



IMPACT ASSESSMENT REPORT

THEMATIC AREA : EDUCATION

Hindalco Industries Ltd.



CONTENTS

Abbreviations	01
Executive Summary	02 - 30
Project 1: Education Support Program	03 - 08
Project 2: Pre-School Education Program	09 - 12
Project 3: School Education Program	13 - 20
Project 4: School Infrastructure Project	21 - 26
Project 5: Vocational and Technical Education Project	27 - 30
Chapter 1 Introduction	31 - 33
About Hindalco Industries Limited	31
Background and Need of the Program	32
Objectives of the Program	33
Chapter 2 Research Methodology	34 - 37
Objectives of the Study	34
Research Methodology	34
Application of Quantitative Techniques	34
Application of Qualitative Techniques	34
Ensuring Triangulation	34
Data Quality Control and Analysis	34
Standardized Framework for Evaluation	35
Key Stakeholders	35
Upholding Research Ethics	35
Sampling Framework	36 - 37
Chapter 3 Key Study Findings And Impacts	38 - 120
Project 1: Education Support Program	39 - 57
Project 2: Pre-School Education Program	58 - 66
Project 3: School Education Program	67 - 93
Project 4: School Infrastructure Project	94 - 109
Project 5: Vocational and Technical Education Project	110 - 120
Chapter 4 The Way Forward	121 - 125
Chapter 5 Conclusion	126

ABBREVIATIONS

CSR	Corporate Social Responsibility
DCA	Diploma in Computer Application
FGD	Focus Group Discussion
NGO	Non-Government Organization
PGDCA	Post Graduate Diploma in Computer Application
SDGs	Sustainable Development Goals
ICDS	Integrated Child Development Services
FY	Financial Year
ICDS	Integrated Child Development Services
CSR	Corporate Social Responsibility
CSRL	Centre for Social Responsibility and Leadership
INR	Indian Rupees
ITI	Industrial Training Institute
OBC	Other Backward Classes
SC	Scheduled Castes
ST	Scheduled Tribes

EXECUTIVE SUMMARY

PROJECT 1 - EDUCATION SUPPORT PROGRAM

PROJECT BACKGROUND

Hindalco Industries Ltd. has undertaken significant educational and community development initiatives across rural areas in Uttar Pradesh, Madhya Pradesh, Jharkhand, Karnataka, and Chhattisgarh. These programs are designed to address educational disparities and support local communities through various activities. The initiatives include reducing school drop-outs, celebrating national and international days, offering evening classes for working children, providing comprehensive computer education, and establishing a knowledge centre in Belagavi. By implementing these diverse activities, Hindalco aimed to bridge educational gaps, enhance digital literacy, and foster community engagement.

PROJECT ACTIVITIES

REDUCING SCHOOL DROP-OUTS



Conducted targeted community-level programs to re-engage girls who had dropped out of school, including a non-formal Bridge Course to help them catch up with studies and reintegrate into formal education, and regular counselling sessions to address concerns, build confidence, and support informed educational decisions.

SUPPORT TO SCHOOL DROP-OUT ADOLESCENTS AND YOUNG ADULTS



In Lohardaga, Hindalco's Ratri Pathshala program provided evening classes with free education, including textbooks, uniforms, and stationery, along with essential nutrition support, life skills training, vocational courses, and counselling services.

CELEBRATING NATIONAL AND INTERNATIONAL DAYS



Organised flag-hoisting ceremonies, cultural performances and cleanliness drives in Lohardaga.



Conducted awareness rallies, quiz and drawing competitions, and distribution of essential items in Samri.

COMPUTER EDUCATION SUPPORT



Established computer centres in Mahan and Bargawan Village, offering courses such as Tally, DCA, and PGDCA.



Provided computers to government schools in Samri and set up a computer education centre in Renukoot for basic training on Windows and Microsoft Office.

KNOWLEDGE CENTRE AND LIBRARY



Established and operated a dedicated library in Belagavi, stocked with resources for competitive exam preparation.

PROJECT DETAILS



Implementation year

FY 2021-2022



Implemented By

Hindalco Industries Ltd.



Assessment Year

FY 2024-2025



Spending (Hindalco Industries Ltd.)

₹76.45,000/-



SDG Goals



Study locations

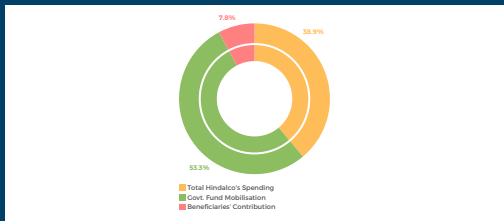
Units	District(s)	State
Renukoot	Sonbhadra	Uttar Pradesh
Renusagar		
Muri	Ranchi	Jharkhand
Lohardaga		
Mahan	Singrauli	Madhya Pradesh
Samri	Balarampur	Chhattisgarh
Belagavi	Belagavi	Karnataka



Overall Spending

Spending on Education programs	Amount (in lakhs)	% of Amount
Total Hindalco's Spending	76.45	38.9
Govt. Fund Mobilisation	104.8	53.3
Beneficiaries' Contribution	15.23	7.8
Grand Total	196.48	100.0

SPENDING FOR EDUCATIONAL ACTIVITIES



The data on expenditure for education support programs showed that Hindalco contributed a significant portion, with its spending amounting to 38.9% (₹76.45 lakhs). The majority of the funding, 61.1% (₹120.03 lakhs), was mobilised from the government, NGOs and beneficiaries. This distribution underscores the collaborative effort between Hindalco and various stakeholders, highlighting the importance of external partnerships in promoting educational initiatives. The substantial mobilisation from external sources demonstrates a strong community and institutional commitment to supporting education programs, thereby amplifying the overall impact of these initiatives.



Overall Achivement of the Program

Intervention List	Population Reached
Knowledge centre and Library	4,755
Adult and Non formal education	148
Celebration of National days / International days	8,770
Computer education	564
Reducing drop-out and continuing Education (Kasturba balika/bridge courses/counselling)	306
Career counseling and orientation	158

Key Findings

ADULT AND NON-FORMAL EDUCATION



100%

of the respondents participated in Basic Maths, Basic English, Social Science, and Science subjects, while 90.0% participated in local tribal language and its application at the night school centre.



100%

of the respondents reported that the teacher equally covered all subjects being taught at night school centre with proficiency.

REDUCING DROP-OUTS AND CONTINUING EDUCATION



100%

of the respondents believed that going back to school would enable them to become independent in the future.

KNOWLEDGE CENTRE AND LIBRARY



82.0%

of the respondents had access to a library at the centre.

CELEBRATION OF INTERNATIONAL AND NATIONAL DAYS



90.0%

of the celebrations were successfully organised at the school level.

Key Impacts

CLARITY OF CONTENT AND SCHOOL ASSISTANCE



65.0%

of the respondents felt that the teachers explained each content properly.



100%

of the students received support in their studies from the school.

FAMILY SUPPORT AND ACCEPTANCE



90.0%

of the students received positive affirmations from their parents about continuing their studies and support for higher studies.

HIGH SATISFACTION RATES



90.0%

of the respondents expressed satisfaction with the course content and the utility of the course as per the job market.



94.0%

of the respondents were highly satisfied with the teachers' instruction and computer access.



96.0%

of the respondents received a guideline that helped in preparation for competitive exams in various ways.



100%

of the respondents participated in awareness rallies/camps, quiz competitions, and flag hoisting on Independence and Republic Days.



40.0%

of the respondents noted that villagers are able to get information about the outside world through the celebration of important days and cultural programs.

COMPUTER EDUCATION



100%

of the respondents understood the lessons taught and completed the Computer Education course.



100%

of the respondents appeared for the exam and received a certificate upon computer course completion.



98.0%

of the respondents have been admitted to an advanced-level computer course.

INCREASED INCOME



75.0%

of the employed respondents earned between Rs. 5000 and Rs. 10,000.

BETTER ACADEMIC PERFORMANCE



94.0%

of the respondents reported that the course helped them get better scores in school or college in computer subjects.

OECD FRAMEWORK

Hindalco's programs aligned with national and global educational goals, notably the Sustainable Development Goals (SDGs). This alignment highlighted the programs' coherence within the broader sustainable development framework.



Coherence

Relevance

Hindalco's educational initiatives were highly relevant to the communities they served, targeting critical issues like high drop-out rates, limited access to quality education, digital illiteracy, and vocational training needs. By focusing on marginalised groups, especially girls and drop-outs, these programs addressed local challenges with tailored interventions. Evening classes for working children, computer education, and support for competitive exams were crucial for enhancing educational outcomes and improving employability in the regions.



Sustainability

Hindalco's initiatives are designed for long-term sustainability by focusing on capacity-building and community engagement. Vocational and computer training programs offer enduring skills for the job market, while partnerships with NGOs and government agencies ensure program continuity and integration into local systems. This emphasis on sustainability helps ensure the programs' ongoing positive impact on the communities served.



Effectiveness

The effectiveness of Hindalco's initiatives was demonstrated by significant improvements in key areas. The Reducing Drop-outs program notably increased school enrollment and retention, especially among girls. Computer education programs enhanced digital skills and employability, while the Knowledge Centre & Library aided in competitive exam preparation and received high satisfaction rates. These outcomes indicated that the initiatives effectively met their goals and positively impacted participants' lives.



Efficiency

Hindalco's programs efficiently utilised resources to achieve notable outcomes. By providing free education, textbooks, and vocational training, and leveraging strategic partnerships and community involvement, the initiatives optimised resource use. For instance, evening classes in the Adult and Non-Formal Education program enabled working children to continue their education without disrupting their work, showcasing an efficient approach to addressing specific needs with available resources.



Impact

Hindalco's educational initiatives had a broad and lasting impact. They significantly reduced drop-out rates, increased enrollment, improved literacy, and reduced child labour. Computer education programs equip youth with digital skills, enhancing job prospects. National and international day celebrations fostered community and national pride, while the Knowledge Center and Library in Belagavi provided essential support for competitive exams. These positive changes underscore the initiatives' substantial and enduring impact on the communities.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

PROJECT 2 - PRE-SCHOOL EDUCATION PROGRAM

PROJECT BACKGROUND

Hindalco launched a comprehensive intervention to strengthen government-supported Anganwadis by enhancing infrastructure, providing nutritional support, and addressing health and sanitation concerns for children. Additionally, another program focused on delivering early childhood education through Balwadis in underserved areas. These initiatives were implemented in regions including Renukoot, Mahan, Lohardaga, Samri, Renusagar, and Belgavi. The aim was to make early childhood education both more enjoyable and effective, ensuring a positive impact on the development and well-being of children in these communities.

PROJECT DETAILS



Implementation year

FY 2021-2022



Assessment Year

FY 2024-2025



Implemented By

Hindalco Industries Ltd.



Total Beneficiaries

4,004



Spending (Hindalco Industries Ltd.)

₹43,17,000/-



SDG Goals



Additionally, the intervention also aligned with the government of India's flagship program of Integrated Child Development Services (ICDS), Mid-day meals.

PROJECT ACTIVITIES



Renovation and enhancement of Anganwadi facilities, including improvements to flooring, painting, and general maintenance.



Installation of child-friendly furniture and educational materials to create a more engaging and functional learning environment.



Provision of hot-cooked meals daily to children attending Anganwadi centres.



Implementation of health awareness programs for parents focusing on topics such as immunisation, hygiene practices, and nutrition.



Implementation of a structured, age-appropriate curriculum for early childhood education that covers fundamental skills, including literacy, numeracy, and social-emotional development.



Study Locations

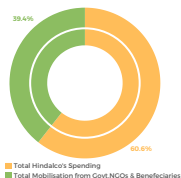
Units	District(s)	State
Renukoot	Sonbhadra	Uttar Pradesh
Renusagar		
Lohardaga	Ranchi	Jharkhand
Mahan	Singrauli	Madhya Pradesh
Samri	Balarampur	Chhattisgarh
Belagavi	Belagavi	Karnataka



Overall Spending

Spending for Pre-school Education	Amount (in lakhs)	% of Amount
Total Hindalco's Spending	43.17	60.6
Total Mobilisation from Govt, NGOs & Beneficiaries	28.11	39.4
Grand Total	71.28	100.0

SPENDING FOR PRE-SCHOOL EDUCATION



The financial breakdown for pre-school initiatives reveals that Hindalco contributed 43.17 lakhs, representing more than half (60.6%) of the total funding. Meanwhile, a combination of government bodies, NGOs, and beneficiaries contributed 28.11 lakhs, accounting for nearly half (39.4%) of the overall expenditure. Together, these sources have amassed a grand total of 71.28 lakhs aimed at strengthening pre-education. This distribution highlights a robust collaboration between corporate and public sectors, enhancing the scope and effectiveness of education programs.



Overall Achievement of the Program

Intervention List	Population Reached
Balwadies/play schools/creches	1,923
Strengthening Anganwadi Centre-Govt. supported	2,081

Key Findings

STRENGTHENING ANGANWADI PROGRAM



48.2%

of the parents were employed as daily wage labourers, while an additional 34.5% worked in farming.



90.9%

of the respondents confirmed receiving intact food packages from the Anganwadi centres post-intervention.



88.2%

of the parents reported that their children enjoy spending time at Anganwadi centres very much.



76.4%

of the respondents reported high satisfaction with new set up of Anganwadi centres.

BALWADI PROGRAM



34.4%

of the parents were employed as daily wage labourers, and 24.4% worked in farming.



36.9%

of parents had a primary education, 23.1% completed secondary, and only 6.9% were graduates.



92.5%

of the respondents reported that their children enjoy spending time at the Balwadi centres.



68.8%

of respondents were highly satisfied with staff behavior, 66.3% with recreational activities, and 63.8% with infrastructure at Balwadi.

Key Impacts

STRENGTHENING ANGANWADI PROGRAM



Nearly half of the respondents (46.4%) reported that children are now spending at least one additional hour at the Anganwadi centres compared to before the intervention, where only 5.6% reported such increased attendance, indicating a significant boost in enthusiasm and engagement.



A significant majority of respondents (93.6%) observed that Anganwadi workers held parent meetings on nutrition, with 91.8% also reporting discussions on children's performance and diseases, indicating increased parental involvement and family well-being.



The intervention has significantly enhanced both the quality and quantity of cooked food at Anganwadi centres, with 97.3% of parents observing positive changes, highlighting better nutritional support for children.

BALWADI PROGRAM



94.4%

of respondents noticed improvements in their children's learning abilities, including new words, rhymes, and numbers, indicating the Balwadi program's positive impact on early childhood education and cognitive development.



82.5%

of the respondents reported that their children enjoyed going to Balwadi, reflecting a significant increase in enthusiasm following the intervention.



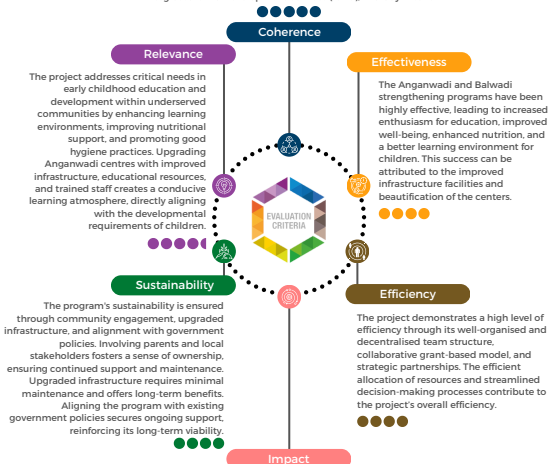
The program significantly improved children's habits, including hygiene, discipline, and communication, indicating a strong impact on their future readiness.

OECD FRAMEWORK

The intervention is well aligned with SDGs:



Additionally, the intervention also aligned with the government of India's flagship program of Integrated Child Development Services (ICDS), Mid-day meals.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

PROJECT 3 - SCHOOL EDUCATION PROGRAM

PROJECT BACKGROUND

Hindalco launched a comprehensive intervention aimed at significantly enhancing the quality of school education. This project was designed to address multiple facets of the educational experience to ensure that students receive the support they need to succeed academically and personally. Implemented in regions including Renukoot, Mahan, Lohardaga, Samri, Renuagar, Muri, and Belgavi, the aim was to elevate the standard of education and foster positive development and well-being among children in these communities. By targeting various aspects of the educational environment, Hindalco sought to make a meaningful impact on both the academic success and overall growth of students.

PROJECT DETAILS



Implementation year

FY 2021-2022



Assessment Year

FY 2024-2025



Implemented by

Hindalco Industries Ltd.



Total Beneficiaries

37,215



Spending (Hindalco Industries Ltd.)

₹12,46,09,000/-



SDG Goals



Additionally, the intervention also aligned with the Government of India's flagship program of Mid-day meals.

PROJECT ACTIVITIES



Distributing school kits to students - school bags, notebooks, books, geometry boxes, pens, and pencils.



Providing hygiene materials like sanitisers and masks to promote health and safety among students.



Enhancing schools by improving furniture and infrastructure, ensuring the availability of drinking water, and upgrading electricity and water facilities in toilets.



Offering scholarships to students based on merit and financial need for ITI, BA, MA, and other courses, covering a significant portion of tuition fees.



Conducting competitions in traditional cultural activities within schools to nurture student talent and encourage cultural expression.



Arranging exposure visits to Hindalco's industrial plants for college students.



Providing focused coaching in core subjects viz. Math, Science (including Chemistry and Physics), and English Grammar to enhance students' understanding.



Providing a nutritious menu for children with rice, roti, dal, vegetables, paneer, porridge, and fresh fruits to support their health.



Running schools inside and outside campus.



Study Locations

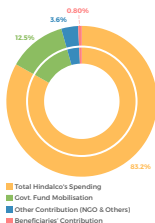
Units	District(s)	State
Renukoot	Sonbhadra	Uttar Pradesh
Renusagar		
Lohardaga		
Muri	Ranchi	Jharkhand
Mahan		
Samri	Singrauli	Madhya Pradesh
	Balarampur	Chattisgarh
Belagavi	Belagavi	Karnataka



Overall Spending

Spending for School Education Program	Amount (in lakhs)	% of Amount
Total Hindalco's Spending	1246.09	83.15
Govt. Fund Mobilisation	186.64	12.45
Other Contribution (NGO & Others)	54	3.60
Beneficiaries' Contribution	11.83	0.79
Grand Total	1498.56	100.0

SPENDING FOR SCHOOL EDUCATION PROGRAM



The financial breakdown for school education initiatives reveals that Hindalco contributed 1246.09 lakhs, representing (83.2%) of the total funding. Meanwhile, a combination of government bodies, beneficiaries and others contributed 252.47 lakhs, accounting for (16.8%) of the overall expenditure. Together, these sources have amassed a grand total of 1498.56 lakhs aimed at strengthening the quality of education in schools. This distribution highlights a robust collaboration between corporate and public sectors, enhancing the scope and effectiveness of education programs.



Overall Achivement of the Program

Intervention List	Population Reached
Enrollment awareness programmes / events	1,710
Formal schools outside campus(Company run)- Students	2,366
Education Material (Study materials, Uniform, Books etc)	12,997
Scholarship (Merit and Need based assistance)	854
Cultural events	1,555
Quality of Education (support teachers, Improve education methods.)	7,907
Specialised Coaching	381
Exposure visits /awareness	100
Formal schools inside campus(Company Schools)	4,417
Support to Midday Meal Project	2,600

INTERACTION WITH STAKEHOLDER AT COACHING CENTRE, MAHAN



Key Findings

FORMAL SCHOOLS OUTSIDE CAMPUS (COMPANY-RUN)



69.1%

reported that they enjoy STEM lab classes very much, with an additional 27.3% enjoying them moderately.



97.3%

of the respondents confirmed that water is always available in school toilets.



89.1%

of the respondents reported that sports equipment is always available at school, with some indicating it is sometimes available.



70.0%

of the students reported enjoying their school days to a large extent, followed by 30.0% who reported enjoying them to some extent.

EDUCATION MATERIAL PROGRAM



98.3%

of the respondents reported that the school bags provided in the kit were extremely useful.



92.3%

of the students reported using the notebook provided in the school kit daily, while a few indicated using it occasionally.

Key Impacts

FORMAL SCHOOLS OUTSIDE CAMPUS (COMPANY-RUN)



Two-thirds of the respondents (66.4%) reported that their school performance has significantly improved, with an additional 32.7% noting moderate improvement. This indicates a substantial boost in students' educational attainment.



A significant majority (97.6%) of respondents have shown an increase in their reading habits. Furthermore, 90.9% of them reported regularly visiting the library, borrowing, and reading books. This improvement reflects heightened engagement, better academic performance, and a more active learning experience.



The intervention has greatly enhanced the overall personality of respondents, with 89.09% participating in school sports activities. This indicates positive changes in extracurricular involvement, contributing to a well-rounded educational experience.

EDUCATION MATERIAL PROGRAM



93.0%

of the respondents reported that receiving the school kit helped them stay more organised with their schoolwork to a large extent, contributing to more effective learning habits.



88.3%

of the respondents felt motivated to attend school due to the new kit, showing a significant boost in enthusiasm and school attendance.

SCHOLARSHIP (MERIT AND NEED BASED ASSISTANCE) PROGRAM



Over three-fourths (78.0%) of the respondents were in the 20-25 age group, followed by 14.0% being under 20 years.



A significant majority (84.0%) of the respondents were female, with a lower representation of males (16.0%).



Nearly three-fourths (74.0%) of the respondents identified small farming as their primary occupation, while 18.0% reported animal husbandry as their family's occupation.



A significant majority (94.0%) of the respondents reported an average monthly income of less than Rs. 10,000.



On average, 90.0% of the course fee was provided to respondents as a scholarship.



Over half (54.0%) of the respondents received a scholarship for a BA course, followed by 28.0% who received it for an MA course.



A large majority (92.0%) of the respondents reported that they did not face any challenges in receiving the scholarship.



88.0%

of the respondents reported that the school kit significantly enhanced their self-confidence and overall confidence at school, positively affecting their well-being.



72.0%

of the respondents felt happy after receiving the kit, and 28.0% felt more productive, indicating that the school kit had a positive impact on students' emotional and motivational states.

SCHOLARSHIP (MERIT AND NEED BASED ASSISTANCE) PROGRAM



98.0%

of the respondents stated that the scholarship enabled them to continue their education without needing to drop out or take on significant loans, easing financial stress on families.



96.0%

of the respondents found job opportunities after completing their scholarship-funded courses, showing the program's success in improving employability.

THE SPECIALISED COACHING PROGRAM



70.3%

of the respondents were aged 15-16, 18.9% were 17-18, and 10.3% were 13-14 years old, with all respondents being under 18.



46.0%

of the respondents reported receiving significant support for regular academic sessions, while 54.0% received some level of support.



54.1%

of the respondents identified lectures as the primary teaching method in coaching centres, with 40.5% noting the combined use of lectures and worksheets.



Almost two-thirds (65.0%) of the respondents were in 10th grade, followed by 19.0% in 12th grade.

FORMAL SCHOOLS INSIDE CAMPUS (COMPANY SCHOOL)



More than half of the respondents (52.1%) were in grades 5th and 6th, with the next largest group being those in grades 7th and 8th (22.4%).



94.8%

of the respondents regularly attended science classes, and a substantial majority (92.6%) also regularly participated in math classes. This demonstrates a strong commitment to their educational engagement.



