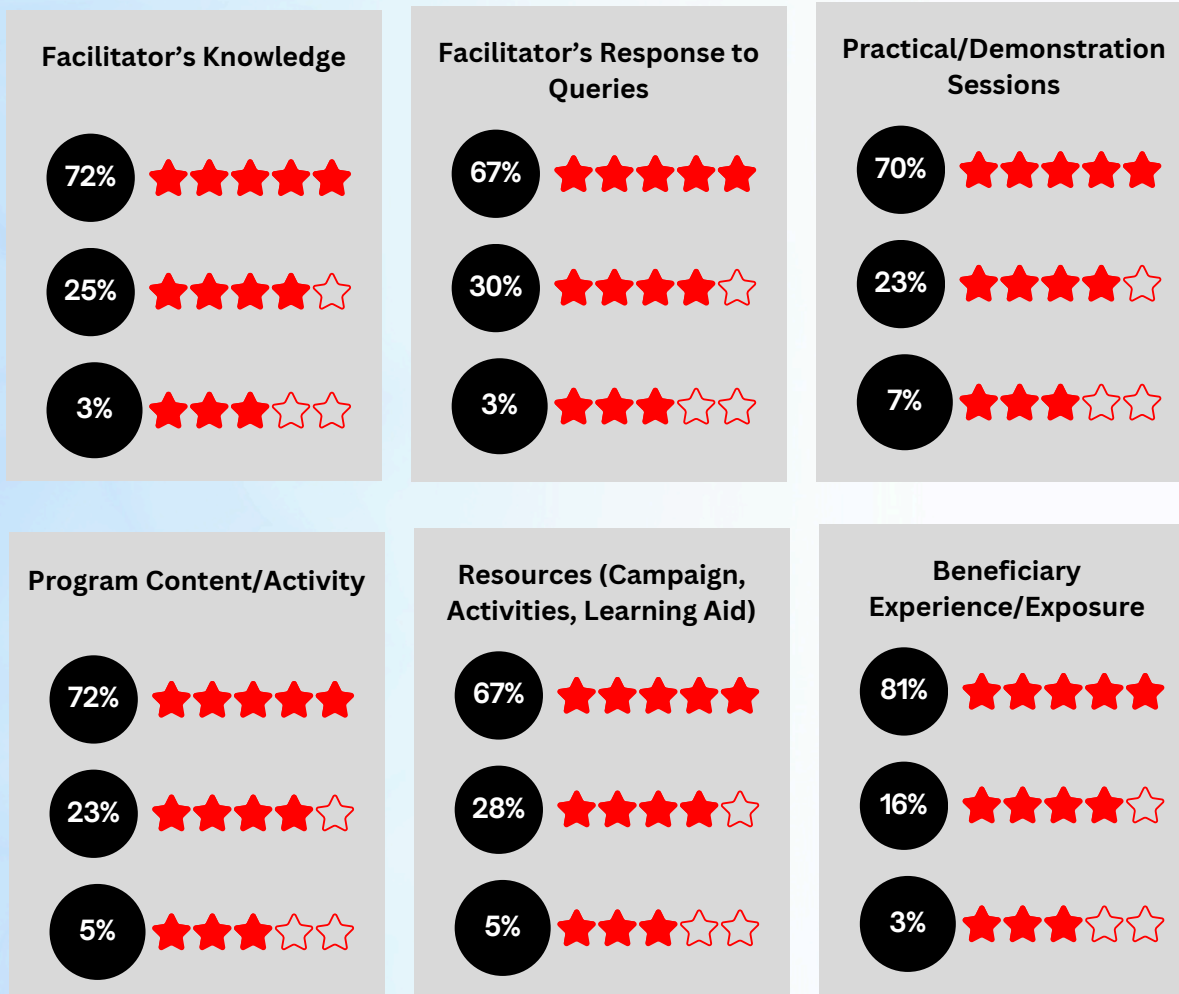
Key Analysis

- 100% students liked the training, indicating that the format & content were well-received by adolescent girls.
- With 99% respondents affirming development of self-defense instincts through the training, a significant impact is generated. This highlights the program’s effectiveness in empowering students with practical and instinctive protective strategies.

