

GRASIM INDUSTRIES LIMITED

CSR IMPACT ASSESSMENT REPORT-

EDUCATION FY2020-21

MMJC CONSULTANCY LLP

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Acknowledgement

This report is on the study of CSR impact assessment of various educational programmes conducted by Grasim Industries Limited in the state of Gujarat & Madhya Pradesh. The Impact Assessment study was exercised in 24 villages situated at Nagda, Kharach and Veraval covering anganwadi, Primary schools and Aditya Birla schools. We would like to extend our sincere gratitude to the officials of Grasim team who extended their great cooperation in accomplishing the study at various levels. We place our special gratitude to **Dr. Pragnya Ram, Shashank Pareek, K Suresh, Sanjay Kumar Verma, Manish Kishore, Satish Bhuvir, Shraddha Mehta, Rajdeep Parmar, Rinkal Parmar, Mayank Patel, Jeevan Porwal and Arvind Sikarwar** for their continuous support and help. The study team also extends its warm appreciation to all the primary and secondary stakeholders, who have shared their experiences, thoughts and suggestions and taken out their valuable time to aid us during the execution of the study.



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List of Acronyms

Aditya Birla Group	ABG
Board of Directors	The Board
Companies Act, 2013	The Act
Companies (Corporate Social Responsibility Policy) Rules, 2014	The CSR Rules
Corporate Social Responsibility	CSR
Development Assistance Committee	DAC
District Level Sports School	DLSS
Financial Year	FY
Focused Group Discussion	FGD
Government of India	GOI
Grasim Industries Limited	Grasim/the Company
Impact Assessment	IA
Madhya Pradesh	MP
Ministry of Corporate Affairs	MCA
MMJC Consultancy LLP	MMJC
Non-Government Organization	NGO
Organisation for Economic Co-operation and Development	OECD
Primary Teaching Certificate	PTC
Right to Education Act	RTE
Sarva Shiksha Abhiyan	SSA
Sustainable Development Goals	SDG

Introduction

A brief: Grasim Industries Limited and its CSR Vision

About Grasim:

Grasim Industries Limited, a flagship Company of the global conglomerate Aditya Birla Group, ranks amongst the top publicly listed Companies in India. Incorporated in 1947, it started as a textiles manufacturer in India. Today, it has evolved into a leading diversified player with leadership presence across many sectors. It is a leading global producer of Viscose Staple Fibre, the largest Chlor-Alkali, Linen and Insulators player in India. Grasim has also announced foray in decorative paints business. At Grasim, there is an endeavour to create sustainable value for 24,000+ employees, 230,000+ shareholders, society and customers. The company reported consolidated net revenue of ₹ 121239.13 Cr. and EBITDA of ₹ 20477.64 Cr. in FY 2023.

Vision of CSR

“To actively contribute to the social and economic development of the communities in which we operate. In so doing, in sync with the United Nations Sustainable Development Goals build a better, sustainable way of life for the weaker sections of society and raise the Country’s human development index.”



About Grasim's CSR Initiatives

Grasim's projects focus on education, healthcare, sustainable livelihood, infrastructure development and social reform, epitomizing a holistic approach to inclusive growth.

The Group has been continuously engaged in purposeful welfare-driven initiatives which distinctively better the quality of life of the weaker sections of society. Grasim recognizes that environment protection, conservation and social development of communities is critical for sustainable business. Guided by the 'Trusteeship' philosophy of the ABG, Grasim's socio-economic interventions have helped to transform the lives of communities, especially in rural and tribal belts, by empowering them for a better future.

Grasim's CSR activities are spread across various states of India giving preference to the local areas in and around wherever the factories are located. Grasim has a specific CSR team dedicatedly working on the CSR Projects on each location. The Company carries out its CSR activities through Grasim Jana Seva trust, GD Birla Memorial Trust and Aditya Birla Education Trust. During the year 2020-21, all the projects were carried out under the aegis of the Aditya Birla Centre for community initiatives and rural development and trusts like Grasim Jana Seva Trust, Jan Seva trust, BCCL Jan Seva Trust, Aditya Birla Jan Seva Trust.

Grasim has been working with a clear purpose of transforming the lives of children through relevant education. Over the years, Grasim has and continues to strive to reach more and more children and their parents and bring them into the ambit of education and motivating the parents and spreading awareness to let the children study and grow so that they can have a secure and dignified future.



The company intend to provide impetus they require to become responsible and responsive citizens of the Country.

Grasim runs Primary and Secondary schools that offer quality education from Montessori to Std. XII in both English and Hindi medium. The school has a core committed faculty team which comes from accomplished backgrounds with vast experience in their respective fields.

CSR Policy

Grasim endeavours to spark the desire for learning and knowledge at every stage through

- Formal schools
- Balwadis
- Quality elementary education
- Aditya Bal Vidya Mandirs
- Girl child education
- Non formal education.



A brief: MMJC

MMJC is a 22 - year-old Corporate Consultancy firm led by Mr. Makarand Joshi, Founder Partner. The firm has 8 Partners catering specialized verticals. The firm has a team size of 160 out of which 60 are multi - facet professionals being Company Secretaries and Law Graduates rendering unique quality and an array of services under one roof. MMJC Head office is situated at Mulund and has a branch office situated at Nashik and has a reach in all major cities across India.

Project Team

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Objectives & Methodology

The main purpose of any evaluation exercise is that it endeavours to measure the impact in terms of the stated objectives and examines the gap between the intent and outcome of an intervention. Education being the centre point of development of the Nation, especially when majority of population reside in villages with low or no access to the necessities, providing facility of good education through schools, by way of innovative ways, there remains no doubt for a project to have created several impacts on the beneficiaries.

The key-objectives of the assessment were essentially:

- Study the social impact of the CSR for support extended to anganwadi and primary schools.
- Study the social impact on schools supported by Grasim and Aditya Birla schools.
- Study the changes brought to the lives of villagers and especially students through the intervention.
- Analyse the usefulness and the success of the intervention.
- Judge the level of sustainability and reduce future challenges.
- Study the impact of CSR support on Girls education and the drop out ratio.
- Understand the impact created with the introduction of digital boards in schools for providing education to the children.
- Analyse the impact of the support provided for the education of students during the Covid-19 pandemic.

