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Hindalco Industries Limited
One International Center, Tower 4, 21st Floor, Senapati Bapat Marg
Prabhadevi, Mumbai-400013

Date: 6th July 2026

Subject: Final Impact Assessment report of School Education CSR Programme for Hindalco Industries Limited (HIL) in units: Renukoot, Renusagar, Lohardaga, Samri and Belagavi

Dear Mr Avijit,

This refers to our [engagement letter/engagement contract] dated 2nd December, 2025 with Hindalco Industries Limited("you") ('the Contract').

We appreciate the opportunity to assist Hindalco Industries Limited in providing Impact assessment services to Hindalco Industries Limited for their CSR programmes in units: Renukoot, Renusagar, Lohardaga, Samri and Belagavi

This is our final impact assessment report of the School Education CSR Programme supported by HIL. The performance of our Services and the report issued to you pursuant to the Services are based on and subject to the terms of the Contract.

This report is solely for your benefit and information and is not to be referred to in communications with or distributed or disclosed for any purpose to any third party without our prior written consent. We have been engaged by you for the Services and to the fullest extent permitted by law, we will not accept responsibility or liability to any other party in respect of our Services or the report.

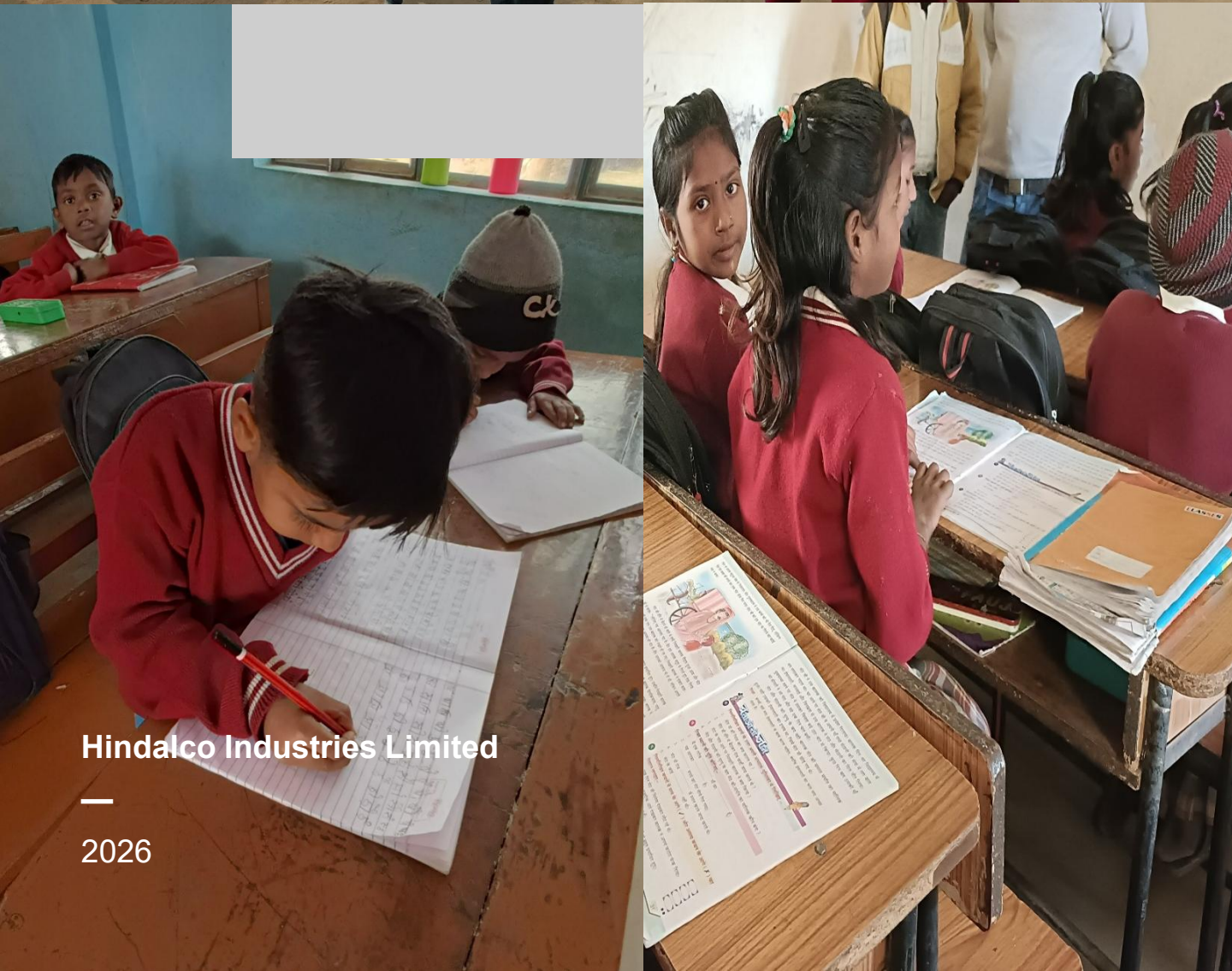
It has been our privilege to work with you, and we look forward to continuing our relationship with you.

Yours sincerely

Full Signature
Jignesh Thakkar
Partner – ESG, KPMG India
KPMG Assurance and Consulting Services LLP

Impact Assessment Report

Theme: Education
Name of Project: School
Education Program
(Project ADHYAYAN)