The below ratings are based on the following scales:



Community Members' rating on the following aspects of program:



On an average, Community Members have rated several aspects of program as 'Excellent' or 'Very Good'

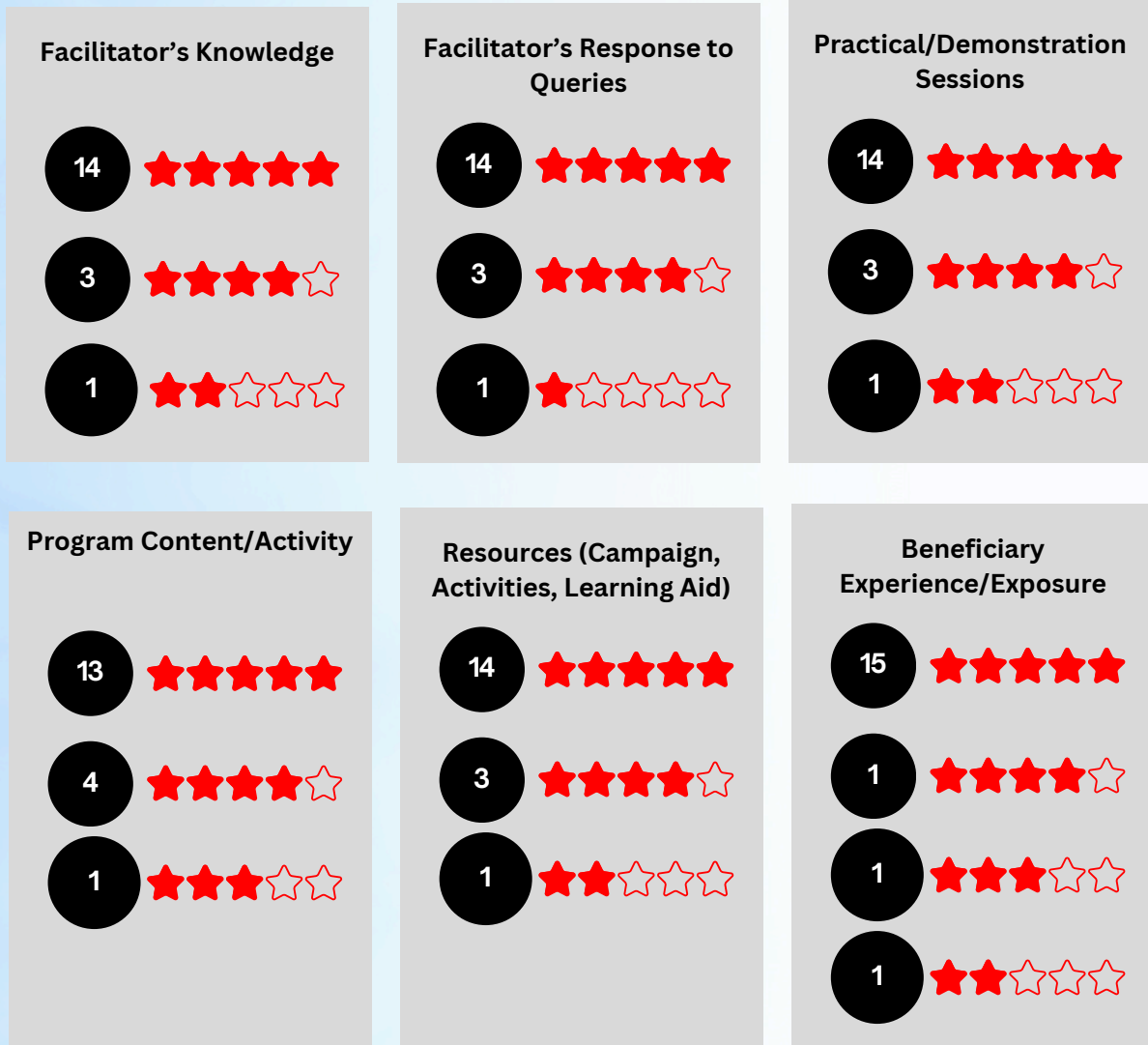
Students' rating on the following aspects of program



On an average, Students have rated several aspects of program as “Excellent” or ‘Very Good’



Teachers' rating on the following aspects of program



The total number of respondents is 18. On an average, teachers have rated several aspects of program as 'Excellent' or 'Very Good'



Impact of Swasthya Aur Suraksha Initiative

The impact of the Swasthya Aur Suraksha program was captured through the perspectives of key stakeholders involved in the program, including the program team, teachers, and members of the School Management Committees (SMC).