96.7%

of the respondents reported the availability of furniture, and 97.1% reported the availability of equipment in laboratories. Additionally, a substantial majority of respondents (98.3%) indicated that they received teaching support in the laboratories, further enhancing their learning experience.

THE SPECIALISED COACHING PROGRAM



38.0%

of the respondents reported a significant increase in their school attendance due to the coaching support, with another 57.0% noticing a moderate increase, indicating that the coaching has positively impacted students' interest in learning.



81.0%

of the respondents stated that the coaching effectively addressed their learning gaps, underscoring the program's vital role in helping students overcome academic challenges.



All of the respondents experienced improved academic performance in both regular classes and final exams, highlighting a successful enhancement in students' academic learning due to the coaching.

FORMAL SCHOOLS INSIDE CAMPUS (COMPANY SCHOOL)



Two-thirds of respondents (66.4%) reported a significant improvement in their school performance, with an additional 32.7% noting moderate improvement, indicating a substantial boost in educational attainment.



Nearly all respondents (99.5%) reported a significant increase in their reading habits, demonstrating a strong impact of the intervention on fostering greater interest in reading, leading to improved literacy skills and a more engaged learning experience.



97.4%

of the respondents participated in various special day celebrations at school, with only a few participating occasionally, indicating strong involvement in extracurricular activities, which contributes to positive personality development.



43.8%

of the students reported the availability of more than four functional toilets in the school, while 36.7% reported having one to two functional toilets.

SUPPORT TO MIDDAY MEAL PROJECT



More than half of the respondents (53.1%) were in the 3rd and 4th grades, followed by 18.5% in the 5th-6th grades, indicating that the majority were young children.



Over three-fourths of the respondents (76.9%) were under 10 years of age, with the remaining respondents in the 10-12 age group.



98.5%

of the respondents reported receiving regular meals at school.



All of the respondents reported receiving food on time at school.



93.8%

of the respondents reported liking the taste of the food served at school.



65.4%

of the respondents reported regularly receiving hot food at school, while 32.3% indicated that hot food was sometimes served.



Over half of the respondents (52.6%) received an A+ grade in their math exams, while others reported achieving an A grade, highlighting strong performance in mathematics among the majority of students.



A significant majority of respondents (82.6%) reported enjoying their school days to a great extent, with 17.4% enjoying them to a lesser degree. Additionally, 81.4% of students reported a better understanding of concepts compared to before, signifying the overall well-being of the respondents.

SUPPORT TO MIDDAY MEAL PROJECT



A large majority of respondents (98.5%) reported enjoying the mid-day meal at school, indicating that the nutritious food positively impacted their satisfaction and well-being.



94.6%

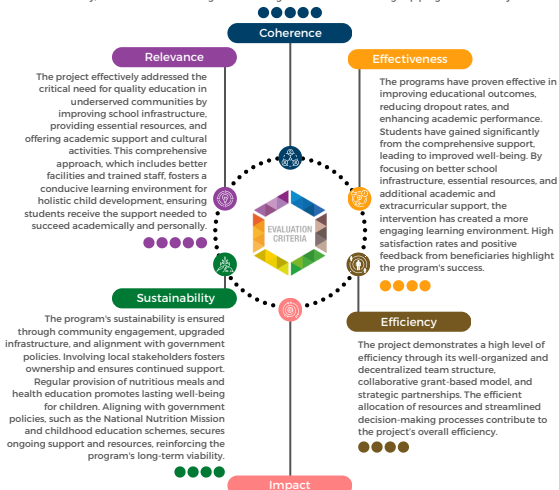
of the respondents noted that the school food regularly offered a variety of options, highlighting improvements in the nutritional quality of meals and the provision of a balanced and varied diet.

OECD FRAMEWORK

The intervention is well aligned with SDGs:



Additionally, the intervention also aligned with the government of India's flagship program of Mid-day meals



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

PROJECT 4 - SCHOOL INFRASTRUCTURE PROJECT

PROJECT BACKGROUND

The School Infrastructure Project is a holistic initiative implemented by Hindalco Industries Limited across multiple locations in India during FY 2021-22. This project aims to improve the overall learning environment and educational outcomes for students in government and private schools in the districts of Jharkhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh and Karnataka. The project addresses critical needs through three main sub-activities: School Sanitation and Drinking Water, Building and Civil Structure Maintenance, and School Facilities and Fixtures Improvement.

This collaborative effort involves Hindalco's CSR teams, local NGOs, government agencies, and community members. The project encompasses a wide range of interventions that address both immediate infrastructure and resource needs while emphasising long-term sustainability, community engagement, and capacity building. By improving physical infrastructure, enhancing sanitation and hygiene, and providing essential educational resources, the project aims to create a comprehensive and supportive educational environment that fosters student learning, promotes health and well-being, and enhances teacher effectiveness across the target regions.

PROJECT ACTIVITIES

PROGRAM ACTIVITY 1: SCHOOL SANITATION AND DRINKING WATER



Installation of water purification systems in schools.



Construction and renovation of toilets, ensuring separate facilities for girls and boys.



Implementation of hand-washing stations and distribution of hygiene kits.



Conducting hygiene and sanitation awareness programs.



Installation of sanitary napkin vending machines in secondary schools.



Organising adolescent health check-ups and awareness sessions.

PROGRAM ACTIVITY 2: BUILDING AND CIVIL STRUCTURE MAINTENANCE



Repair and renovation of school buildings, including classrooms and boundary walls.



Construction of new classrooms to reduce overcrowding.



Installation of solar panels for sustainable electricity supply.



Implementation and maintenance of rainwater harvesting systems.



Painting and whitewashing of school buildings.



Regular structural assessments and preventive maintenance.

PROGRAM ACTIVITY 3: SCHOOL FACILITIES AND FIXTURES IMPROVEMENT



Procurement and installation of school furniture (desks, benches, tables, and chairs).



Installation of new blackboards and repair of existing ones.



Donation and setup of computer labs with necessary equipment.



Provision of teaching aids and learning materials.



Creation of library spaces with relevant books and resources.



Development of outdoor play areas and sports facilities.

CROSS-CUTTING ACTIVITIES:



Conducting training sessions for teachers on resource utilisation and maintenance.



Engaging local contractors and labour for project implementation.



Establishing partnerships with local organisations for expertise and resource-sharing.



Formation of school management committees for ongoing maintenance and development.

PROJECT DETAILS



Implementation year

FY 2021-2022



Implemented By

Hindalco Industries Ltd.



Assessment Year

FY 2024-2025



Spending (Hindalco Industries Ltd.)

₹66,51,000/-



SDG Goals



Study Locations

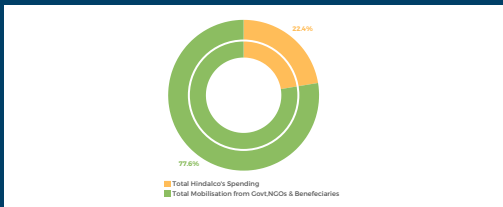
Units	District(s)	State
Renukoot	Sonbhadra	Uttar Pradesh
Renusagar		
Lohardaga	Ranchi	Jharkhand
Mahan	Singrauli	Madhya Pradesh
Samri	Balarampur	Chhattisgarh
Belagavi	Belagavi	Karnataka



Overall Spending

Spending for School Infrastructure	Amount (in lakhs)	% of Amount
Total Hindalco's Spending	66.51	22.4
Total Mobilisation from Govt, NCOs & Beneficiaries	230.81	77.6
Grand Total	297.32	100.0

SPENDING FOR SCHOOL INFRASTRUCTURE ENHANCEMENT ACTIVITIES



The financial breakdown for school infrastructure enhancement initiatives reveals that Hindalco contributed 66.51 lakhs, representing just over a fifth (22.4%) of the total funding. Meanwhile, a combination of government, beneficiaries and others contributed 230.81 lakhs, accounting for the majority (77.6%) of the overall expenditure. Together, these sources have amassed a grand total of 297.32 lakhs aimed at improving school infrastructure. This distribution highlights a strong collaboration between corporate and public sectors, significantly expanding the reach and impact of educational facilities and infrastructure development.



Overall Achievement of the Program

Intervention List	Population Reached
Buildings and Civil structures(new)	1,180
Buildings and Civil structures(renovation and maintainance)	12,606
School sanitation/drinking water	1,398
School facilities and fixtures (furniture/blackboards/computers)	3,560

Key Findings

SCHOOL SANITATION/ DRINKING WATER



Improved toilet conditions reduced the number of broken toilets from 60.3% to 39.7%, enhancing sanitation for students.



Increased availability of hand pumps (from 72.0% to 82.0%) and water taps (from 34% to 42%) addressed previous water shortages.



Functional wash basins increased from 8.0% to 12.0%, and essential facilities like soap and flush systems improved.



Conducted regular workshops on hygiene practices and distributed hygiene kits to promote healthier habits among students.



Awareness sessions on hand-washing and adolescent health check-ups were held, including the installation of sanitary napkin vending machines in schools.

BUILDING AND CIVIL STRUCTURED MAINTENANCE



Upgraded classrooms enabled 99.7% of students to accommodate properly, improving from a state where 61.4% of classrooms were reported as broken.



Cleanliness of classrooms improved to 90.0% "Always clean," and 98.0% of respondents reported that the surroundings of toilets were "Always clean."



Improved infrastructure in 15 schools and 5 community centres, benefiting over 2,000 students.



Eliminated the need for students to sit on the floor, with 99.7% of students no longer experiencing this issue.

Key Impacts

SCHOOL SANITATION/ DRINKING WATER



BOOSTED HEALTH AND HYGIENE

Improved sanitation and clean water access enhanced overall student health



EMPOWERED HYGIENE PRACTICES

Effective hygiene education increased student awareness and practices.



ENHANCED FACILITIES

Upgraded toilets and water systems created a safer, cleaner environment.

BUILDING AND CIVIL STRUCTURED MAINTENANCE



IMPROVED LEARNING SPACES

Renovated classrooms reduced overcrowding and enhanced learning conditions.



INCREASED CLEANLINESS

Enhanced cleanliness of school facilities contributed to a healthier environment.



GREATER SAFETY AND ACCESSIBILITY

Structural upgrades made schools safer and more accessible.

SCHOOL FACILITIES AND FIXTURES (FURNITURE/ BLACKBOARD/ COMPUTER)



Achieved 99.7% regular school attendance and 99.4% ability to attend all subject classes, reflecting improved infrastructure and reduced overcrowding.



Increased student interaction with teachers (86.4%) and better access to books and bags (84.6%) improved the overall learning experience.

SCHOOL FACILITIES AND FIXTURES (FURNITURE/ BLACKBOARD/ COMPUTER)



ENHANCED LEARNING EXPERIENCE

Upgraded facilities improved student engagement and teaching effectiveness.



OPTIMISED CLASSROOM SETUP

New furniture and equipment supported better classroom organisation.

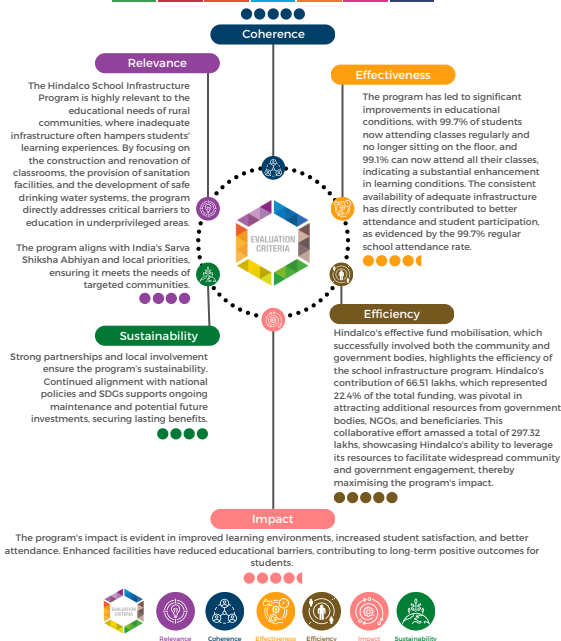


SUPPORTED STUDENT PERFORMANCE

Improved resources and fixtures facilitated better learning outcomes.

OECD FRAMEWORK

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



PROJECT 5 - VOCATIONAL AND TECHNICAL EDUCATION PROJECT

PROJECT BACKGROUND

The Hindalco Industries Ltd. initiative successfully implemented the Vocational and Technical Education programs. The programs are aimed at [1] underprivileged youth through a two-pronged approach: 'Strengthening ITIs' and 'Skill Development Training Programs'. Based in Lohardaga, Jharkhand, focus on skill development through apprenticeships, vocational training, and entrepreneurship development, significantly benefiting the local youth. These programs, including training in trades like electrical, mechanical, and welding and vocational skills like tailoring and bamboo artistry, have provided essential employment opportunities and enhanced livelihoods. The apprenticeship program offers hands-on experience and certification to 25-30 ITI students annually, supported by an honorarium. With over 20,310 beneficiaries across 118 villages, Hindalco's efforts have fostered strong community relationships, promoting inclusive growth and sustainable development.

support

PROJECT DETAILS



Implementation year

FY 2021-2022



Assessment Year

FY 2024-2025



Implemented By

Hindalco Industries Ltd.



Total Beneficiaries

90



Study Location

Units	District	State
Lohardaga	Ranchi	Jharkhand



Spending (Hindalco Industries Ltd.)

₹51,000/-



Sample Size

30 youth (ITI - 10 youth; Skill Development - 20 youth)

PROJECT ACTIVITIES

INDUSTRIAL TRAINING INSTITUTE STRENGTHENING



Offered apprenticeships to ITI students, providing hands-on experience in various industrial trades and certification to validate their training, enhancing their employment opportunities.

SKILL DEVELOPMENT



Conducted vocational training in areas like tailoring and bamboo artistry for the local youth.



Supported a skill development centre run by VIKAS BHARTI NGO in Kishupur by providing essential kits and machinery, including over 100 stitching machines.



Promoted entrepreneurship among the local youth through training and mentorship programs.



Fostered strong community relationships and promoted inclusive growth by enhancing livelihoods through skill development.



SDG Goals

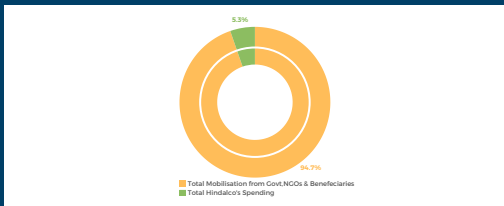




Overall Spending

Spending for Vocational & Technical Education	Amount (in lakhs)	% of Amount
Total Hindalco's Spending	0.51	5.3
Total Mobilisation from Govt, NGOs & Beneficiaries	9.04	94.7
Grand Total	9.55	100.0

SPENDING FOR VOCATIONAL & TECHNICAL EDUCATION



The financial breakdown for vocational and technical education initiatives reveals that Hindalco contributed 5.3 lakhs, representing 0.51% of the total funding. Meanwhile, a combination of government bodies, NGOs, and beneficiaries contributed 9.04 lakhs, accounting for 94.7% of the overall expenditure. Together, these sources have amassed a grand total of 9.55 lakhs aimed at strengthening vocational and technical education. This distribution highlights a robust collaboration between corporate and public sectors, enhancing the scope and effectiveness of education programs.



Overall Achievement of the Program

Intervention List	Population Reached
Strengthening ITI'S	31
Skills based Individual training program	59

Key Findings



100%

of the beneficiaries completed the full term of their courses, demonstrating a high level of commitment and engagement with the training in skill development programs.



100%

of the beneficiaries completed their certification from the ITI strengthening program.



60.0%

of the beneficiaries attended the "Bamboo artist" course, while the remaining 40% attended the "Sewing and stitching" course.

Key Impacts



The beneficiaries acquired practical knowledge and skills, improving their adaptability to meet market demands.



The ITI internship program enhanced individual incomes to ₹18,000 by ensuring participants secured jobs or started their own businesses with the skills they learned, making them financially self-sustained.



Bamboo artists earning between ₹10,000 and ₹15,000 are considered fine artists, reflecting a level of skill and craftsmanship in their work in the skill development program.



The intervention replaced sporadic and unstable earnings with financial stability and regular income through skill development and entrepreneurial support.

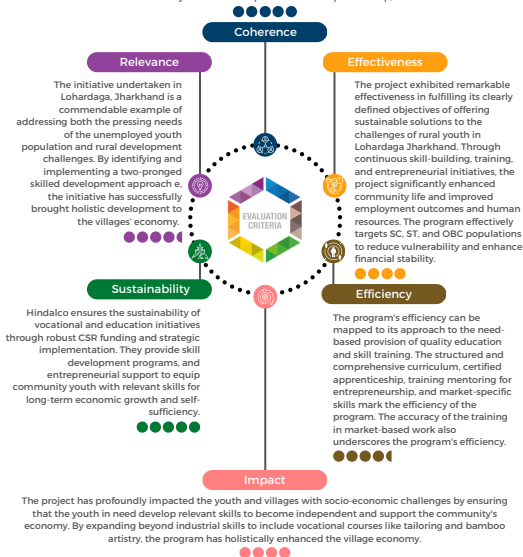
OECD FRAMEWORK

The following SDGs were coherent with the project:



The initiative also aligns with national programs like:

National Policy on Skill Development and Entrepreneurship, 2015



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 1

INTRODUCTION



Celebration of World Yoga Day, Lohardaga

ABOUT HINDALCO INDUSTRIES LIMITED

Hindalco Industries Limited, a flagship of the Aditya Birla Group, is a leader in the aluminium and copper industries, committed to enriching lives through dynamic and responsible business practices. Guided by the vision of Mrs. Rajashreeji Birla, Chairperson of the Aditya Birla Centre for Community Initiatives and Rural Development, Hindalco's Corporate Social Responsibility (CSR) mission is to actively contribute to the social and economic development of the communities in which it operates. This mission aligns with the United Nations Sustainable Development Goals, aspiring to improve the quality of life for marginalised communities and enhance the country's human development index.

For over 65 years, Hindalco has been dedicated to uplifting underprivileged communities in India. The Aditya Birla Group's ethos encompasses a deep commitment to engaging with underserved communities, addressing challenges related to quality of life, and making a substantial impact. This commitment extends beyond business interests, focusing on inclusive growth through education, healthcare, sustainable livelihoods, and infrastructure while also tackling various social issues.

CSR VISION

"To actively contribute to the social and economic development of the communities in which we operate and beyond. In sync with the UN SDGs, our endeavour is to lift the burden of poverty weighing down the underserved and foster inclusive growth. In doing so, build a better, sustainable way of life for the weaker, marginalized sections of society and enrich lives. Be a force for good."

Smt. Rajashreeji Birla, Chairperson, Aditya Birla Centre for Community Initiatives and Rural Development

BACKGROUND AND NEED OF THE PROGRAM

PROJECT 1 - EDUCATION SUPPORT PROGRAM

Hindalco launched initiatives across Uttar Pradesh, Madhya Pradesh, Jharkhand, Karnataka, and Chhattisgarh to address high dropout rates, limited educational resources, and barriers for working children. Programs focused on reintegrating school drop-outs, improving educational outcomes, promoting digital literacy, and vocational skills. Community engagement was fostered through national and international day celebrations, evening classes, and knowledge centres for competitive exam preparation.

PROJECT 2 - PRE-SCHOOL EDUCATION PROGRAM

Hindalco targeted rural communities facing challenges in accessing pre-education due to inadequate infrastructure and basic amenities. By mobilizing government funds, the initiative improved Anganwadi centres through infrastructure upgrades, sanitation facilities, clean drinking water, and other essential amenities. The program also included capacity-building efforts for local communities to create a safe, conducive learning environment for early childhood education.

PROJECT 3 - SCHOOL EDUCATION PROGRAM

In locations like Renukoot, Mahan, Lohardaga, Samri, Renusagar, and Belgavi, Hindalco enhanced early childhood education through Balwadi centres by renovating buildings, providing toys, learning aids, mid-day meals, and teacher training. Focused on improving educational resources and health, the initiative created a supportive learning atmosphere, addressing both academic and personal development for young children.

PROJECT 4 - SCHOOL INFRASTRUCTURE PROJECT

Hindalco's initiatives improved school infrastructure in underserved regions, particularly for marginalized communities and adolescent girls. Interventions included sanitation facilities, modern educational tools, and building maintenance, with an emphasis on sustainable practices like solar energy and water conservation. Local stakeholder involvement ensured community ownership, promoting long-term success. Scholarships, school supplies, and mid-day meal programs further supported students' educational journeys, addressing financial and nutritional needs.

PROJECT 5 - VOCATIONAL AND TECHNICAL EDUCATION PROJECT

In Lohardaga, Jharkhand, Hindalco's CSR initiatives empowered local youth through vocational training in trades such as electrical, mechanical, welding, tailoring, and bamboo artistry. Apprenticeship programs benefited 25-30 ITI students annually, providing hands-on training and certification. Collaborations with local NGOs amplified the impact, reaching over 20,310 individuals in 118 villages. These efforts enhanced employability, improved livelihoods, and fostered sustainable community development.

OBJECTIVES OF THE PROGRAM



To provide reintegration opportunities for school drop-outs, particularly girls, through targeted community-level programs.



To achieve better educational outcomes for drop-out students by offering evening classes and eliminating financial barriers.



To improve digital literacy and employability among rural youth by providing comprehensive computer education across key locations.



To enhance the quality and effectiveness of early childhood care and education in underserved areas.



To create a supportive and engaging learning environment for young children.



To create a safe, healthy, and conducive learning environment in schools through comprehensive infrastructure improvements and resource provision.



To improve educational outcomes and student well-being by providing equitable access to essential resources and facilities.



To promote sustainable and eco-friendly practices in school infrastructure management while ensuring the long-term viability of improvements.



To ensure the celebration of national and international days with engaging activities that foster national pride and social responsibility.



To enhance academic and career prospects by establishing a dedicated knowledge centre and library for competitive exam preparation.



To increase community engagement and support through essential nutrition, life skills training, and vocational courses.



To provide comprehensive educational services in schools across multiple locations, targeting underserved rural communities.



To enhance the quality of education provided in schools in underserved areas.



To create a supportive and engaging learning environment for children.



To empower local communities and foster a sense of ownership in school development through active engagement and capacity building.



To equip local youth with practical and theoretical skills in trades such as electrical, mechanical, and welding to improve their job prospects and employability.



To foster self-employment and entrepreneurial opportunities through training and mentorship, empowering individuals to start and sustain their own businesses.



To engage and uplift the local community by providing vocational training and supporting local initiatives, thereby enhancing livelihoods, and promoting inclusive growth.

CHAPTER 2

RESEARCH METHODOLOGY

OBJECTIVES OF THE STUDY



To assess the short-term impacts of the program.



To evaluate the long-term effects of the program.



To measure how effectively the program meets its goals and objectives.



To identify both strengths and areas needing improvement in the program's implementation.

RESEARCH METHODOLOGY

The impact assessment study used a detailed mixed-methods approach, combining quantitative and qualitative techniques to provide a thorough understanding of the project's effects. This approach enabled the collection of both numerical data and in-depth contextual insights, leading to a more complete evaluation of the project's results.

APPLICATION OF QUANTITATIVE TECHNIQUES

In the quantitative part of the study, structured interviews with set response options were used. Closed-ended surveys included questions with multiple-choice or Likert-scale responses. This method enabled the collection of quantifiable data that could be statistically analysed, providing a clear and measurable assessment of the project's impact.

