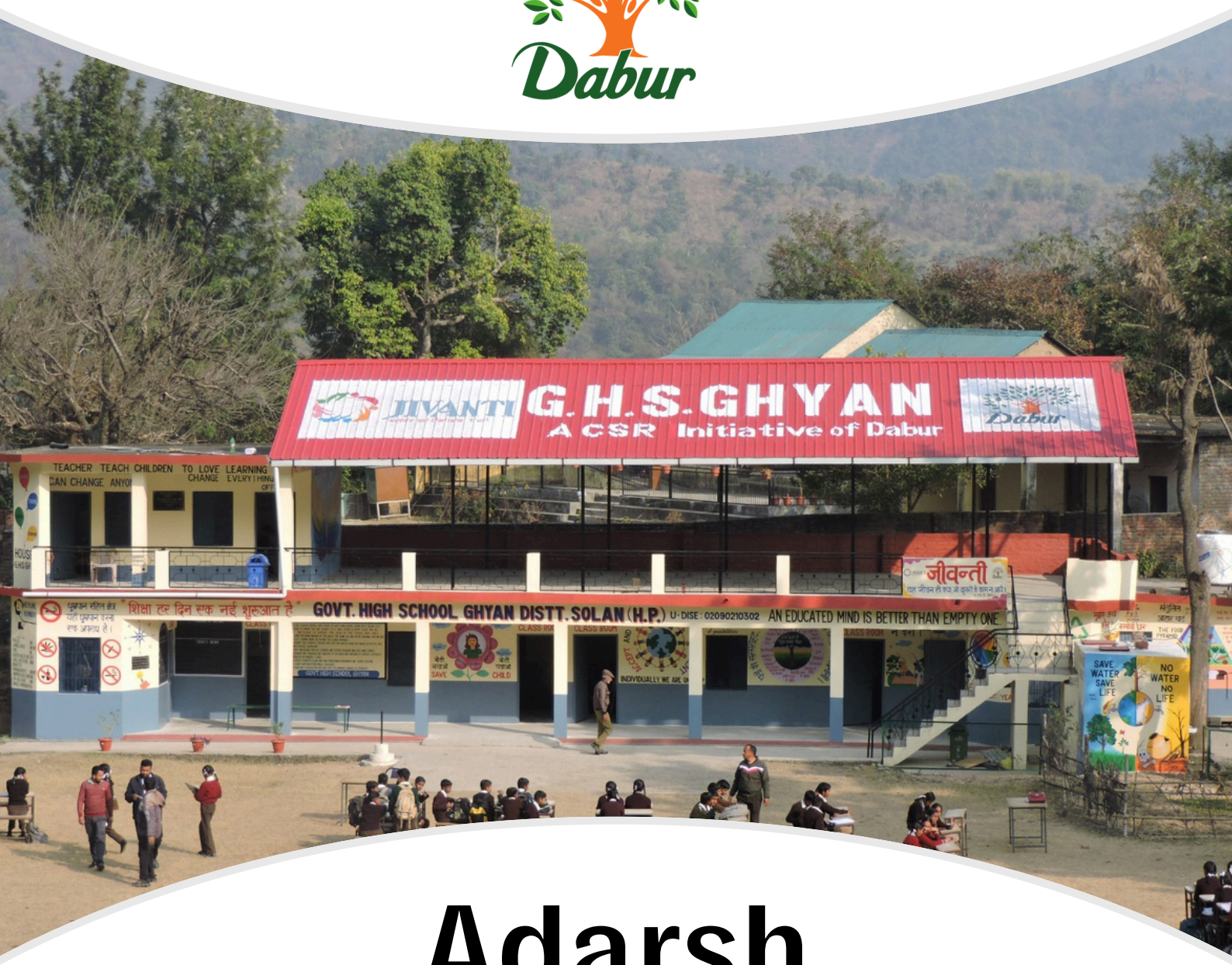


Adarsh Pathshala

Impact Assessment Report

Assessment Year
2025-26

Funding Year
2023-2024

Impact Assessment by: SoulAce
Path to Sustainability

ABBREVIATIONS

- **CSR:** Corporate Social Responsibility
- **SUNDESH:** Sustainable Development Society
- **BaLA:** Building as Learning Aid
- **SDG:** Sustainable Development Goals
- **ODF:** Open Defecation Free
- **SHG:** Self-Help Group