Notice to readers

- *Our report shall be prepared solely for Hindalco Industries Limited. KPMG does not accept or assume any liability, responsibility, or duty of care for any use of or reliance on this report by anyone, other than our Client, to the extent agreed in the Agreement.*
- *Impact assessment is limited to the projects allocated by Hindalco Industries Limited.*
- *OECD DAC framework has been used in preparing the report as detailed herein. No professional assurance standards ex. ISAE, SSAE etc. have been applied while preparing this report and accordingly the rigors applicable under such standards are not applicable for the scope covered by our report.*
- *Procedures, analysis and recommendations, if any, are advisory in nature basis the information collected from various sources both publicly and those provided by the client.*
- *Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders.*
- *Our report, by its very nature, may involve numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn shall be based on the information available with us at the time of preparing the report.*
- *We shall not perform an audit and shall not express an opinion or any other form of assurance. Further, comments in our report are not and shall not be intended, nor should they be interpreted to be legal advice or opinion. Client shall be fully and solely responsible for applying independent judgment, with respect to the findings included in the report, to make appropriate decisions in relation to future course of action, if any. We shall not take responsibility for the consequences resulting from decisions based on information included in the report.*
- *While information obtained from the public domain or external sources has not been verified for authenticity, accuracy, or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it must be noted that some of these websites/third party sources may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.*
- *Our work shall be limited to the specific procedures described in this Engagement Letter and shall be based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the programme, selected as sample respondents and discussions with Hindalco Industries Limited team and stakeholders of the programme. Accordingly, changes in circumstances or information available after the review could affect the findings outlined in our report.*
- *In no circumstances shall we be liable, for any loss or damage, of whatsoever nature, arising from information material to our work being withheld or concealed from us or misrepresented to us by any person to whom we make information requests.*
- *In accordance with its policy, KPMG advises that neither it nor any of its partner, director or employee undertakes any responsibility arising in any way whatsoever, to any person other than Client in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.*
- *In connection with our report or any part thereof, KPMG does not owe duty of care (whether in contract or in tort or under statute or otherwise) to any person or party to whom the report is circulated to and KPMG shall not be liable to any party who uses or relies on this report. KPMG thus disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.*
- *By reading our report, the reader of the report shall be deemed to have accepted the terms mentioned hereinabove.*

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Abbreviations

AAY	Antyodaya Anna Yojana
BPL	Below Poverty Line
CSR	Corporate Social Responsibility
DPDP	Digital Personal Data Protection Act
FGD	Focus Group Discussion
IDI	In-Depth Interview
HIL	Hindalco Industries Limited
KII	Key Informant Interview
MDM	Midday Meal Scheme
RTE	Right to Education Act
OECD DAC	Organisation for Economic Cooperation and Development - Development Assistance Committee
NEP	National Education Policy
ToC	Theory of Change
UN-SDG	United Nations-Sustainable Development Goals

About Hindalco Industries Limited

About Hindalco Industries Limited

Hindalco, part of the Aditya Birla Group, ranks among the world’s largest aluminium rolling and recycling companies. It is a global leader in copper and a key player in specialty alumina and hydrates. With a presence in 10 countries and 48 manufacturing facilities, Hindalco is India’s leading copper producer.

Corporate Social Responsibility (CSR) at Hindalco

HIL’s top priority is to empower individuals within our communities and deliver meaningful

value to them. Through their CSR programs, they have positively impacted over 2.5 million lives across India, implementing projects in five key areas: Education, Healthcare, Sustainable Livelihood, Infrastructure Development, and Social Change.



HIL’s CSR Areas

Education

Initiatives work to empower children from economically weaker backgrounds and focus on:

- Pre-school education
- Educational support programme
- Vocational and technical education training
- Adult literacy programme
- School infrastructure development

Healthcare

Improving access to healthcare and building a strong healthcare infrastructure in and around local communities with a focus on:

- Preventive healthcare
- Curative healthcare
- Mother and child-care
- Quality/support programmes
- Healthcare infrastructure

Sustainable Livelihood

Developing interventions that help create sustainable and long-lasting livelihood for the communities with a focus on:

- Vocational trainings
- Trainings on technical skills with a special focus on women and farmers.
- Watershed development & irrigation projects

Infrastructure Development

Facilitating all-round development of communities with a focus on:

- Roads
- Community halls/kitchens
- Sports and recreation centres

Social Change

Countering social evils such as exploitation, inequality and trafficking in remote corners with a focus on:

- Social Welfare, Inclusion & Community Development
- Culture, Heritage & Nation-Building
- Health, Sports, Fitness & Safety

Executive Summary

KPMG has been appointed as an impact evaluation agency by Hindalco Industries Limited to assess the impact of their School Education Program. In this report, KPMG India is evaluating the progress of the programme across five CSR units, Samri, Belagavi, Renusagar, Renukoot, and Lohardaga, and understanding its relevance, coherence, effectiveness, efficiency, impact, and sustainability.

The study employed a cross-sectional research design utilising a mixed-method framework. Quantitative and qualitative data was gathered through surveys and focus group discussions (FGD) with 118 respondents including students (37%), teachers/school staff (44%), parents/others (17%), and community members (2%).



Respondents from 9 villages across 5 CSR units were covered under this study



A total of 118 respondents, along with institutional stakeholders, were reached through in-person interactions.



3 IDIs were conducted with 2 school principals and 1 village sarpanch.

Below are the key insights from the impact assessment



76%

Reported significantly increased enrolment



86%

Parent satisfaction with school accessibility



80%

Reported improved access to education



66%

Found education 'Very affordable'