APPLICATION OF QUALITATIVE TECHNIQUES

To ensure accuracy and include a broad range of participants, the study conducted semi-structured and open-ended interviews, as well as focus group discussions (FGDs) with key project stakeholders. These qualitative inputs enriched the quantitative data, offering deeper insights into the program's effectiveness, notable barriers, challenges, and areas for improvement.

ENSURING TRIANGULATION

The quantitative research findings were cross-checked with insights from the qualitative research. The report was organised to highlight this triangulation, which strengthened the reliability of the results.

DATA QUALITY CONTROL AND ANALYSIS

The study used a centralised dashboard and an in-house app for real-time data monitoring, which helped maintain data integrity and allowed for quick corrective actions, as necessary. Data analysis included descriptive numerical and graphical techniques to systematically display and interpret data patterns, highlighting key characteristics and trends.

UPHOLDING RESEARCH ETHICS

The impact assessment study upheld a robust framework of research ethics principles throughout its process.



INFORMED CONSENT

Participants made informed decisions after understanding the study goals, risks, and benefits.



CONFIDENTIALITY

Participant information was guarded securely, establishing a foundation of trust.



DATA SECURITY AND ANONYMITY

Rigorous measures ensured participant data remained private and untraceable.



NON-MALEFICENCE

Participant well-being was safeguarded, with no harm caused by the research.



INTEGRITY

Research maintained high credibility through sincere and transparent practices.



JUSTICE

Equitable treatment prevailed, free from biases or stereotypes, promoting fairness.

STANDARDISED FRAMEWORK FOR EVALUATION

The research study used the OECD-DAC framework for evaluation to align with internationally recognised standards and norms. This framework provided a robust and consistent method for assessing the project's impact, enhancing the credibility and relevance of the research findings.



KEY STAKEHOLDERS



Parents



Panchayat and
Community Members



Gram Panchayat



School teachers

Sampling Framework

SAMPLING FRAMEWORK

To achieve a comprehensive representation of various sub-groups within the target population, the study used a stratified random sampling method. For qualitative interactions, purposive sampling was employed to involve key stakeholders.



Stratified random sampling involves dividing the population into separate subgroups and then randomly selecting samples from each subgroup to ensure representative diversity in the study.



Purposive sampling is a research method where specific individuals or groups are intentionally selected for inclusion based on their unique characteristics or expertise. This approach aims to provide focused and specialised insights into the research topic.

EDUCATION SUPPORT PROGRAM

Intervention List	Renukoot	Renusagar	Mahan-Singrauli	Lohardaga	Samri	Muri	Belagavi	Total
Knowledge Centre and Library	20	0	0	20	0	0	30	70
Adult and Non-Formal Education	0	0	0	20	0	0	0	20
Celebration of National days / International days	0	10	0	10	10	0	0	30
Computer Education	20	0	30	0	10	0	0	60
Reducing Drop-Out and Continuing Education (Kasturba Balika/ bridge courses/ counselling)	0	0	0	20	0	70	0	90
Career Counselling and Orientation	0	0	0	10	0	0	0	10
Grand Total								280

PRE-SCHOOL EDUCATION PROGRAM

Intervention List	Renukoot	Renusagar	Mahan-Singrauli	Lohardaga	Samri	Belagavi	Total
Balwadies/play schools/creches	20	10	50	30	0	50	160
Strengthening Anganwadi Centre-Govt. supported	0	10	19	30	70	0	120
Grand Total							280

Sampling Framework

SCHOOL EDUCATION PROGRAM

Intervention List	Renukoot	Renusagar	Mahan-Singrauli	Lohardaga	Samri	Muri	Belagavi	Total
Scholarship (Merit and Need based assistance)	0	50	0	0	0	0	0	50
Cultural events	0	0	0	0	0	0	0	0
Quality of Education (support teachers, Improve education methods)	0	0	10	0	0	0	0	10
Specialised Coaching	0	0	17	20	0	0	0	37
Exposure visits /awareness	0	0	0	0	0	0	0	0
Formal schools inside the campus (Company Schools)	20	200	0	0	0	200	0	420
Support to Midday Meal Project	0	20	0	110	0	0	0	130
Grand Total								1057

SCHOOL INFRASTRUCTURE PROJECT

Intervention List	Renukoot	Renusagar	Mahan-Singrauli	Lohardaga	Samri	Belagavi	Total
Buildings and Civil structures (new)	0	30	0	20	0	0	50
Buildings and Civil structures (renovation and maintenance)	50	20	20	100	125	30	345
School sanitation/drinking water	20	10	0	20	0	0	50
School facilities and fixtures (furniture/blackboards /computers)	0	10	0	20	0	0	30
Grand Total							475

CHAPTER 3

KEY STUDY FINDINGS AND IMPACTS

PROJECT 1

EDUCATION SUPPORT PROGRAM

This comprehensive chapter of the report provides an in-depth analysis of the key components and activities carried out in the project. Focusing on five core activities—Celebration of International and National Days, Knowledge Centre and Library, Computer Education, Reducing Drop-Out and Continuing Education, And Adult and Non-Formal Education Program—the chapter delves into each initiative to evaluate its execution, outcomes, and overall impact on the community. Through an analysis of these components, the chapter highlights the significant role of the project in fostering educational opportunities, promoting community engagement, and addressing key challenges within the target population. The findings from these initiatives indicate significant improvements in educational access, knowledge dissemination, and community involvement, demonstrating the positive and far-reaching impact of the program.

CELEBRATION OF INTERNATIONAL AND NATIONAL DAYS

Hindalco's CSR initiatives at Lohardaga and Samri emphasize the celebration of National Days such as Republic Day, Independence Day, Swachhta Diwas, Safety Day, etc. These events involve a variety of activities to ensure widespread and enthusiastic participation.

SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

CHART 1: AGE OF THE BENEFICIARY

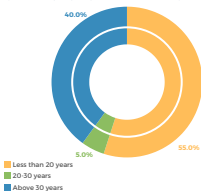


CHART 2: GENDER OF RESPONDENT

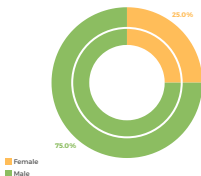
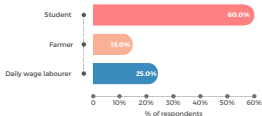


CHART 3: OCCUPATION OF THE RESPONDENTS



SCHOOL STUDENTS

The data revealed that a majority of the school students benefiting from the program were under the age of 20 (55.0%), with a small group between 20-30 years (5.0%), indicating that some students were much older than typical school age due to delayed or disrupted education. Gender analysis showed that most of the students were male (75.0%), while females accounted for a smaller portion (25.0%). These students were primarily focused on their studies, reflecting the program's emphasis on reintegration and continued education.



COMMUNITY MEMBERS

Among community members, daily wage labourers (25.0%) and farmers (15.0%) were key beneficiaries, indicating a focus on supporting economically vulnerable groups. The majority of these beneficiaries were over 30 years old (40.0%). During the COVID-19 period, the community adapted their celebrations of national and international days by organising socially distanced or virtual events, ensuring continued engagement while adhering to safety protocols.

PROGRAM INTERVENTION

The national and international days were celebrated predominantly within schools in Lohardaga and Samri, with only a few events taking place at the village level in Lohardaga. The celebrations were marked by a wide range of activities, ensuring active and comprehensive participation. These included awareness rallies, quiz competitions, and the traditional flag hoisting on Independence and Republic days. Additionally, participants were deeply involved in cultural events, such as sit-and-draw competitions, music, and dance performances. This extensive engagement demonstrated a strong commitment to fostering educational and cultural awareness across various settings.



During the National Day celebrations at our school, I had a lot of fun and learned a lot. We had awareness rallies and quiz competitions about important themes, which made me think more about our country. I also enjoyed the sit-and-draw competition and the cultural program. The sports activities were exciting, and we got to see the flag hoisting on Independence and Republic Days. I felt happy receiving clothes, food packets, and prizes. The lectures and video shows helped us understand more about these special days. It was a great way to celebrate and learn about our country.

-Ansh Gupta, Student, Samri

IMPACT OF THE PROGRAM

The qualitative data from the study revealed that the Hindalco Education Supported Program had a significant and multifaceted impact on the community. Many villagers in Lohardaga noted how these programs helped them gain valuable insights into the outside world, broadening their perspectives. Beneficiaries also appreciated the practical support they received through various useful materials provided during these initiatives. Additionally, the programs played a crucial role in teaching children the importance of these significant days, instilling a sense of awareness and respect. The celebrations were recognised as collective events that brought the entire community together, fostering a spirit of unity and shared purpose. This pattern underscored the effectiveness of the program in promoting awareness, education, and community involvement.



PROMOTION OF NATIONAL PRIDE

The various activities, including cultural performances, focused on patriotic performances, essay and painting competitions, and the distribution of tri-color kites, contributed to a heightened sense of national pride. These events celebrated national heritage and fostered a greater appreciation for democratic values and national identity.



IMPROVED LOCAL ENVIRONMENT AND SANITATION

The Swachhta Diwas activities, such as cleanliness drives, tree plantations, and distribution of sanitation kits, had a positive impact on the local environment. These initiatives improved public hygiene, encouraged environmental stewardship, and supported community health and well-being.



INCREASED AWARENESS AND EDUCATION

The awareness rallies, quiz competitions, and educational lectures significantly increased knowledge among school children and community members about national values, hygiene, and environmental issues. These activities promoted a deeper understanding of important themes and encouraged active participation in social causes.



ENHANCED COMMUNITY ENGAGEMENT AND UNITY

The national day celebrations by Hindalco in both Lohardaga and Samri fostered a strong sense of community. Activities such as flag-hoisting ceremonies, cultural programs, and freedom runs brought people together, enhancing local unity and pride.

“

National and International Day celebrations organised by Hindalco at our school were really inspiring. The patriotic performances by fellow students and the essay writing competition on the Importance of Democracy made me feel proud and more connected to our nation. It also encouraged me to learn more about our history and values.

-Sweta Kumari Bagru, Student, Lohardaga

”



CELEBRATION OF SWACHCHATA DIWAS, LOHARDAGA

COMPUTER EDUCATION

Hindalco's CSR initiatives have extended comprehensive computer education support across four key locations: Mahan, Samri, and Renukoot.



SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

CHART 4: AGE-WISE DISTRIBUTION

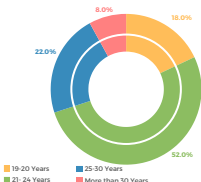


CHART 5: GENDER-WISE DISTRIBUTION

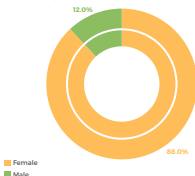
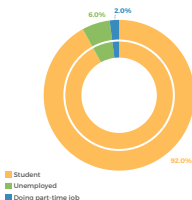
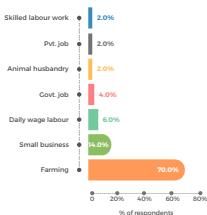
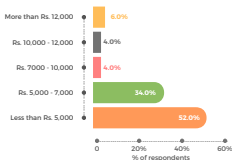
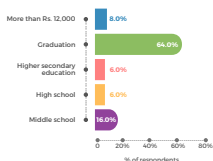


CHART 6: EMPLOYMENT STATUS DURING ADMISSION**CHART 7: FAMILY OCCUPATION****CHART 8: AVERAGE MONTHLY INCOME OF THE PARENT****PROGRAM INTERVENTION****CHART 9: EDUCATION LEVEL**

The data underscored that over half (52.0%) of the respondents were aged 21-24 years, with females being the substantial majority (88.0%). A significant majority of the respondents (92.0%) were students at the time of admission, with farming as the primary family occupation for 70.0%, while small businesses followed at 14.0%. The average monthly income of most families fell below ₹ 5000 (52.0%), and the educational level was predominantly graduation (64.0%). This data showed a young, primarily female, student-based population with a strong agricultural background, limited income, and studies at the graduate level.

**COMPUTER EDUCATION CENTRE, MAHAN**

CHART 10: NAME OF THE COURSE

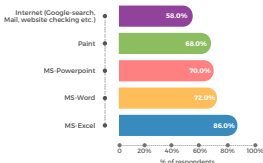
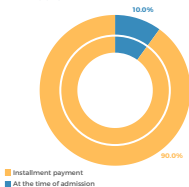


CHART 11: PAYMENT OF THE ADMISSION FEE



In terms of the selection of the course, MS Excel emerged as the most popular, with 86% of participants being enrolled, followed closely by MS Word (72.0%), MS PowerPoint (70.0%), and Paint (68.0%). The data highlighted that the program provided flexibility in fee payment, with 90.0% of the students opting for instalment plans, while only 10.0% chose to pay at the time of admission. Additionally, 58.0% of the students engaged in internet-related courses, indicating a broad interest in practical software skills and also showing the affordability of the program.

“

The computer education centre in Bargawan Village has really helped improve our skills. We learned things like MS Word, PowerPoint, and typing in both Hindi and English. Thanks to the support from Hindalco, many of us have been able to get jobs or work from home doing data entry and documentation. The centre also offers courses like DCA and PGDCA, which have been great for students like us who want to keep learning. The placement support is helpful, and it's good to see that there are more opportunities now for both boys and girls in our village.

-Pragati, Mahan

”

CHART 12: COMPLETION OF THE COURSE

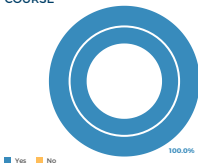


CHART 13: RECEIVING CERTIFICATE COURSE

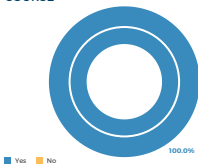
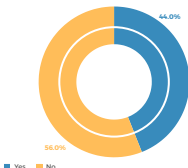


CHART 14: RECEIVING COURSE MATERIAL

The data highlighted that all students (100.0%) successfully completed their course and received their certificates, reflecting the program's effectiveness and commitment to certification. 46.0% of the respondents reported receiving course-related materials, and this showed that some students benefitted from the additional resources provided. This positive outcome underscores the success of the Hindalco Education Program in delivering education and certification which demonstrated its overall effectiveness.

**100%**

of the respondents understood most of the lessons taught.

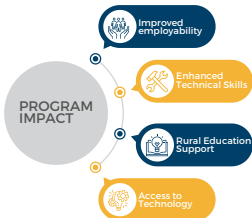


I felt proud of myself and accomplished after I finished the course. My certificate served as evidence of the program's commitment and effectiveness. It was a very fulfilling experience, and I'm appreciative of the chance to develop my abilities.

-Jyoti, Renukoot



PROGRAM IMPACT



IMPROVED EMPLOYABILITY

The computer education program supported by Hindalco enhanced the scope of student employability. Through courses such as Tally, DCA, and PGDCA, students acquired skills in documentation, data entry, and software usage. This training enabled them to secure jobs with average salaries of 15-16k or pursue work-from-home opportunities.



ENHANCED TECHNICAL SKILLS

Hindalco's computer education initiative provided students with essential technical skills, including proficiency in MS Word, PowerPoint, Excel, and more. This training enhanced their qualifications, making them more competitive in the job market, particularly in rural areas.



RURAL EDUCATION SUPPORT

Hindalco supported private colleges by providing computers based on demand. The company also operated a computer education centre where

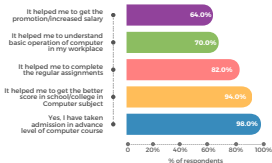
rural students, especially those from remote areas, received basic training in Windows and Microsoft Office. This initiative equipped them with fundamental skills for future opportunities.



ACCESS TO TECHNOLOGY

Hindalco provided computers to government schools in Samri such as Kasturba Balika Vidyalaya and Higher Secondary School. This initiative gave students access to technology and helped them learn basic computer skills, which are essential in the digital world.

CHART 15: BENEFITS OF THE COURSE



The data demonstrated that the course significantly benefited the respondents in various ways. Notably, 98.0% of the participants progressed to more advanced computer courses, and 94.0% of them reported improved grades in computer-related topics at school or in college. Additionally, 82.0% of the respondents found the course to be helpful for completing regular assignments, and 70.0% noted an enhanced understanding of the fundamentals of computer operations in their workplace. Also, 64.0% of the respondents stated experiencing career growth through promotions or increased salaries. This comprehensive impact showed the effectiveness of the course in advancing both academic and professional achievements.

CHART 16: PRESENT STATUS OF THE RESPONDENT

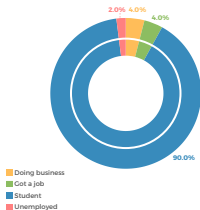
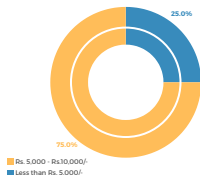


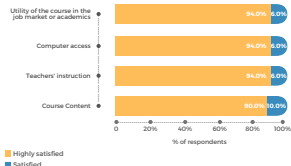
CHART 17: PRESENT INCOME STATUS



The data highlighted that the majority of respondents (90.0%) were students, while 4.0% were employed, with an equal distribution between those running a business and those who had secured jobs. Among the employed respondents, 75.0% of them reported earning between ₹5,000 and ₹10,000 and 25.0% earned less than ₹5,000. This distribution showed a high proportion of students enrolled in business or employment and among the employed, most of them had moderate salaries.

SATISFACTION AND PERCEPTION ABOUT THE PROGRAM

CHART 18: SATISFACTION WITH THE PROGRAM



The above findings showed a high level of satisfaction with the program, in which a significant (90.0%) of the respondents were highly satisfied with the course content. In addition, 94.0% expressed strong approval of the teachers' instruction, computer access, and the course's relevance and applicability to the job market or academic pursuits. This consistent and positive feedback across all aspects emphasised the acceptability of the program and its effectiveness in meeting the needs and expectations of its participants.

INTERACTION WITH STAKEHOLDER OF COMPUTER EDUCATION CENTRE, MAHAN



KNOWLEDGE CENTRE AND LIBRARY

Hindalco has established a knowledge centre and library in Belagavi dedicated to supporting individuals preparing for competitive exams. This library, solely operated by Hindalco, is stocked with books and resources specifically tailored for competitive exam preparation, providing a focused environment for learners aiming to achieve their academic and career goals.

SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

CHART 19: AGE-WISE DISTRIBUTION

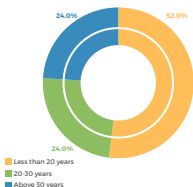


CHART 20: EMPLOYMENT STATUS DURING ADMISSION

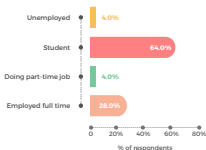


CHART 21: FAMILY OCCUPATION

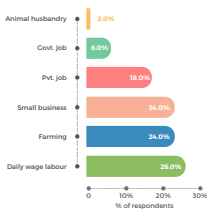


CHART 22: AVERAGE FAMILY INCOME

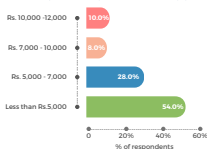
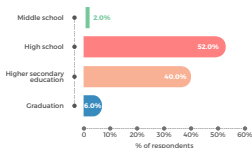


CHART 23: EDUCATIONAL QUALIFICATION



The data showed a predominantly young respondent base, with 52.0% under 20 years old. Most of the respondents surveyed were students (64.0%), while 28.0% of them reported that they were employed full-time in a job. Family occupations varied, with daily wage labour (26.0%) and farming or small business (24.0% each) being common. The average family income was mostly below ₹ 5,000 (54.0%), and in terms of educational qualification, most respondents had high school (52.0%) or higher secondary education (40.0%), with a smaller proportion holding a graduation degree.

PROGRAM INTERVENTION

CHART 24: TYPES OF SERVICES RECEIVED

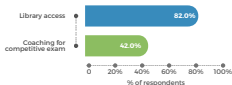
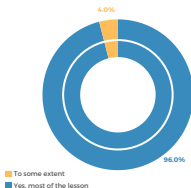


CHART 25: COMPREHENSION LEVEL OF TAUGHT LESSONS



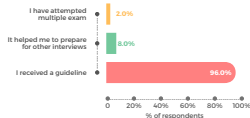
“

I am 28 years old and have attended the coaching centre for over six months, and it really helped me in understanding the lessons. The classes were mostly held five days a week and lasted over two hours, which gave me enough time to grasp the concepts. As a student during admission, the free access to this coaching made a big difference in preparing for competitive exams, and most of the lessons were easy to understand.

-Sunil, Belagavi

”

CHART 26: UTILISATION OF COACHING FOR THE PREPARATION



The above data from the quantitative study revealed that 82.0% of the respondents received library access from the centre, while 42.0% benefited from coaching for competitive exams. The data highlighted that 44.0% of the respondents received materials from the centre, and in terms of comprehension, a significant number (96.0%) of the respondents understood most of the lessons taught. 96.0% of the respondents reported receiving valuable guidelines from the coaching classes, while 8.0% of them found it useful for preparing for other interviews, and 2.0% had attempted multiple exams. The results from the data show the effectiveness of the coaching, especially in providing useful guidelines and substantial lesson comprehension.

PROGRAM IMPACT



**INCREASED
ACCESS TO
EDUCATION**

Most students have accessed the knowledge centre for over six months, showing their commitment to education and preparation for competitive exams.



HIGH SATISFACTION WITH THE PROGRAM

Many participants expressed strong satisfaction with the course content, the quality of instruction, and the program's relevance to the job market, showing that the program is effectively meeting their educational and professional needs.



GUIDANCE AND EXAM PREPARATION

A significant number of students reported that the coaching provided clear guidelines for their preparation, helping them get ready not only for exams but also for other competitive job or admission interviews, highlighting the practical value of the program.

CHART 27: PRESENT STATUS OF THE RESPONDENT

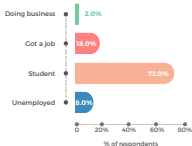
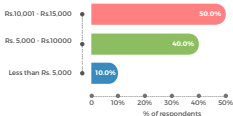


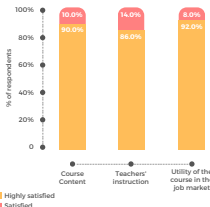
CHART 28: PRESENT INCOME STATUS OF THE EMPLOYED RESPONDENT



The data depicted the present status of respondents, showing that 72.0% among them were students and still preparing for competitive education and jobs. 18.0% of the surveyed respondents were employed, 8.0% were unemployed, and 2.0% were engaged in business. Among those currently employed, 50.0% earned between ₹ 10,001 and ₹ 15,000, 40.0% of them earned between ₹ 5,000 and ₹ 10,000, and 10.0% earned less than ₹ 5,000. This current snapshot shows the predominant student demographic and a range of income levels among the employed respondents.

SATISFACTION AND PERCEPTION ABOUT THE PROGRAM

CHART 29: SATISFACTION WITH THE PROGRAM



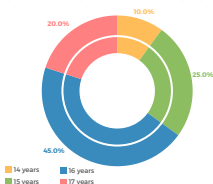
The above findings from the data revealed high levels of satisfaction with the program. 90.0% of the respondents surveyed were highly satisfied with the course content, 86.0% with the teacher's instruction, and 92.0% of them expressed satisfaction with the utility of the course in the job market. This positive feedback shows the effectiveness and success of the Hindalco-supported education program in delivering valuable educational content, excellent teaching and strong relevance to career advancement.