The key stakeholders from the program team have highlighted the program's intervention in addressing critical infrastructure and health challenges in schools and communities. Some of the major impact that the program has created are as follows:

Nutrition/Kitchen Garden Initiatives

- Dabur's introduction of kitchen gardens at households led to improved consumption patterns and nutrition, reduced food expenditure by enabling families to grow low-cost, chemical/pesticide-free vegetables, besides promotion of organic farming.
- Awareness sessions on nutrition helped families understand the importance of organic, nutritious food.
- These initiatives improved the overall health and nutrition of children, supporting their growth and academic performance.



Safe and Nutritious Food for Students

- Distribution of nutritious, packaged food and health supplements positively impacted students, especially those from low-income families.



Promotion of Health and Well-Being

- The distribution of health and wellness products in communities helped families save ₹6,000-7,000 annually while providing significant health benefits.
- Health Camps and Ayurvedic Treatments organized under the program ensured free health check-ups, medicines, and information on government health schemes.
- Annual hygiene sessions in schools focused on topics like menstrual hygiene and WaSH (Water, Sanitation, and Hygiene), benefiting both students and the wider community.
- Improved awareness of basic health and hygiene practices, leading to reduced open defecation in communities, and better sanitation practices.



Self-Defence Training for Adolescent Girls

- Self-Defence training for adolescent girls increased awareness of women's safety and enhanced confidence among adolescent girls.

The program team key informants were further probed to assess the program's achievements in relation to key impact indicators. Some of which include:

- **Nutritional Support:** The distribution of nutritious food products, along with the establishment of Kitchen Gardens, provided essential nutrients, benefiting women, lactating and pregnant mothers, and children. Furthermore, according to one key informant, a reduction in malnutrition and anaemia was observed in targeted areas like Madhya Pradesh, although this is based on anecdotal evidence.
- **Improved Health Status:** Health interventions such as the distribution of oral care products and wellness services contributed to better health outcomes in communities, leading to disease prevention and increased well-being.
- **Increased Self-Defence Awareness:** Self-defence training for girls increased awareness and understanding of safety issues, including road safety and personal protection.



Similarly, the key informants (Headmasters and SMC members) from the targeted schools were interviewed on the program impact in terms of alignment and achievement of the following indicators:

- **Improved Nutritional Status:** Many students, particularly from underprivileged backgrounds, lack sufficient nutrients. While the Mid-Day Meal program helps meet some nutritional needs, Dabur's additional support through nutritious food made a significant impact, especially for BPL (Below Poverty Line) students. However, one key informant expressed that the provision of fruit juice might not be sustainable for long-term nutritional benefits.
- **Improved Health:** Awareness sessions on WaSH guidelines, including proper handwashing techniques, were well-received and contributed to better hygiene practices in schools.
- **Self-Defence Training:** Self-defence training is fostering greater confidence among students, enhancing self-protection skills and attentiveness.



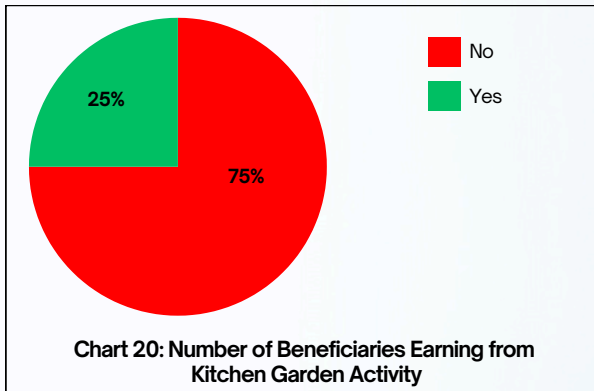
The Swasthya Aur Suraksha program has led to significant improvements in school infrastructure, nutrition, health, and safety, benefiting both the students and their wider communities. The collaborative efforts between Dabur and local stakeholders have positively impacted educational outcomes, nutritional status, health awareness, and overall community well-being.

The assessment of the Swasthya Aur Suraksha program highlighted its positive impact on beneficiaries' lives, particularly through its integrated development approach. The assessment has captured impact of the multiple activities happening under the activity.