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EVERY
CHILD IS A
Talent KIND of Flower,
AND ALL TOGETHER
MAKE THIS WORLD
A Beautiful
GARDEN


Educate a Girl,
Educate a Nation






JIVANTI
Welfare and Charitable Trust
ACSR Initiative of
Dabur

Executive Summary

i. Project Background

The School Support Programme, “Adarsh Pathshala”, was rolled out at multiple locations, with implementing partners Jivanti Welfare and Charitable Trust, in partnership with non-governmental organisations (NGOs), and Sustainable Development Society (SUNDESH), with support from Dabur India Ltd, under CSR. The programme adopts a holistic approach involving school management committees to upgrade school infrastructure and create a conducive learning environment. Interventions include school building renovation, upgrading sanitation facilities, creating drinking water facilities, student furniture, BaLA (Building as Learning Aid) painting, and plantation drives.

Through the Adarsh Pathshala initiative, Dabur aims to transform government and community schools into model institutions, resulting in increased enrolment and attendance, reduced dropout rates, and improved hygiene. The programme reflects Dabur’s long-term commitment to sustainable community development and its belief that education is fundamental to building resilient and empowered societies.



ii. Project Details

- Project Year: 2023-2024
- Assessment Year: 2025-2026
- Implementation Partners:
  - Jivanti Welfare and Charitable
  - Sustainable Development Society (SUNDESH)
- Project Budget: ₹ 3,20,90,494
- Total Beneficiaries: 4,313
- Project Locations:
  - Sonitpur, Assam
  - Baddi, Himachal Pradesh
  - Pithampur, Madhya Pradesh
  - Rudrapur, Uttarakhand
  - Hapur, Uttar Pradesh
  - Alwar, Rajasthan
- Sample Size: 400
- Alignment with the SDGs:
  - **SDG 3** - Good Health & Well-Being
  - **SDG 4** - Quality Education
  - **SDG 6** - Clean Water and Sanitation
  - **SDG 4** - Quality Education
  - **SDG 14** - Partnership for Goals



iii. Project Activities:

1. School building renovation
2. Waterproofing of the building roof
3. New desks and benches, where necessary
4. Installation of toilet blocks for Girls and Boys
5. Potable Water Facility for safe drinking water
6. Hand-wash basin installation
7. Dishwash basin installation
8. BaLA (Building as Learning Aid) paintings on walls
9. Plantation Drive in the school premises, etc.



iv. Key Findings and Impact:

Findings:

1. The study recorded strong participation from primary and secondary school students, with a nearly balanced representation of male and female respondents.
2. All respondents were fully aware of the programme and reported complete utilisation of newly constructed toilets and classrooms.
3. **75.4**% of respondents had previously experienced abdominal or gastric problems linked to unsafe drinking water.
4. Student engagement was very high in co-curricular initiatives, with strong participation of **84**% in wall painting activities and **100**% participation in the plantation programme.

Impacts:

1. The renovation of toilets and classrooms significantly improved hygiene, safety, comfort, and dignity for students.
2. **99.4**% of respondents reported regular cleaning and maintenance practices that will ensure sustainable sanitation management within the school.
3. **70**% and **30**% respondents perceived drinking water quality as very good and good, respectively, contributing to better health and reduced sanitation-related challenges.
4. Creative activities such as wall painting enhanced students' confidence, teamwork, creativity, and sense of social responsibility.
5. Plantation and kitchen garden initiatives and maintenance strengthened environmental awareness, student ownership, and long-term sustainability of school surroundings.