REDUCING DROP-OUTS AND CONTINUING EDUCATION

Reducing drop-outs and continuing education are crucial for ensuring equitable access to learning opportunities. In Lohardaga, Jharkhand, Hindalco's educational initiatives are at the forefront of addressing these challenges. Programs by Hindalco are dedicated to reintegrating girls who have previously dropped out of school, working to reconnect them with their education through targeted community-level programs. By focusing on re-engagement and providing necessary support, Hindalco aimed to bridge educational gaps and empower young girls to reach their full potential. This approach not only addressed immediate educational needs but also nurtured long-term academic success and personal growth.

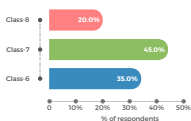
DEMOGRAPHIC PROFILE

CHART 30: AGE-WISE DISTRIBUTION



The data revealed that the majority of respondents were 16 years old (45.0%), followed by those aged 15 (25.0%) and 17 years (20.0%). In terms of class, most respondents were in Class 7 (45.0%), followed by 35.0% in Class 6 and 20.0% in Class 8. This distribution highlights a predominant presence of 16-year-olds and Class-7 students, reflecting notable educational and developmental trends among the respondents.

CHART 31: CURRENT ACADEMIC CLASS OF RESPONDENTS



PROGRAM INTERVENTION



100%

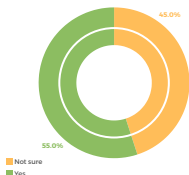
of the students reported being satisfied with the support provided for the support in studies from the school.

“

My school helped me a lot with my studies. The Hindalco Bridge Course counsellor made learning fun and easy for me. They also talked to my family and explained why going back to school was important. Thanks to their help, my family agreed, and I was able to rejoin school. The counsellor even helped me with all the admission work. Now, I am happy to be learning again and feel hopeful about my future.

- Anita Kumari, Chirodih village, Lohardaga

”

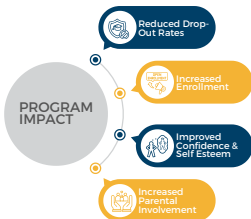
CHART 32: DESIRE TO CONTINUE FURTHER STUDIES

The above data illustrates that all respondents (100.0%) received support in their studies from the school, demonstrating that the school's resources benefit everyone. In terms of continuing their studies, 55.0% expressed a strong desire to further their education, while 45.0% were uncertain about their future academic plans.

The data revealed that all respondents received academic support from the school, and most were eager to continue their studies. On the other hand, those who were unsure were likely considering their options thoughtfully, reflecting a positive and engaged approach to their future education.

**100%**

of the respondents felt that rejoining the school would help them to become independent in the future.

PROGRAM IMPACT**REDUCED DROP-OUT RATES**

Reduced drop-out rates were one of the significant impacts observed as a result of targeted educational programs. Qualitative studies indicated that these initiatives not only curbed drop-out rates but also greatly bolstered girl child education. The programs facilitated stronger connections between schools and the community, both formally and informally. This, in turn, empowered more girls to stay in school and complete their education.

**INCREASED ENROLLMENT**

The targeted educational programs significantly increased school enrolment rates. These initiatives successfully reached out to underprivileged communities, emphasising the importance of education, and providing essential resources. As a result, more children, especially girls, were encouraged to attend school regularly, leading to a noticeable rise in the student population.



IMPROVED CONFIDENCE AND SELF-ESTEEM

The educational initiative from Hindalco significantly improved the confidence and self-esteem of the local population. These programs provided tailored support and skills development, which empowered individuals to take on new challenges with greater assurance. As a result, many participants reported a noticeable boost in their self-belief and a more positive self-image.

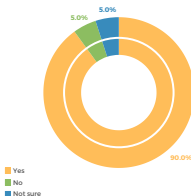


INCREASED PARENTAL INVOLVEMENT

Increased parental involvement and heightened awareness about girls' education had a significant impact on educational outcomes. Parents, motivated by targeted educational programs, began actively supporting and encouraging their daughters' academic pursuits. This shift led to a notable rise in school enrollment rates among girls and improved overall academic performance.

PERCEPTION OF PARENTS ABOUT THE PROGRAM

CHART 33: PARENTAL SUPPORT FOR
CONTINUING STUDIES



The data shows that most respondents, 90.0%, received positive affirmations from their parents about continuing their studies, reflecting significant family support for further education. Only a small portion were unsure or did not expect parental backing. This indicates strong encouragement from parents, suggesting a supportive environment for continued academic pursuits.

“

The counselling I received during the program intervention helped me a lot. Now, I want to keep studying and go further with my education. My parents also wanted me to go back to school, and they supported me. I feel that going back to school will help me become independent when I grow up. Now, I can think about different jobs I might want to do in the future. I'm excited to keep learning and see where it takes me.

-Monika, Bagru Village, Lohardaga

”

ADULT AND NON-FORMAL EDUCATION PROGRAM

In Lohardaga, Hindalco has introduced a significant initiative to support drop-out students and adolescents who cannot attend regular schools due to economic challenges. The program offered evening classes to accommodate their work schedules and provided free education, including textbooks, uniforms, and stationery materials to eliminate financial barriers. Essential nutrition support, life skills training, vocational courses in tailoring embroidery, and computer skills were also integral parts of the initiative. Also, counselling services were delivered to students, families, and community members to highlight the importance of education and combat child labour.

SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

CHART 34: AGE-WISE DISTRIBUTION

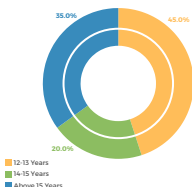


CHART 35: GENDER-WISE DISTRIBUTION

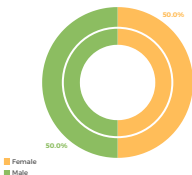
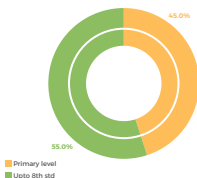


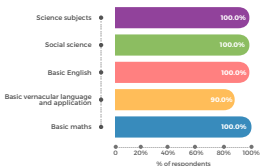
CHART 36: GRADES OF RESPONDENTS



The data highlights a balanced gender distribution, with males and females each making up 50.0% of the group. Age-wise, the data shows that a significant portion of the respondents (45.0%) are in the 12-13 years age range, while those aged 14-15 years and above 15 years represent smaller segments (20.0% and 35.0%, respectively). When it comes to educational attainment, the data underscores that a slight majority of respondents (55.0%) have completed education.

PROGRAM INTERVENTION

CHART 37: SUBJECT TAUGHT



The data highlighted the comprehensive curriculum at the centre, where all students were taught basic mathematics, English, social science, and science subjects. This reflected a strong emphasis on essential academic disciplines. Additionally, 90.0% of the students received instruction in local tribal languages such as Nagpuri, Khortha and Hindi language, which underscores the commitment of the centre to linguistic education. This coverage reflected a well-rounded educational strategy aimed at providing learners with core abilities in major areas of learning.



100%

of the respondents reported that the teacher equally covered all subjects with proficiency.

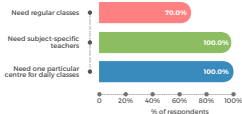
“

The Hindalco program has been very supportive, evening classes fit well with the work schedule, and receiving a few books and worksheets has been useful. The snacks and meals are appreciated, and the life skills training provided useful information. The program helped us in preparing for exams in an easier way and offered valuable skills for the future.

-Satish Bharti, Lohardaga

”

CHART 38: AREAS FOR IMPROVEMENT

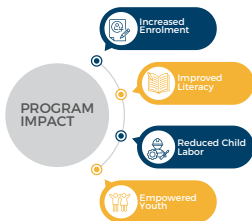


The data highlighted key areas for improvement as identified by the respondents. It was clear that all respondents felt the need for a dedicated centre for daily classes and subject-specific teachers, indicating a strong desire for more specialised and consistent educational support. Additionally, 70.0% of respondents suggested that regular classes were necessary, underscoring a need for more structured and frequent learning opportunities. This feedback represented a collective call for enhancements in both the organisation and delivery of the educational program, reflecting the need for a more focused and consistent approach to fulfilling the students' needs effectively.

FGD AT RATRI PATHSHALA, LOHARDAGA



PROGRAM IMPACT



INCREASED ENROLMENT

The Ratri Pathshala initiative has successfully increased enrolment among children and adolescents who were previously unable to attend regular schools due to economic constraints. By offering evening classes, free education, and nutritional support, the program has made formal education accessible to a larger number of students in the community. Most of these children are involved in family agriculture and animal husbandry. Additionally, a small percentage (10.0%) work as child labourers, assisting in hotels or performing various tasks in villages.



IMPROVED LITERACY

The initiative has contributed to improved basic education within the target group. Providing essential educational materials and evening classes has enabled these children and adolescents to continue their education, enhancing their reading and writing skills, which are crucial for their future.



REDUCED CHILD LABOR

The program has played a significant role in reducing instances of child labour in the community. By engaging with families and raising awareness about the importance of education, the initiative has encouraged more children to leave work and pursue their studies, leading to a decline in child labour.

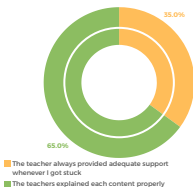


EMPOWERED YOUTH

Through life skills training, vocational education, and counselling, the Ratri Pathshala has empowered youth in the community. These students are not only gaining academic knowledge but also practical skills and personal development, preparing them for a better future.

SATISFACTION AND PERCEPTION ABOUT THE PROGRAM

CHART 39: SATISFACTION WITH THE TEACHING SUPPORT



The data emphasised respondents' satisfaction with the teaching support at the centre. A majority (65.0%) felt that the teachers explained each content properly, illustrating that the instructional methods were effective.

Meanwhile, 35.0% noted that the teacher always provided adequate support when they encountered difficulties, underscoring the attentiveness of the teaching personnel. This distribution of responses represented a positive perception of both the clarity of instruction and the supportiveness of the learning environment.

The program's overall supportive environment was enhanced by several specific activities:



EVENING CLASSES

Conducted evening sessions for children and adolescents working during the day.



FREE EDUCATION

Provided free education, including textbooks, uniforms, and stationery.



NUTRITION SUPPORT

Offered snacks and meals to students.



LIFE SKILLS TRAINING

Included training in health, hygiene, and personality development.



VOCATIONAL TRAINING

Provided training in tailoring, embroidery, and computer skills.



COUNSELLING

Delivered counselling services for students and their families.



COMMUNITY ENGAGEMENT

Raised awareness about education and child labour through community interactions.



This program from Hindalco has been a great help. The teacher is always available for questions, and evening classes work well with the work hours. Getting free books and uniforms has been very useful. Learning new skills, like using a computer, and receiving meals and counselling support have made a significant difference. The program has improved the experience of school and future prospects, and it has also helped reduce child labour in the community.

-Ramesh, Lohardaga



PROJECT 2

PRE-SCHOOL EDUCATION PROGRAM

This chapter provides a detailed overview of the key findings from the comprehensive Impact Assessment study. Through extensive surveys and in-depth interactions with key stakeholders, the study provides valuable insights into the program's impact on enhancing the quality of education and provision of conducive learning environment for children and improving the overall quality of education.

Strengthening Anganwadi Centres

Anganwadi centres, backed by government support, offer children the chance to engage in study, learning, and play. As part of efforts to enhance these centres, activities involved beautification, cleaning, installing floor tiles, painting walls, and repairing damages. Furthermore, initiatives included training sessions for workers to improve their nutrition knowledge, alongside awareness programs for parents covering immunisation, health, hygiene, and handwashing. The centres also ensure children receive nutritious hot meals as part of their daily routine.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Mahan, Lohardaga, Renukoot, Renusagar, Samri and Belagavi.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children and their parents. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

CHART 1: PRIMARY OCCUPATION OF THE PARENT

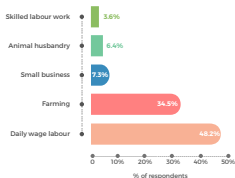


Chart 1 shows that less than half of the respondents, primarily parents, were employed as daily wage labourers, followed by some who worked on farms. Only a small number of respondents had formal employment.

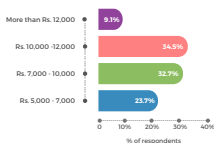


Chart 2 shows that a significant number of respondents reported earning a monthly income of Rs. 10,000 to 12,000, followed by those earning between Rs. 7,000 and 10,000.

PROGRAM INTERVENTION

CHART 3: AVAILABILITY OF DIFFERENT FACILITIES FOR CHILDREN AT ANGANWADI

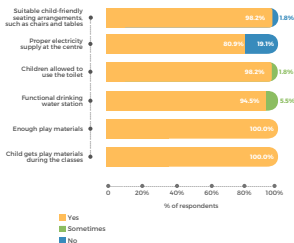


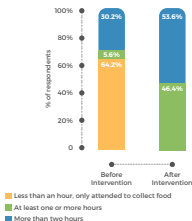
Chart 3 shows the availability of various facilities for children at Anganwadi centres. All respondents reported that there were sufficient play materials available. Almost all of them noted the availability of toilets and that children were allowed to use them. Additionally, functional drinking water stations and proper electricity supply were present at the centres, along with child-friendly seating arrangements such as chairs and tables.

Additionally, the intervention also supports nutrition programs, including the supply of nutritious food and snacks, and training for Anganwadi workers on nutrition and health education.

PRE-INTERVENTION STATUS

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

CHART 4: DURATION OF STAY AT ANGANWADI CENTRE FOR PRE-SCHOOL EDUCATION



- Chart 4 shows that nearly two-thirds of the respondents reported that, prior to the intervention, their child attended Anganwadi for less than an hour, primarily to collect food.
- Many parents (69.1%) reported that their children were provided with cooked meals at Anganwadi. However, a significant proportion (72.7%) mentioned that the cooked meals were often low in quantity and quality.
- More than half of the respondents (56.7%) shared that they received torn and spoiled food items from Anganwadi before the intervention.
- Many respondents reported the absence or poor condition of toilets in Anganwadi centres. Broken or non-functional toilets forced children and teachers to go outside for sanitation needs, compromising their health and hygiene.
- The lack of adequate drinking water facilities was noted, reducing children's motivation and enthusiasm to attend Anganwadi.

“

"Before the intervention, our Anganwadi centres had significant issues: children sat on the floor due to a lack of proper seating, there was a shortage of drinking water, and the absence of play materials limited learning opportunities. Broken toilets forced both children and teachers to go outside, affecting their health and hygiene. These problems made it difficult for the children to have a positive and productive experience at the centre."

Lalita Pandey, Anganwadi teacher

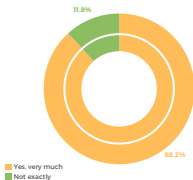
”

KEY IMPACTS



IMPROVED LEARNING ENVIRONMENT

**CHART 5: WHETHER CHILDREN ENJOY
SPENDING TIME AT ANGANWADI
CENTRE**



- Chart 5 shows that most respondents reported their children enjoying coming to Anganwadi and spending time at centre. The infrastructural improvements in Anganwadi as well as nutritional and pre-education support have made learning more comfortable and conducive, enhancing the overall educational experience.
- Qualitative discussions with stakeholders further support this, highlighting that infrastructure enhancements like beautification, floor tiling, wall painting, and repairs have made centres more attractive and functional, thereby fostering a more conducive learning atmosphere.



IMPROVED NUTRITION

The intervention has led to a significant improvement in the quality and quantity of cooked food provided at the Anganwadi centres, with 97.3% of parents reporting positive changes. This enhancement in the mid-day meal program has ensured that children receive nutritious food and snacks, which are crucial for their growth and development. As a result, children are now getting essential nutrients that contribute to their overall health and well-being. The support provided to the Anganwadi centres, including training for workers on nutrition and health education, has further strengthened the program's impact.



**ANGANWADI CENTRE,
MAHAN**



INCREASED PARENTAL INVOLVEMENT

CHART 6: WHETHER ANGANWADI WORKERS CONDUCTED PARENTS' MEETINGS ON VARIOUS TOPICS

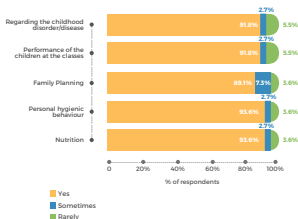


Chart 6 indicates that most respondents noted that parents' meetings covered a wide range of subjects, including nutrition, personal hygiene, academic performance, childhood illnesses, and family planning. This extensive engagement has significantly improved parents' understanding and involvement in their children's education and well-being. The program has contributed to better health, increased educational attainment, and a more engaged family life for the children involved.



"The Anganwadi has been a wonderful place for my child to study, learn, and play. My child arrives on time every day and comes home with new knowledge. They also receive hot cooked meals daily, and the separate nutritional bags for malnourished children have been a blessing. It's helping my child stay healthy and lead a normal life. I'm very grateful for the Anganwadi's support."

Amit Kumar, Parent of 3-year-old daughter, Mahan



"Since the upgrades to the Anganwadi centre, I have noticed a remarkable change in my child's attitude towards learning. The new seating arrangements and improved facilities have made my child more interested and engaged in their studies. Attendance has significantly improved, as my child now eagerly wants to go to the Anganwadi every day. I can see a clear improvement in their academic performance as well."

-Malti Devi, parent of 3 and 5 years old daughter, Badokhar



"Hindalco's support has made a big difference at the Anganwadi. My child now has fans for comfort, new furniture to sit on, and plenty of play materials to enjoy. The colourful paintings have made the place cheerful, and the repaired floors and renovated toilets have improved hygiene. My child loves going there now, and I'm grateful for the positive changes Hindalco has brought to our Anganwadi."

-Sarita Saket, parent of 5 old daughter, Badokhar



Balwadi program

Hindalco's Balwadi intervention adopts a holistic approach to early childhood education and development by addressing infrastructure, education, health, child development, and community engagement. The initiative includes renovating and refurbishing existing Balwadi buildings, ensuring all centres, which are currently rented, have safe drinking water and sanitation facilities. The program provides educational materials, toys, and learning aids, supports teacher training and capacity-building programs, and introduces innovative teaching methods and curriculum support. It prioritises nutrition and health through mid-day meal programs, health check-ups, and vaccination programs, alongside training on health, hygiene, and nutrition for Balwadi workers and parents. Early childhood education is supported by resources for cognitive, social, and emotional development and is complemented by extracurricular activities and play-based learning.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Mahan, Lohardaga, Renukoot, Renuagar, Samri and Belagavi.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children and their parents. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of the parents of the primary beneficiaries, i.e. children, reveals a wide representation across various indicators.

CHART 7: PARENT'S OCCUPATION

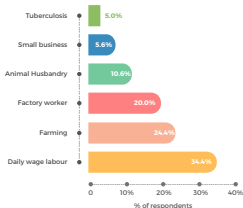


Chart 7 shows that the majority of the children's parents were either daily wage labourers or engaged in farming. This is followed by occupations such as factory work and agriculture-related jobs, including animal husbandry. The proportion of parents employed in formal jobs is relatively low.

CHART 8: PARENT'S LITERACY LEVEL

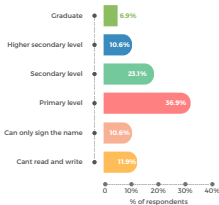


Chart 8 shows that more than one-third of the parents had completed primary-level schooling, followed by those who completed secondary level. Some respondents were either illiterate or could only sign their names. The proportion of parents who completed graduation is relatively low.

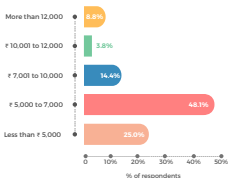
CHART 9: MONTHLY INCOME OF THE RESPONDENTS

Chart 9 shows the monthly family income of the respondents. Close to half of the respondents have a monthly income in the range of Rs. 5,000-7,000, followed by those earning less than Rs. 5,000, indicating that a substantial portion of the community falls within the lower to middle-income brackets. A few respondents have a monthly family income exceeding Rs. 12,000.

**INTERACTION WITH STAKEHOLDER AT BALWADI CENTRE, MAHAN**

PROGRAM INTERVENTION

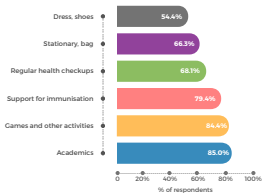
CHART 10: SERVICES PROVIDED TO CHILDREN IN BALWADI

Chart 10 shows that the majority of respondents reported that the main services provided to children include academics, games, and other activities. This is followed by immunisation support and regular check-ups, highlighting the comprehensive nature of the services aimed at promoting both educational and health outcomes for the children.

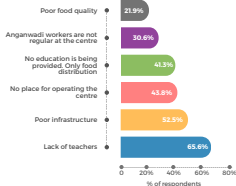
CHART 11: REASONS FOR CHOOSING BALWADI CENTRE INSTEAD OF ANGANWADI

Chart 11 shows that nearly two-thirds of respondents cited a lack of teachers in Anganwadi centres as the primary reason for not prioritising them over Balwadi centres. Additionally, half of the respondents pointed to poor infrastructure as a reason for preferring Balwadi centres. Other reasons included the lack of educational facilities at Anganwadi centres, which were primarily used for food distribution.

PRE-INTERVENTION STATUS

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

- Anganwadi centres lacked basic infrastructure facilities, including child-friendly chairs and tables, forcing children to sit on the floor, which negatively impacted their health.
- Many respondents reported the absence or poor condition of toilets in Anganwadi centres. Broken or non-functional toilets led to children and teachers having to go outside for sanitation needs, compromising their health and hygiene.
- A lack of adequate drinking water facilities was noted, which reduced children's motivation and enthusiasm to attend Anganwadi.
- The absence of reliable electricity and fans in Anganwadi centres resulted in poor health conditions for children, as they were deprived of basic facilities, affecting their early educational experience.

“

"I have observed significant improvements in my child since the intervention. He is now learning new skills, such as words, rhymes, and numbers, and genuinely enjoys going to school. He has developed better hygiene habits and a greater sense of discipline. He follows instructions more attentively, expresses his needs more effectively, and adheres to proper toilet practices. Thanks to the program, I feel extremely reassured and relaxed sending my child to the centre."

Shila Kushwaha, parent, Badukhar

”

KEY IMPACTS



IMPROVED LEARNING ENVIRONMENT

CHART 12: AVAILABILITY OF VARIOUS FACILITIES AT BALWADI

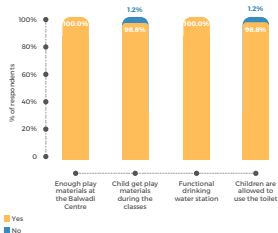


Chart 12 shows that all respondents reported their children had access to basic functional drinking water facilities at the Balwadi centres. Almost all respondents noted that toilet facilities were available and used by the children. These improvements have made learning more comfortable and conducive, enhancing the overall educational experience. Additionally, the availability of ample play materials has increased children's attendance and engagement, contributing to a more effective learning environment.

TEACHING LEARNING METHOD OF BALWADI CENTRE





IMPROVED EDUCATIONAL ATTAINMENT

CHART 13: NOTICEABLE IMPROVEMENTS OBSERVED IN CHILDREN

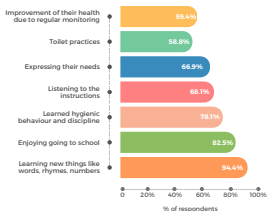


Chart 13 shows that a significant majority of respondents reported their children learned new skills, such as words, rhymes, and numbers. Additionally, many children began enjoying their time at Balwadi. More than three-fourths of respondents noted that their children also learned hygienic behaviour and discipline. These outcomes indicate the positive impact of the Balwadi intervention on children's educational and personal development.



