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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 Infrastructure 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 Infrastructure 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 Infrastructure Program



Hindalco Industries Limited

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2026

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
PRI	Panchayati Raj Institutions
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 Infrastructure Program. In this report, KPMG India is evaluating the progress of the programme across five CSR units, Lohardaga, Samri, Belagavi, Renusagar, and Renukoot, 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 144 respondents including students (67%), teachers/school staff (22%), community members/others (11%) across five CSR units.



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



A total of 144 respondents, along with institutional stakeholders, were reached through in-person interactions.



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

Below are the key insights from the impact assessment



77%

Reported enhanced learning outcomes and grade progression



69%

Rated digital literacy initiatives as 'Very Effective'



58%

Reported improved student motivation



88%

Cited lack of maintenance staff as top challenge

Executive Summary

OECD DAC Evaluation

The various components/outcomes of the School Infrastructure 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:

OECD-DAC evaluation framework

Relevance

Highly relevant, with 60% BPL beneficiaries and 79% of schools being government-run, indicating infrastructure gaps in underserved areas. Interventions in civil structures, sanitation, and digital facilities directly address foundational barriers. 66% demand for improved sanitation and digital tools further validates programme design. Aligned with NEP 2020, RTE Act, and SDG 4 priorities.

Effectiveness

Strong outcomes achieved, with 77% improved learning outcomes and 65% attendance improvement. However, significant variation across units (100% outcomes in Belagavi vs negligible sanitation impact in Lohardaga). Digital initiatives are highly effective (69%) but absent in multiple units. Effectiveness is dependent on completeness of infrastructure provision.

Sustainability

Moderate sustainability supported by improvements in government school infrastructure. However, lack of maintenance staff (88%) and exposure to risks like flooding threaten asset durability. Limited community ownership and absence of institutional maintenance systems weaken long-term outcomes. Sustainability requires stronger SMC engagement and maintenance planning.

Impact

Programme has improved attendance (65%), learning outcomes (77%), and student motivation (58%). 78% believe the programme contributes to reducing child labour. Impact is strongest in fully covered units (Belagavi) and weaker in partial coverage units. Demonstrates that integrated infrastructure drives stronger behavioural and educational outcomes.

Efficiency

High output delivery with 83% receiving school facilities and large-scale infrastructure investments. However, 88% report lack of maintenance staff, reducing asset utilisation and lifecycle efficiency. Uneven deployment of sanitation and digital infrastructure limits return on investment. Efficiency gaps arise due to maintenance and resource allocation, not delivery scale.

Coherence

Programme aligns well with national education priorities and infrastructure mandates. Internal coherence varies significantly across units due to fragmented intervention coverage. Integrated models (Belagavi) deliver strong outcomes, while partial interventions reduce effectiveness. Coherence across infrastructure, sanitation, and digital components is critical for impact.

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 Infrastructure Programme contributes directly to SDG 4 (Quality Education) by improving learning environments through upgraded classrooms, school buildings, sanitation facilities, drinking water infrastructure, furniture, smart classrooms, and digital learning resources. The programme enhances student attendance, retention, learning outcomes, and grade progression by creating safe and conducive educational spaces. Through investments in sanitation facilities, safe drinking water systems, and hygiene infrastructure, the programme contributes to SDG 3 (Good Health & Well-Being) and SDG 6 (Clean Water & Sanitation). By improving educational infrastructure in underserved government schools and communities with a high proportion of BPL households, the programme supports SDG 10 (Reduced Inequalities). Infrastructure development, digital classrooms, computer laboratories, and learning facilities also contribute to SDG 9 (Industry, Innovation and Infrastructure). The programme further supports SDG 1 (No Poverty) by strengthening educational access and future opportunities for economically disadvantaged students. Through partnerships with schools, School Management Committees (SMCs), Panchayati Raj Institutions (PRIs), teachers, and local communities, the programme contributes to SDG 17 (Partnerships for the Goals).