Introduction

i. Background and Need of the Programme

Dabur India Limited believes that education is both the means to a better life and a key to ensuring overall development of the society. The education programmes form a key pillar of the company's development agenda. They have been sensitising people living in urban and semi-urban slums on the need for education and encouraging them to enroll their children in formal schools. School Support Programme, one of the flagship programmes named as “Adarsh Pathshala”, is implemented through our own foundations – Jivanti Welfare and Charitable Trust, SUNDESH, along with other partner NGOs. The programme is undertaken with the engagement of the school management committee (SMC), teachers, students, and communities to enhance school infrastructure for an optimum learning experience of students. Schools were selected based on status of infrastructure and facilities of the school, where there was need for even basic facilities required by the students to ensure that they learn in a healthy and positive environment.

ii. About the Company: Dabur India Limited

Dabur India Ltd is one of India’s oldest Ayurvedic and natural products companies, with a legacy spanning over 141 years. Founded in 1884, the Company operates across key consumer product categories including Healthcare, Hair Care, Oral Care, Skin Care, Home Care, Hygiene, and Food and Beverages. Dabur has a strong distribution network covering more than 8.5 million retail outlets, ensuring deep penetration across both urban and rural markets in India. Its products are available in over 120 countries worldwide, with overseas operations contributing over 25% of the Company’s total revenue. Dabur has successfully evolved from a family-owned enterprise into a professionally managed organisation, while remaining firmly rooted in its Ayurvedic heritage. By integrating traditional knowledge with modern scientific research and innovation, Dabur consistently delivers high-quality, efficacious products tailored to meet diverse consumer needs. The Company is committed to ethical governance, sustainability, and inclusive growth, creating long-term value for all stakeholders.







iii. About the Implementation Partners:

- **Jivanti Welfare and Charitable Trust** is the primary Corporate Social Responsibility (CSR) arm of Dabur India Ltd, focused on implementing community development projects across India. The trust works on Rural Empowerment, Healthcare, Environment Sustainability, and Education, with initiatives like village pond restoration, supporting government school infrastructure, and promoting medicinal plant cultivation to enhance rural livelihood. Key initiatives of Jivanti Welfare and Charitable Trust include:
  - **Environmental Sustainability:** The trust facilitates ecological restoration projects, such as desilting and developing ponds and reviving rivers in Ghaziabad (Uttar Pradesh), Baddi (Himachal Pradesh), Rudrapur (Uttarakhand), Jammu (Jammu & Kashmir), Pithampur (Madhya Pradesh), Alwar & Newai (both Rajasthan), and Tezpur (Assam). They also promote the large-scale cultivation of medicinal plants to support local economies.
  - **Education:** Jivanti works to improve the learning environment in government schools by revamping infrastructure. The trust also runs adult literacy centres, non-formal education centres, and remedial education classes for underprivileged children, besides operating computer literacy centres along with NIIT Foundation.
  - **Women Empowerment & Skill Development:** They run vocational training programmes for women, covering skills like tailoring, bee-keeping, and beauty care.
  - **Rural Development & Healthcare:** The trust undertakes projects focused on rural health, including preventive healthcare, sanitation, and supporting marginalised communities.





- **SUNDESH (Sustainable Development Society)** is the non-profit arm of Dabur India Limited, established in 1994 to drive the company's Corporate Social Responsibility (CSR) initiatives. Inspired by the vision of Dabur's founder, Dr. S.K. Burman, the organisation focuses on holistic development of rural and urban marginalized communities. SUNDESH operates on five main pillars of community development:
  - **Health & Sanitation:** They provide primary healthcare through mobile OPDs and health camps. A major success is the "700 se 7 Kadam" initiative under which it has constructed household and school toilets, helping numerous villages become Open Defecation Free (ODF).
  - **Education:** The society supports government schools with infrastructure (desks-benches, toilets, etc.) and runs non-formal education centres, remedial classes, computer literacy programmes for underprivileged children.
  - **Environment & Sustainability:** SUNDESH is active in afforestation, installing solar streetlights, and promoting Kitchen Gardens.
  - **Livelihood & Women Empowerment:** They form Self-Help Groups (SHGs) and provide vocational training in areas like tailoring, beautician skills, etc. to help women become self-reliant.
  - **Village Development:** This includes holistic infrastructure upgrades to transform traditional villages into model villages.