60%

Shared enhanced learning outcomes



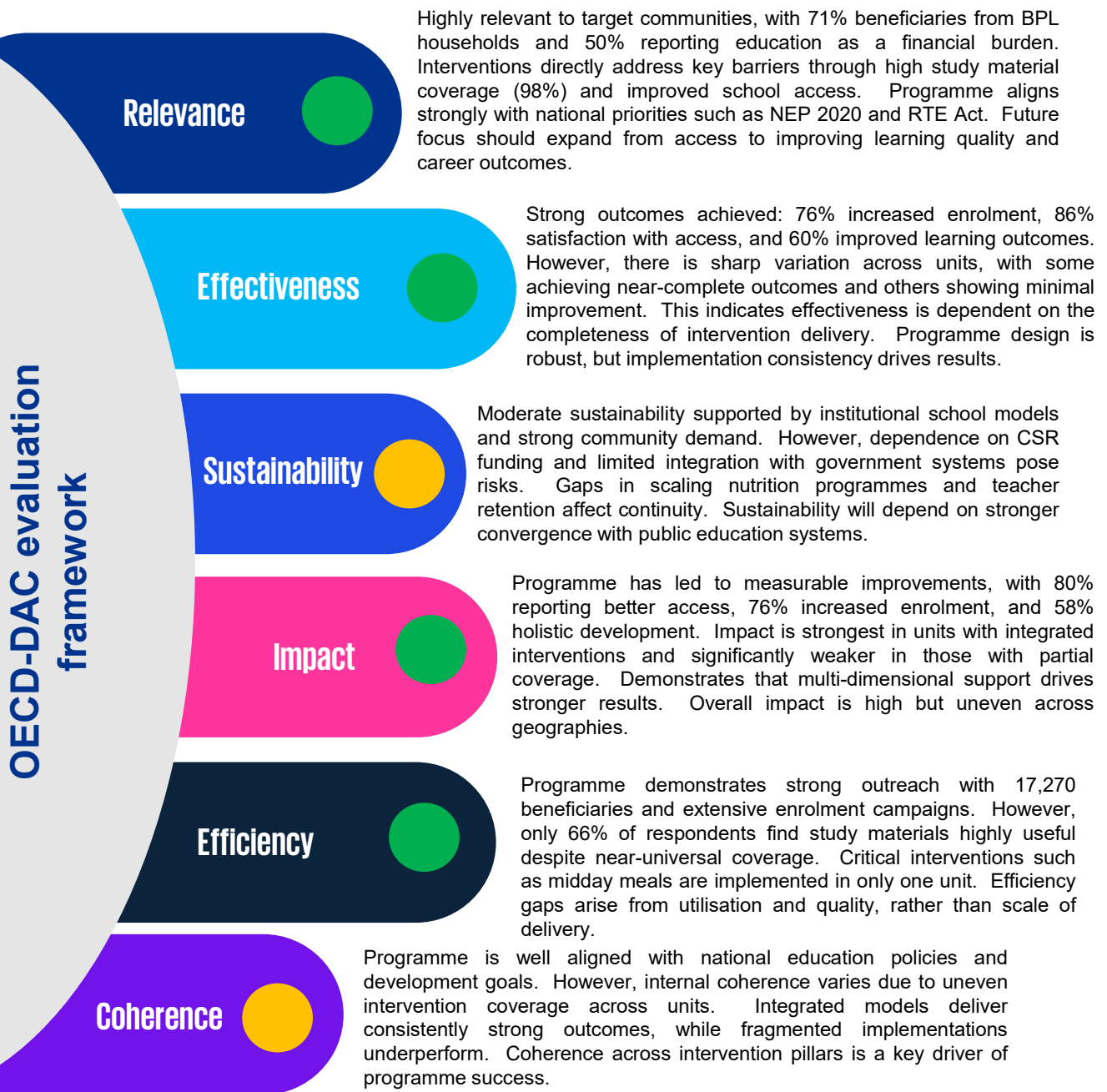
84%

Mentioned holistic student development

Executive Summary

OECD DAC Evaluation

The various components/outcomes of the program were evaluated using the OECD DAC criteria, which include relevance, effectiveness, efficiency, impact, and sustainability. The findings of the study are categorized as follows:



Does not meet expectation Partially meets expectations Meets expectations

The programme evaluation above on OECD-DAC parameters highlights strong relevance and effectiveness in well-resourced units, with scope for improvement in efficiency, sustainability, and cross-unit coherence to achieve equitable educational outcomes.

UN-SDG Alignment

The School Education Programme contributes directly to SDG 4 (Quality Education) by improving access to affordable and quality education through company-run schools, provision of study materials, teacher capacity building, scholarships, career counselling, and learning support initiatives. The programme also advances SDG 1 (No Poverty) by reducing the financial burden on low-income households through free educational resources and affordable schooling options. Through targeted support for children from BPL families and underserved communities, the programme contributes to SDG 10 (Reduced Inequalities)

by expanding educational opportunities for disadvantaged groups. Nutrition support through the Midday Meal Programme and student well-being initiatives support SDG 2 (Zero Hunger) and SDG 3 (Good Health & Well-Being). By promoting equal access to education, particularly for girls and vulnerable children, the programme also contributes to SDG 5 (Gender Equality). Through collaboration with schools, teachers, parents, local communities, and educational institutions, the programme supports SDG 17 (Partnerships for the Goals).

SDG	Alignment with Programme
SDG 1 – No Poverty	Reduces the financial burden of education through free study materials, affordable schooling, scholarships, and educational support for economically weaker households.
SDG 2 – Zero Hunger	Supports nutritional well-being and student retention through Midday Meal interventions and supplementary nutrition support.
SDG 3 – Good Health & Well-Being	Promotes student well-being through improved nutrition, extracurricular activities, supportive learning environments, and holistic development initiatives.
SDG 4 – Quality Education	Improves access to quality education through company-run schools, teacher development, study materials, scholarships, specialised coaching, and career counselling initiatives.
SDG 5 – Gender Equality	Expands educational access and opportunities for girls and promotes inclusive participation in educational and extracurricular activities.
SDG 10 – Reduced Inequalities	Focuses on children from BPL households and underserved communities, helping bridge educational and socio-economic disparities.
SDG 17 – Partnerships for the Goals	Strengthens partnerships among schools, teachers, parents, communities, educational institutions, and local stakeholders for sustained educational outcomes.

Impact Assessment: Approach & Methodology

Study Objectives:

The purpose of this study is to assess the impact of Hindalco's CSR project, : **School Education Program**, across their 5 units: Renusagar, Renukoot, Lohardaga, Samri & Belagavi implemented during FY 2022-23.

The primary objectives are:

- i. **Assess access, enrolment, and affordability outcomes:** To evaluate the effectiveness of enrolment interventions, school availability, and financial support (study materials and scholarships) in improving access to education, increasing enrolment, and reducing cost barriers for underserved households.
- ii. **Evaluate quality of education and learning outcomes:** To assess improvements in school infrastructure, teaching quality, and academic support interventions, and their contribution to enhancing student learning outcomes and classroom engagement.
- iii. **Assess retention, holistic development, and student wellbeing:** To examine the role of nutrition support, extracurricular activities, and school engagement initiatives in improving student retention, attendance, and holistic development, including confidence and participation.
- iv. **Evaluate career readiness and long-term student outcomes:** To evaluate the effectiveness of coaching, exposure visits, and career counselling interventions in strengthening student aspirations, career awareness, and future readiness.
- v. **Analyse programme effectiveness, efficiency, and unit-level variation:** To assess programme performance across CSR units using the OECD-DAC framework, and analyse how variation in intervention coverage influences effectiveness, efficiency, impact, and sustainability.
- vi. **Inform future CSR strategy and sustainability:** To generate insights that guide programme refinement, long-term sustainability, and potential scale-up or replication.