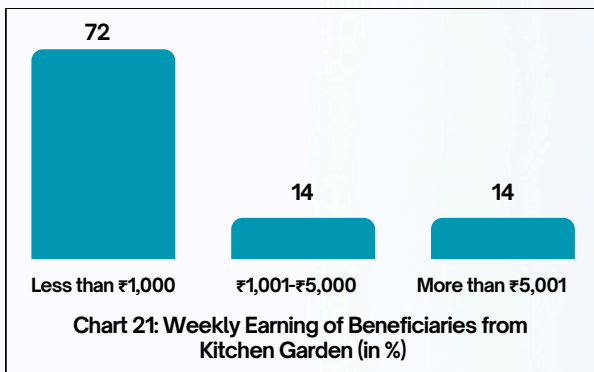


Kitchen Garden

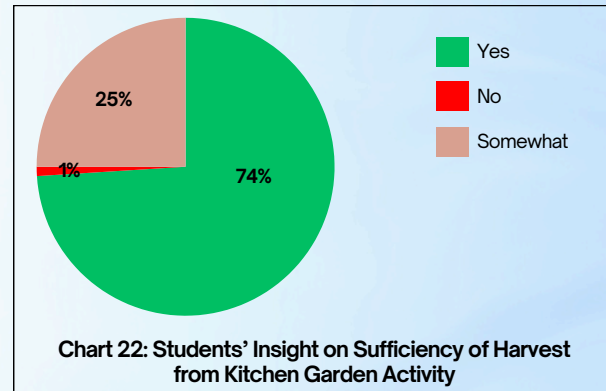
The program activity has proven to be both economically viable and effective in addressing the nutritional needs of the community. For many beneficiaries, the Kitchen Garden provides an additional source of income. Approximately 25% of respondents reported selling surplus harvest from their gardens.



Among those who sell their surplus produce, 72% earn less than ₹1,000 rupees, 14% earn between ₹1,001 and ₹5,000, and another 14% earn more than ₹5,000 weekly.



The program has also shown significant benefits for students. When asked whether the produce from their Kitchen Gardens was sufficient for daily consumption, 74% of the students responded positively, 25% indicated it was somewhat sufficient, and 1% stated it was not sufficient. This demonstrates the intervention's success in improving both economic and nutritional outcomes for the beneficiaries.



Key Analysis

- The Kitchen Garden intervention provides an additional income source for 25% of beneficiaries, with 72% of those earning less than ₹1,000 weekly. This shows modest economic benefits for low-income households.
- 74% of students reported that the Kitchen Garden harvest is sufficient for daily consumption, highlighting the program's positive effect on nutrition.
- While the program supports income and nutrition, the moderate earnings (mostly under ₹1,000 per week) suggest that further support may be needed for long-term sustainability of the program.



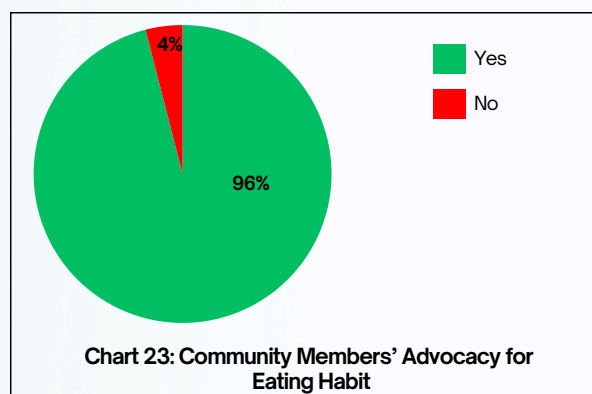
Safe and Nutritious Food (SNF)

The assessment also delved into the long-term impact of the program through an Attitude-Behaviour-Advocacy (ABA) analysis, focusing on the community's healthy eating habits. A key finding was that 100% of the community respondents reported that the meals cooked at their homes are healthy and nutritious. When asked about their eating habits, 98% said they incorporate fruits, vegetables, and leafy greens into their meals, and 84% start the day with a healthy breakfast.