SDG	Alignment with Programme
SDG 1 – No Poverty	Enhances educational access and long-term employability opportunities for students from economically disadvantaged households.
SDG 3 – Good Health & Well-Being	Promotes student health and well-being through improved sanitation facilities, drinking water access, hygiene infrastructure, and safer learning environments.
SDG 4 – Quality Education	Improves access to quality education through upgraded classrooms, school buildings, smart classrooms, libraries, digital learning tools, and better learning environments.
SDG 6 – Clean Water & Sanitation	Supports construction of toilets, drinking water facilities, filtration systems, and hygiene infrastructure in schools.
SDG 9 – Industry, Innovation and Infrastructure	Strengthens educational infrastructure through construction, renovation, smart classrooms, computer laboratories, and digital learning facilities.
SDG 10 – Reduced Inequalities	Improves infrastructure access in government schools and underserved communities, helping reduce educational disparities among vulnerable groups.
SDG 17 – Partnerships for the Goals	Encourages collaboration among schools, SMCs, PRIs, teachers, communities, and implementation partners to improve sustainability and ownership.

Impact Assessment: Approach & Methodology

Study Objectives:

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

The primary objectives are:

- i. **Evaluate access, attendance, and retention outcomes:** To assess the extent to which infrastructure improvements (classrooms, sanitation, and facilities) enhance school attendance, retention, and overall participation.
- ii. **Assess impact on learning environment and outcomes:** To evaluate improvements in classroom environment, teaching quality, and infrastructure conditions, and their contribution to enhanced learning outcomes and grade progression.
- iii. **Evaluate sanitation, health, and student wellbeing:** To assess the effectiveness of sanitation and drinking water interventions in improving hygiene practices, reducing absenteeism, and enhancing student wellbeing.
- iv. **Assess digital infrastructure and learning adoption:** To evaluate the effectiveness and coverage of digital tools, computer labs, and smart classrooms in enhancing student engagement and digital competency.
- v. **Analyse programme effectiveness, sustainability, and unit-level variation:** To assess programme performance across CSR units using OECD-DAC criteria and identify key drivers of variation, efficiency gaps, and sustainability risks.
- 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 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 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.

has 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

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 Infrastructure Program

Project Rationale:

Access to quality education in rural and semi-urban India is severely constrained by inadequate school infrastructure - dilapidated classrooms, absence of sanitation facilities, lack of safe drinking water, and limited access to modern learning tools. Children from economically disadvantaged households, particularly those from BPL families, face acute barriers that lead to irregular attendance, poor learning outcomes, and high dropout rates. Many government schools near Hindalco's operational units lack basic civil structures, separate toilets for boys and girls, and digital learning resources, further widening the educational divide for underserved communities.

Introduction to Hindalco's School Infrastructure Program:

This is a targeted CSR intervention designed to create enabling learning environments in government and community schools across five operational units - Lohardaga, Samri, Belagavi, Renusagar, and Renukoot. Grounded in its Theory of Change framework, the program addresses three core intervention areas:

- (i) Buildings and Civil Structures, encompassing construction of new classrooms, libraries, and grade-specific activity rooms, as well as refurbishment of existing facilities to improve lighting, ventilation, and seating comfort;
- (ii) School Sanitation and Drinking Water, including construction of separate toilets for boys and girls and installation of safe drinking water points with filtration systems; and
- (iii) School Facilities and Fixtures, covering the installation of blackboards, whiteboards, smartboards, setting up computer labs, and providing hands-on digital literacy training.

Through these activities, the program seeks to improve student attendance, learning outcomes and academic performance, promote digital competency, and contribute to the long-term reduction of child labour in surrounding communities.

FY 2022-23

Implementation year under
Impact Assessment study

FY 2025-26

Assessment year

5 CSR units

Study locations:

Renusagar, Renukoot,
Lohardaga, Samri &
Belagavi

13,041

Project beneficiaries
across study locations

Stakeholders



Students

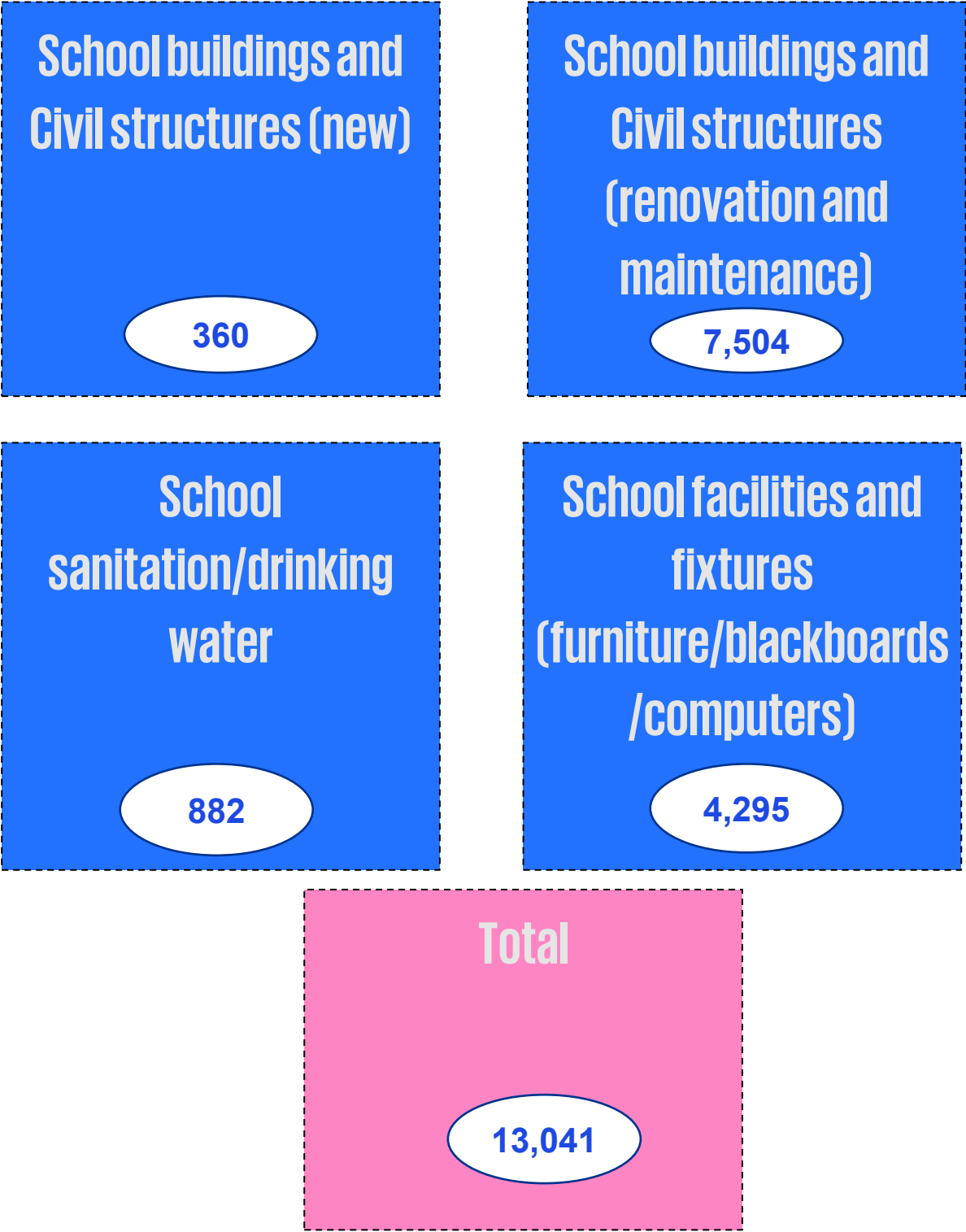


Community
Members



School

Program Activities and Outreach (FY 2022–23)