Study Approach:

The key steps in the approach are as below:

Consultation and Scoping

- An initial scoping and inception meeting was held with Hindalco team to establish the parameters and objectives of the engagement.
- A comprehensive project plan was subsequently formulated to guide the overall programme of work.
- Mapping of internal and external stakeholders, was undertaken to identify an appropriate sample for consultation.
- A review of secondary data review was conducted to contextualise Hindalco's strategic contributions within its wider CSR framework.

Study design:

- A mixed approach, consisting of both quantitative and qualitative methods, was adopted for the assessment to provide a more comprehensive understanding of the project impact across multiple time points.
- A theory of change-based impact framework was developed to articulate the intended outcomes and impact parameters.

Study tools:

Semi-structured survey tools were developed, grounded in the research questions and objectives of the assessment, designed to capture both quantitative and qualitative data were developed. All tools were finalised after consultation with Hindalco team. Tools for the study included:

- One-to-one surveys
- Focus Group Discussion
- Key Informant Interviews

Stakeholder Consultation:

Data collection was collected during field visits to all 5 study locations.

Impact Assessment: Approach & Methodology

Sampling:

A mix of stratified random and purposive sampling method was employed to ensure a structured, representative sample reflective of the target geography.

Data Analysis:

The data collected through stakeholder consultations was subjected to both qualitative and quantitative analyses. Triangulation of data was done through:

- Comparing quantitative findings with other data sources such as qualitative interviews or focus group discussions.
- The OECD-DAC evaluation framework has been applied to assess the programme's impact, encompassing dimensions such as design, planning, implementation, monitoring, and evaluation.

Report Preparation

- The results of the study are compiled in a detailed final report, encompassing key findings and actionable recommendations for improving future research and practices.
- The report has been structured in accordance with the OECD-DAC framework to ensure consistency and rigour in evaluation.

adhered to ethical considerations for data privacy:

- I. Informed Consent: All participants were briefed about the purpose of data collection and asked for consent before participating.
- II. Confidentiality: Personal identifiers were removed or anonymised to protect participants' identity.
- III. Secure Data Storage: All collected data has been stored in secure, access-controlled environments to prevent unauthorised access.
- IV. Limited Access: Only authorised personnel involved in the project have access to the project data.
- V. Use of Data: Data is used solely for research and program evaluation purposes, in line with the consent provided by participants.

Ethical Considerations for Data Privacy

KPMG has followed the guidelines outlined as per the latest Digital Personal Data Protection (DPDP) Act guidelines by implementing robust data governance frameworks, conducting internal compliance reviews and ensuring protection of data.

For the data collection process, KPMG has

Key Assumptions & Limitations of the Study

Assumptions:

1. The analysis is based on the assumption that responses provided by beneficiaries and stakeholders reflect their actual experiences and outcomes.
2. Data collected through surveys and interviews is assumed to be accurate, consistent, and representative of broader programme impact.
3. Findings rely on the premise that programme design and implementation were carried out as intended and that observed changes can be reasonably linked to interventions.
4. External data and secondary sources used in the study are considered reliable, though not independently verified.
5. The theory of change framework assumes a logical linkage between inputs, outputs, outcomes, and long-term impact.
5. External sources and publicly available data were not independently validated, which may affect reliability in certain cases.
6. The study involves assumptions and inherent uncertainties, and results should be interpreted within these constraints.

These considerations should be taken into account when interpreting the findings and applying them for decision-making or future programme design.

Limitations:

1. The assessment is restricted to selected programmes and sample respondents, and may not fully capture the impact across all beneficiaries or locations.
2. Findings are based on self-reported data, which may be subject to recall bias or respondent perception.
3. The study does not constitute an audit or formal assurance exercise, and conclusions are indicative rather than definitive.
4. Outcomes are assessed based on information available at the time of the study, and may change with evolving programme implementation.

About the project: School Education Program

Project Rationale:

Access to quality education remains a critical challenge in rural and semi-urban India, where children from economically disadvantaged households face barriers including limited school infrastructure, inadequate learning materials, high dropout rates, and a lack of holistic developmental support. Many communities in the vicinity of Hindalco's operational units experience these challenges acutely, with families unable to afford uniforms, books, and tuition, leading to irregular attendance and early school leaving. The absence of nutritional support, extracurricular exposure, and skilled teaching further compounds learning gaps, particularly for girls and children from BPL families.

Introduction to Hindalco's Program:

Hindalco's School Education Program is designed as a comprehensive intervention to bridge educational inequities in communities surrounding its CSR units at Samri, Belagavi, Renusagar, Renukoot, and Lohardaga. Rooted in a Theory of Change framework, the program addresses the full spectrum of educational barriers through multi-pronged activities: operating company-run schools (both inside and outside campus), providing free study materials including uniforms, books, and stationery, supporting midday meal programs for improved nutrition and retention, offering merit-based and need-based scholarships, organising cultural events and extracurricular activities for holistic development, enhancing teaching quality through teacher training workshops and digital aids, and providing specialised coaching and career counselling. By targeting inputs at the school, household, and community levels, the program aims to increase enrolment, reduce dropout rates, improve learning outcomes, and ultimately expand career aspirations for students in underserved areas.

FY 2022-23

Implementation year under
Impact Assessment study

FY 2025-26

Assessment year

5 CSR units

Study locations:

Renusagar, Renukoot,
Lohardaga, Samri &
Belagavi

17,270

Project beneficiaries
across study locations

Stakeholders



Students

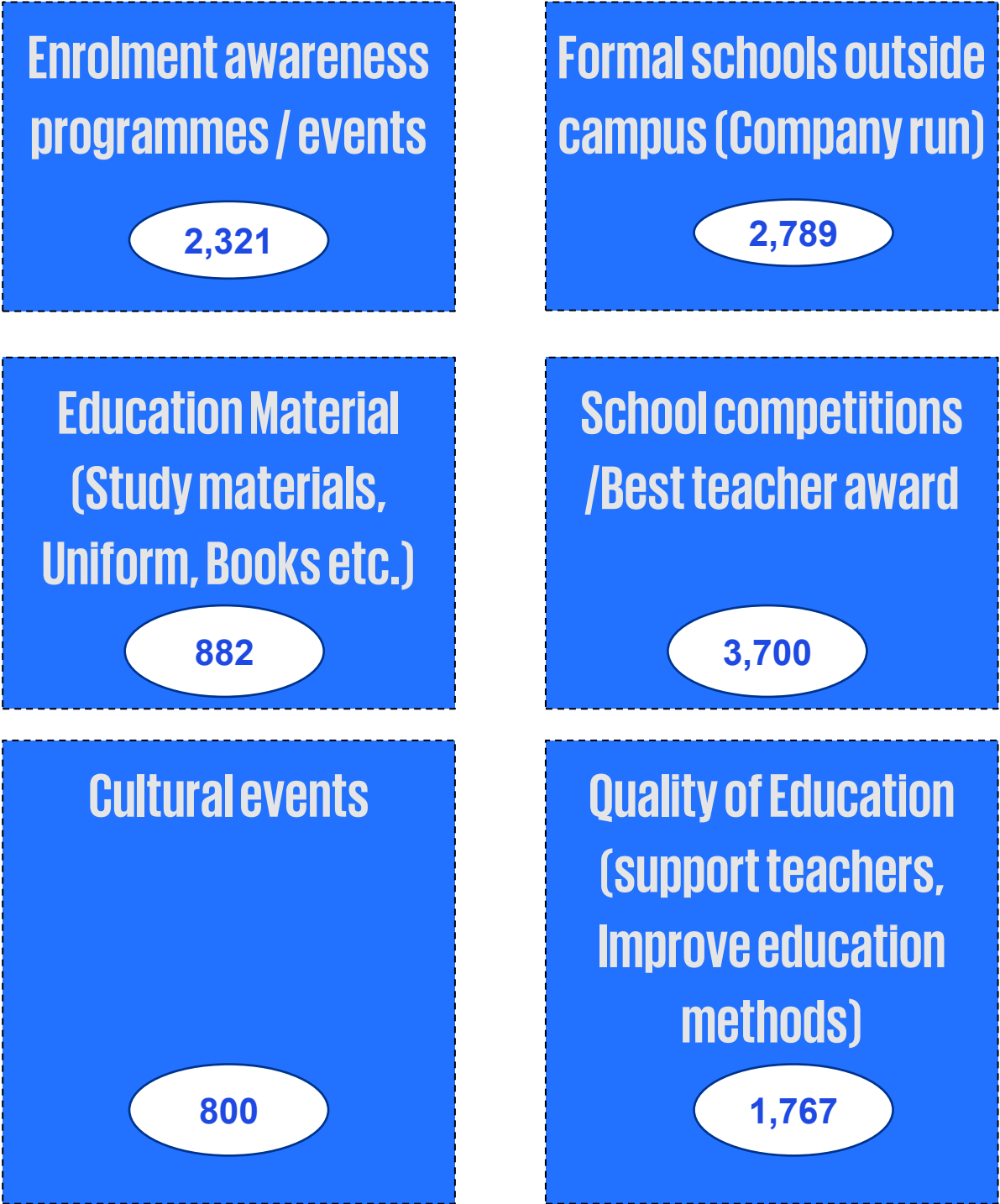


Community
Members

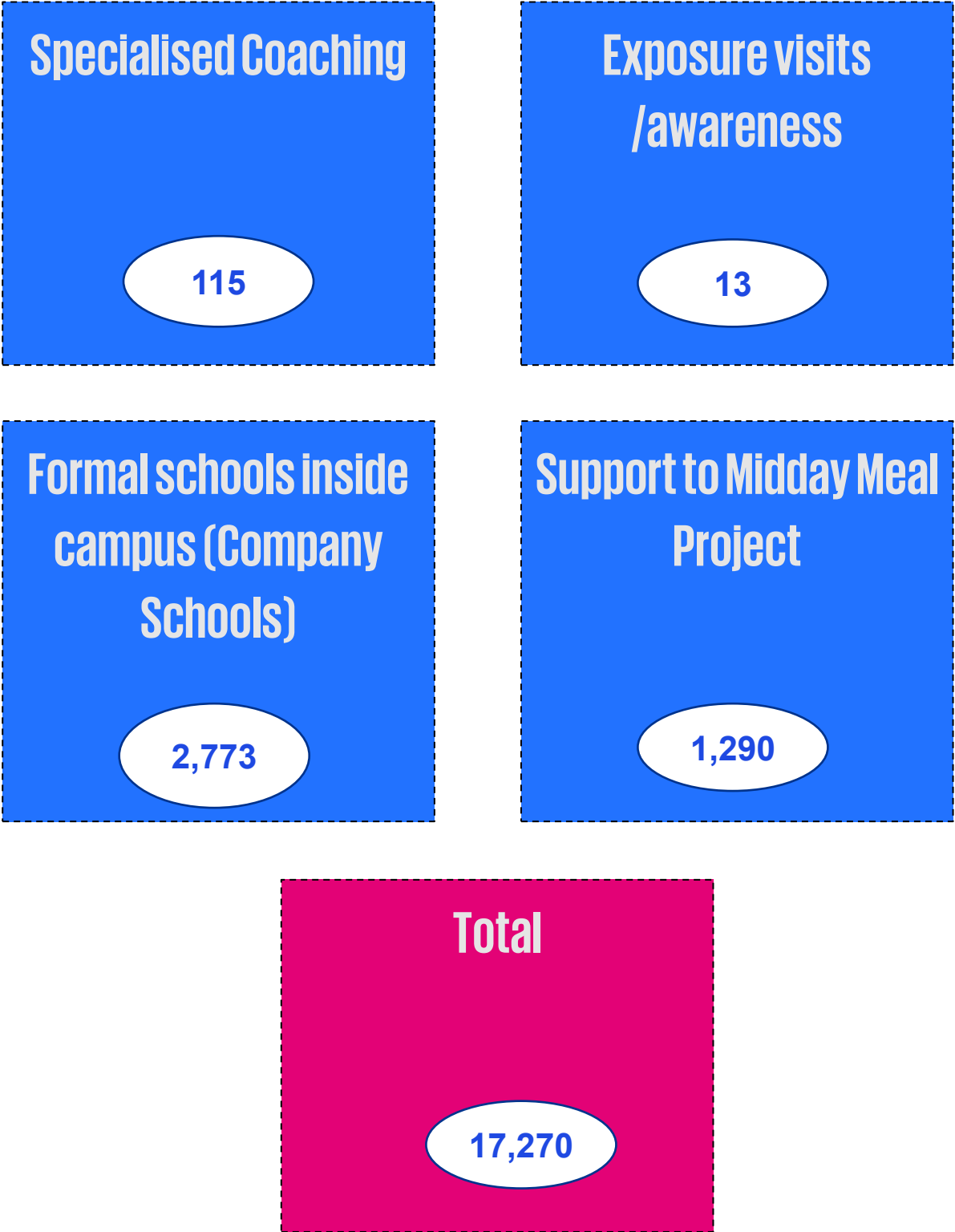


School

Program Activities and Outreach (FY 2022–23)