3 Research Methodology

Project Details

This chapter outlines the research methodology used to evaluate the project “Adarsh Pathshala” School Support Programme, implemented at multiple schools by Jivanti Welfare and Charitable Trust and Sustainable Development Society (SUNDESH), under CSR support from Dabur India Limited. The study aims to assess the project’s impact on improving school infrastructure, sanitation, hygiene, health, and overall student well-being by creating a clean and supportive learning environment for students.

Objectives of the Study

1. To transform old schools into model schools with modernisation of old and measurable infrastructure.
2. The purpose is to increase the enrolment rate of students with quality education.

Research Design

A Mixed-Method Approach is adopted, integrating both quantitative and qualitative research techniques to provide a comprehensive understanding of the project’s impact. This approach ensures a holistic assessment of sanitation service and infrastructure utilisation, safe drinking water impact on student health, and the overall learning environment.

Application of Quantitative Techniques: The study employs structured surveys conducted with beneficiaries, selected stratified random sampling. This methodology ensures a representative sample, enabling analysis of key outcomes such as access to education, and student satisfaction.

Application of Qualitative Techniques: The qualitative methodology involves in-depth interviews with key stakeholders, including Principal, Teachers, School Management Committee, Students and Parents. These interviews provide deeper insights into operational effectiveness, service integration and impact on student health.

Ensuring Triangulation

To enhance the credibility and reliability of the research findings, triangulation is employed by integrating multiple data sources, research methods, and stakeholder perspectives. This approach ensures a well-validated and comprehensive assessment of the project’s impact.

Sampling Framework

The sampling framework consists of beneficiaries selected through simple random sampling and in-depth interviews with key stakeholders. This design ensures diverse representation and captures multiple perspectives on the effectiveness and relevance of the Adarsh Pathshala School Support Programme.

Data Collection

Primary data collection was conducted using structured surveys and in-depth interviews. Rigorous tools and protocols were applied to ensure data accuracy, reliability, and completeness in capturing insights related to toilet blocks, drinking water facilities, plantation drives, renovation of roofs and other infrastructure.



Stakeholders

Key stakeholders include students studying in these schools, school teaching staff, school management committee, parents and representatives of Dabur India Limited. Their inputs are critical for assessing service effectiveness, financial accessibility, overall environment, and long-term sustainability.

Commitment to Research Ethics

The research team adhered to strict ethical guidelines, ensuring confidentiality, informed consent, transparency, and respect for participants rights. Upholding these ethical standards was essential for maintaining the credibility, integrity, and reliability of the research findings.







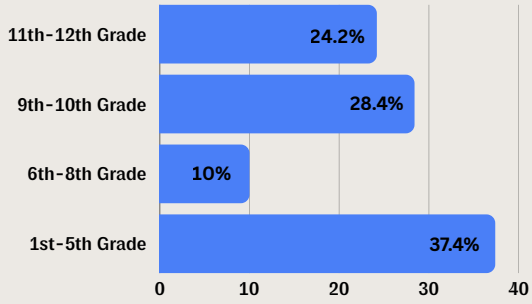


4 Major Findings & Assessment of Impact

i. Graphs and Impact Assessment

Class-Wise Distribution of Students:

The data shows that the highest number of respondents are from the 1st-5th grade, indicating strong representation of primary school students. This is followed by students from the 9th-10th grade, reflecting substantial participation at the secondary level. 11th-12th grade students also form a significant group, while the 6th-8th grade category has the lowest number of respondents. Overall, the distribution highlights greater participation from primary and secondary school levels compared to middle school grades.



Gender-Wise Distribution of Students:

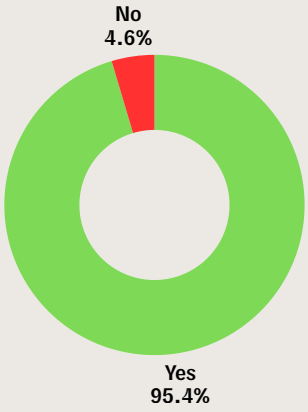
Overall, the distribution reflects a nearly balanced gender composition, with a marginally higher representation of females.