Community Members' Insight on Eating Habits

Healthy Eating Habit/Practices	Yes	No
Avoid junk and fast food completely	64%	36%
Incorporate fruits, vegetables, and leafy vegetables in meals	98%	2%
Start the day with healthy breakfast	84%	16%
Eat fast food only occasionally	67%	33%

Additionally, 96% of the community members actively encourage their families to eat healthy and cook nutritious meals at home. On food safety and hygiene, 100% of the respondents affirmed they wash all raw vegetables, fruits, and meat thoroughly before cooking, and 95% confirmed they only prepare and consume freshly cooked meals.



Community Members' Insight on Safe and Hygienic Eating Habits

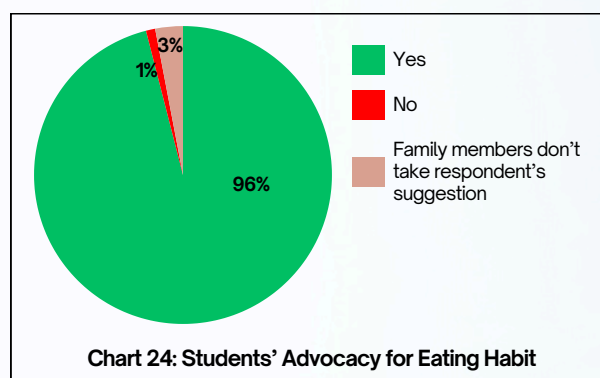
Ensuring Safe and Hygienic Eating Habits	Yes	No
Fresh ingredients are purchased and used	95%	5%
Wash all raw vegetables, fruits, and meat thoroughly before cooking	100%	0%
Prepare and consume freshly cooked meals only	95%	5%
Store leftovers properly in the refrigerator	47%	53%
Discard any food that shows signs of spoilage	30%	70%

The analysis also included an assessment of students' healthy eating habits to gauge the program's impact on their nutritional status. Among the student respondents, 94% reported having breakfast daily, and 99% have lunch daily.

Students' Insight on Number of Meals Consumed In a Day

Meal	Yes	No
Breakfast	94%	6%
Lunch	99%	1%
Evening Snacks	54%	46%
Dinner	100%	0%

Like the community, 100% students said the meals cooked at their homes are healthy and nutritious. Regarding specific eating habits, 82% of the students incorporate fruits, vegetables, and leafy greens into their meals, and 54% start their day with a healthy breakfast. While 96% of the students encourage their families to adopt healthy eating habits, around 3% mentioned their family members do not always follow their suggestions.



Students' Insight on Eating Habits

Healthy Eating Habit/Practices	Yes	No
Avoid junk and fast food completely	55%	45%
Incorporate fruits, vegetables, and leafy vegetables in meals	82%	18%
Start the day with healthy breakfast	54%	46%
Eat fast food only occasionally	66%	34%

In terms of food safety, 96% students reported washing raw vegetables, fruits, and meat thoroughly before cooking, and 88% agreed they only consume freshly cooked meals. These findings demonstrate the program's significant influence on both the community and students in promoting healthy eating and food safety practices.

Students' Insight on Safe and Hygienic Eating Habits

Ensuring Safe and Hygienic Eating Habits	Yes	No
Fresh ingredients are purchased and used	97%	3%
Wash all raw vegetables, fruits, and meat thoroughly before cooking	96%	4%
Prepare and consume freshly cooked meals only	88%	12%
Store leftovers properly in the refrigerator	64%	36%
Discard any food that shows signs of spoilage	62%	38%



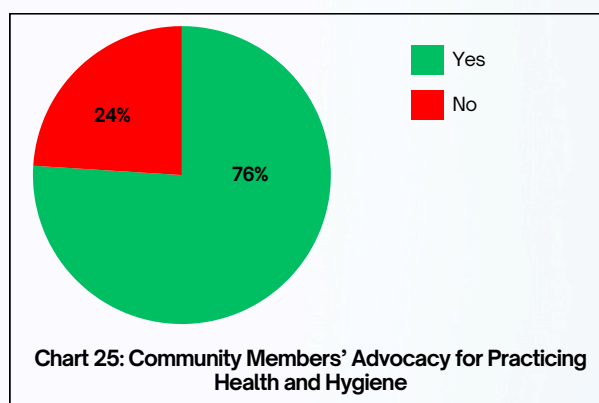
Key Analysis

- The program has led to strong adoption of healthy eating, with 98% of the community members and 82% students incorporating fruits, vegetables, and leafy greens into their meals.
- Both community members (100%) and students (96%) reported washing raw vegetables, fruits, and meat thoroughly before cooking, highlighting a significant increase in food safety awareness.
- 96% of the community members and students encourage their families to eat and cook healthy, though 3% students noted their family members don't always follow these suggestions.