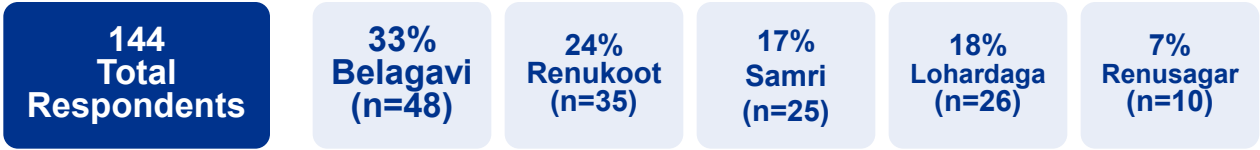
Theory of Change

Table 1: Theory of change of the project

Table 1: Theory of change of the project					
Stakeholders	Strategic planning		The effects		
	Intervention	Activities	Output	Outcomes	Impact
Students Teachers/Trainers SMC/School Headmaster Parents PRI Members	Buildings and Civil structures (new)	Construction of new classroom, libraries etc.	360 new school structures constructed	Improved enrolment of students	- Increased literacy rates and educational attainment amongst students - Increased transition to secondary and higher education. - Long-term reduction in child labour - Enhanced learning outcomes and academic performance. - Reduction in waterborne and hygiene-related diseases - Enhanced employability and entrepreneurship opportunities
			Number of students using the library facility		
	Buildings and Civil structures (renovation and maintenance)	Construction of grade specific learning spaces/activity rooms for experiential learning	Increase in student attendance and retention rates	Reduced drop out rate and improved grade progression	
		Refurbishment of existing classrooms to improve lighting, ventilation, and seating comfort for students.	7,504 infrastructure repairs/renovations completed	Improved classroom environment	
	School sanitation/drinking water	Construction of separate toilets for boys and girls	882 sanitation and drinking water interventions implemented	Improved sanitation and hygiene practices among students.	
			Number of students experiencing improved sanitation	Reduced absenteeism due to improved facilities	
		Installation of safe drinking water points with filtration systems	Number of drinking water station constructed	Improved access to safe drinking water	
			Number of filtration system installed		
	School facilities and fixtures (furniture/blackboards/computers)	Installation of blackboards/whiteboards/smartboards	4,295 facilities installed (furniture, boards, computers)	Improved student engagement	
		Set up computer labs and provide students with hands-on digital literacy training.	Number of computers set up in the lab	Improved access to digital learning tools and resources.	
			Number of training sessions conducted for digital literacy	Improved digital competency among students.	
			Number of students experiencing improved digital literacy		

Study Outreach

Sample Overview



Respondent Type



Gender Distribution



Age Distribution



Education Status of Respondents



Socio-Economic Profile

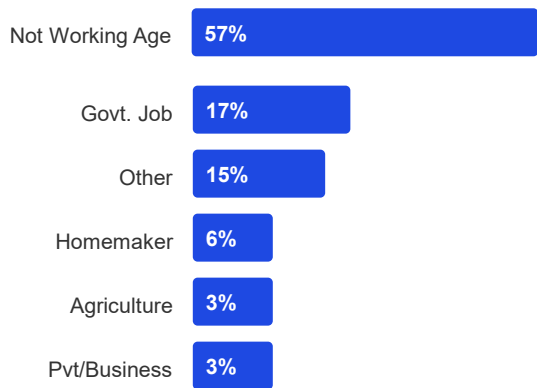
Ration Card Type



Annual Family Income



Occupation



Student Gender (n=97)



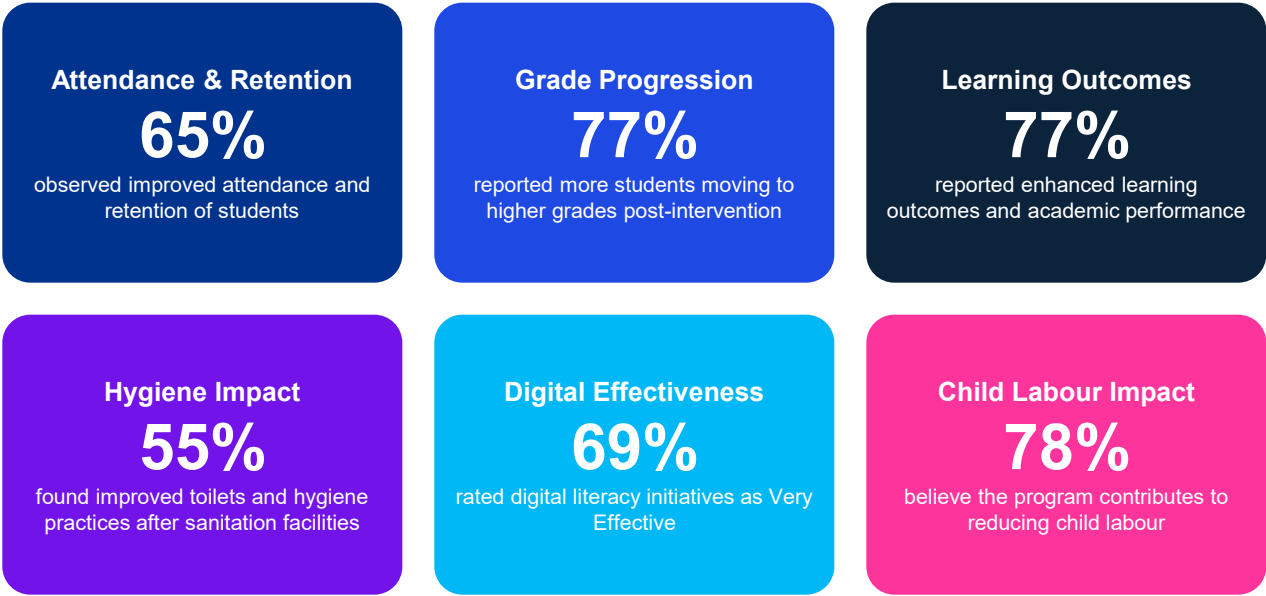
School Category (n=84)