ENHANCED OVERALL WELL-BEING

A significant majority of respondents (90.6%) reported experiencing extreme relaxation, with others feeling moderately relaxed, following the upgrades to facilities and amenities at Anganwadi centres. These improvements have provided parents with greater peace of mind, knowing their children are in a well-maintained and supportive environment, thereby enhancing their overall relaxation and satisfaction.

CHART 14: CHILD ENJOYMENT LEVEL

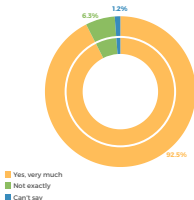


Chart 14 shows that a significant majority of parents reported their child's enjoyment level as very high. This indicates that the upgraded facilities have significantly enhanced the children's overall experience at the Anganwadi centres, making learning and participation more enjoyable. This also contributed to overall well-being of children and their parents.



**BALWADI CENTRE,
RENUKOOT**



INCREASED PARENTAL INVOLVEMENT

CHART 15: WHETHER WORKER CONDUCTED PARENTS' MEETINGS ON VARIOUS TOPICS

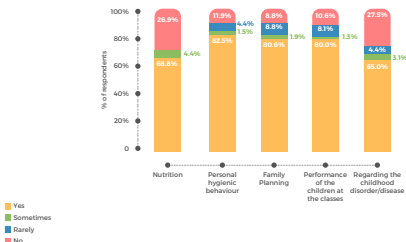


Chart 15 shows that most respondents reported that parents' meetings covered a range of topics, including personal hygiene, children's academic performance, nutrition, and family planning. This broad involvement has enhanced parents' understanding and engagement with their children's education and overall well-being. Consequently, this has led to noticeable improvements in both the children's academic achievements and personal development, creating a more supportive and informed home environment.



"The Balwadi centre in our village is in excellent condition, and parents prefer it over the Anganwadi centres. We provide a variety of activities, including Basic Hindi, English, Math, Art, General Knowledge, and Physical Activities, all of which have been well-received by the community. Additionally, there are almost no dropouts."

Balwadi worker, Maghgawah, Mahan



"As the sole teacher in Balwadi, I manage all aspects of teaching and learning. We provide essential resources such as charts, syllabi, slates, chalks, bags, and sweaters to ensure our students have what they need. I am proud to report a 0% dropout rate and an average attendance of 80-90%. Parents prefer enrolling their children here because of the high-quality education we offer."

Cudiya Singh, Balwadi teacher, Renukoot



PROJECT 3

SCHOOL EDUCATION PROGRAM

This chapter provides a detailed overview of the key findings from the comprehensive Impact Assessment study. Through extensive surveys and in-depth interactions with key stakeholders, the study provides valuable insights into the program's impact on enhancing the quality of education and the provision of a conducive learning environment for students and improving the overall quality of education.

Enrolment Awareness Programmes

With the aim of increasing school enrolment and maintaining retention rates, a community awareness program was implemented. This initiative included various activities such as door-to-door campaigns, meetings with parents and guardians, and the distribution of informational materials to encourage school enrollment. Additionally, rallies were organised in villages to raise further awareness about the importance of enrolling children in school, ensuring the message reached a broad audience within the community.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Lohardaga and Renusagar.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children and their parents. Additionally, the program's outreach extended to encompass broader local communities.

PRE-INTERVENTION STATUS

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

- School enrollment rates were notably low.
- The percentage of dropouts in school was considerably high.

KEY IMPACTS



INCREASED ENROLMENT RATE

The activities implemented as part of the Enrolment Awareness Program had a substantial impact on the community. The door-to-door campaigns, rallies, and meetings with parents significantly increased awareness about the importance of education, leading to a 25% rise in school enrolment rates.



REDUCED DROPOUT RATE

The intervention has led to a significant reduction in dropout rates, with a 15% decrease observed among students. This indicates that the program's efforts to engage parents and the broader community have been effective in keeping students in school and preventing dropouts.

PURBA MADHYAMIK VIDYALAY, RENUSAGAR



Formal Schools inside the Campus (Company Schools)

Hindalco's initiative to establish formal schools within its campus was designed to provide quality education to the children of employees and local community members. These company-run schools aimed to offer a structured and supportive learning environment equipped with essential educational resources and infrastructure. The primary goal of this intervention was to ensure that children within the company's campus had access to quality education while also extending educational opportunities to children of employees and the surrounding community. Key components of the program included the provision of infrastructure such as well-equipped classrooms, laboratories, libraries, and sports facilities. Additionally, the initiative emphasised employing trained and experienced teachers to maintain high educational standards, ensuring that students received a comprehensive and well-rounded education.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Renusagar, Renukoot, and Muri.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were students. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. students, reveals a wide representation across various indicators.

CHART 33: GRADE-WISE DISTRIBUTION OF RESPONDENTS

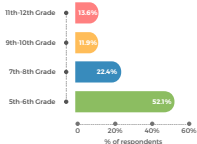


Chart 33 shows that more than half of the respondents were in grades 5th and 6th, with the next largest group being those in grades 7th and 8th.



**FCD WITH STUDENTS,
RENUSAGAR**

PROGRAM INTERVENTION

The intervention included the provision of dedicated Math and Science labs designed to help students learn these subjects with greater focus and hands-on experience.

CHART 34: FREQUENCY OF ATTENDING MATHS & SCIENCE IN STEM LAB

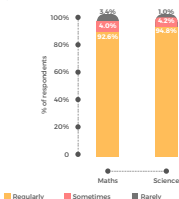


Chart 34 shows that a large majority of the respondents regularly attended Science classes, with a substantial majority also regularly participating in Math classes. This demonstrates a strong commitment to their educational engagement.

CHART 35: AVAILABILITY OF THE FACILITIES IN LABORATORIES - INSIDE CAMPUS

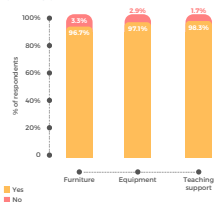


Chart 35 shows that, in terms of facilities provided at the school laboratories, a large majority of respondents reported the availability of both furniture and equipment. Additionally, a substantial majority of respondents indicated that they received teaching support in the laboratories, further enhancing their learning experience.

CHART 36: AVAILABILITY OF SAFE WATER - INSIDE CAMPUS

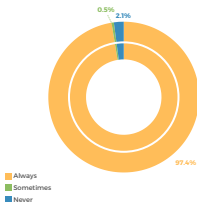


Chart 36 shows that a significant majority of respondents reported consistent water availability in the classroom, while a smaller number indicated occasional availability. This highlights the overall success of ensuring a reliable water supply, although there are still some instances where improvements may be needed.

CHART 37: TOTAL NUMBER OF FUNCTIONAL TOILETS

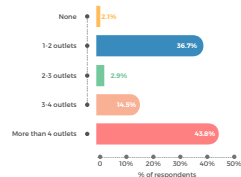


Chart 37 shows that some students reported the availability of more than four functional toilets in the school, while others reported having one to two functional toilets. This indicates that the intervention has effectively improved the school's infrastructure, particularly in terms of providing adequate toilet facilities.

KEY IMPACTS

“

"I very much enjoy my classes in Math and Science. I can see my performance improving at school; I got an A+ in Math and an A- in science. I also get to play sports at school, which adds to my enjoyment. I really enjoy going to school."

10th class student, Aditya Birla High School, Muri

”



IMPROVED INFRASTRUCTURE

CHART 38: AVAILABILITY OF LIGHTS IN TOILETS/CLASSROOM/LABS/COMPUTER ROOMS – INSIDE CAMPUS

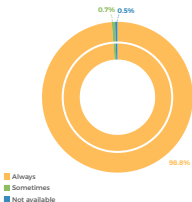


Chart 38 shows that a large majority of respondents reported consistent availability of lights in toilets, classrooms, labs, and computer rooms. However, a smaller portion of students mentioned that lights were available only sometimes.

CHART 39: CLEANLINESS IN TOILETS – INSIDE CAMPUS

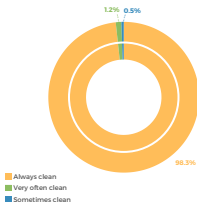


Chart 39 shows that nearly all respondents reported that the toilets are consistently clean, with only a very few noting that they are clean only sometimes. This reflects a positive impact of the intervention, indicating that the improvements in toilet facilities have contributed to a more hygienic and comfortable environment for students. Consistent cleanliness in the toilets enhances overall student satisfaction and promotes a healthier school environment.



FGD WITH STUDENTS, RENUSAGAR



IMPROVED ACADEMIC LEARNING

CHART 40: ACCESSIBILITY OF THE COMPUTERS- INSIDE CAMPUS

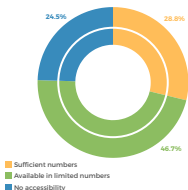


Chart 40 shows that over one-fourth of the students reported having access to a sufficient number of computers, while less than half indicated that the availability was limited. The provision of computers has positively impacted students by improving their access to technology, helping them build digital skills and enhancing their learning. This access also encourages better engagement with school materials and prepares them for the modern world.



IMPROVED READING HABITS

CHART 41: FREQUENCY OF VISITING THE LIBRARY AND BORROWING BOOKS

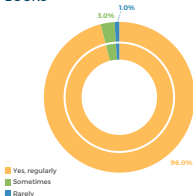


Chart 41 shows that a significant majority of students reported regularly visiting the library and borrowing books, while a few reported visiting it only sometimes. This pattern indicates a strong interest in reading and gaining more knowledge among students, suggesting that the library facilities are effectively supporting their educational and intellectual development.

CHART 42: EXTENT TO WHICH CHILDREN'S READING HABITS HAVE INCREASED- INSIDE CAMPUS

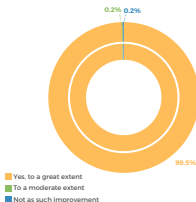


Chart 42 shows that nearly all respondents reported a significant increase in their reading habits. This indicates a substantial impact of the intervention on fostering a greater interest in reading among students, which leads to improved literacy skills and a more engaged learning experience.



**HINDALCO OPERATED
SCHOOL, RENUKOOT**



IMPROVED PERSONALITY DEVELOPMENT

CHART 43: WHETHER REGULARLY PARTICIPATE IN DIFFERENT SPECIAL DAY OCCASIONS- INSIDE THE CAMPUS

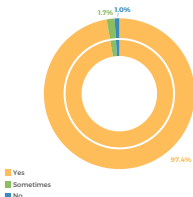


Chart 43 shows that a significant majority of students reported participating in various special day celebrations at school, while a few participated only sometimes. This trend indicates strong involvement in extracurricular activities, which contributes to positive personality development. Participation in such events fosters social skills, boosts confidence, and enhances overall character growth among students.

CHART 44: WHETHER PARTICIPATED IN SPORTS ACTIVITIES IN PRESENT-DAY- INSIDE THE CAMPUS

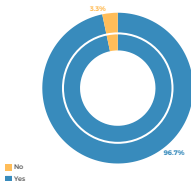


Chart 44 shows that the majority of respondents reported participating in sports activities, indicating their engagement in extracurricular activities.

This impact reflects a positive enhancement in students' overall development, including improved physical health, teamwork skills, and self-discipline.



IMPROVED ACADEMIC PERFORMANCE

CHART 45: AVERAGE SCORE RANGE IN MATHS EXAM - INSIDE CAMPUS

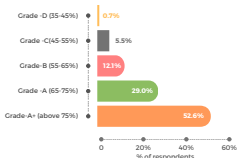


Chart 45 shows that more than half of the respondents received an A+ grade in their math exams, while some reported achieving an A grade. This distribution highlights a strong performance in mathematics among the majority of students.

CHART 46: AVERAGE SCORE RANGE IN SCIENCE EXAM - INSIDE CAMPUS

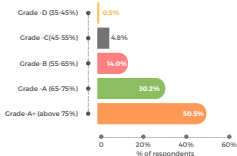
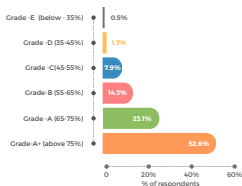


Chart 46 shows that half of the respondents received an A+ grade in their science exams, while some reported achieving an A grade.

CHART 47: AVERAGE SCORE RANGE IN COMPUTER EXAM

- Chart 47 shows that many respondents reported receiving an A+ grade in their computer exams, with some achieving an A grade.
- The improvement in students' academic performance in Maths, Science, and Computer studies indicates that the intervention has significantly contributed to their overall educational outcomes. This enhancement in academic achievement reflects a positive impact on students' learning, boosting their technical proficiency and reinforcing their overall educational development.

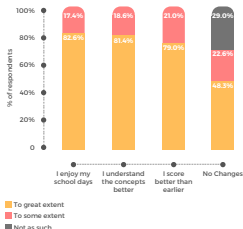
**ENHANCED OVERALL WELL-BEING****CHART 48: STUDENTS PERCEPTION OF THEIR OVERALL PERFORMANCE**

Chart 48 shows that a significant majority of respondents reported enjoying their school days to a great extent, with some enjoying them to a lesser degree. Additionally, many students reported a better understanding of concepts compared to before. More than three-fourths of the students also indicated improved scores after the intervention, with notable gains for many and moderate improvements for others. This suggests that the inside-campus school learning initiatives have significantly enhanced the children's overall educational experience, making learning more enjoyable and engaging. As a result, these initiatives have positively contributed to the student's overall well-being.

**COMPUTER CLASS, BELAGAVI**

Formal Schools Outside Campus (Company run)

Hindalco's initiative to establish formal schools outside the campus adopts an equitable approach to address the needs of children who are out of school. This intervention focuses on improving educational access and quality by tackling various aspects such as infrastructure, teacher training, and educational provisions. Key components of the program include the establishment of formal schools specifically for children, the recruitment of qualified teachers, and the provision of hands-on training to ensure instructional excellence. Additionally, the initiative emphasises the importance of adequate infrastructure and learning materials. The program offers educational classes and learning aids along with support for teacher training and capacity-building programs. By introducing innovative teaching methods and curriculum support, the initiative prioritises creating a conducive learning environment that aims to bridge educational gaps and enhance student outcomes.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Lohardaga, Renukoot, and Samri.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. children, reveals a wide representation across various indicators.

CHART 1: GRADE-WISE DISTRIBUTION OF RESPONDENTS

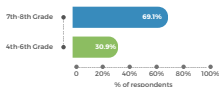


Chart 1 shows that the respondents were in grades 7 and 8, with the next largest group being those in grades 5 and 6.

PROGRAM INTERVENTION

CHART 2: FREQUENCY OF CLASSES TAKEN ON THE SUBJECTS - MATHS & SCIENCE

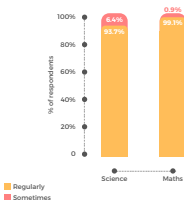


Chart 2 shows that nearly all respondents consistently attended Maths classes, and a substantial majority also regularly participated in science classes. This demonstrates a strong commitment to their educational engagement.

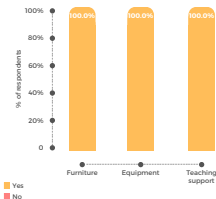
CHART 3: AVAILABILITY OF THE FACILITIES IN THE LAB

Chart 3 shows that all respondents reported the availability of furniture, equipment, and teaching support in the laboratories.

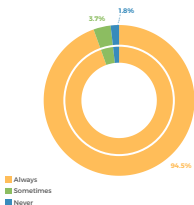
CHART 4: AVAILABILITY OF SAFE WATER

Chart 4 shows that a significant majority of respondents reported that water was consistently available in the classroom, while a smaller number indicated that its availability was occasional. This highlights the infrastructure improvements made to support school activities.

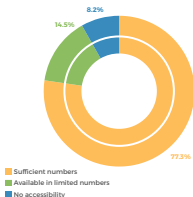
CHART 5: ACCESSIBILITY OF THE COMPUTERS

Chart 5 shows that over three-quarters of respondents reported having an adequate number of computers in their classrooms. Additionally, some respondents noted that computers were available but in limited quantities, while a small number indicated that computers were not available at all.

PRE-INTERVENTION STATUS

Discussions with stakeholders, including students, teachers, and program implementors, have unveiled the pre-intervention status of the program:



Students' learning levels and knowledge were significantly lacking due to limited educational opportunities, resulting in low academic engagement and interest.



Teachers possessed limited teaching skills and had inadequate capacity to effectively educate children.



Prior to the intervention, students had limited access to educational resources such as laboratories, libraries, and computers, which significantly hindered their educational outcomes.

KEY IMPACTS

“

"I have observed significant improvements in both students and teachers since the intervention. Our teachers are now more adept at lesson planning, engaging with students, and assessing their progress. They effectively adapt their teaching methods to meet student needs, which has led to better learning outcomes and enhanced interaction with parents. Both teacher and student competencies have increased, contributing to a more dynamic and effective educational environment."

Principal, Mahila Mandal Ucch Prathamik Vidyalaya, Renukoot

”



INCREASED ACCESS TO EDUCATION

The establishment of formal schools outside the campus has provided children with the opportunity to access quality education, significantly reducing educational exclusion. Qualitative discussions with teachers and principals have also reported that due to the intervention, they could reach more students, and thus, the enrolment has improved.



IMPROVED LEARNING ENVIRONMENT

CHART 6: AVAILABILITY OF LIGHTS IN TOILETS/ CLASSROOM/ LABS/ COMPUTER ROOMS

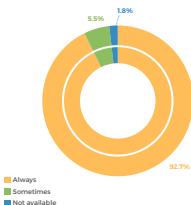


Chart 6 shows that the majority of respondents reported consistent availability of lights in toilets, classrooms, labs, and computer rooms. However, a smaller portion of students mentioned that lights were only available sometimes.

CHART 7: AVAILABILITY OF WATER IN TOILETS

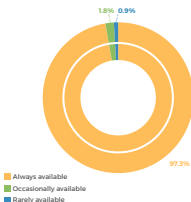


Chart 7 shows that a significant majority of respondents reported consistent water availability in toilets. However, a few respondents noted that water was only occasionally available.



SANITARY NAPKIN VENDING MACHINE AT OUTSIDE CAMPUS SCHOOL, MAHAN

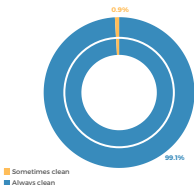
CHART 8: CLEANLINESS IN TOILETS

Chart 8 shows that early all respondents reported that the toilets are consistently clean, with only a very few noting that they are sometimes clean. These improvements in hygiene and infrastructure have made the learning environment more comfortable and conducive, thereby significantly enhancing the overall educational experience for students.



IMPROVED READING HABITS

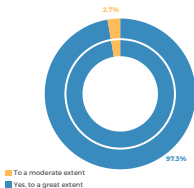
CHART 9: THE EXTENT TO WHICH CHILDREN'S READING HABITS HAVE INCREASED

Chart 9 shows that a significant majority of respondents reported a considerable increase in their reading habits. This positive change has led to the enhancement of their reading and writing skills, demonstrating an overall improvement in their language proficiency.

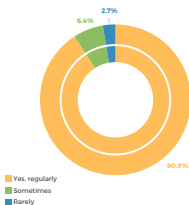
CHART 10: FREQUENCY OF VISITING THE LIBRARY AND BORROWING BOOKS

Chart 10 shows that the majority of respondents reported regularly visiting the library and borrowing books, while a few did so occasionally. This pattern indicates an increased interest in reading among students. Improved library usage has consequently enhanced their reading habits, contributing to enhanced engagement, better academic performance and a more engaged learning experience.



IMPROVED ACADEMIC PERFORMANCE

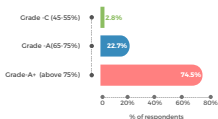
CHART 11: AVERAGE SCORE RANGE IN MATHS EXAM

Chart 11 shows that nearly three-fourths of the respondents received an A+ grade in their math exams, while a smaller proportion reported achieving an A grade. This distribution highlights a strong performance in mathematics among the majority of students.

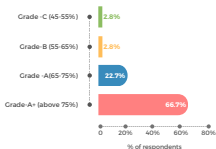
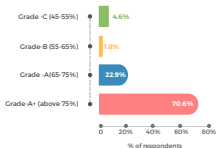
CHART 12: AVERAGE SCORE RANGE IN SCIENCE EXAM

Chart 12 shows that more than two-thirds of the respondents received an A+ grade in their science exams, while some reported achieving an A grade.

CHART 13: AVERAGE SCORE RANGE IN COMPUTER EXAM

- Chart 13 shows that many respondents reported receiving an A+ grade in their computer exams, with some achieving an A grade.
- The improvement in students' academic performance in Maths, Science, and Computer studies indicates that the intervention has significantly contributed to their overall educational outcomes. This enhancement in academic achievement reflects a positive impact on students' learning, boosting their technical proficiency and reinforcing their overall educational development.

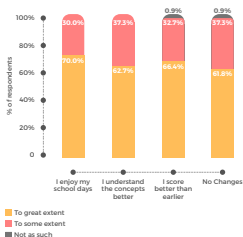
**ENHANCED OVERALL WELL-BEING****CHART 14: STUDENTS' PERCEPTION OF THEIR OVERALL PERFORMANCE**

Chart 14 shows that a significant majority of respondents reported enjoying their school days to a great extent, while some enjoyed them to a lesser extent. Additionally, many students reported a better understanding of concepts compared to before. Two-thirds of the students also indicated that they scored better after the intervention, with a notable improvement for many, while others experienced moderate gains. This suggests that the learning initiatives have significantly enhanced the children's overall educational experience, making learning more enjoyable and engaging. Consequently, this has positively contributed to the overall well-being of the children.

**HINDALCO OPERATED SCHOOL OUTSIDE CAMPUS, MAHAN**

Education Material (Study Materials, Uniform, Books etc)

The initiative also focused on distributing educational materials to students, including study materials, uniforms, books, and stationery items. This comprehensive approach played a crucial role in supporting students' learning and academic progress. Key components of the program included providing students with books, learning materials, uniforms, shoes, socks, sweaters, bags, tiffins, umbrellas, and water bottles. The aim of the intervention was to equip underprivileged students with essential resources, thereby promoting education and supporting their overall academic development.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Lohardaga, Renukoot, Belagavi, Renusagar, Mahan and Samri.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children. Additionally, the program's outreach extended to encompass broader local communities.

PROGRAM INTERVENTION

As part of the intervention, students were provided with a comprehensive set of stationery items, including school bags, books, geometry boxes, pens, pencils, notebooks, sanitisers, masks, and sports kits.



92.3%

of students reported using the notebook provided in the school kit daily, while a few indicated using it occasionally.

This demonstrates that the distribution of school bags has been highly effective in supporting students.

PRE-INTERVENTION STATUS

Discussions with stakeholders, including students, teachers and program implementors, have unveiled the pre-intervention status of the program:

- Over one-fourth of the students reported not carrying a bag to school prior to the distribution, as their previous bags were torn and unusable, indicating a lack of essential resources.
- Students previously lacked proper books, notebooks, and stationery materials, which negatively impacted their academic performance and overall learning experience.