Scope of this report is:

- Understanding objectives, scope, and parameters in discussion with the Company for each project for conducting Impact Assessment
- Identifying the data collection tools for effective evaluation
- Review secondary data obtained from the Company, implementation partner
- Identifying beneficiaries of the project and kind of benefits that they have received
- Designing separate structured questionnaires for direct and indirect beneficiary
- Field visit for data collection, observation, one to one interaction and group discussion with all stakeholders
- Analysing information and data
- Finding unique cases of impact
- Presenting Impact Assessment Report

Impact assessment study of an education project is an analysis of the change brought into the lives of intended or unintended beneficiary either directly or indirectly due to the implementation of the said project. Our methodology comprised of analysing the CSR Policy, identifying beneficiaries of the project alongside the locations, field visits, sampling the beneficiaries of all categories and quantification of questions aiming the impact on beneficiaries with the help of community stakeholders and focused groups.

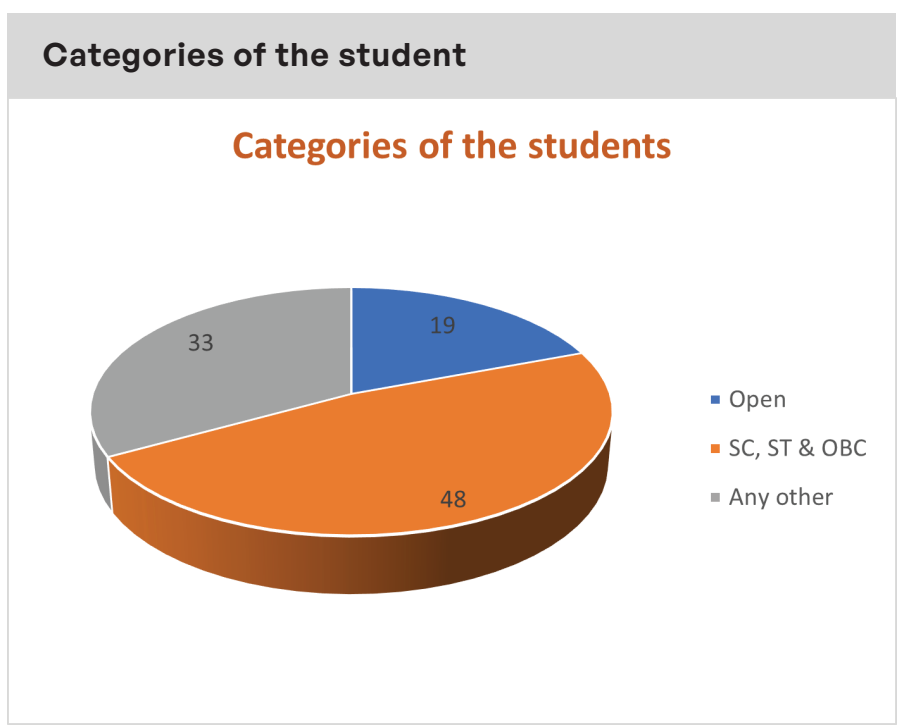
The study employed a mixed-method research design to collect both quantitative (numerical) and qualitative (descriptive) data. We feel that equal emphasis should be given to both quantitative and qualitative approaches in mixed-method studies.

Our team collected quantitative and qualitative data and later, the results of the study were interpreted and reported.

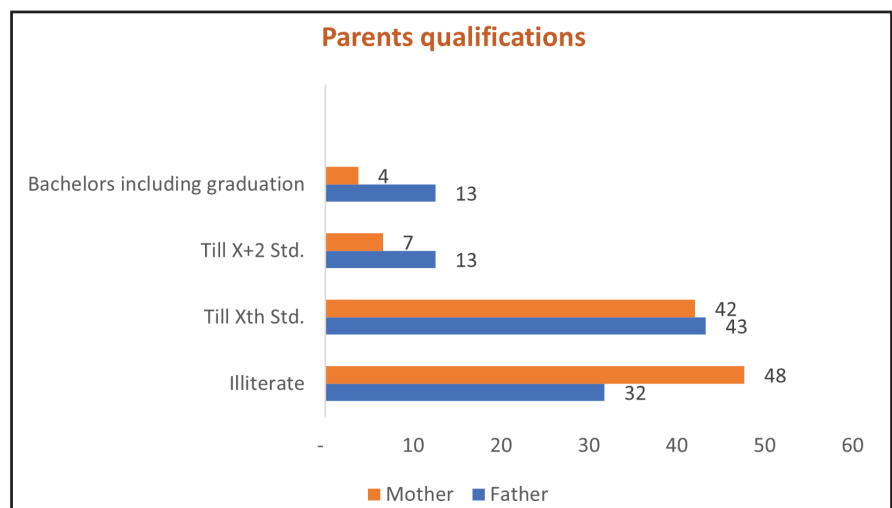
Sample selection:

Sample selection for the assessment of project was predominantly based on the location of villages, age group of beneficiaries, inclusion of girl students in the classroom, accessibility of schools to the villagers and overall participation of students in the schools.

- During the assessment process, more than 1000 students participated in the survey out of which approximately 18% belonged to age group up to 10 years while 82% formed part of age group of 10-17 years.
- Out of sample size of 1000 students, 50% were girl students. Out of the students who participated in the survey, more than 200 students were enrolled under the RTE while 95% students were from families whose annual incomes were less than ₹ 10 Lakh.
- More than 150 teachers from ABG schools, primary schools and anganwadis participated in the assessment. Around 200 respondents were parents of students from Anganwadi, primary schools and ABG schools.



- The impact study has covered all castes and classes and efforts were made to systematically include respondents from all parts of the village. Approximately 50% students belonged to SC/ST/OBC category.
- Approximately 45.63% students had parents who were educated up to X+2 or lower.
- As seen from census data, a large number of the villages have a total literacy rate below 50 % and female literacy is even lower at an average of just 34%. Many of the villages still have separate habitations for scheduled caste communities and are unable to access the Government schemes. During the impact study of anganwadi and Primary schools in villages it is observed that the literacy rate had coincide with that of census data. Nearly 50% parents of students were educated only up to X Std.



Data collection procedure

Our team visited the identified locations and conducted a meeting with the principals of the schools for sharing the aim of the research and align the beneficiaries with our team for active participation in the study. After obtaining necessary permissions, our team shared with them the questionnaire for the survey and requested for their voluntary participation to fill out the questionnaire.