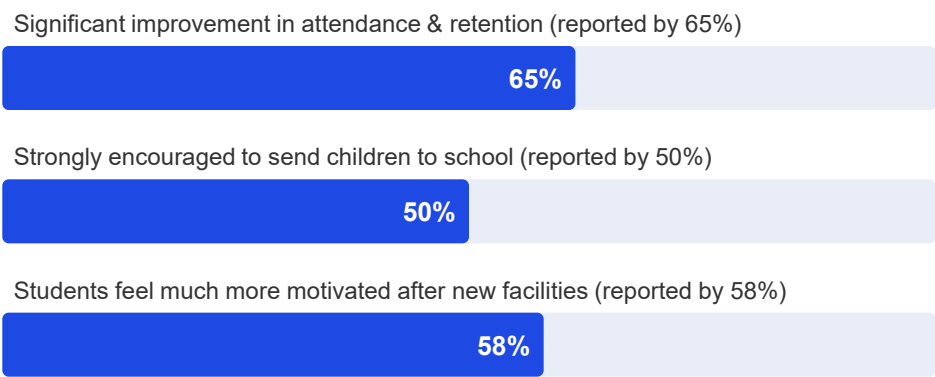
Note: Study outreach has been mentioned for those CSR units where the intervention has been performed.

Key Outcome Indicators

The following indicators capture the program's performance across buildings and civil structures, school sanitation and drinking water, school facilities and fixtures, and overall impact as reported by 144 respondents across five Hindalco CSR units.



Post-Intervention Overall Impact



Key Insight:

The program demonstrates strong traction on grade progression (77% reporting more students moving to higher grades) and learning outcomes (77% reporting enhanced academic performance). Infrastructure interventions have particularly improved student motivation (58% report feeling much more motivated). The dominant challenge cited is lack of maintenance staff (88% of all respondents), followed by poor community participation (28%). Digital literacy initiatives are highly effective where implemented (69% Very Effective), but coverage remains uneven across units - Renusagar and Samri lack digital infrastructure entirely.

Comparative Analysis by CSR Unit

Table 2: Comparative Analysis by Hindalco CSR Unit

Indicator	Lohardaga (n=26)	Samri (n=25)	Belagavi (n=48)	Renusagar (n=10)	Renukoot (n=35)	Overall (n=144)
Attendance (Sig. Improvement)	50%	NA	100%	30%	40%	66%
Teaching Quality (Sig. Improvement)	58%	NA	92%	50%	40%	64%%
Sanitation Impact (Sig. Improvement)	NA	100%	92%	40%	43%	80%
Strong Encouragement to Send Children	62%	NA	100%	NA	23%	72%
Child Labour Reduction (Yes)	100%	NA	100%	NA	51%	85%
Student Motivation (Much More Motivated)	19%	NA	100%	50%	71%	67%
Digital Effectiveness (Very Effective)	35%	NA	92%	NA	NA	71%
Lack of Maintenance Staff	77%	100%	100%	80%	74%	89%

*NA: These units did not have applicable responses.. Green = Strong (80%+), Yellow = Moderate (13%-80%), Red = Weak (<13%). Gray = Not Applicable.