Awareness of New Toilet Construction

The data indicates that all respondents were aware of the programme and all respondents reported that they are able to use the newly constructed toilets, indicating complete utilisation of the sanitation facilities. This reflects complete awareness and effective outreach of the programme among the target group

Problems Faced Earlier Due to Broken Toilets



The data show that an overwhelming majority of respondents had faced problems earlier due to broken toilets, indicating that broken toilets were a widespread issue. This highlights the severity and prevalence of sanitation-related challenges among the respondents.

Regularity of Toilet Cleaning and Maintenance



The vast majority of respondents indicate that toilet facilities are cleaned and maintained on a regular basis, confirming the presence of a routine maintenance schedule

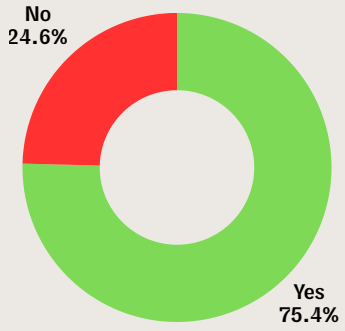


Use of New Classrooms by Students

All respondents reported that students are able to sit and use the newly constructed classrooms, indicating full utilisation of the classroom infrastructure.

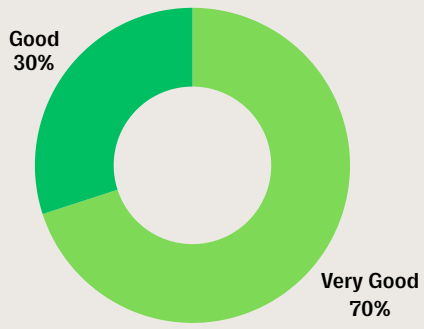
Health-Related Matters

Incidence of Abdominal or Gastric Problems Due to Poor Drinking Water (Earlier)



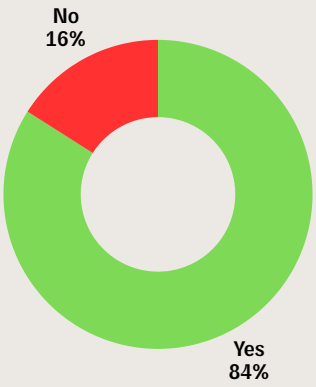
The findings show that most respondents had previously suffered from abdominal or gastric problems linked to poor drinking water, whereas about one-quarter reported no such health issues. This highlights the widespread impact of unsafe drinking water on gastrointestinal health. Whereas, after installation of water systems as part of the programme, the perceived quality of drinking water was rated as Very Good or Good by all the respondents.

Perceived Quality of Drinking Water Now





Student Participation in Wall Painting Activities



The results indicate a high level of student participation in wall painting activities, reflecting strong engagement in creative and community-based initiatives. Such activities enhance creativity, confidence, teamwork, and enjoyment in learning, while also fostering social awareness, responsibility, and a sense of pride in contributing to the community

Student Participation in Plantation Programme



The data shows complete student participation in the plantation programme, with all the respondents reporting involvement. This indicates strong collective engagement and awareness among students towards environmental conservation activities. It helps keep the school environment lively and maintains a sense of positivity and responsibility among the students.

Most Useful Activities Under Construction Programme

Participants most frequently identified classroom-related improvements, along with boundary walls, toilets, drinking water facilities, benches, painting, and plantation, as the most useful activities enabled through the programme.

Preferred Support for Overall Student Development

For holistic development, respondents expressed a strong need for additional classrooms, library resources, better lighting, computers, play and sports facilities, clean toilets, drinking water, and creative/art activities, highlighting both academic and co-curricular priorities.