The study team visited each village to conduct FGDs of the villagers comprising of panchayat members, anganwadi/primary school teachers, parents, Asha workers, and village representatives.

The study used the OECD DAC framework for evaluating the impact of the CSR projects.

The OECD DAC Network on Development Evaluation (EvalNet) has defined six evaluation criteria - Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability- and two principles for their use.

These criteria provide a normative framework used to determine the merit or worth of an intervention (policy, strategy, programme, project or activity). They serve as the basis upon which evaluative judgements are made.

Dimensions	Data Collection Tools	Contributors
1 RELEVANCE (Is the intervention doing the right things ?)	1 Secondary Data (Wherever available)	1 Direct beneficiaries
2 COHERENCE (How well does the intervention fit ?)	2 Observations in the field	2 Indirect beneficiaries
3 EFFECTIVENESS (Is the intervention achieving its objectives ?)	3 Semi structured interviews	3 Implementing partners
4 EFFICIENCY (How well are the resources being used ?)	4 360 degree survey	4 Project managers
5 IMPACT (What difference does the intervention make ?)	5 Focused Group Discussion	
6 SUSTAINABILITY (Will the benefits last ?)	6 Case studies.	

***Source**

<https://www.oecd.org>

The impact analysis has adopted a structured methodology for evaluation as specified below.

Methodology

Step 01

Analysis of the project and identifying the beneficiaries

Step 02

Designing of a specific questionnaire

Step 03

Field visit & data collection, collation



Step 04

Categorization of data & analysis

Step 05

Evaluation of impact

Step 06

Issuing Impact Assessment Report

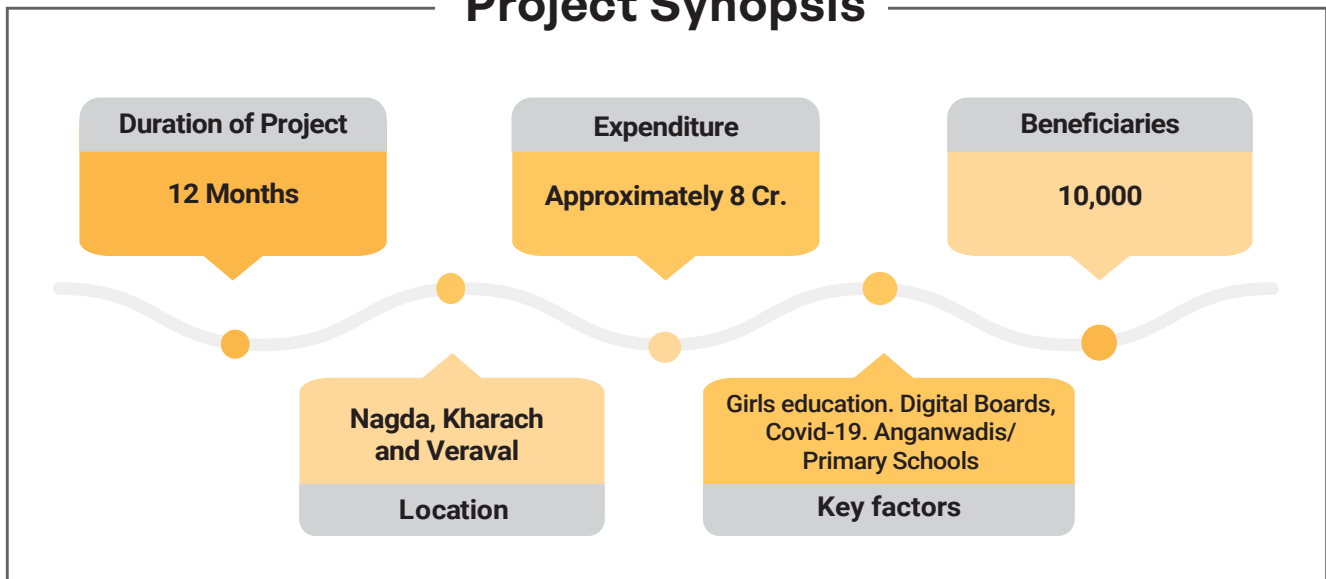


About the Project:

- Making the quality education available to the financially weaker section makes a significant positive impact on the society. Grasim education project has made the formal education available to this section and its positive impact can be seen on students and parents.
- Support to schools and teachers was also provided during COVID 19 pandemic period for uninterrupted education of students.
- Digital Literacy Classes started in rural higher secondary school benefiting 350 students with the objective to create awareness and advancement in course curriculum e-literacy program. In Nagda 3 Aditya Birla Schools have 57 classrooms equipped with digital boards which served more than 3,800 students.
- Girls' Education being one of the focus areas of Grasim, education initiatives are with the intention to improve the enrolment of girls, reduce dropouts, and create a better educational environment. Girls' Education also focused upon carrying out scholarship programmes, organising medical check up camps in villages and schools located in the vicinity of Nagda and Kharach.



Project Synopsis



Findings and analysis

(Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability):