Promotion of Health and Well-Being

The analysis of the promotion of health and well-being activities in the community and schools primarily focused on hygiene and health behaviors to assess the Attitude-Behaviour-Advocacy (ABA) of beneficiaries. In the community, 76% of respondents reported encouraging others in their family or neighborhood to practice good health and hygiene.



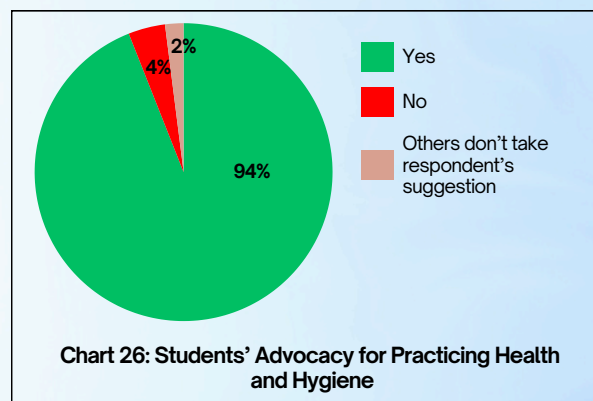
Specifically, 14/16 encouraged others to “**Discard Waste Properly**”, and 10/16 promoted maintaining basic hygiene.

Community Members' Insight on Good Health and Hygiene

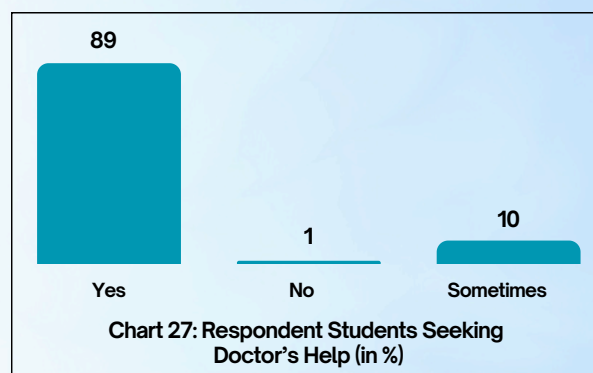
Good Health and Hygiene	Yes	No
WaSH protocols	7/16	9/16
Discard waste properly	14/16	2/16
Maintain basic hygiene tips	10/16	6/16
Other responses include Women's Safety, Menstrual Health and Hygiene, Exercise, etc.	2/16	14/16

In terms of health-seeking behavior, nearly 95% of community respondents reported seeking medical help in case of illness, while 5% indicated they “**Somewhat**” seek medical help. Health-seeking behavior was evaluated based on the frequency of seeking medical attention when ill.

Among beneficiary students, 94% said they encourage their family and friends to practice good health and hygiene, although 2% mentioned that their suggestions are not always considered by their families or friends.



Regarding health-seeking behavior, 89% student respondents reported seeking medical help when needed, while 10% indicated they “**Somewhat**” do so. These findings highlight a strong culture of health advocacy and health-seeking behavior in both the community and among students.

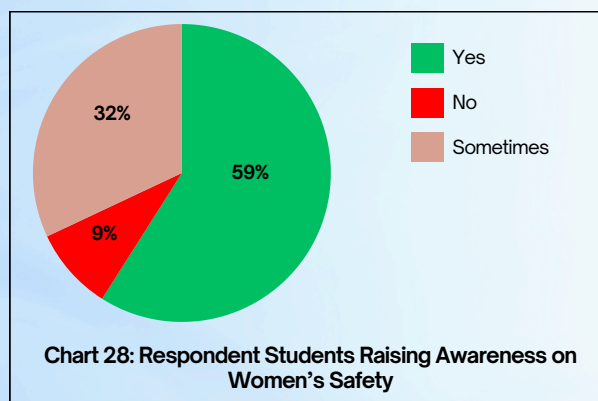


Key Analysis

- 76% of community members and 94% of students encourage others to practice good health and hygiene, showing strong health advocacy.
- 95% of community members and 89% of students seek medical help when ill, indicating positive health-seeking behavior.
- 2% of students reported that their health suggestions are not always followed by family and friends, suggesting some room for improvement in influencing behaviors.