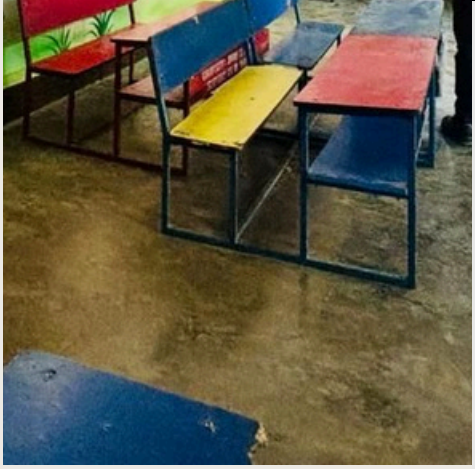
Responsibility for Tree Care

Responses indicate that tree care is largely a shared responsibility, with students, teachers, school staff, and management collectively involved in plantation and maintenance activities






PULSE
BENGALGRAM
BLACKGRAM
GREEN GRAM
HORSE GRAM
RED GRAM
LENTIL
PEAS
गिनतारा




TONGUE
EAR
SHOULDER
NECK
CHIN
ELBOW
ARM
STOMACH








AVE WATER
SAVE LIFE

ii. Restoring Dignity Through Infrastructure

The school faced a critical crisis and the toilet facilities were in a state of total disrepair. With damaged walls and broken fixtures, the students were studying in a vulnerable and unhygienic environment, impacting their daily well-being and school attendance. The CSR interventions – which included installation of toilet blocks, renovation work on infrastructure, BaLA painting initiatives, provision of potable water facility for students – have improved the overall school environment and provided improved infrastructure required for development and learning of students.

According to the teacher of Government Senior Secondary School-Barian Mr. Rajender Kumar, the school was struggling with severely deteriorated toilet facilities, marked by damaged walls, broken sheets, and poor usability. Due to the lack of financial resources, necessary repairs could not be undertaken, and the students were facing daily difficulties related to hygiene, comfort, and dignity. These conditions not only affected their overall well-being but also disrupted the overall school environment.

That's when Dabur stepped in with their support. The company renovated the toilet facilities, restoring safe, clean, and functional sanitation infrastructure for students. Beyond sanitation, Dabur extended its support by developing a kitchen garden within the school premises and undertaking plantation activities. These initiatives not only improved the physical environment, but also promoted environmental awareness, sustainability, and hands-on learning among students.

The intervention brought a visible and meaningful transformation to the school, significantly enhancing hygiene standards, student comfort, and environmental consciousness.




FIT
INDIA


बाल वाटिका
WINTER
Fourth month is of April.
Fifth month is of May.




आदर्श पाठशाला-एक न
Dabur
राजकीय प्राथमिक विद्यालय कुल्हा, क्षेत्र- गदरपुर, जनपद- ऊधम सिंह

5 Student Testimonials



Name: **Rinku Sharma**
Village: **Lalbasti**
Class: **IV**
School: **Lalbasti Panbari LP School**

Earlier, the school toilets were broken. Being a girl, it was very difficult for me to use them, and sometimes we did not feel like coming to school. Our classroom was also damaged, and there were no proper desks and benches for us to sit comfortably. With the support of Dabur, the school toilet has been repaired and we can now use it properly. Our classroom has been renovated, and new desks and benches have been provided. We also took part in school wall painting, which made our school look beautiful. Earlier, there was no boundary wall, and animals used to enter the school. Now, a boundary wall has been constructed, making the school safe for us. Thus, Dabur has contributed a lot to improving our school and our learning environment.

Dabur repaired the broken toilet, and after renovation, we are now able to use it comfortably. Earlier, we faced many problems using the school toilet because it was broken and could not be used. Due to this, we sometimes had to go home. There was also no proper water facility. An overhead water tank was built by the government under the Jal Jeevan Mission. After the tank was set up, Dabur connected water to the toilet through pipelines for our convenience, so that we can use it properly. We were also involved in wall painting activities, which was very interesting. Our damaged classroom has also been repaired, and desks and benches have been provided. Dabur has contributed significantly to our school and our daily well-being.