Evaluation criterion 1: Relevance

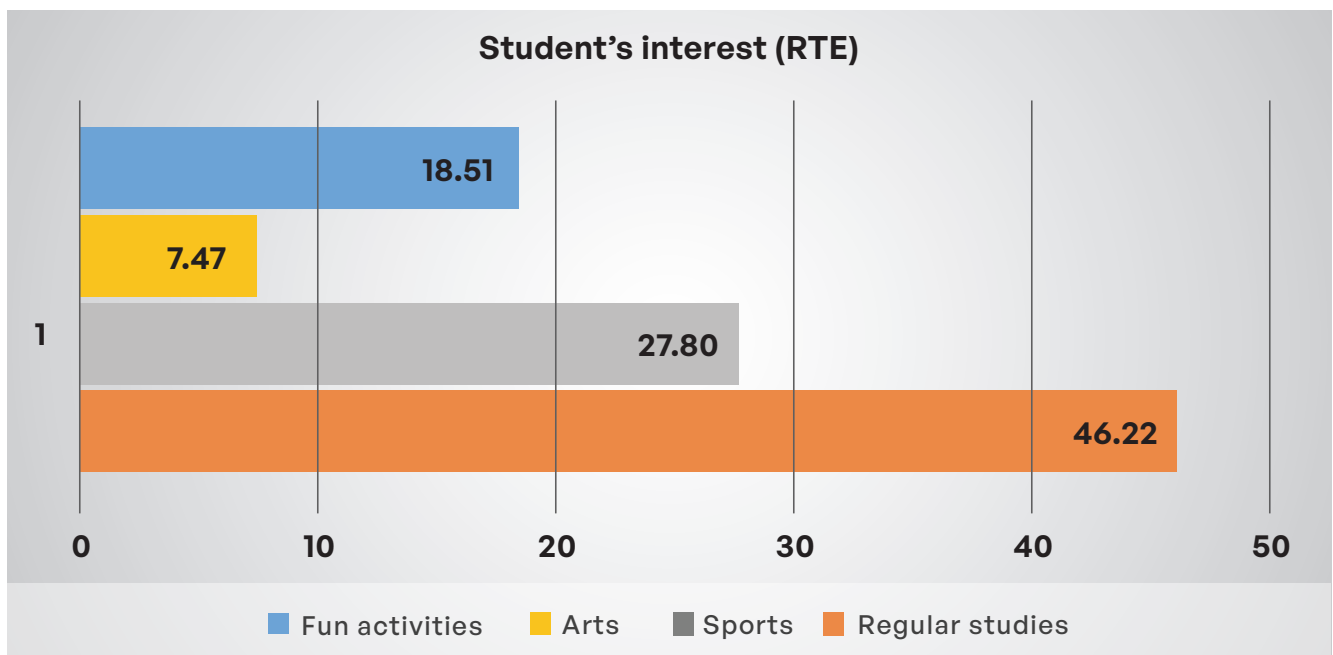
‘Relevance’ is a measure of the extent to which the program has been able to support the suited needs and priorities of the stakeholders.

All initiatives undertaken in the education project were found to be relevant to the needs and aspirations of the beneficiaries. The quality of education in the Government schools, functioning of anganwadi was very basic and the schools run and managed by Aditya Birla Jan Seva Trust were in need of continuous support to ensure that a high quality of education is being provided to the students coming from all the strata of the society. The need was also felt to provide support on extra-curricular activities for overall development of the students.

From the secondary data received, it was observed that 20% of admissions are done under RTE. A special effort, therefore, was made to collect the primary data to seek the impact on these students. 20% of total respondents were admitted under RTE. As students having weak financial background are admitted under RTE it is important to assess their feedback. It was observed that in addition to the studies, students are keenly participating and are interested in sports and extra-curriculum activities organised and facilitated by the school.

What do you enjoy the most in the school?

Regular Studies	Sports	Art	Fun activities
106	64	20	37



Evaluation criterion 2: Coherence

‘Coherence’ means how well the intervention fit into the ecosystem. Feedback from beneficiaries shows their interest in attending school for regular studies along with sports, arts and fun activities. These students could get a chance to experience advanced teaching aids and other educational facilities due to the admission in formal schools.

Considerably good coherence was found for all activities under the education project, both in terms of being in line with the Grasim thematic areas, priority and also with parallel national programs of promoting education for all and especially Girls’ education.

Coherence was found with Grasim’s CSR Policy that covers activities in respect of Education: Formal schools, Balwadis, Quality elementary education, and Girl child education. Grasim endeavours to spark the desire for learning and knowledge at every stage.

Project is aligned to Grasim’s CSR policy and Sarva Shiksha Abhiyaan - an initiative of the Government of India to promote the Education.

Grasim has supported Kasturba Balika Vidyalaya for girls for more than 6 years. Under its Girl Child Education initiative, Grasim has provided support to build infrastructure in rural areas covering more than 20 schools. These education initiatives are with the intention to improve the enrolment of students in the school, especially girls, reduce dropouts, and create a better educational environment.

Evaluation criterion 3: Effectiveness

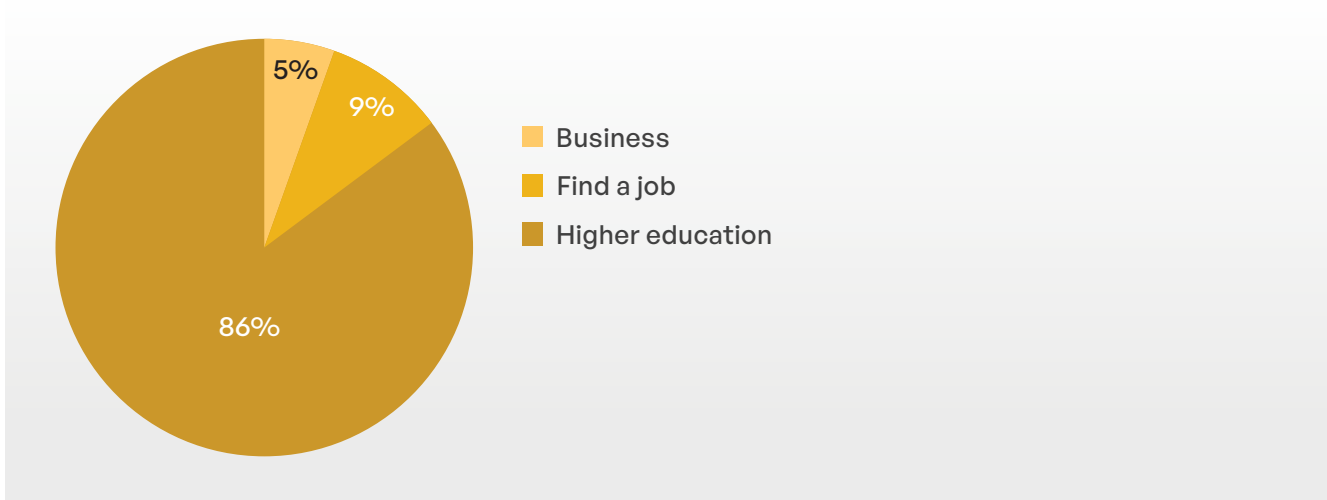
‘Effectiveness’ essentially is an assessment of the factors affecting the progress towards outcomes for every stakeholder. It is also a validation of robustness of systems and processes implemented during the CSR activities by way of assessing the utilization of the available resources.

Project was evidently effective for beneficiaries being weaker sections of the society and girls. Overall enhancement in the quality of education seems to be achieved to a large extent. Initiatives like scholarship for girls, installation of education equipment like digital board is impacting positively on increasing the quality of teaching-learning process. Even during COVID 19 pandemic situation when the schools were not operational offline, the project continued, and all the required efforts were taken by the school to provide education online.