Program Activities and Outreach (FY 2022–23)



Theory of Change

Table 1: Theory of change of the project

Stakeholders	Strategic planning		The effects		
	Intervention	Activities	Output	Outcomes	Impact
Children Teachers Parents School principal and other staff School Administration Trainers for teachers Subject Matter Experts Industry partners	Enrolment awareness programmes / events	Mobilise parents and children and conduct awareness campaigns to encourage schooling	2,321 enrolment awareness events conducted	Increased student enrolment in schools and reduced drop-out rate	Improved access to affordable and high-quality education
			Number of parents (and their children) attended		
			Number of out-of- school children identified		
			Number of children enrolled in schools after the events		
	Formal schools outside campus (Company run) Formal schools inside campus (Company Schools)	Operational K-12 schools with modern infrastructure in the region (outside campus)	Number of schools run	Increased accessibility to quality education at affordable rates	Enhanced learning outcomes and academic performance
			2,789 students in outside-campus schools		
	Education Material (Study materials, Uniform, Books etc.)	Distribution of kits containing free books, stationery, uniform and other study materials	2,773 students in inside-campus schools	Reduced financial burden on parents and improved attendance	Strengthened school and teacher capacity
			882 study material distribution interventions		
	Support to Midday Meal Project	Supplement mid-day meals with additional nutrition (milk/fruits/egg/pulses)	Number of kits distributed in each drive	Increased retention of resource-poor students and high-potential students	Holistic development of students with focus on nutritional needs, academic confidence-building and extracurriculars
	Scholarship (Merit and Need based assistance)	Providing scholarships to meritorious students and economically weaker students	1,290 nutrition support interventions delivered		
	Cultural Events	Promote different extracurricular activities (cultural events, competitions in performing arts and non-stage programs); conduct inter-school competitions/tournament annually	Number of students granted financial assistance		
			3,700 competitions conducted		
			800 cultural events conducted		
	Frequency and number of extra-curricular competitions held	Teacher-training workshops on modern pedagogy (including digital aids) and performance-rating of teachers based on students' feedback and felicitation of best teacher award for each level (kindergarten, lower primary, primary, secondary and higher secondary)	Frequency and number of extra-curricular competitions held	Improved teaching methods which will retain students' interest and enthusiasm in studies	Increased exposure of students and widened career aspirations
			1,767 teaching quality / training interventions conducted		
			Number of training hours delivered		
	Quality of Education (support teachers, Improve education methods,) School competitions /Best teacher award	Frequency of student feedback	Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
	Specialised Coaching	Remedial classes for enhancing foundational skills and subsidized coaching for entrance exam preparations	Frequency of student feedback	Improved awareness of career opportunities	
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
	Conduct field visits and career counselling sessions	Conduct field visits and career counselling sessions	Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		
			Frequency of student feedback		

Study Outreach

Sample Overview



Respondent Type



Gender Distribution



Age Distribution

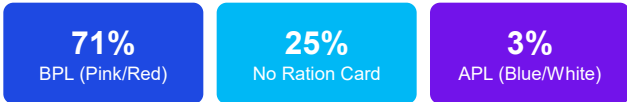


Education Status of Respondents



Socio-Economic Profile

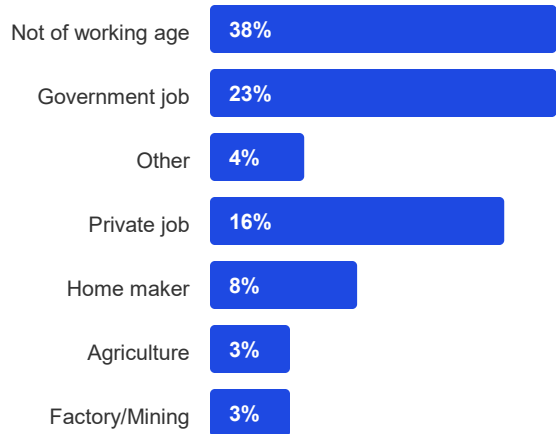
Ration Card Type



Annual Family Income



Occupation



Student Gender (n=44)



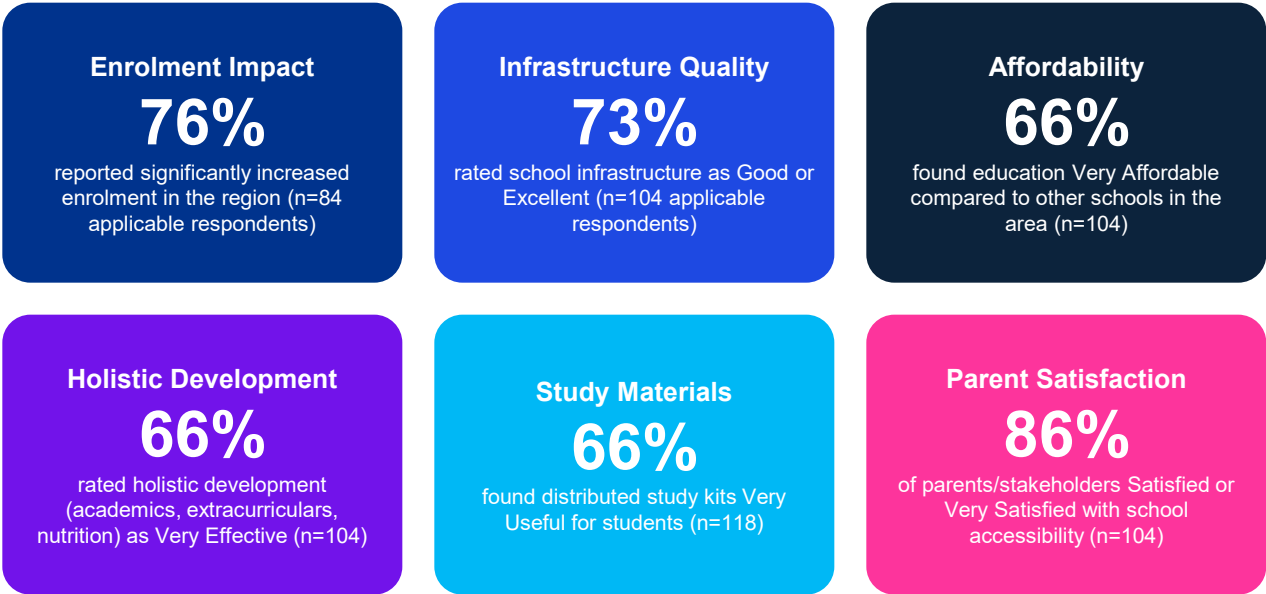
School Category (n=84)