CHART 15: THE EXTENT TO WHICH THE SCHOOL BAG PROVIDED WAS USEFUL

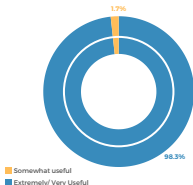


Chart 15 shows that a large majority of respondents found the school bags provided to be extremely useful, while a few considered them somewhat useful.



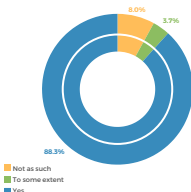
BOOKS DISTRIBUTION, LOHARDAGA

KEY IMPACTS



INCREASED ENTHUSIASM AND ENGAGEMENT

CHART 16: WHETHER FEEL MORE MOTIVATED TO ATTEND SCHOOL BECAUSE OF THE NEW



- Chart 16 shows that the majority of respondents felt motivated to attend school due to receiving the new kit, with a few feeling somewhat motivated. This indicates that the provision of the school kit significantly boosted students' motivation and enthusiasm for attending school.
- Teachers also reported higher levels of enthusiasm and engagement among students following the distribution of the school kits, reflecting the positive impact of the educational materials and resources provided.

“

"Receiving the new school kit made a big difference for me. I feel more excited about going to school and taking part in class activities. The new books, bags, and uniforms have boosted my confidence and made me feel prepared to learn. Because of this, I've been attending school more regularly and participating more in class. I'm really grateful to the Hindalco team for their support."

Student, Govt. Higer Kannda School
Kanabaragi, Belagavi



ENHANCES THE WELL-BEING OF STUDENTS

CHART 17: WHETHER SCHOOL KIT HAS AFFECTED CONFIDENCE AT SCHOOL

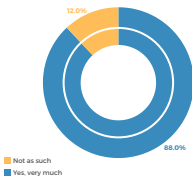


Chart 17 shows that the majority of respondents reported that the school kit has significantly boosted their self-worth, provided a sense of happiness and contributed positively to their overall well-being. Moreover, the school kit provided temporary support by providing essential tools, which helped students feel more prepared for their studies, thus reducing immediate academic stress.



72.0%

of the respondents reported feeling happy after receiving the kit, while 28% reported feeling productive. This indicates that the distribution of the school kit not only enhanced students' confidence but also positively impacted their emotional and motivational states.

Receiving masks and sanitisers as part of the intervention enhanced the well-being of students by ensuring their health and safety during school hours. This measure helped reduce the risk of illness, contributing to a more secure and supportive learning environment.

”

Scholarship (Merit and Need based Assistance)

The Scholarship (Merit and Need-Based Assistance) intervention is designed to alleviate the financial burdens faced by deserving students, enabling them to pursue higher education without the stress of financial constraints. This program provides scholarships to both merit-based and need-based students, supporting their education in various fields such as ITI, BA, MA, and more. The primary aim of this intervention is to ensure that financial challenges do not become a barrier to student's academic and career aspirations, allowing them to continue their higher education.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Lohardaga, Renukoot, and Renusagar.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were children. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. students, reveals a wide representation across various indicators.

CHART 18: AGE GROUP-WISE DISTRIBUTION OF RESPONDENTS

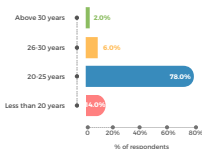


Chart 18 shows that over three-fourths of the respondents fall within the 20-25 age group, followed by those under 20 years, indicating the majority of young scholarship recipients.

CHART 19: GENDER-WISE DISTRIBUTION OF RESPONDENTS

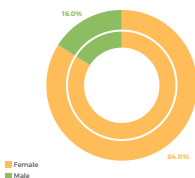


Chart 19 shows that the majority of respondents were female, with males having a lower representation.

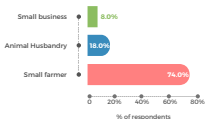
CHART 20: FAMILY OCCUPATION

Chart 20 shows that nearly three-fourths of the respondents identified small farming as their primary occupation, followed by some who reported animal husbandry as their family's occupation, indicating a reliance on agriculture and related activities for livelihood.

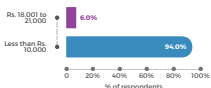
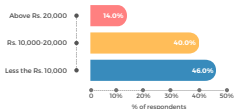
CHART 21: AVERAGE MONTHLY FAMILY INCOME

Chart 21 shows that a large majority of respondents reported a family's average monthly income of less than Rs. 10,000, with only a small number falling within the income bracket of Rs. 18,001 to 21,000.

PROGRAM INTERVENTION

As part of the intervention, selected students were given scholarships for them to continue their studies. An average of 90% of the course fee was provided to the respondents as a scholarship.

CHART 22: AMOUNT RECEIVED THROUGH SCHOLARSHIP

- Chart 22 shows that less than half of the respondents reported receiving scholarships of less than Rs. 10,000. Some respondents received scholarships ranging from Rs. 10,000 to Rs. 20,000, while a few reported receiving amounts exceeding Rs. 20,000. This distribution highlights the varying levels of financial support provided to students through the scholarship intervention.
- The selection of students for scholarship was based on either merit alone or a combination of merit and financial need. The scholarship amounts are primarily transferred directly to students' bank accounts, with a minimal number of transfers made to school or college accounts. To maintain eligibility, students are required to present progress reports periodically. These reports are submitted either each semester or yearly, depending on the program's specific requirements.



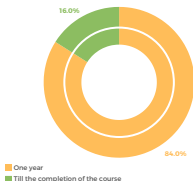
CHART 23: DURATION OF THE SCHOLARSHIP

Chart 23 shows that a majority of respondents received scholarships for one year, while some reported receiving support until the completion of their course, significantly alleviating their financial stress or burden.

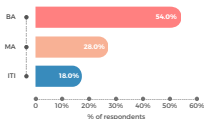
CHART 24: COURSES FOR WHICH THE SCHOLARSHIP RECEIVED

Chart 24 shows that over half of the respondents received scholarships for a BA course, followed by students who received scholarships for an MA course, with a smaller number receiving support for ITI programs.

PRE-INTERVENTION STATUS

Discussions with stakeholders, including students, teachers and program implementors, have unveiled the pre-intervention status of the program:

- Prior to the intervention of scholarship provision, students faced significant financial barriers that hindered their ability to pursue higher education. The lack of financial support led to high dropout rates among students who were unable to afford tuition fees, educational materials, and other related expenses.
- Many students had to choose between continuing their education and supporting their families financially despite wanting to pursue higher education.

KEY IMPACTS



REDUCED FINANCIAL STRESS

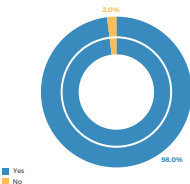
CHART 25: WHETHER HAD TO STOP EDUCATION WITHOUT THE SCHOLARSHIP OR WOULD HAVE TAKEN A HUGE LOAN

Chart 25 shows that a significant majority of respondents indicated that the scholarship enabled them to continue their education, which they might have otherwise had to discontinue or finance through substantial loans, highlighting the impact of the scholarship intervention in alleviating financial burdens on families and ensuring that students can pursue their educational goals without interruption.



ENHANCED CAREER PROSPECTS

CHART 26: WHETHER RESPONDENTS ARE ABLE TO FIND ANY JOB OPPORTUNITIES AFTER FINISHING THE COURSE

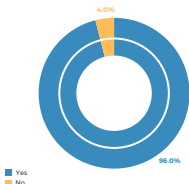


Chart 26 shows that a significant majority of respondents reported that after completing the course for which they received the scholarship, they were able to find job opportunities, indicating the effectiveness of the scholarship intervention in enhancing employability and facilitating successful transitions into the workforce.



REDUCED GENDER INEQUALITY IN EDUCATION

The scholarship intervention also contributed to reduced gender inequality in education, as a significant number of female students received financial support, enabling them to continue their studies alongside their male counterparts. This effort helps bridge the gender gap in educational opportunities, empowering more women to pursue higher education and enhancing their future prospects.



HINDALCO OPERATED SCHOOL, RENUKOOT

Cultural Events

Hindalco, with the goal of promoting cultural awareness and nurturing student talent, organised various cultural events on significant days like Independence Day, Republic Day, and Saraswati Puja. These initiatives included activities such as felicitating teachers for their service, organising cultural competitions, and encouraging traditional music, dance, and art. Additionally, these events sought to involve the local community, fostering a deeper connection with cultural traditions.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Samri, Lohardaga and Renuagar.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were students. Additionally, the program's outreach extended to encompass broader local communities.

PRE-INTERVENTION STATUS

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

- Cultural awareness among students was low, with limited opportunities for engagement in traditional music, dance, and arts and minimal participation in community events. Besides traditional education, there were few opportunities for students to engage in extracurricular activities, which impacted their overall cultural and personal development.

actively participating and supporting various activities. This engagement strengthened community bonds, creating a more supportive and cohesive environment for students. The active participation of the community not only enriched the events but also fostered a sense of shared responsibility and collective support for educational and cultural development.



IMPROVED EDUCATIONAL ENVIRONMENT

The cultural events organised by Hindalco have positively impacted both students and the educational environment. The recognition and felicitation of teachers during these events have enhanced their motivation, contributing to a more positive and supportive educational atmosphere. Moreover, students' active involvement in various activities and competitions has fostered greater engagement and enthusiasm, enriching their overall learning experience. This environment has led to improved morale among both teachers and students, creating a more conducive setting for education.

KEY IMPACTS



ENHANCED CULTURAL AWARENESS

The organised cultural events significantly increased students' awareness and appreciation of traditional music, dance, and art. Students actively participated in and showcased local cultural practices, leading to a deeper connection with their heritage.



IMPROVED COMMUNITY ENGAGEMENT

The cultural events facilitated increased community involvement, with local members

Exposure Visits

Hindalco also organised exposure visits for college students with degrees to provide practical learning experiences. These included tours of the Hindalco plant, where students observed the technical processes involved in power generation from coal and water supply management. Such initiatives aimed to enhance students' understanding of industrial operations and offer real-world insights into technical and environmental aspects of the industry.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Renukoot and Renusagar.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were students. Additionally, the program's outreach extended to encompass broader local communities.

PRE-INTERVENTION STATUS

Before the intervention, students had limited opportunities for practical exposure and hands-on learning experiences related to industrial operations and technical processes. Their educational experiences were primarily confined to classroom learning, with few chances to explore real-world applications or gain insights into industry practices.

KEY IMPACTS



ENHANCED PRACTICAL KNOWLEDGE

The exposure visits offered students direct experience with industrial processes, such as power generation and water supply at Hindalco plants. This practical exposure greatly expanded their understanding of technical concepts and industry operations, bridging the gap between classroom theory and real-world application. This impact not only enriched their academic knowledge but also provided valuable insights into potential career paths, enhancing their overall educational experience.

“

"Visiting the Hindalco plants was a great experience. Seeing how things like power generation and water supply work in real life helped me understand my lessons much better. It made the technical concepts we learned in class more interesting and clearer. These visits have really enriched my learning and given me a better idea of how industries function."

Degree college student, Renukoot

”

Specialised Coaching

The specialised coaching intervention by Hindalco is designed to provide targeted academic support to students who struggle in their studies. This program involves the recruitment of specialised coaches, particularly for subjects like math and science, to offer additional classes and mentoring. The primary goal of this intervention is to focus on students who are weak in these subjects or who require extra support, ensuring that they receive the necessary guidance to improve their academic performance. Through this focused approach, the program aims to enhance students' understanding and confidence in challenging subjects, ultimately helping them achieve better academic outcomes.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Renukoot, Mahan, and Lohardaga.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were students. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. students, reveals a wide representation across various indicators.

CHART 27: AGE GROUP-WISE DISTRIBUTION OF RESPONDENTS

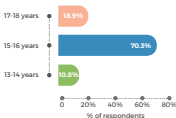


Chart 27 shows that the majority of respondents were in the age group of 15-16 years, followed by those in the 17-18 years category. Notably, all respondents were under 18 years old, highlighting that the survey primarily involved younger students.

CHART 28: GRADE-WISE DISTRIBUTION OF RESPONDENTS

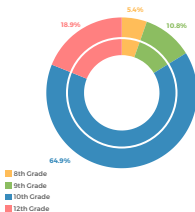


Chart 28 shows that nearly two-thirds of the respondents were studying in the 10th grade, followed by a smaller group in the 12th grade. The representation of students from the 8th grade was considerably lower.

PROGRAM INTERVENTION

- The intervention focused on providing comprehensive support to students to help them better understand all subjects. It also included assistance in clearing any doubts related to the subjects. The program specifically aimed at helping students grasp the core concepts of Math and Science, turning these into subjects where students could excel. The specialised coaching covered subjects such as Math, Science (including Chemistry and Physics), and English Grammar.
- More than half of the respondents reported that the duration of the classes was around 75 minutes, which they found sufficient. Some respondents mentioned that their classes lasted 120 minutes or more, providing even more in-depth support.

CHART 29: TYPE OF TEACHING METHOD USED AT THE CENTRE

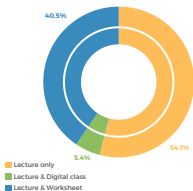


Chart 29 shows that more than half of the respondents reported that lectures were the predominant teaching method used at the coaching centre. A smaller portion of respondents noted that a mix of lectures and worksheets was employed as teaching methods.

PRE-INTERVENTION STATUS

- Before the intervention, students lacked proper knowledge of the alphabet and struggled with writing. They found it difficult to grasp the basics of math and faced challenges in understanding scientific concepts.
- This lack of understanding and interest among students resulted in low attendance at school. Consequently, their academic performance was poor prior to the intervention.

KEY IMPACTS



INCREASED EDUCATIONAL ATTAINMENT

CHART 30: WHETHER COACHING SUPPORT INCREASED REGULAR ATTENDANCE IN SCHOOL

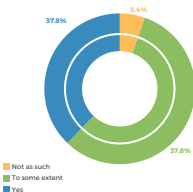


Chart 30 shows that more than half of the respondents reported a noticeable increase in their school attendance due to the coaching support. Some even noted a substantial improvement in attendance, indicating that the special coaching has positively influenced students' interest in learning.

CHART 31: WHETHER COACHING SUPPORTS ENHANCED ACADEMIC PERFORMANCE IN REGULAR CLASSES AND FINAL EXAM

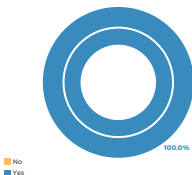


Chart 31 shows that all respondents reported an enhancement in their academic performance, both in regular classes and final examinations, due to the coaching support. This suggests a positive shift in students' academic learning, demonstrating the success of the intervention.

CHART 32: WHETHER COACHING SUPPORT HAS EFFECTIVELY ADDRESSED LEARNING GAPS

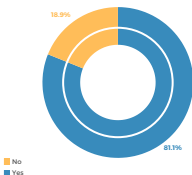


Chart 32 shows that the majority of respondents reported that the coaching support has effectively addressed their learning gaps. This also indicates that the intervention has played a crucial role in helping students overcome academic challenges, leading to a more comprehensive understanding of their subjects.

“

"The attendance of students at our coaching centre is good. Initially, students didn't have a proper understanding of math or science; they struggled with understanding the concepts.

However, after the implementation of this special coaching, we have seen a significant change in the students. Their academic performance has improved, with average marks in math now ranging around 70-80% and similar improvements in science."

Coaching centre teacher, Mahan

”

“

"What made the coaching centre special for me is that it helped clear all my doubts related to subjects like Math and Science. Thanks to this coaching centre initiative, my scores in Math and Science have improved, and my English grammar has also gotten better because of how they clarify our concepts at the centre."

Student, 10th std, Lohardaga

”

Support the Mid-day Meal Project

Hindalco has actively supported the Mid-day Meal Project in various regions, significantly enhancing the nutritional intake of schoolchildren. In Renusagar, the company provided steel glasses to students participating in the Mid-day Meal program, ensuring hygienic and safe drinking practices.

In Lohardaga, Hindalco took a more extensive approach by launching a Mid-day Meal Van, in collaboration with the Annamrita Foundation, to distribute hot, nutritious meals to schoolchildren. The meals included a balanced menu of rice, roti, dal, vegetables, paneer, porridge, and fresh fruits. The aim of providing these meals is to meet the nutritional needs of the children, ensuring their overall health and well-being. Hindalco's intervention in the Mid-day Meal Project highlights its commitment to supporting the education and health of underprivileged children in the region.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Renusagar, Samri, and Lohardaga.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were students. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. students, reveals a wide representation across various indicators.

CHART 49: AGE-WISE DISTRIBUTION OF RESPONDENTS

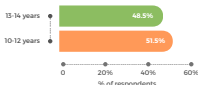


Chart 49 shows that more than half of the respondents were in the age group of 10-12 years, while nearly half of respondents fell in the 13-14 age group.

CHART 50: GENDER-WISE DISTRIBUTION OF RESPONDENTS

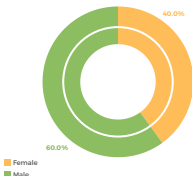


Chart 50 shows that the majority of the respondents were male, with the remaining being female.

PROGRAM INTERVENTION

The intervention involved providing Mid-day Meals to students, focusing on delivering hot, nutritious food to support their health and well-being.

CHART 51: WHETHER USUALLY HAVE A MEAL AT SCHOOL

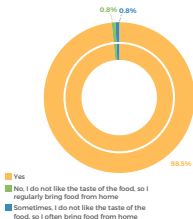


Chart 51 shows that a large majority of respondents reported having regular meals at school, while very few indicated they sometimes received meals. This suggests that the mid-day meal program is consistently implemented, ensuring most students benefit from regular, nutritious meals.

CHART 52: WHETHER RECEIVE THE FOOD ON TIME

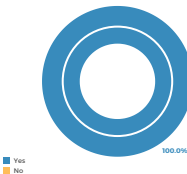


Chart 52 shows that all respondents reported receiving food at school on time, ensuring that students have access to timely and consistent meals, which supports their concentration and overall well-being during school hours.

CHART 53: WHETHER THE MENU OFFERS A VARIETY OF FOOD OPTIONS

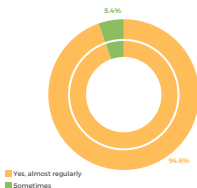


Chart 53 shows that a large majority of the respondents reported that the school provides a variety of food options regularly, while a few mentioned that these options are offered only occasionally.

PRE-INTERVENTION STATUS

Prior to the intervention, students had limited access to nutritious meals, impacting their overall health. There were also consistency issues with meal provision, leading to gaps in food security for the students.

MID-DAY MEAL CENTRE, LOHARDAGA



KEY IMPACTS



IMPROVED NUTRITIONAL INTAKE

The intervention significantly improved the nutritional quality of meals provided to students by offering a balanced and varied diet. With regular inclusion of rice, roti (flatbread), dal (lentil soup), vegetables, paneer (cottage cheese) weekly, kheer or daliya (porridge) weekly, and fresh fruits monthly, the program ensured that students received essential nutrients necessary for their growth and development. This diverse and nutritious menu not only addressed gaps in food security but also contributed to the overall health and well-being of the children, making a substantial impact on their daily lives.



"The hot food served at school daily is really tasty. Thanks to the program, I now look forward to the meals at school. The menu changes frequently. I enjoy going to school every day because of the delicious food."

7th class student, NPS Chungrupath School, Lohardaga



ENHANCED WELL-BEING

CHART 54: WHETHER ENJOYED HAVING A MID-DAY MEAL

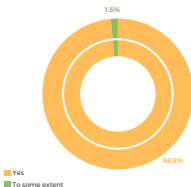


Chart 54 shows that a large majority of respondents reported enjoying the mid-day meal at school, indicating that the nutritious food not only improved their dietary intake but also positively contributed to their overall satisfaction and well-being.



MID-DAY MEAL CENTRE, MAHAN

Quality of Education (Support teachers, Improve Education Methods)

One of the flagship interventions of Hindalco is the quality of education to support teachers and improve educational methods by engaging employees in the field of community development and social work, providing them with volunteering opportunities. The aim is to improve the quality of education in government schools by involving community participation.



GEOGRAPHICAL COVERAGE

The intervention was implemented in Mahan, Belgavi and Lohardaga.



OUTREACH AND INCLUSIVITY

The primary beneficiaries of the program were teachers. Additionally, the program's outreach extended to encompass broader local communities.

DEMOGRAPHY OF THE BENEFICIARY POPULATION

The demographic profile of primary beneficiaries, i.e. teachers, reveals a wide representation across various indicators.

PROGRAM INTERVENTION

The intervention focused on enhancing the quality of education in government schools by providing comprehensive teacher training. This training covered innovative teaching techniques and activities aimed at engaging students and improving educational outcomes. Additionally, the intervention supported infrastructure development in schools, including the installation of RO water filters and the establishment of smart classrooms. These combined efforts aimed to improve both teaching quality and the learning environment.

PRE-INTERVENTION STATUS

Prior to the intervention, there were few interactive activities or innovative methods to engage students, leading to lower interest and participation in school. Schools were often under-resourced, with inadequate materials and outdated technology, hindering the effectiveness of teaching and learning.

KEY IMPACT



ENHANCED TEACHING QUALITY

The training provided to teachers significantly improved their teaching methods and techniques, leading to more engaging and effective classroom interactions. Teachers adopted new strategies to captivate students' interest and enhance their learning experiences. This involved the incorporation of teaching-learning materials and technology, such as smart classes, to boost engagement. Additionally, teachers adopted participatory approaches, encouraging students to take a more active role in the classroom and freely share their ideas.



INCREASED STUDENTS' ENGAGEMENT

The introduction of interactive teaching techniques and activities led to higher student engagement and motivation. The better quality of instruction resulted in more active participation in the classroom. All teachers noted an increase in school attendance, along with improvements in students' academic performance.



POSITIVE LEARNING ENVIRONMENT

The intervention provided updated educational resources and technology, making the teaching and learning process more effective. It also included important infrastructure upgrades like RO water filters and smart classrooms, which helped create a more positive and supportive learning environment.

PROJECT 4

SCHOOL INFRASTRUCTURE PROJECT

This comprehensive report provides an in-depth analysis of the school infrastructure initiatives undertaken by Hindalco, ranging from the construction and renovation of classrooms to the development of essential sanitation facilities and the creation of safe drinking water systems. The report captures detailed profiles of the schools involved, highlighting the predominant participation of students from rural, low-income communities. The findings from these initiatives indicate significant improvements in the overall learning environment and high satisfaction rates among students and teachers. Additionally, the report outlines ongoing challenges and emphasises the need for continuous support to further enhance the quality of educational infrastructure in these rural settings.

SCHOOL SANITATION AND DRINKING WATER

The school sanitation and drinking water for school students, initiated by Hindalco as part of its Corporate Social Responsibility (CSR) efforts, aimed at creating safer, healthier, and more conducive learning environments for students. Hindalco has implemented a range of impactful initiatives across various locations. These efforts focus on improving school infrastructure, sanitation, and hygiene with tailored programs designed to meet the specific needs of each region.

LOCATION-WISE PROJECT ACTIVITY:

LOHARDAGA- SCHOOL INFRASTRUCTURE AND HYGIENE INITIATIVES



Water purification systems were installed in schools.



Toilets were constructed and renovated to improve sanitation.



Regular hygiene education workshops were conducted to promote healthy practices.

RENUKOOT- SANITATION AND HYGIENE AWARENESS PROGRAMS



Awareness camps were organised in schools focusing on hygiene and hand washing.



Sanitary napkins were distributed at a discounted rate to students.