It was observed that focus of the students in pursuing higher education is increasing. Approximately 86% students shown keen interest in pursuing higher education rather than opting for a job or joining their family business.



Student's future approach



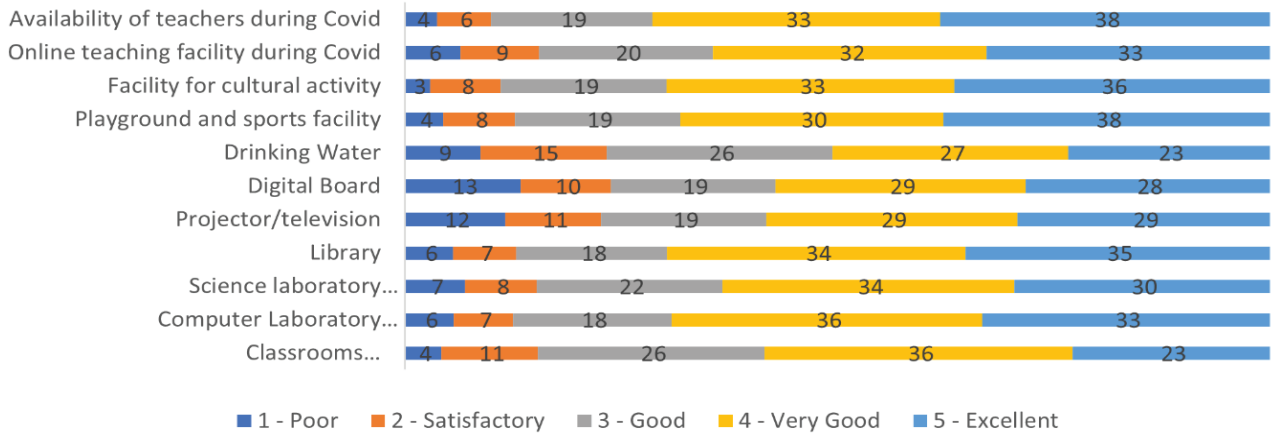
Evaluation criterion 4: Efficiency

'Efficiency' criterion calls to measure if the project was implemented in a cost-effective manner achieving targeted timeline. The purpose is to understand if the funds, time, expertise, resources etc., were utilized efficiently to achieve the targeted outcomes. Factors such as utilization of funds and adherence to timelines have been reviewed. The efficiency of project was evident through various key-factors surveyed during the process.

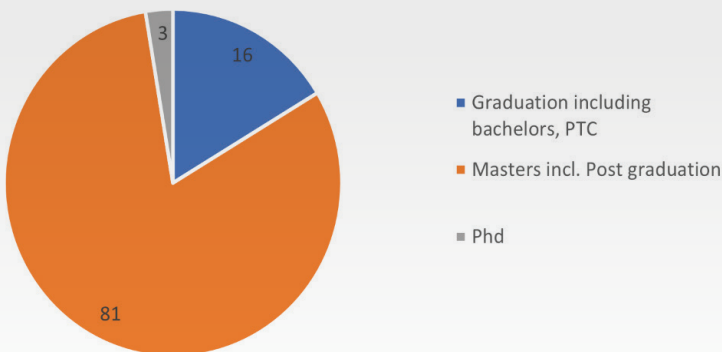
The students appreciated the facilities available and maintained in the schools such as classrooms, laboratories, digital boards, library, drinking water facilities, sports facilities. More than 75% students reported to have substantially efficient and effective facilities in schools.



School facilities

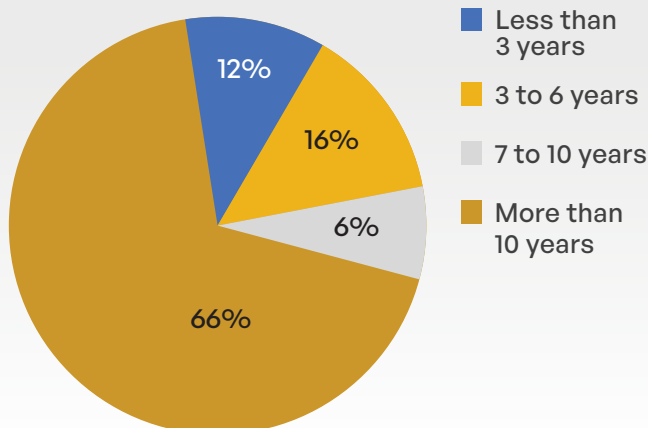


Teacher’s Qualification



“In addition to the infrastructure, Grasim has also focused on another key-dimension of project i.e., well-qualified teachers. Approximately 81% of teachers reported to have acquired education of masters including post-graduation in relevant areas.”

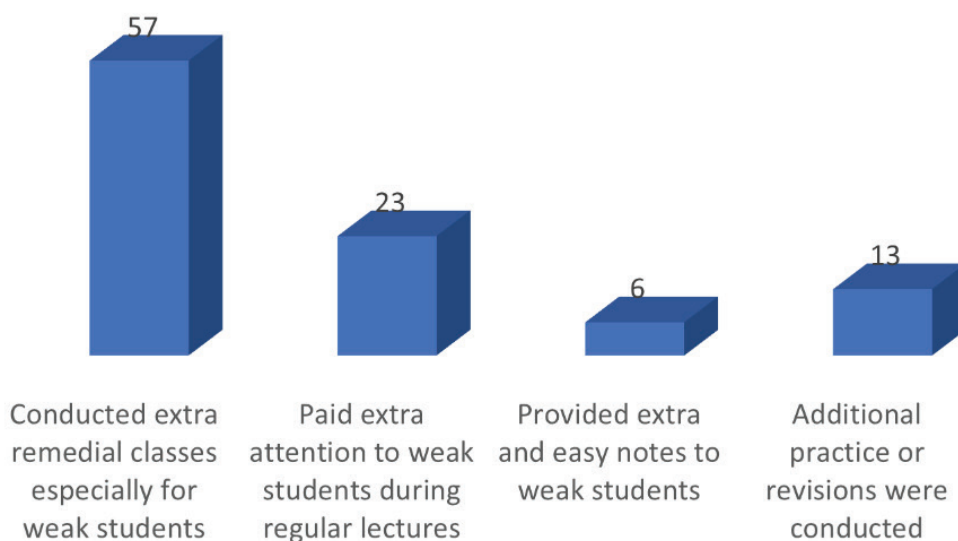
Teacher’s Association with schools



“Approximately 66% of teachers are associated with school for more than 10 years.”