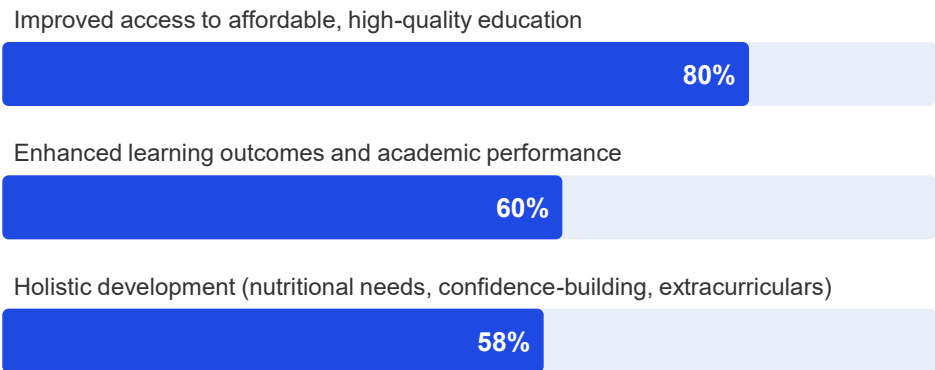
Note: Study outreach has been mentioned for those CSR units where the intervention has been performed.

Key Outcome Indicators

The following indicators capture the program's performance across enrolment, infrastructure quality, affordability, holistic development, and overall impact as reported by 118 respondents across five Hindalco CSR units.



Overall Changes Observed Post-Intervention



Key Insight:

The program demonstrates strong traction on enrolment (76% reporting significant increase) and affordability (66% finding it very affordable). Parent satisfaction with accessibility is notably high at 86%. While study materials are universally provided (98%), their perceived usefulness varies across units. The midday meal program, operational only in Belagavi, shows 100% positive nutritional perception where available, pointing to a scalability opportunity across other units.

Comparative Analysis by CSR Unit

Table 2: Comparative Analysis by Hindalco CSR Unit

Indicator	Samri (n=20)	Belagavi (n=48)	Renusagar (n=11)	Renukoot (n=23)	Lohardaga (n=16)	Overall (n=118)
Enrolment Impact (Sig. Increased)	80%	100%	NA	NA	NA	94%
Infrastructure (Good/Excellent)	90%	85%	36%	88%	NA	79%
Accessibility (Satisfied/Very)	80%	100%	36%	88%	50%	84%
Affordability (Very Affordable)	100%	100%	18%	38%	13%	67%
Holistic Dev. (Very Effective)	70%	100%	18%	25%	6%	65%
Study Kit (Very Useful)	60%	100%	45%	52%	6%	71%
Midday Meal Available	No	Yes	No	No	No	Yes
Career Coaching (Very Effective)	NA	100%	9%	33%	0%	60%

*N/A: These units did not have applicable responses for enrolment awareness campaigns. Green = Strong (80%+), Yellow = Moderate (13%-80%), Red = Weak (<13%). Gray = Not Applicable.

Key Takeaways from Comparative Analysis

- Belagavi** emerges as the strongest performing unit across all indicators with 100% positive responses on enrolment, affordability, holistic development, study kit usefulness, and career coaching effectiveness.
- Samri** shows consistently strong performance with high enrolment impact (80%) and universal affordability (100%), though study kit usefulness can be improved.
- Lohardaga** consistently underperforms, with only Average infrastructure ratings, low affordability perception (13%), and career coaching rated Not Effective by all 16 respondents, indicating an urgent need for programmatic review.
- Renusagar and Renukoot** show moderate performance with scope for improvement in holistic development and affordability perceptions. The high NA rates for enrolment in these units suggest limited community engagement in enrolment drives.

Narrative Interpretation: Unit-Level Divergence

Belagavi (n=48)

Belagavi stands as the benchmark unit, demonstrating near-universal positive outcomes. All 48 respondents reported significantly increased enrolment, 100% accessibility satisfaction, and excellent nutritional perception from the midday meal program—the only unit where midday meal (MDM) is operational. The unit runs company schools outside campus with strong community engagement through enrolment awareness drives. Career coaching was rated very effective by all respondents. This comprehensive, well-resourced model serves as a replicable template for other units.

Renusagar (n=11)

With the smallest sample (n=11) and high N/A rates across multiple indicators, Renusagar appears to have limited programme penetration. Only 4 respondents had applicable school-related responses. Where data exists, infrastructure is rated Good (4 of 4), and study materials are somewhat useful (55%). The unit lacks midday meal, extracurricular, and dedicated teaching quality interventions. The high N/A rate signals a need for broader outreach and programme scale-up.

Samri (n=20)

Samri reports strong enrolment impact (80% significant increase) and universal affordability. Infrastructure is rated Good/Excellent by 90% of respondents. However, study kit usefulness is rated only 60% Very Useful (vs. 100% in Belagavi). The unit operates company-run inside campus schools. Extracurricular activities are strong (60% prefer sports), though midday meal and career coaching programs are absent, representing growth areas.