Key Takeaways

- Belagavi** is the clear benchmark - 100% across attendance, encouragement, child labour reduction, and student motivation, with 92% on sanitation, teaching quality, and digital effectiveness.
- Renukoot** shows moderate-to-strong performance (71% motivation, 51% child labour), but digital infrastructure is nearly absent.
- Lohardaga** shows low motivation (19%) and zero sanitation impact, but performs well on child labour (100%) and teaching quality (58%), suggesting partial intervention gaps.
- Maintenance staff shortage** is the most universally cited challenge (77–100% across all units), requiring systemic intervention.

Narrative Interpretation: Unit-Level Divergence

Belagavi

Belagavi is the clear benchmark unit, achieving 100% across attendance improvement, teaching quality (92% significant), sanitation impact (92%), and student motivation. All 48 respondents reported strong encouragement to send children to school, and 100% affirmed the program contributes to reducing child labour. Digital literacy was rated Very Effective by 92%, and 44 of 48 students felt very confident using computers. Despite this, 100% cited lack of maintenance staff as a challenge, highlighting sustainability concerns.

Renusagar

Renusagar shows moderate results: 30% significant attendance improvement, 50% significant teaching quality gains, and 50% student motivation. Sanitation impact is moderate (40% significant). Digital infrastructure is entirely absent - no data on effectiveness or computer confidence. 80% cited both maintenance staff shortage and guidance/support gaps. 60% flagged lack of funds and behavioural challenges. The small sample size (n=10) limits generalisation, but gaps in digital and holistic interventions are clear.

Lohardaga

Lohardaga presents a mixed picture. Teaching quality showed 58% significant improvement and 100% reported child labour reduction. However, sanitation coverage is nearly absent (only 1 respondent received facilities), and student motivation is low (19% very motivated). Digital initiatives are moderately effective (35%) but computer confidence remains negligible. 77% cited maintenance staff shortage, and 65% flagged poor community participation. Most respondents attend government schools with limited infrastructure.

Renukoot

Renukoot demonstrates moderate-to-strong performance: 71% of students feel much more motivated, 40% reported significant attendance improvement, and 51% affirmed child labour reduction. Teaching quality improvement is moderate (40% significant). Sanitation impact stands at 43% significant. Digital infrastructure is extremely limited - only 3 respondents reported on digital effectiveness, all rating it as moderately effective. 74% cited maintenance staff shortage and 54% flagged poor community participation.

Samri

Samri's data is concentrated in sanitation, where 100% reported significant improvement in health and school participation. However, the unit has no data on attendance improvement, digital effectiveness, or student motivation, suggesting the infrastructure program's scope is limited to water and sanitation. All 25 respondents flagged lack of maintenance staff, and 80% demanded more digital tools. Samri represents an intervention-gap unit where civil structures and digital access are absent.

Synthesis

The divergence across units reveals that programme outcomes are strongly correlated with the breadth of interventions deployed. Belagavi's comprehensive model (civil structures + sanitation + digital + maintenance) delivers near-universal positive outcomes. Samri's strong sanitation results, but absent digital and classroom interventions, show targeted success within a narrow scope. Lohardaga and Renusagar's partial coverage creates intervention gaps that suppress overall impact. Maintenance staff shortage is the universal bottleneck across all five units.