- In order to create better education environment and improve their learning, middle, primary schools and anganwadi were provided furniture sets (table & benches), ensuring improved sitting arrangement for the students.
- During the assessment study it was also observed that school is providing extra focus on students who are academically weak. The overall efficiency of project was also assessed by way of teachers focusing on weak students by use of measures such as conducting extra remedial classes, providing easy reference notes, conducting additional practice/ revision sessions etc.

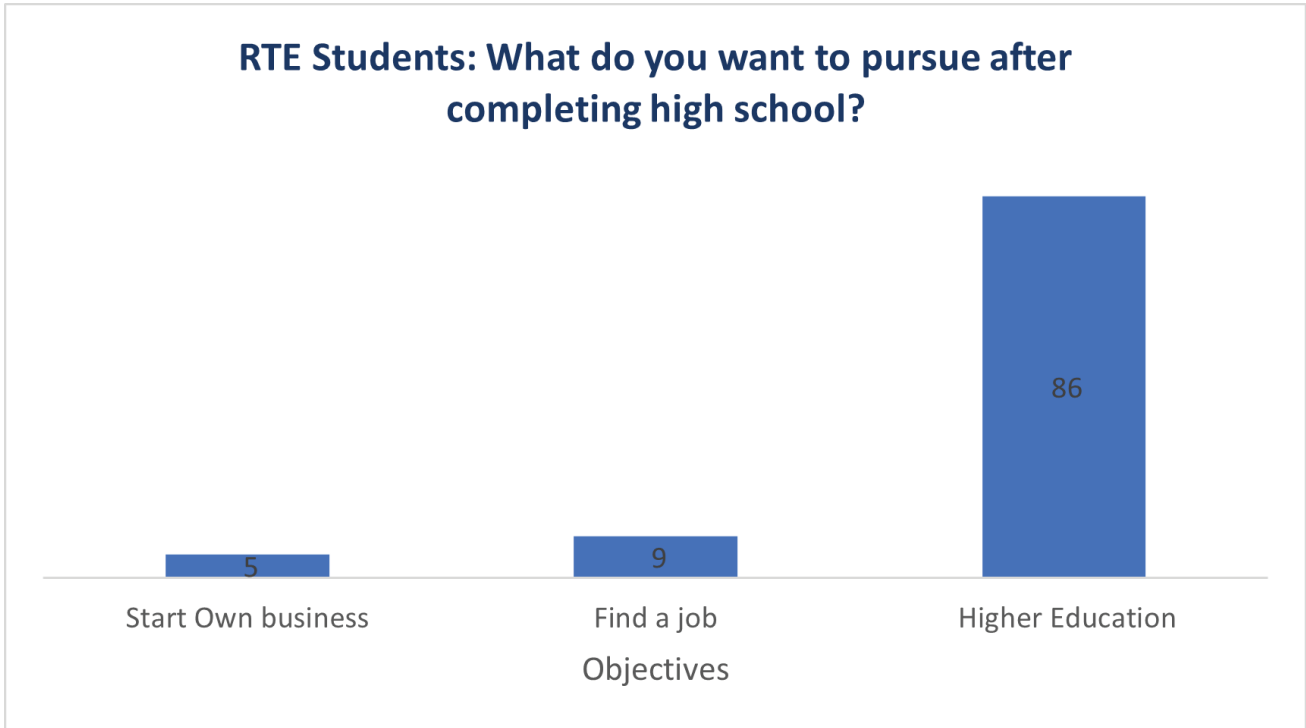
Special efforts taken by teachers for weak students



Evaluation criterion 5: Impact

- **‘Impact’** is the most critical criterion to effectively measure the proportion of respondents who reported a significant change in their lives due to the initiation of the project. Grasim has provided support through various ways like financial support for infrastructural aids in schools, digital literacy classes for students, sports facilities etc. By supporting infrastructure and quality improvement initiatives in schools, Grasim has focused on improving overall quality of education in these schools.
- Making the quality education available to financially weaker section makes a significant positive impact on the society. Grasim’s education project has made the formal education available to this section and its positive impact can be seen on students and parents.
- Feedback from beneficiaries shows their interest in attending school for regular studies along with sports, arts and fun activities. These students could get a chance to experience advanced teaching aids and other educational facilities due to admission in formal schools. These students also have poor educational family background, parents have moderate education which affects on their income opportunities, therefore formal education of these beneficiaries will have a long term impact on them and their family members as well.





Impact was specifically evaluated in the field of Girl Education, Covid-19 support, Digital Boards and Anganwadi/primary school support.