Name: **Pawan Mishra**
Village: **Lalbasti**
Class: **IV**
School: **Lalbasti Panbari LP School**


JIVANTI
welfare and charitable trust
जीवन्ती
Dabur
वह जीवन ही क्या, जो दूसरों के काम न आये।
"डा. एस. के. बर्मन"




PARTS OF BODY/ शरीर के अंग
MEMORY


राजकीय

OECD–DAC Evaluation Framework

Relevance (5)



The programme is highly relevant as it directly addressed critical needs identified within the school environment, including poor sanitation, inadequate infrastructure and unsafe drinking water-related health issues. The high incidence of problems due to broken toilets and water-related gastrointestinal illnesses clearly demonstrates the necessity of the intervention. Activities such as toilet renovation, creation of girls and boys toilet blocks, installation of wash basins, creation of potable drinking water facilities, desks and benches for classrooms, tree plantation and BaLA paintings are well aligned with students health, hygiene, educational, and environmental needs.

Effectiveness (4.5)



The programme achieved its intended objectives successfully. Complete awareness among respondents and 100% utilisation of newly constructed toilets and classrooms indicate effective implementation and outreach. Regular cleaning and maintenance of toilet facilities further confirm operational effectiveness. High participation in wall painting and plantation activities reflects successful engagement of students in creative and environmental initiatives.

Efficiency (5)



The intervention made effective use of available resources in addressing multiple needs simultaneously, including sanitation improvement, learning infrastructure environment enhancement, and environmental awareness. Renovation of toilets, establishment of a kitchen garden, and plantation activities maximised impact within limited resources, particularly in a setting where the school lacked funds.

Impact (5)



The programme has generated significant positive impacts on student well-being and the school environment. Improved sanitation facilities reduced hygiene-related challenges, while full classroom usability enhanced learning conditions. Participation in wall painting fostered creativity, confidence, teamwork, and social responsibility, while plantation activities strengthened environmental consciousness among students.

Sustainability (4.3)



The presence of regular maintenance practices for sanitation facilities indicates strong potential for long-term sustainability. Active student involvement in plantation, kitchen garden development, and creative activities promotes ownership and continued care of school resources. Awareness and behavioural changes related to hygiene, cleanliness, and environmental responsibility further support the sustained benefits of the programme beyond the implementation period.

Overall Assessment

Based on the OECD-DAC criteria, the programme demonstrates high relevance, strong effectiveness, efficient resource utilisation, meaningful impact, and good sustainability. It serves as a holistic school development intervention that not only improved infrastructure but also contributed to students health, learning experience, and overall development.




SAVE
WATER
SAVE
LIFE


सूर्य
नमस्कार



7 Recommendations

• Student-led committees can be formed to support the maintenance of toilets, classrooms, kitchen gardens, and plantation areas, promoting ownership and responsibility.
• Regular monitoring and periodic audits of sanitation and drinking water facilities should be assigned to the School Management Committee.
• Creative activities such as wall painting should be institutionalised as annual or co-curricular initiatives to sustain student engagement and creativity.
• The plantation and kitchen garden initiatives can be integrated into the curriculum to enhance practical learning on nutrition, environment, and sustainability.
• Other resources, such as book collections for reading, can be curated that can be shared and rotated among schools from the same district.



Conclusion

The findings clearly demonstrate that the programme has had a comprehensive and positive impact on students across academic, health, sanitation, and environmental dimensions. With strong representation from primary and secondary school students and a nearly balanced gender distribution, the programme effectively reached its intended beneficiaries.

Complete awareness and full utilisation of newly constructed toilets and classrooms indicate successful implementation, effective outreach, and meaningful improvement in school infrastructure.

Regular maintenance of facilities reflects sustainability of the efforts. In addition to infrastructural improvements, high participation in wall painting and plantation activities shows strong student engagement in creative, social, and environmental initiatives. Maintenance of trees by students, teachers and school staff makes it more sustainable and impactful.

More facilities like library, computers, play and sports equipment etc. are still required for overall advancement of students, but this programme overall has significantly enhanced hygiene, learning conditions, health awareness, and holistic development of students, contributing to a safer, healthier, and more engaging school environment.





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Impact Assessment by: SoulAce Path to Sustainability

Report Designed by: Parcozi Concepts