Mapping to Theory of Change

Table 3: Mapping Outcomes to Theory of Change

Outcome (Theory of Change)	Indicator	Finding	Assessment
Increase in student attendance and retention rates	Attendance improvement; retention post-infrastructure	65% reported significant improvement in attendance; 29% moderate. Belagavi 100%, Lohardaga 50%, Renukoot 40%	Meets Expectations
Reduced dropout rates and improved grade progression	Grade progression; dropout rates	77% reported more students moving to higher grades; 63% noted reduced dropout rates. Strong in Belagavi (100%), moderate in Samri (64%)	Meets Expectations
Improved sanitation and hygiene practices among students	Sanitation impact; hygiene improvement; absenteeism reduction	55% reported improved hygiene; 50% reduced absenteeism. Samri 100%, Belagavi 92% significant. Lohardaga 0% (not provided)	Partially Meets
Enhanced learning outcomes and academic performance	Teaching quality improvement; learning environment; classroom comfort	77% reported enhanced learning outcomes; 58% significant teaching quality improvement. 69% of students feel much more comfortable in new classrooms	Meets Expectations
Improved access to digital learning tools and resources	Digital literacy effectiveness; computer confidence; smartboard impact	69% rated digital initiatives Very Effective (n=77). 75% of students very confident with computers. However, absent in Samri, Renusagar. Only 3 respondents in Renukoot	Partially Meets
Improved digital competency among students	Digital competency; progression to higher education	72% reported improved digital competency and progression (n=109 applicable). 14% reported no significant improvement. Concentrated in Belagavi and Lohardaga	Partially Meets
Long-term reduction in child labour	Child labour reduction perception	78% believe program contributes to child labour reduction (92 of 117). Strong in Belagavi (100%) and Lohardaga (100%). Not applicable in Renusagar	Meets Expectations
Equitable programme delivery across all CSR units	Unit-level performance consistency; maintenance infrastructure	Sharp divergence: Belagavi 100% across indicators; Samri limited to sanitation only. 88% cite maintenance staff shortage universally. Digital coverage absent in 2 of 5 units	Below Expectations

Recommendations

01 Deploy Dedicated Maintenance Staff at All Units

Priority: All 5 Units (Universal Gap)

88% of respondents cited lack of maintenance staff as the top challenge. Infrastructure investments in classrooms, toilets, and water systems risk degradation without regular upkeep. Establish unit-level maintenance teams with defined SOPs for civil structures, sanitation, and IT equipment maintenance.

02 Expand Digital Infrastructure to Samri, Renusagar & Renukoot

Priority: Samri, Renusagar, Renukoot

Digital literacy initiatives are rated Very Effective by 69% where available, yet Samri and Renusagar have zero digital infrastructure and Renukoot has minimal coverage. Install computer labs, smartboards, and provide digital literacy training uniformly. 79% of respondents demanded more digital tools.

03 Strengthen Sanitation Coverage in Lohardaga

Priority: Lohardaga

Only 1 of 26 respondents in Lohardaga reported receiving sanitation facilities from Hindalco CSR. In contrast, Samri (100%) and Belagavi (92%) show significant sanitation impact. Construct separate toilets for boys and girls and install drinking water filtration systems in Lohardaga schools.

04 Foster Community Engagement for Sustainability

Priority: Lohardaga (65%), Renukoot (54%), Renusagar (50%)

Poor community participation is cited by 28% of respondents overall, with significant concentration in Lohardaga (65%), Renukoot (54%), and Renusagar (50%). Establish School Management Committees with parent and PRI member representation to ensure community ownership of infrastructure.

05 Replicate Belagavi's Comprehensive Model

Priority: All underperforming units

Belagavi achieves 100% across attendance, motivation, child labour reduction, and encouragement metrics through integrated interventions (civil structures + sanitation + digital + community engagement). Use this as a replicable blueprint, particularly the holistic approach combining infrastructure with engagement activities.

06 Establish Unit-Level Monitoring Dashboards

Priority: All Units

Sharp performance divergence across units (Belagavi 100% vs Lohardaga 19% on motivation) indicates inadequate cross-unit tracking. Implement quarterly monitoring of attendance, retention, infrastructure condition, and digital usage with unit-level dashboards to identify and address gaps proactively.

Cross-Cutting Recommendations

- Allocate Library & Lab Spaces:** Qualitative feedback highlights the absence of dedicated library and science lab spaces across multiple schools, especially in Belagavi. Allocate separate rooms for libraries and science experiments.
- Teacher Training on Digital Tools:** 57% demanded teacher training support. Equip teachers with digital pedagogy skills alongside smartboard/computer installations for sustained classroom integration.
- Flood & Disaster Resilience:** Qualitative data from Belagavi notes that seasonal flooding destroys infrastructure and equipment. Incorporate disaster-resilient design in future construction and create backup storage for digital equipment.

Pictures from the ground



Figure 1: School infrastructure renovation in Gulaljhariya, Dudhi, Renukoot



Figure 2: School infrastructure renovation in Samri



Figure 3: Digital projector support provided

Thank you

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