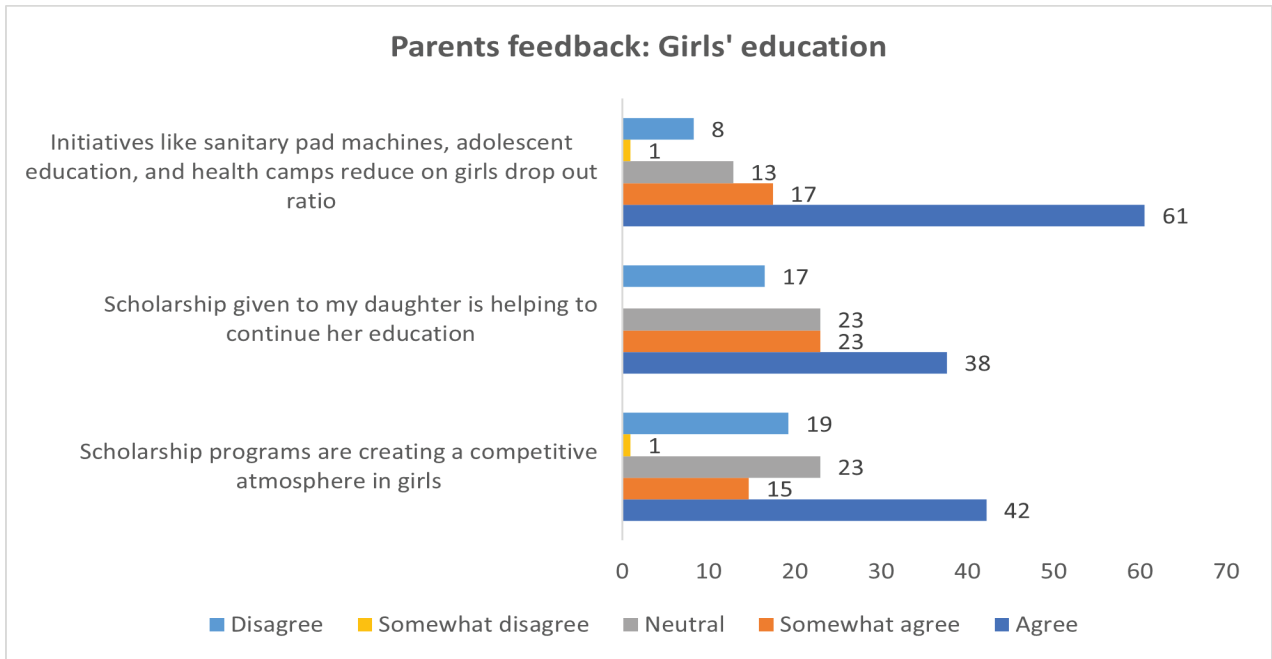
Girl Education

Investing in Girls’ education transform lives of families and communities. Girls who receive a proper education are likely to lead a better enhanced life and lifestyle. They earn higher incomes and earn their livelihoods, build better future for themselves and their families and are respected more in the society. Girls’ education plays a vital role towards women empowerment thereby, contributing to a stable and successful society that provides an equal opportunity.

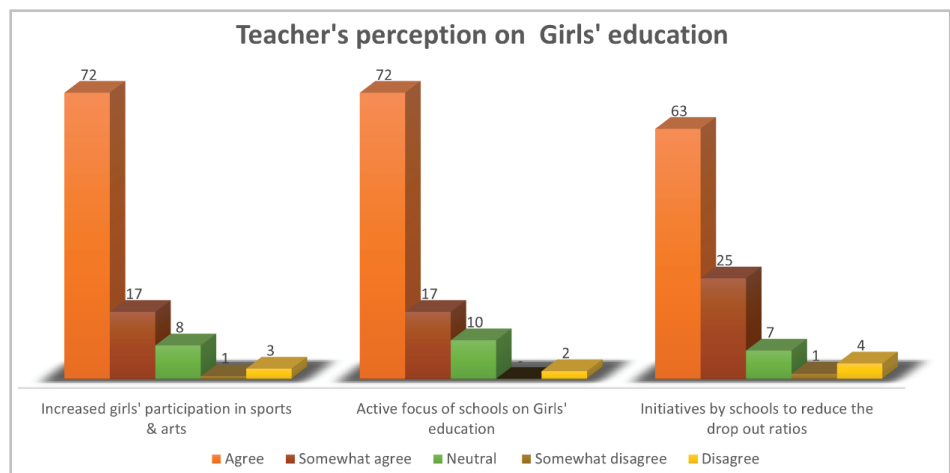
The major objective of this intervention were to promote girl education and reduce drop out rate.

- Girl Education being one of the focus areas of Grasim, the deliberate balance of respondents was kept during the survey. Girl Education predominantly focused upon carrying out scholarship programmes, organising medical check-up programmes in villages and schools located in vicinity of Nagda and Kharach.

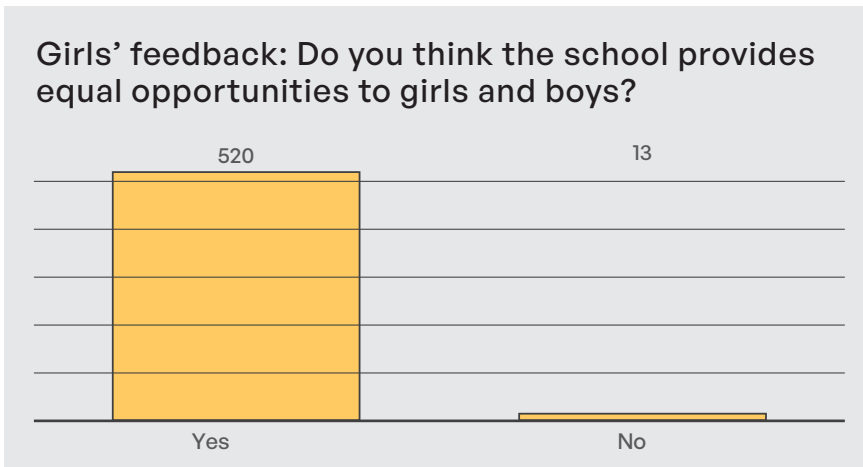
- During the period under study, the girl child education initiatives were undertaken to improve enrollment and reduce dropouts. Further, anemia check-up programs were organized in schools of rural and urban areas covering **375** girls students.



- Impact assessment study found that various **scholarship initiatives** supported many girls' to continue their education thereby, **reducing the dropout** rate of girls in schools. The scholarships and other supporting aids to girl students enable them to continue and complete primary, secondary and higher secondary education. Around 50% of the respondents agreed that scholarship program is providing crucial support to family and helping them to continue their daughter's education. Impact assessment study found a positive impact of the activities carried out for gender equality, expenditure on education of girls, health of girls, participation in sports, arts, etc.



Basic interaction with various stakeholders highlighted that equal opportunities are being provided and around 94% of the respondents have agreed that there is no discrimination being created in the schools based on gender.



Mr. Bharat, M.Sc Mathematics and B.Ed, **Principal of the Primary school** mentioned that the school is continuously taking initiatives to increase the awareness among parents and villagers about girls' education and reducing the dropouts from the schools.