Infrastructure was improved at Maa Maitrani Yogini Intermediate College, including new toilets for girls and classroom furniture.

RENUSAGAR- SANITATION FACILITIES AND HEALTH PROGRAMS



Sanitary napkin vending machines were installed in schools.



Handpumps were being maintained by Hindalco for clean drinking water access.



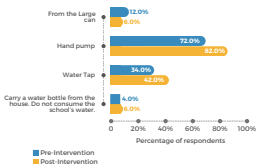
Hand-washing awareness sessions were conducted to promote hygiene.



Adolescent health check-ups were also done by female doctors.

IMPROVED ACCESS TO HAND PUMPS AND WATER TAPS

CHART 2: TYPE OF WATER SOURCES ACCESSED BY STUDENTS- PRE & POST INTERVENTION



"The new water purification system has made a huge difference. Now we have clean drinking water right here in our school. It's such a relief not to worry about our students getting sick from the water anymore."

Teacher, Government Kannada Higher Primary School, Yamunapur village, Belagavi



82.0%

of the respondents reported accessing water through hand pumps post-intervention, compared to 72.0% before the intervention.



42.0%

of the respondents expressed that they used water taps after the intervention, an increase from 34.0%.

INCREASED FUNCTIONAL WATER SOURCES

CHART 3: TOTAL NUMBER OF FUNCTIONAL WATER SOURCES- PRE & POST INTERVENTION

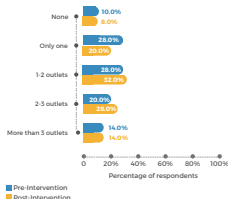
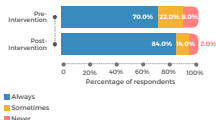


CHART 4: AVAILABILITY OF SAFE WATER IN THE SCHOOL- PRE & POST INTERVENTION



32.0%

of the respondents reported having 1-2 functional water outlets after the intervention, up from 28.0% before.

Similarly, 26.0% of the respondents noted the availability of 2-3 functional water outlets, an increase from 20.0%.



84.0%

of the respondents expressed that they always had access to safe water in schools post-intervention, a significant rise from 70.0% before the intervention.

“

"Before, we didn't have proper toilets, and many students would avoid using them. Now, with the new separate toilets for girls and boys, it's much more hygienic and comfortable. The change is remarkable."

Teacher, Aditya Bal Vidya Mandir Gulal
Jhariya, Renusagar

”

ENHANCED SANITATION FACILITIES AND CLEANLINESS

CHART 5: TOTAL NUMBER OF FUNCTIONAL WASH BASIN- PRE & POST INTERVENTION

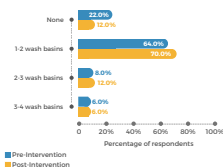


CHART 6: TOTAL NUMBER OF FUNCTIONAL TOILETS- PRE & POST INTERVENTION

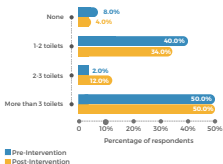
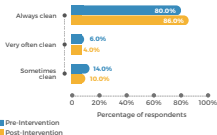
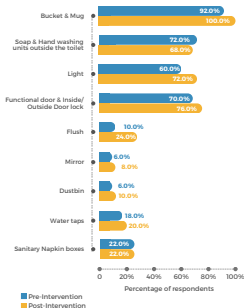


CHART 7: CLEANLINESS IN TOILETS- PRE & POST INTERVENTION**CHART 8: AVAILABILITY OF THE ESSENTIAL FACILITIES- PRE & POST INTERVENTION**

The availability of a functional door and lock improved, as reported by 76.0% of the respondents post-intervention.



24.0% of the respondents reported the availability of functional flush systems post-intervention, up from 10.0% before.



The presence of water taps slightly increased, as reported by 20.0% of the respondents.



The availability of dustbins and mirrors improved modestly, with 10.0% and 8.0% of respondents noting their presence post-intervention, up from 6.0% each.



100%

of the respondents reported the availability of a bucket and mug post-intervention.



72.0%

of the respondents noted the presence of light in the toilets post-intervention, an increase from 60.0% before.

“

“Before the project, we faced many challenges with our school toilets. Now, with the repaired and new toilets, our hygiene and health have improved significantly. It is made a big difference for all of us, especially for us girls. We feel more comfortable coming to school every day.”

Sanjana , Grade 7, Purva Prathamik Vidyalay
Radhor, Renusagar

”

ADOPTION OF HYGIENE PRACTICES

CHART 9: HYGIENE PRACTICES ADAPTED AFTER THE WASH PROGRAM IN THE SCHOOL

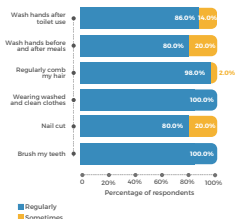
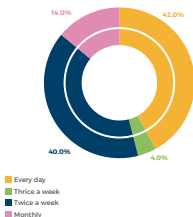


CHART 10: FREQUENCY OF HYGIENE CHECK AT SCHOOL



100%

of the respondents reported regularly wearing washed and clean clothes, brushing their teeth, and washing their hands after toilet use following the WASH program.



42.0%

of the respondents reported that hygiene checks were conducted daily at school post-intervention, highlighting consistent monitoring and reinforcement of hygiene practices.

SCHOOL INFRASTRUCTURE RENUAGAR



SATISFACTION AND OVERALL IMPACT

CHART 11: CLEANLINESS OF THE DRINKING WATER CONTAINER- PRE & POST INTERVENTION

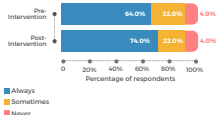


CHART 12: STATUS OF THE WATER CONTAINER- PRE & POST INTERVENTION

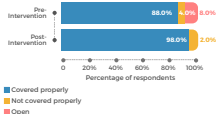


CHART 13: CLEANLINESS OF THE CLASSROOMS AND SCHOOL PREMISES- PRE & POST INTERVENTION

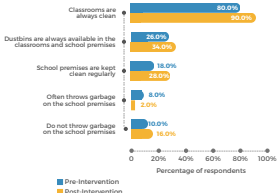
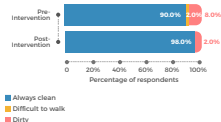


CHART 14: CONDITION OF THE PASSAGES OR SURROUNDINGS OF THE TOILETS- PRE & POST INTERVENTION



74.0%

of the respondents expressed that the water containers were always clean post-intervention, up from 64.0% before.



98.0%

of the respondents reported that the water containers were properly covered post-intervention, an increase from 88.0%.



90.0%

of the respondents reported that classrooms were always clean post-intervention, an improvement from 80.0% before.



98.0%

of the respondents expressed that the passages or surroundings of toilets were always clean after the intervention, up from 90.0% before.

“

"Since the improvements in our school, especially the new sanitation facilities and clean drinking water, I have noticed more students coming to school regularly. The better environment seems to encourage attendance."

Headmaster, Aditya Vidya Mandir, Samri

”

KEY PROGRAM IMPACTS

ENHANCED LEARNING ENVIRONMENTS AND ACCESSIBILITY TO EDUCATION

Over 1,500 students benefited from improved school infrastructure and sanitation facilities, leading to a noticeable increase in admission rates, higher student attendance, and zero dropout rates.

TARGETED INFRASTRUCTURE IMPROVEMENTS

Separate toilets for boys and girls were constructed at Kaimur Adivasi Inter College, along with the provision of new classroom furniture, resulting in improved student engagement and increased admissions.



IMPROVED HYGIENE PRACTICES

Better hygiene practices were observed among students due to the regular hygiene education and awareness programs.

COMMUNITY INVOLVEMENT AND SUSTAINABILITY

Community participation in maintenance efforts and the use of local labour for civil structure upkeep contributed to the sustainability of the initiatives.

BUILDING AND CIVIL STRUCTURE MAINTENANCE

Hindalco's Corporate Social Responsibility (CSR) commitment to fostering quality education is evident in its comprehensive infrastructure and facility enhancement initiatives across key locations. These efforts have collectively contributed to creating safer, more functional, and better-equipped learning environments for students.

LOCATION-WISE PROJECT ACTIVITY:

RENUKOOT

**Classroom and Facility Renovations:**

15 rooms in Birla Vidya Mandir Inter College, Mayorpur were renovated including the office and science lab.

**Structural Improvements-**

- The school boundary wall was repaired and reconstructed.
- New floors in classrooms were constructed.
- A drinking water station was installed.

**Upgraded Classroom Amenities-**

New furniture, fans, windows, and doors were provided in all classrooms.

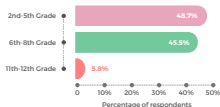
RENUSAGAR

**Boundary Wall and Classroom Renovations-**

Renovation and repair of boundary walls and classrooms were done in Government junior schools.

DEMOGRAPHIC DISTRIBUTION

CHART 15: GRADE WISE DISTRIBUTION OF RESPONDENTS



48.7%

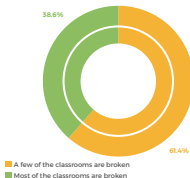
of the respondents were in 2nd-5th grade, 45.5% were in 6th-8th grade, and 5.8% were in 11th-12th grade.

WHITE BOARD IN LOHARDAGA SCHOOL



PRE-INTERVENTION ISSUES OF SCHOOLS

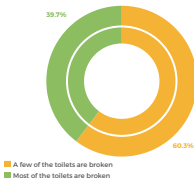
CHART 16: PREVIOUS CONDITION OF THE CLASSROOMS



61.4%

of the respondents reported that a few classrooms were broken, while 38.6% expressed that most classrooms were broken, indicating significant infrastructure challenges before the intervention.

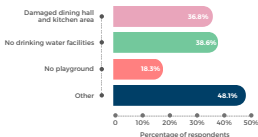
CHART 17: PREVIOUS CONDITION OF THE TOILETS



60.3%

of the respondents reported that a few of the toilets were broken, and 39.7% mentioned that most toilets were broken, highlighting considerable sanitation issues.

CHART 18: OTHER DAMAGED CONSTRUCTION



48.1%

of the respondents cited other damaged structures, including 36.8% who mentioned a damaged dining hall and kitchen area, 38.6% who noted the lack of drinking water facilities, and 18.3% who cited the absence of a playground.

CONSTRAINTS DUE TO SHORTAGE OF CLASSROOMS



"As a teacher in a government school, I see the struggles our students face every day. It's disheartening when students have to miss out on important lessons simply because we don't have enough classrooms. Many of them tell me how difficult it is to concentrate when they're cramped together, sharing space with other grades in joint classes.

It's even harder for them to connect with us, their teachers, in such overcrowded conditions. I've seen students sitting on the floor, unable to find a proper place to keep their books and bags. These challenges might seem small to some, but they have a big impact on our student's ability to learn and thrive. It's a reminder of how marginalised our rural schools can be and how much work we still have to do to provide these children with the education they deserve."

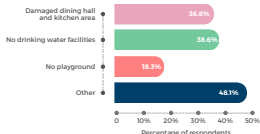
Science Teacher, Government Kannada Higher Primary School Muttanatti village, Belagavi



Field Staff has noted that more than half of the targeted student group often missed multiple subject classes due to a shortage of classrooms, due to poor seating arrangements, and due to joint classes with multiple grades.



Additionally, it has been observed that students reported not being able to interact with teachers due to overcrowding, and almost half of the students in every school expressed difficulty in keeping their bags/books properly in the classroom.

CHART 18: OTHER DAMAGED CONSTRUCTION**48.1%**

of the respondents cited other damaged structures, including 36.8% who mentioned a damaged dining hall and kitchen area, 38.6% who noted the lack of drinking water facilities, and 18.3% who cited the absence of a playground.



Field Staff has noted that more than half of the targeted student group often missed multiple subject classes due to a shortage of classrooms, due to poor seating arrangements, and due to joint classes with multiple grades.



Additionally, it has been observed that students reported not being able to interact with teachers due to overcrowding, and almost half of the students in every school expressed difficulty in keeping their bags/books properly in the classroom.

POST-INTERVENTION IMPACTS

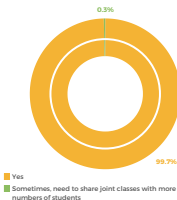
“

"The changes in our school have been remarkable. With the new sanitation facilities, we've seen a significant improvement in the learning environment. The project has benefited over 2,000 students across 15 schools and 5 community centres in our area. The new classrooms have reduced overcrowding, making it easier for us to teach effectively."

- Teacher, Middle School, Chourapath, Lohardaga

”

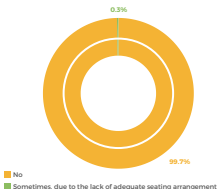
CHART 19: WHETHER ALL THE STUDENTS CAN ACCOMMODATE PROPERLY IN THE CLASS



99.7%

of the respondents reported that all students could be accommodated properly in the classroom, with only 0.3% noting that they sometimes needed to share joint classes due to more students.

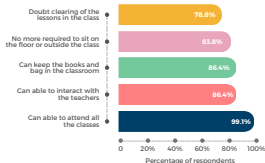
CHART 20: WHETHER STILL NEED TO SIT ON THE FLOOR



99.7%

of the respondents expressed that they no longer needed to sit on the floor, with only 0.3% mentioning that they sometimes had to due to a lack of adequate seating arrangements.

CHART 21: BENEFITS RECEIVED AFTER THE CONSTRUCTION OF THE CLASSROOM



99.1%

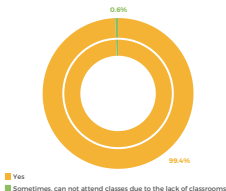
of the respondents reported that they could attend all classes after the construction of new

classrooms, 86.4% expressed that they could interact with teachers better, and 84.6% mentioned they could keep their books and bags properly in the classroom.

Furthermore, 83.8% of the respondents reported no longer needing to sit on the floor, and 78.8% mentioned improved doubt clearing in class.

IMPROVED SCHOOL ATTENDANCE AND STUDENT PARTICIPATION

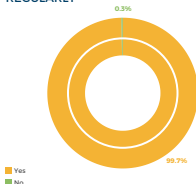
CHART 22: WHETHER ABLE TO ATTEND ALL THE SUBJECT CLASSES APPROPRIATELY



99.4%

of the respondents reported being able to attend all subject classes appropriately, with 0.6% mentioning occasional difficulties due to a lack of classrooms.

CHART 23: WHETHER ATTEND SCHOOL REGULARLY



99.7%

of the respondents reported attending school regularly post-intervention, with only 0.3% indicating that they did not.

KEY PROGRAM IMPACTS

IMPROVED ACADEMIC PERFORMANCE

The pass rate increased to 70.0% for 10th grade and 82.0% for 12th grade, reflecting the positive impact of the improved learning environment.

INCREASED STUDENT ENGAGEMENT AND ADMISSIONS

Consistent annual admissions of 100-150 students, indicating higher student engagement and interest in the school.



SAFER AND CONDUCTIVE LEARNING ENVIRONMENT

The infrastructural developments in Renusagar contributed to a safer and more conducive learning environment for students.

TEACHER RETENTION CHALLENGES

Teachers identified a need for additional salary support to maintain their commitment and effectiveness, highlighting an area for further improvement.

SCHOOL FACILITIES AND FIXTURES IMPROVEMENT

The School Facilities and Fixtures Improvement initiative implemented by Hindalco Lohardaga CSR has demonstrated significant positive impacts on the learning environment and overall satisfaction of students in the Lohardaga district of Jharkhand. By addressing key infrastructure needs, the project has enhanced the quality of education and created more conducive spaces for learning across multiple schools in the region.

IMPROVED LEARNING ENVIRONMENT

“

"Before, we had to sit on the floor or share benches. Now, with proper desks and chairs, I can concentrate better on my studies. The new blackboard is much clearer, making it easier to follow the lessons. I'm excited to learn how to use computers, even though we haven't had much time with them yet."

- Malti Shailly, Grade 8, Middle school
Chourapath, Lohardaga

”



The provision of essential furniture such as desks, benches, tables, and chairs has created a more comfortable and organised classroom setting for over 1,500 students.



Enhanced improvement allows students to focus better on their studies and reduces physical discomfort during long school hours.



Installation of new blackboards and repair of existing ones in multiple classrooms has enhanced visibility and clarity during lessons, contributing to more effective teaching and learning processes.

ENHANCED TEACHING EXPERIENCE

The improved facilities have not only benefited students but also positively impacted approximately 50 teachers in the beneficiary schools. With better resources at their disposal, teachers report increased job satisfaction and improved ability to deliver lessons effectively. This enhancement in teaching quality directly translates to a better learning experience for students.

“

"The new furniture and teaching aids have made a world of difference in our school. It's much easier to organise classroom activities, and the students seem more eager to participate. The computer lab has opened up new possibilities for teaching, though we're still learning how to fully integrate it into our lessons."

- Mrs. Kumari, Teacher, Middle school
Chourapath, Lohardaga

”

TECHNOLOGY INTEGRATION



The donation of computers and establishment of computer labs have significantly modernised the schools' educational offerings. This integration of technology has exposed students to digital literacy skills crucial in today's world, potentially improving their future employment prospects and ability to engage with an increasingly digital society.

However, the project notes challenges related to limited technical expertise among teachers, indicating a need for ongoing training and support.

COMMUNITY ENGAGEMENT

“

"We've seen a positive change in our local school. The new facilities have made the school look more inviting, and our children are more enthusiastic about attending. We're trying to do our part to help maintain these improvements."

- Mr. Singh, Parent and School Management Committee Member

”



The project's emphasis on community involvement in maintenance has fostered a sense of ownership and pride in the local schools.



This community engagement contributes to the sustainability of the improvements and creates a more supportive ecosystem for education. However, the field notes highlight the ongoing challenge of limited maintenance resources, suggesting a need for continued support and innovative solutions.

TOILET IN LOHARDAGA SCHOOL



PROJECT 5

VOCATIONAL AND TECHNICAL EDUCATION PROJECT

The following chapter presents the findings derived from mixed-methods research, synthesising data to illustrate the impact of Hindalco's initiatives. This section is divided into two parts: the ITI Program and the Skill Development Program. The ITI program has significantly benefited socio-economically vulnerable youth by providing them with practical work experience at their units at different mines under the guidance of industry experts with essential skills and certifications, thereby enhancing their employment prospects. The skill development program has had a profound impact on the youth of Lodardaga. Courses such as "Bamboo Artist" and "Sewing and Stitching" have proven particularly beneficial, providing valuable skills that improve their livelihoods. Additionally, various mentorship and training activities have further supported the development of these young individuals.

Strengthening ITIs

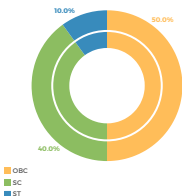
The ITI Strengthening initiative in Lohardaga, Jharkhand, aims to enhance vocational training and capacity among local youth, particularly those from marginalised communities. The program's demographic coverage shows a significant representation of OBC (50%) and SC (40%) categories, with a diverse range of family incomes, primarily between ₹10,000-13,000. Participants were equally enrolled in Electrical and Fitter courses and displayed high levels of engagement and satisfaction. All respondents completed their internships at different mines of Hindalco, gaining practical industry insights and skills. The initiative provided substantial benefits, transforming participants' economic prospects and instilling confidence through a structured and supportive learning environment.

GEOGRAPHICAL COVERAGE

Lohardaga, Jharkhand

DEMOGRAPHY OF THE BENEFICIARY POPULATION

CHART 1: SOCIAL CATEGORY



The chart shows that the majority of respondents, i.e., 50%, belong to the OBC category. SC respondents accounted for 40% of the total, followed by the ST category with only 10%. The distribution indicates a significant representation of the OBC and SC categories.

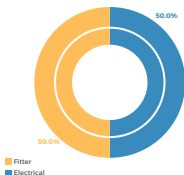
CHART 2: FAMILY AVERAGE INCOME



The chart reveals that the most common income bracket among respondents is Rs. 10,000-13,000, representing 40% of the total respondents, while the Rs. 7000-10,000 and Rs. 13,000-15,000 income brackets each account for 30% of the respondents. This suggests a diverse range of family incomes among the respondents, with a slight majority falling into the Rs. 10,000-13,000 brackets.

KEY FINDINGS

CHART 3: COURSE FOR WHICH STUDENTS ENROLLED



The chart shows that the respondents are equally divided between the Electrical and Fitter courses, with each course accounting for 50% of the total. This indicates that there is an equal preference or distribution among the respondents for these two courses.



HANDS-ON LEARNING EXPERIENCE

All respondents completed their internships at the different units of Lohardaga mines, providing a cohesive and shared experience for the group. The uniformity in the internship setting allowed for a consistent evaluation of the plant's work environment, culture, and training quality. The internship at different mines of Hindalco was regarded as a significant and enriching experience that equipped the participants with practical skills and insights into the industry.

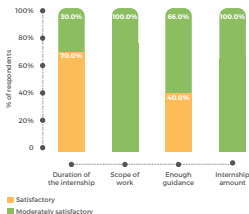


ASSESSMENT AND COURSE CURRICULUM

- Respondents noted that the combination of written and viva assessments provided a balanced measure of their competencies, catering to different learning and expression styles.
- Respondents' experience as trainee interns at the Hindalco plant revealed a deeply enriching and educational journey. The internship roles were well-structured,

providing clear learning objectives and tasks that gradually increased in complexity, allowing the trainees to build confidence and competence.

CHART 4: SATISFACTION LEVEL



The chart shows the respondents' satisfaction, with 100% being satisfied with the scope of work and 100% of beneficiaries being confident with the internship amount.



ENHANCED FINANCIAL STABILITY

Prior to enrolling in the ITI, the majority of respondents reported having negligible earnings, often limited to sporadic, low-paying jobs or lacking employment opportunities altogether. However, post the intervention, the period was characterised by financial stability and access to sustainable income, which underscored the importance of seeking vocational training and skill development.

**- ABHISHEK MANJHI FROM LOHARDAGA**

Abhishek Manjhi from Lohardaga, a 12th-standard graduate from the SC community, benefitted greatly from the ITI Electrical program. Coming from a low-income background, with his mother working as a hawker, Abhishek was able to acquire essential skills and certification, leading to improved employment prospects. He started as a trainee and subsequently secured a job as an electrician in a private company, earning ₹18,000 per month, a significant increase from his previous income of ₹10,000. Abhishek appreciates the transformative impact of Hindalco's initiative. He believes the program was able to transform his life by enhancing his employability skills.

**- ALTAMAS ANSARI, FROM LOHARDAGA**

Altamas Ansari, from Lohardaga and belonging to the OBC category, completed his 12th standard and pursued an electrical course. With a brother working a private job and earning around ₹10,000 monthly, Altamas aimed to establish his career in the electrical field. He secured a trainee position based on his performance in written exams and viva, undergoing training for 8 to 12 months. The ITI program supported him with opportunities to fully engage in industry-specific practical work. Altamas later joined Mongia Steel as an electrician, where his work quality was rated satisfactory. He began earning ₹18,000 monthly after the training and parallelly pursued his education. Altamas recognises that his role at Mongia Steel allowed him to fully utilise and develop his skills while ensuring his financial sustainability.



KEY IMPACTS



INTERNSHIP AMOUNT

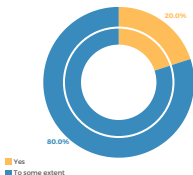
Set at Rs. 5600, the stipend amount received during the internship provides insights into the respondents' perceptions of the financial aspect of their experience. The financial support was often considered sufficient to cover basic expenses such as travel, meals, and other incidental costs associated with the internship.