Lohardaga (n=16)

Lohardaga is the weakest performing unit. All respondents rated infrastructure as only Average with basic facilities. Affordability is perceived poorly (only 13% Very Affordable), and holistic development rated Somewhat Effective by 81%. Study kits are Rarely Useful for 63%. Career coaching was rated Not Effective by all 16 respondents. Despite this, 81% reported improved access and 56% enhanced learning, suggesting foundational value but requiring significant quality improvements.

Renukoot (n=23)

Renukoot shows moderate satisfaction with infrastructure rated Good by 61%, but affordability and holistic development perceptions trail the top performers (38% and 25% respectively). Study materials are well-received (52% Very Useful). Career coaching reaches some students (33% Very Effective) but is not universally accessible. High N/A rates on enrolment metrics suggest limited community-level awareness of programme activities.

Synthesis

The divergence between Belagavi's comprehensive model and Lohardaga's basic provision reveals that programme outcomes are strongly correlated with the breadth and depth of interventions deployed, not just their presence. Units with integrated approaches (MDM + enrolment drives + career coaching + quality materials) consistently outperform those with partial coverage, underscoring the need for holistic programme design across all CSR units.

Mapping to Theory of Change

Table 3: Mapping Outcomes to Theory of Change

Outcome (Theory of Change)	Indicator	Finding	Assessment
Increased school enrolment and reduced dropout rates	Enrolment impact; enrolment awareness campaigns	76% reported significantly increased enrolment; 41% confirmed enrolment awareness activities. 48% motivated by free education information	Meets Expectations
Improved affordability and reduced financial barriers to education	Affordability perception; study material provision; financial burden reduction	66% found education Very Affordable; 98% received study materials; 50% reported reduced financial burden after receiving free materials	Meets Expectations
Enhanced school infrastructure and accessibility	Infrastructure rating; accessibility satisfaction	73% rated infrastructure as Good/Excellent; 86% of parents Satisfied or Very Satisfied with accessibility	Meets Expectations
Holistic development of students (academics, extracurriculars, nutrition)	Holistic development effectiveness; extracurricular participation	66% rated holistic development as Very Effective; 58% reported overall holistic improvement post-intervention	Partially Meets
Improved nutritional outcomes and student retention	Midday meal availability; nutritional quality perception	MDM operational only in Belagavi (1 of 5 units); where available, 100% rated nutrition as Excellent. 100% reported improved health and retention in Belagavi	Partially Meets
Enhanced teaching quality and continuous professional development	Teacher training effectiveness; professional development challenges	73% of teachers reported improved methods; however, 56% cited curriculum alignment and 17% cited lack of incentives as key barriers	Partially Meets
Expanded career aspirations and future readiness	Career coaching effectiveness; remedial class impact	56% found career coaching Very Effective (where available); strongly influenced career choices in Belagavi (100%). Absent/Not Effective in Lohardaga (0%)	Below Expectations
Equitable programme delivery across all CSR units	Unit-level performance consistency	Belagavi scores 100% across all indicators; Lohardaga underperforms consistently (6-13% on most indicators). Wide divergence across units	Below Expectations

Recommendations

01 Scale Midday Meal Programme Across All Units

Priority: Lohardaga, Samri, Renukoot, Renusagar

Belagavi's midday meal programme shows 100% positive nutritional perception and improved retention. Currently, MDM is absent in four of five units. Extending this intervention to all units would address nutritional gaps, improve daily attendance, and strengthen health outcomes. In Lohardaga, where 100% respondents rated nutrition as Poor, this is most urgent.

02 Revamp Career Coaching and Counselling

Priority: Lohardaga, Renusagar

Career coaching was rated Not Effective by all 16 respondents in Lohardaga and is largely absent in Renusagar. In contrast, Belagavi's career coaching strongly influenced career choices for 100% of respondents. Introduce structured career counselling sessions with exposure visits, mentorship programs, and partnerships with local industries/educational institutions across all units.

03 Upgrade Infrastructure at Lohardaga

Priority: Lohardaga

All 16 respondents in Lohardaga rated infrastructure as only Average (basic facilities). This is the only unit with zero Good or Excellent ratings. Invest in classroom modernisation, laboratory facilities, digital learning infrastructure, and library resources. Benchmark against Belagavi and Samri, where 85-90% rate infrastructure as Good or Excellent.

04 Strengthen Enrolment Awareness Drives

Priority: Renusagar, Renukoot

Renusagar and Renukoot showed NA for enrolment impact, indicating limited community awareness of enrolment campaigns. Only 41% of overall respondents confirmed enrolment awareness activities. Conduct targeted community mobilisation drives, door-to-door outreach, and collaboration with local governance bodies (Panchayats) to increase awareness and enrolment.

05 Improve Study Material Quality and Relevance

Priority: Lohardaga, Renusagar

While 98% received materials, usefulness varied: 63% in Lohardaga rated kits as Rarely Useful versus 100% Very Useful in Belagavi. Conduct a needs assessment at each unit to customise study kits by grade level and local curriculum. Include digital learning aids where possible and gather regular feedback from teachers and students on material relevance.

06 Address Affordability Perceptions in Weaker Units

Priority: Lohardaga, Renukoot

Only 13% in Lohardaga and 38% in Renukoot perceived education as Very Affordable, compared to 100% in Samri and Belagavi. Investigate hidden costs (transport, supplementary materials, exam fees) that create financial barriers. Expand scholarship coverage and consider need-based fee waivers. Strengthen communication about existing free/subsidised services.

Cross-Cutting Recommendations

- Replicate the Belagavi Model:** Use Belagavi's comprehensive approach (MDM + enrolment drives + career coaching + quality materials) as a blueprint for scaling to other units.
- Establish a Monitoring Framework:** Implement quarterly tracking of key indicators (enrolment, attendance, learning outcomes) across all units with unit-level dashboards.
- Teacher Development Focus:** Address curriculum alignment (cited by 56% of teachers) and lack of incentives (cited by 17%) as key barriers to continuous professional development.

Pics from Ground



Figure 1: Visit to an off-campus school in Renukoot



Figure 2: Interaction with beneficiaries (parents) in Renukoot



Figure 3: Interaction with beneficiaries in Renukoot

Thank you

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