Self-Defence Training for Adolescent Girls

The program's impact was assessed through knowledge building, applied behavior, and advocacy, particularly among adolescent girls. The beneficiaries were asked whether they use their self-defense training to raise awareness about women's safety among their female friends and relatives. In response, 59% girls said **"Yes"**, 32% said **"Sometimes"**, and 9% said **"No"**.



Additionally, students were probed on how they apply their self-defense knowledge for personal protection. A significant 96% of respondents reported that they share the concepts learned in the training sessions, while 59% demonstrated the techniques to defend themselves and navigate dangerous situations. These findings indicate that the program has had a positive impact on both awareness and practical application of self-defense skills among the beneficiaries.



Respondent Students' Advocacy for Self-Defence Training

Advocacy of Self-Defence Training	Yes	No
Information sharing on women safety and security	57%	43%
Knowledge sharing on concepts learnt in the training	96%	4%
Demonstrate the technique to defend themselves and navigate danger	59%	41%



Key Analysis

- 59% of adolescent girls use their self-defense training knowledge to raise awareness about women's safety, while 32% do so to certain extent and 9% do not engage in advocacy.
- 96% of students shared the concepts learned in training, and 59% demonstrated self-defense techniques, indicating strong practical application of the skills.
- While many engage in advocacy, 9% do not use their knowledge to promote women's safety, highlighting potential for broader impact.

Overall Program Impact

The assessment of the **Swasthya Aur Suraksha (SAS)** program evaluated its impact from the perspective of the beneficiary community, focusing on alignment with thematic areas, indicators, challenges, and recommendations. Respondents indicated to a qualitative inquiry that the program has made significant contributions to improving health, well-Being, and economic conditions.

Specifically, 37% of respondents noted the program's positive impact on “**Improved Health & Well-Being**”, while 23% highlighted both improved economic conditions and health outcomes. Additionally, 19% respondents reported a notable improvement in health and well-being, alongside the program's contribution to knowledge building. These findings suggest that the program has successfully enhanced both the health and economic status of the community while also fostering knowledge growth.

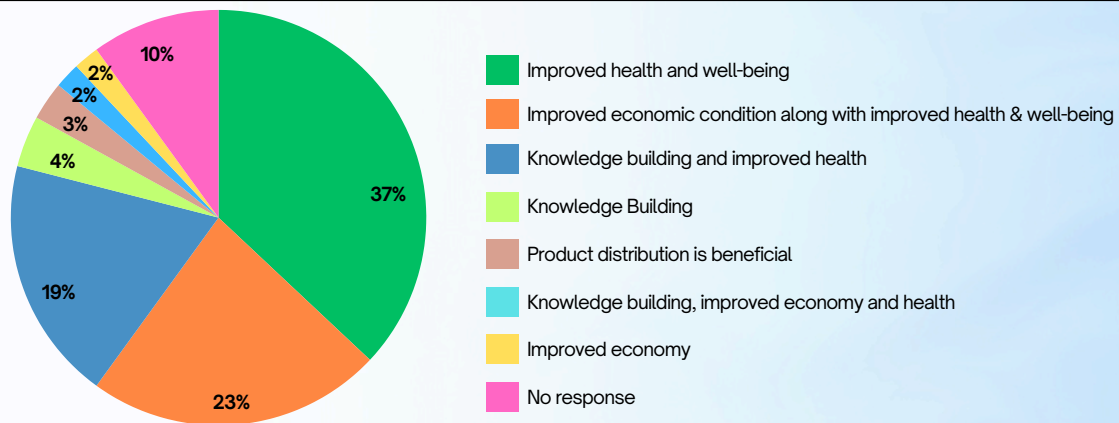


Chart 29: Community Members' Insight on Program Outcomes in Achieving Various Development Goals

Challenges and Recommendations indicated by beneficiaries

The beneficiaries were also asked to identify any challenges they faced during the Swasthya Aur Suraksha (SAS) program. Among the community respondents, 77% reported no challenges, and 23% gave no response.