INTERNSHIP BETTER OPPORTUNITY WITH BETTER SKILL

The ITI course, combined with 8-10 months of practical exposure to industry experts, not only enhanced participants' knowledge and skills but also helped them understand real-world challenges and develop adaptability skills. As a result of this comprehensive support, local youth, particularly those from marginalised communities, are empowered with valuable skills and work opportunities in the job market, leading to increased financial independence and overall socio-economic development of the community.

CHART 5: EFFECTIVENESS OF THE INTERNSHIP PROGRAM AT JOB MARKET



- The chart shows that 80% of respondents believed that the internship program at Hindalco helped to some extent in securing a job based on market demand at other companies, whereas 20% felt that the internship program directly helped them secure a job.

- The 8-12-month internship period was seen as an essential aspect of the respondents' professional journey. The extended duration facilitated a gradual increase in the complexity and scope of tasks, enabling the interns to build a solid foundation of technical and practical skills. Thus, offering a valuable blend of experience, skill acquisition, and personal growth that would significantly benefit their future careers.

CHART 6: THE EMPLOYMENT STATUS OF THE BENEFICIARY BEFORE STATUS

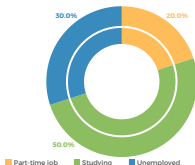
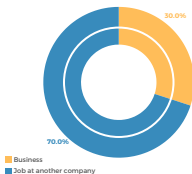


CHART 7: THE EMPLOYMENT STATUS OF THE BENEFICIARY AFTER STATUS



The chart indicates the beneficiaries' employment status. Before enrolling in the ITI courses, only 20% of the respondents were engaged in part-time jobs. They mentioned that they could earn very little or no significant amount before. After completing the ITI courses, all of the respondents reported being employed. Among them, 30% run their businesses, while the rest work at different companies.

Presently, they earn an average of 18,000 to 25,000 rupees. Most of them can contribute an average of 10,000 to 15,000 rupees to their families.

**- AMIT PRAKASH FROM LOHARDAGA**

Amit Prakash, a 12th-standard graduate from Lohardaga and belonging to the SC community, joined Hindalco's ITI Fitter program. Coming from a family where his father runs a small business with an income of ₹13,000-15,000 per month, Amit sought to improve his prospects through this program. Upon completion, he successfully passed the written and viva exams and obtained certification. Amit started his career as a trainee and later secured a position as an electrical supervisor in another company. Amit believes that although the ITI program provided valuable training. The job he secured through the training has helped him support his family income, therefore reducing his over-financial vulnerability.



SKILLS BASED INDIVIDUAL TRAINING PROGRAM

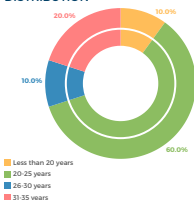
The skill development program in Lohardaga, Jharkhand, is designed to empower young individuals by providing targeted vocational training in areas such as bamboo artistry and sewing and stitching. With a focus on practical skills and industry-relevant knowledge, the program caters primarily to younger individuals aged 20-25 and includes those who have not completed higher secondary education. They have set up separate vocational units of sewing and bamboo artistry for the local youths at different mines. By offering comprehensive training, including hands-on experience and exposure visits, the initiative aims to bridge the gap between theoretical learning and real-world application.

GEOGRAPHICAL COVERAGE

Lohardaga, Jharkhand

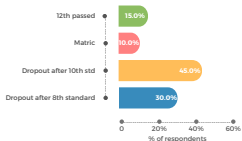
DEMOGRAPHY OF THE BENEFICIARY POPULATION

CHART 8: AGE-GROUP WISE DISTRIBUTION



- The chart shows that the majority of respondents, i.e., 60%, belong to the 20-25 years age group, indicating that the survey primarily includes younger individuals, possibly recent graduates or early-career professionals.
- The sewing course is majorly restricted to females, whereas both males and females can participate in the bamboo artistry course. However, the rate of participation in bamboo artistry is higher in the case of males than females.

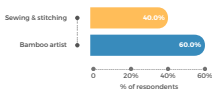
CHART 9: QUALIFICATION



- The chart suggests that the majority of respondents, i.e., 45%, dropped out after the 10th standard, making it the most common educational qualification among the group, followed by those who dropped out after the 8th standard, constituting 30% of respondents. This suggests that a significant portion of the surveyed group did not complete higher secondary education.
- The program team thoroughly discussed their choices and capabilities with the beneficiaries before enrolling them in the above-mentioned vocational courses.

KEY FINDINGS

CHART 10: NAME OF THE COURSE ATTENDED



The chart shows that 60% of respondents attended the "Bamboo Artist" course, while the remaining 40% attended the "Sewing and Stitching" course. This reflects a diverse skill set among the respondents, with a significant portion engaging in artisanal crafts and tailoring skills.



INFRASTRUCTURE FACILITIES

- The program team rented most of the centres within the community. They have altogether 5 sewing centres. Each of the centres has 8-10 sewing machines (leg-operated machines) along with the chairs. Normally, each class can accommodate 20-25 trainees. However, they get the chance to operate the machines on a rotation basis and at the level of learning.
- There is no such machine set up for bamboo classes, but each of the trainees was provided with a bamboo toolkit consisting of different kinds of instruments.
- All the beneficiaries reported having access to drinking water and toilets, adequate seating arrangements, and sufficient facilities for practical classes, indicating a well-maintained and student-centred environment. Each centre has a fan and light facilities, but there is a huge challenge of frequent power cuts and low voltage. These basic yet crucial amenities contribute significantly to a conducive learning atmosphere. The high levels of satisfaction with these facilities underscore the centre's commitment to creating a functional and inclusive learning environment, though attention to complete equipment provision could further enhance the overall educational experience.



LEARNING EXPERIENCE

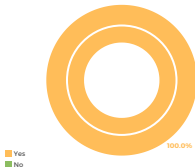
The majority of the beneficiaries attended classes five days a week, it is evident that a majority valued a rigorous and consistent educational experience. The predominance of a five-day-a-week class schedule underscores the program's commitment to providing a comprehensive and immersive learning experience.



PRACTICAL LEARNING

The majority of the beneficiaries indicated that their classes were mostly practical. This approach likely provided students with valuable, practical skills and direct experience, which can significantly enhance their understanding and proficiency in their field. The emphasis on practical classes, supported by a complementary theoretical component, suggests a well-rounded educational approach aimed at preparing students for real-world challenges while ensuring a comprehensive understanding of their subject matter.

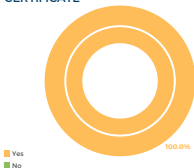
CHART 11: WHETHER COMPLETED THE FULL TERM OF THE COURSE



- The chart reveals that 100% of respondents completed the full term of their courses, demonstrating a high level of commitment and engagement with the training programs. This suggests that the courses were well-received and met the needs or expectations of the participants.

- All the participants also indicated a strong alignment between the lessons learned during the training and their application at the workplace. All the beneficiaries thought that the training program was highly relevant and successfully bridged the gap between theoretical knowledge and practical application.

CHART 12: WHETHER RECEIVED THE CERTIFICATE



The chart shows that all of the respondents received a certificate upon completing their courses. This indicates that the training program is well-structured and ensures that participants are formally recognised for their efforts and achievements.



EXPOSURE VISIT

In addition to receiving formal certification, respondents benefited from exposure visits during their training tenure. These visits provided them with valuable insights into the market and industry beyond the classroom. By observing real-world applications and interacting with professionals in their fields, trainees gained practical understanding and hands-on experience that complemented their theoretical knowledge.

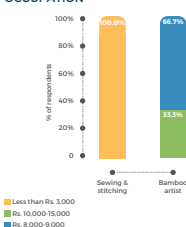


"The program has helped me preserve traditional bamboo crafting techniques while innovating new designs. I'm proud to be part of this cultural preservation effort."

- Shyam Sunder Yadav, Master Bamboo Artisan



CHART 13: PRESENT INCOME AS PER OCCUPATION



The chart reveals that 66.7% of Bamboo Artists earn between Rs. 8000-9000, while a smaller portion 33.3% earn between Rs. 10,000-15,000 whereas 100% of respondents in the sewing and stitching category earn less than Rs. 3000. This suggests that a significant portion of the respondents are earning at the lower end of the salary spectrum, with earnings varying significantly between the two occupational groups.



INCOME GENERATION

- Bamboo artists earning between ₹10,000 and ₹15,000 are considered fine artists, reflecting a level of skill and craftsmanship in their work. The market for their bamboo products is primarily based in Ranchi, which serves as a central hub for selling these artisanal items. This market presence in Ranchi provides a vital outlet for their products, facilitating access to a broader customer base and contributing to their financial stability.
- In the sewing and stitching sector, individuals typically see an increase in income of more than ₹5,000, with earnings varying based on demand and seasonal occasions. This variability indicates that while sewing and stitching can provide a substantial supplementary income, the actual earnings are influenced by factors such as the frequency of orders and special events requiring custom garments.

**- ANJALI KUMARI FROM LOHARDAGA**

Anjali Kumari, a 22-year-old unmarried woman from Lohardaga, Jharkhand, belongs to the ST category. Despite dropping out after the 8th standard and initially being unemployed with a family income of less than ₹10,000, Anjali took the initiative to join a sewing and stitching training program. The program was conducted five days a week and offered a balanced mix of practical and theory classes, with equipment for practical sessions and a healthy learning atmosphere. The training provided her with a solid foundation in sewing and stitching. She appreciated the structured learning environment and the resources available, which contributed to her skills and knowledge development. She has now improved her income and is financially stable. She feels the income has also improved her self-esteem, making her feel empowered.



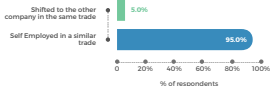


STRENGTHENING THE SKILL DEVELOPMENT CENTRE IN THE COMMUNITY

Hindalco's support for the VIKAS BHARTI NGO's skill development centre in Kishupur has significantly amplified the impact. By providing essential kits and machinery, including over 100 stitching machines, Hindalco has enabled the centre to train a larger number of individuals, enhancing their employability and financial stability. This collaboration has not only improved the skill sets of the local youth but also contributed to the overall economic development of the community. As a result, local youth, particularly those from marginalised communities, are empowered with valuable skills that open up new employment opportunities. This empowerment leads to increased financial independence and stability, contributing to the overall socio-economic development of the community.

KEY IMPACT

CHART 14: PRESENT EMPLOYMENT STATUS



The chart suggests a strong trend towards self-employment among the training program's beneficiaries, with 95% being Self-employed. This indicates that the training program may have effectively equipped individuals with the skills and confidence to start their own businesses.

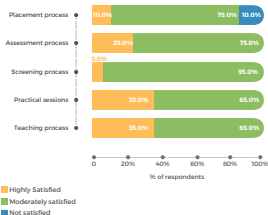
“

"Hindalco Lohardaga CSR's bamboo training program has transformed my life. I have gained skills, confidence, and a steady income. I am proud to be a part of this initiative."

- Rameshwar Oraon, Bamboo Artist

”

CHART 15: SATISFACTION LEVEL OF THE BENEFICIARY RELATED TO THE TRAINING



The chart shows that the majority of respondents were moderately satisfied across all aspects of the training program, with the screening process receiving the highest moderate satisfaction with 95%, followed by the Assessment Process and Placement Process with 75% each.

“

"Hindalco Lohardaga CSR's initiative has empowered me to become a trainer and mentor. I am now able to share my skills and knowledge with others, creating a ripple effect of positive change."

- Suresh Kumar, Bamboo Trainer

”



RELEVANT PRACTICAL LESSON

All the beneficiaries reported that they could effectively connect the theoretical and practical lessons from their training to real-world tasks in their jobs. This strong correlation suggests that the curriculum was closely aligned with industry demands and practical job requirements, equipping students with the skills and knowledge necessary for immediate application in their respective fields.



IMPROVED FAMILY INCOME

- Individuals in the sewing and stitching trade generally contribute substantially to their family's regular income. Their main financial input comes during peak periods, such as festivals and wedding seasons when there is a higher demand for their services. This seasonal contribution can provide a significant boost to household income. In terms of savings and investments, those involved in sewing and stitching do not typically engage in regular financial investments.
- For bamboo artists, the average contribution to the family income is around ₹2,000, which can vary based on the surplus income generated from their craft. This contribution is more consistent compared to the sporadic earnings from sewing and stitching.

CASE STUDY

Sanoj Bharti, a 32-year-old married man from Lohardaga, Jharkhand, from the SC category, faced early educational and financial challenges, having dropped out after the 8th standard, and initially earning less than ₹10,000. Despite these obstacles, he pursued training as a bamboo artist, benefiting from a program that included practical classes, adequate facilities, and occasional exposure visits. The training, held five days a week, emphasised hands-on skills, and Sanoj particularly valued the practical approach, and the support provided by the training centre. Sanoj is now self-employed in a similar trade, earning between ₹10,000 and ₹15,000 monthly. His training has significantly improved his financial situation and job prospects. He is highly satisfied with the program, noting that it offered valuable skills and a better job opportunity. His positive experience highlights the effectiveness of practical training in fostering self-employment and economic stability.



SWEING CENTER AT AMTIPANI

CHAPTER 4

THE WAY FORWARD



STRENGTHENING PROGRAM RESOURCES AND CONTINUITY

To strengthen the program, it is crucial to increase funding and resources dedicated to its activities. Enhanced resource mobilisation and targeted efforts will allow for the expansion and continuity of the initiative. This strategic approach will help reduce drop-out rates among students, ensuring that more students continue their studies and benefit from the program.



ENHANCING PARTNERSHIPS AND OUTREACH

Effective implementation of the program can be achieved by strengthening partnerships with local NGOs and government agencies. By collaborating closely, these partnerships will enhance the program's ability to reach out to more girls, encouraging them to rejoin school and continue their education. This collaborative approach will amplify the program's impact and support long-term educational goals.



EDUCATIONAL INITIATIVES AND AWARENESS

Introducing additional educational initiatives, such as workshops or seminars, will further raise awareness about the significance of national days and promote a deeper understanding of their themes. This focus on education will foster a greater appreciation for these important occasions and encourage community participation.



EFFICIENT RESOURCE DISTRIBUTION

To ensure a more organised and efficient distribution of essential items like clothes, food packets, and sanitation kits, a structured plan should be implemented. Partnering with local organisations for better logistics can enhance this process, ensuring that resources reach those in need more effectively.



THEMATIC FOCUS ON NATIONAL DAYS

Improving the thematic focus of activities such as awareness rallies, quizzes, and competitions is essential. By aligning these activities closely with the specific national day being celebrated, participants will gain a deeper understanding and engagement with the significance of each occasion, leading to more meaningful celebrations.



ESTABLISHING DEDICATED EDUCATION CENTRES

Setting up dedicated centres for daily classes with subject-specific teachers will ensure consistent and focused educational sessions. This approach will enhance the quality of education by addressing students' diverse academic needs, resulting in a more structured and beneficial learning experience.



INCREASING EDUCATIONAL RESOURCES AND COMMUNITY ENGAGEMENT

Increasing the availability of textbooks and worksheets will ensure that all students have the necessary resources for their studies. Simultaneously, strengthening community engagement efforts will raise awareness about the importance of education and the reduction of child labour. This dual approach will improve educational resources while fostering broader community support.



UPGRADING TEACHING METHODS AND EXPANDING SKILL TRAINING

The computer centre in Bargawan Village can benefit from setting up smart classes. Currently, traditional teaching methods are being used, and upgrading to smart classes would enhance the learning experience for students. Additionally, in both Mahan and Bargawan, adding English speaking and soft skills training, including interview preparation, would better equip students for job opportunities and help them overcome employment challenges.



EXPANDING COMPUTER COURSES AND CAREER GUIDANCE

In Mahan Village, students have expressed a need for more computer courses and career guidance. By starting new courses and providing focused career counselling, students can develop a broader skill set, improving their job prospects and long-term career opportunities.



SUPPORTING RURAL EDUCATION AND TECHNOLOGY ACCESS

In Samri and Renukoot, where Hindalco has provided computers to local schools and a private college, expanding computer access, and offering basic training in more schools and remote areas would be beneficial. This expansion would further support rural students in gaining essential technological skills.



ENHANCING STUDENT SUPPORT AND MOTIVATION

To enhance overall support for students, it is essential to provide sufficient study materials to all participants. Offering additional guidance and encouragement will ensure that more students are motivated to sit for exams, thereby improving their chances of success and fostering a more supportive educational environment.



INCREASE TEACHER SUPPORT AND TRAINING

Providing additional training and support for the single teacher in each Balwadi is crucial for enhancing both educational and life skills instruction. By investing in professional development, teachers can improve their teaching effectiveness and ensure that children receive high-quality pre-education.



MONITOR AND EVALUATE PROGRAM EFFECTIVENESS

To assess the program's effectiveness, it is essential to track various indicators such as student attendance, academic performance, and overall satisfaction. Regular discussions with stakeholders, including teachers and parents, will provide valuable feedback and allow for timely adjustments to improve the intervention.



SCALE UP

The intervention has successfully increased children's interest in early education. It is recommended to extend the program to additional Anganwadi centers in underserved areas. This expansion will allow more children to benefit from the enhanced facilities and resources, further improving early childhood education across a broader region.



DOCUMENTATION

Proper documentation of each child's profile, including growth parameters, immunisation status, and academic performance, is essential. Detailed record-keeping is crucial for the overall Balwadi Centre.



DOCUMENT SUCCESS AND CHALLENGES

Thoroughly documenting the successes and challenges of the program is crucial for its ongoing improvement and effectiveness. This process involves recording strategies that led to positive outcomes, such as enhanced student engagement and improved academic performance, so these can be replicated in future initiatives. Equally important is identifying challenges faced during implementation and providing insights into areas needing improvement. Regular feedback from stakeholders, including teachers, students, and parents, ensures that the documentation is comprehensive and reflective of the program's real-world impact.



INTRODUCE LIFE SKILL EDUCATION FOR THE STUDENTS

To further enrich the school education program, it is recommended that life skills education be introduced alongside academic instruction. Integrating life skills training will equip students with practical abilities such as financial literacy, effective communication, and problem-solving, which are crucial for navigating real-world challenges. By incorporating life skills into the curriculum, schools can provide a more comprehensive education that prepares students for both their future careers and everyday life.



MONITOR AND EVALUATE PROGRAM EFFECTIVENESS

To assess the program's effectiveness, it is essential to track various indicators such as student attendance, academic performance, and overall satisfaction. Regular discussions with stakeholders, including teachers and parents, will provide valuable feedback and allow for timely adjustments to improve the intervention.



INVOLVEMENT OF PARENTS IN SCHOOL EDUCATION PROGRAM

To enhance the effectiveness of the school education program, it is crucial to actively involve parents in the educational process. Engaging parents through regular communication, workshops, and collaborative activities can significantly support students' learning and development.



STRENGTHEN COMMUNITY ENGAGEMENT

Foster deeper involvement of local communities in the decision-making and implementation phases of school infrastructure projects. This can be achieved by establishing regular community meetings and institutionalising regular SMC meetings.

1.1 Initiate a Sustainable Community-Led School Maintenance Program.

1.2 Establish a "School Maintenance Fund" contributed to by local businesses, community members, and alumni to finance regular maintenance and emergency repairs of school buildings and facilities.



ENHANCE CAPACITY BUILDING FOR LOCAL STAKEHOLDERS

Provide training and resources to teachers and school management committees to empower them with the skills and knowledge necessary to maintain and effectively use the newly developed infrastructure.



PROMOTE INCLUSIVE SANITATION EDUCATION

Implement comprehensive hygiene education programs within schools. These programs should address diverse aspects of sanitation and hygiene, incorporating interactive and culturally relevant methods to foster lasting behavioural changes.

3.1 Introduction of a Comprehensive Water, Sanitation, and Hygiene (WASH) Monitoring System.

3.2 Develop a digital WASH monitoring dashboard that tracks the status of water purification systems, toilet facilities, hand-washing stations, and sanitary napkin vending machines across all schools.

3.3 Train school management committees and designated teachers to regularly update the dashboard with real-time data on facility usage, maintenance needs, and hygiene awareness activities.



FACILITATE MULTI-STAKEHOLDER COLLABORATION

Encourage ongoing collaboration between corporate partners, government bodies, NGOs, and local communities to enhance resource mobilisation and support for school infrastructure projects. Building strong partnerships will maximise the impact of interventions and contribute to the overall success and sustainability of the initiatives.



COMMUNITY MAINTENANCE DRIVES

Organise bi-annual community maintenance drives where parents, students, and local volunteers participate in activities such as painting, whitewashing, garden upkeep, and minor repairs, fostering a collaborative spirit.



INTRODUCE A MODEL SCHOOL PROGRAM

Create a recognition program that acknowledges, and rewards schools and community members actively involved in maintaining and improving school facilities, thus encouraging ongoing participation and care.



Conducting periodical awareness sessions in the community for different vocational courses, especially focusing on female inclusion, is recommended to minimise the drop-out rate and maximise the participation level of the local youth.



Providing post-training support in the form of career guidance, resume-building workshops, and interview preparation sessions can help trainees in their job search. Hindalco can also create an alumni network for past trainees to share job opportunities and support each other in their career endeavours.



Offer guidance and resources to bamboo artists and sewing trainees to develop and execute business plans, including strategies for scaling their operations and managing finances effectively. Introduce grant schemes to provide financial support for setting up or expanding their businesses. This could include seed funding or micro-grants to cover initial costs and investments.



Establishing a garment production unit for the dresses of mine workers, other staff, and local schools by trainees of the sewing course can be an alternative option for their income.

CHAPTER 5

CONCLUSION

Hindalco's CSR initiatives in education have effectively addressed critical challenges across various regions, targeting the unique needs of underserved communities. Programs aimed at reducing dropouts, enhancing digital literacy, and supporting competitive exam preparation have significantly improved enrollment, retention, and overall educational outcomes. Initiatives like Knowledge Centers and evening classes have fostered community engagement and created better career opportunities for students, underscoring Hindalco's commitment to empowering local communities through education.

The emphasis on early childhood education, particularly through the Anganwadi and Balwadi programs, has transformed the learning environment for young children. By improving infrastructure, providing educational resources, and addressing nutritional and health needs, Hindalco has created a holistic support system for early education. These efforts have not only enhanced educational engagement but also contributed to children's health and personal development.

At the school level, Hindalco's focus on infrastructure, midday meals, cultural activities, and academic support has fostered an enriching and inclusive learning environment. These interventions have improved educational outcomes, student engagement, and overall well-being, demonstrating the success of a comprehensive approach to school education.

Skill development and vocational training programs in regions like Lohardaga, Jharkhand, have empowered local youth with practical, market-relevant skills, improving their employability and fostering community development. By supporting apprenticeship programs and entrepreneurial initiatives, Hindalco has positively impacted over 20,310 individuals, addressing educational and economic disparities, particularly among marginalized groups.

The integration of sustainable practices such as solar energy, water conservation, and community involvement ensures the long-term success of these initiatives. Hindalco's comprehensive efforts align closely with Sustainable Development Goals (SDG 4, SDG 8, and SDG 17), promoting quality education, decent work, and effective partnerships. Through strategic implementation and a focus on holistic development, Hindalco continues to create lasting impacts on education and community well-being, setting a benchmark for CSR excellence.