However, a few respondents from Tezpur mentioned that some of the products they received were delivered too late, causing them to expire before they could be used. Based on their experiences, the community members offered several key recommendations for program improvement, which include:

- Provision of vermicompost.
- Increasing the frequency of health camps.
- Ensuring timely distribution of products to prevent expiry.
- Distributing seeds earlier, preferably in October-November, to avoid the need to purchase seeds from the market.

Among the student respondents, 97% reported no challenges, while the remaining 3% cited issues such as the large number of program activities and resource limitations in their schools. Additionally, some students offered recommendations for improvement, including:

- Modifications in content or activities.
- Need for improved instructions.

These insights provide valuable feedback for enhancing the effectiveness and delivery of the program.



SWOT ANALYSIS

STRENGTHS

- The program's efficiency model, particularly in product distribution and the distribution of Kitchen Garden kits, ensures a cost-effective solution.
- The high preference and strong engagement of beneficiaries in all activities indicate a positive reception of the program in the targeted community and schools.
- Curriculum-based paintings in the targeted schools have improved students' learning outcomes through visual aids.
- Product distribution at no cost ensures improved savings and reduced out-of-pocket expenditures for households on daily essential commodities.
- Recognition of Dabur's support for infrastructural development ensures the sustainability of the program in the targeted location.

WEAKNESS

- The knowledge gap on women's safety, indicated by 40%, needs to be addressed for a more widespread impact of the self-defense training program.
- Compiling a list of common products is time-consuming when it comes to types of products and seeds. Moreover, some beneficiaries remain dissatisfied with the seed choices, as they prioritize commercial viability over the nutritional goals of the Kitchen Garden intervention.
- Delayed distribution of seeds leads many beneficiaries to purchase seeds from the market.
- Although the primary objective of the Kitchen Garden activity is to improve nutritional status, a majority of beneficiaries (23%) from the community who are engaged in the program prioritize the economic benefits alongside improved health and well-being.

OPPORTUNITIES

- While the Kitchen Garden activity supports income and nutrition, the moderate earnings present an opportunity to scale up the program for the long-term financial stability of the beneficiaries and to include improved economic conditions as one of the key performance indicators of the program.
- There is also an opportunity to extend and scale up hygiene-related interventions, as there is a high demand for WaSH (Water, Sanitation, and Hygiene) interventions.

THREATS

- Some beneficiaries have mentioned that products were distributed just before their expiration, which increases the risk of wastage and could lead to potential dropout from the program.

Program Scalability

- A significant opportunity exists to expand hygiene-related interventions, particularly in schools, which would substantially improve development themes such as WaSH initiatives, community hygiene, and health outcomes.
- Furthermore, scaling up interventions like Kitchen Gardens in schools and communities would increase outreach and enhance nutrition among children and community members. As this activity is highly preferred and many depend on the Kitchen Garden harvest for additional income, implementing it on a larger scale could increase household income and financial stability.
- School infrastructure enhancement is strongly recommended by stakeholders and beneficiaries. Key recommendations include funding for greenhouses, teaching-learning materials, smart classrooms, expanding kitchen garden within schools, and constructing separate toilets for female students.

Frequency of Program Implementation

- Recommendations include implementing health-related activities more frequently, such as organizing health camps for increased outreach, conducting health awareness sessions, and providing dental check-ups at schools.
- Additionally, many have suggested that the distribution of essential commodities should occur more frequently and be delivered promptly to prevent product expiration. In some instances, stakeholders have also emphasized the need to ensure higher quality health and wellness products, such as iron supplements.

Uniformity in Implementation

- Program activities can be more streamlined across locations and stakeholders. There is inconsistent approach in the implementation of certain activities like self-defence training, infrastructural development, distribution of vermicomposting, etc. Given the multifaceted approach involving various categories of beneficiaries and targeted locations, ensuring uniformity in implementation will help achieve a more consistent and equivalent program impact.
- Furthermore, information dissemination and knowledge sharing should be implemented uniformly across the targeted beneficiaries, as many respondents have indicated gaps in knowledge sharing related to setting up kitchen gardens, as well as awareness of nutrition, health, and hygiene, among other topics.







Dabur India Limited

8/3, Asaf Ali Road, New Delhi - 110002, India
Website: www.dabur.com | E-mail:
corpcomm@dabur.com
Email for investors: investors@dabur.com

Impact Assessment by:

give | grants

Project Implemented by:



Report Designed by