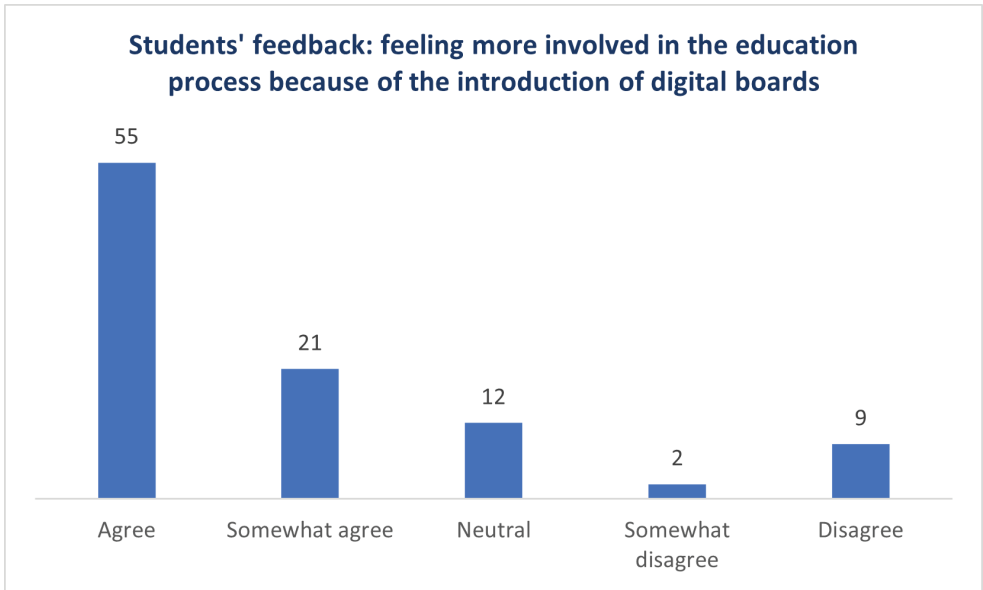
During interactions, he also mentioned that the enrolment ratio of girls is greater than boys and girls are performing better academically than the boys. He added that in the recent past girls are pursuing higher education after completing the school but a few of them are dropping out from the school after Standards VII & VIII due to lack of financial stability in the family. Health of girls is one of the important reasons of absenteeism and school dropout. Medical check-up and health camps conducted at school are seen successful to large extent in addressing this issue. As per the responses received from parents and teachers these medical check-ups and health camps are impactful in identifying the diseases in children at early stage and that they are able to take treatment at the proper age. In case of girls these camps are proving more helpful.

Menstrual cycle has always been an important and delicate issue to deal in school. Sanitary napkin winding machine and providing enough toilet facility at schools has addressed this issue to a larger extent and has also established a control over the school absenteeism or dropout. Mr. Bharat also mentioned that there is a sanitary pad machine with a burn technique to ensure hygiene and cleanliness habits amongst girls.

Digital Boards

- Education can be digitised in rural areas by providing multimedia teaching tools to teachers and engaging students through learning methods that utilise digital tools, such as smart boards, LCD screens, videos, etc., to teach them different concepts.
- The Company identified the need of the hour and installed around 57 smart boards in the Aditya Birla schools for the children. By making it possible for teachers to deliver information remotely across several locations at a time, interactive digital media helped the schools to address the problem of shortage of teachers to a certain extent. Digital Literacy classes started in rural higher secondary school benefiting 350 children with the objective to create awareness and advancement of course curriculum e-literacy program.
- Teachers were imparted with adequate training to face the challenges in respect of digital tools, exposure to technology, and apprehension of new modes of teaching. Interactive learning sessions introduced by the schools facilitated by digitalisation made learning in classrooms interesting and, in turn, incentivised students to attend schools regularly.
- Digital connectivity in the education sector has become crucial factor for survival and continuation of students' participation in the schools. The students reported that the education provided by the schools through digital boards helped them retain their interests due to innovative techniques. We observed that the Digital Boards made education more interactive and classrooms more interesting. Digital learning and computer knowledge helped the students to expand their horizons and understand the concepts in more effective and efficient manner.
- More than 75% students opined that they feel more involved in the education process due to innovative and interactive teaching provided through digital boards.





Education in COVID 19

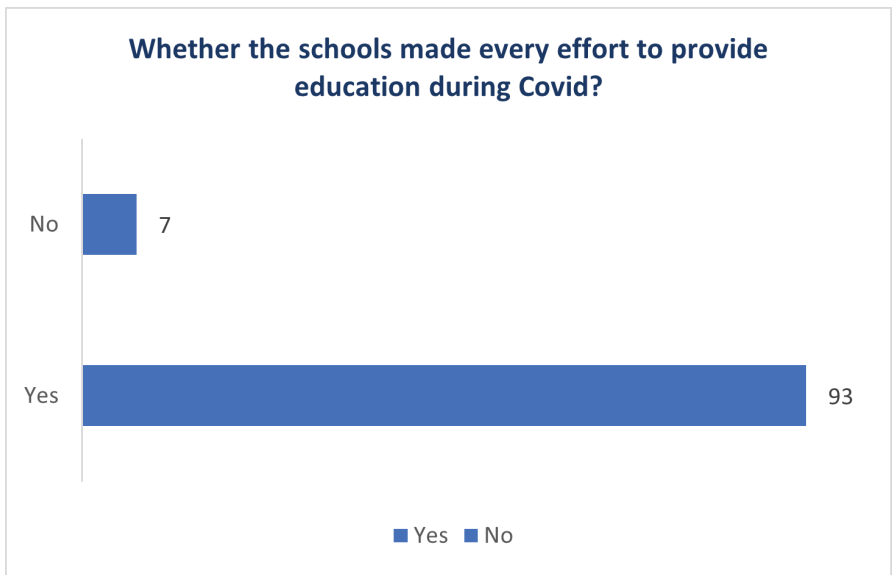
The Covid 19 pandemic had mark a definitive test on the Country’s education system, especially the schools and institutions in the rural areas of our Country.

Numerous schools, campuses and educational institutions around the world were closed and teaching & learning moved to online mode.

Due to the Covid 19 pandemic, many new modes of learning, perspectives, and recent trends have emerged, and the same may continue as we head into a future.

During the interactions, with the respondents from all the schools under study, they affirmed that the **education was not interrupted** during lockdown or when schools were not operational offline.

In addition to the online classes the study shows that **teachers were always accessible** by the students **for necessary support and guidance.**



To ensure that students do not face the problem of books or study material during this period, schools have also tried to provide possible e-books for ready reference of students.

With schools being closed for more than a year due to the Covid pandemic and classes being held virtually, it was not the students alone who were suffering but the teachers were also equally put in through the same situation.

During the interaction with teachers, it was affirmed that the schools were keen in providing all sorts of support to them for conducting online classes

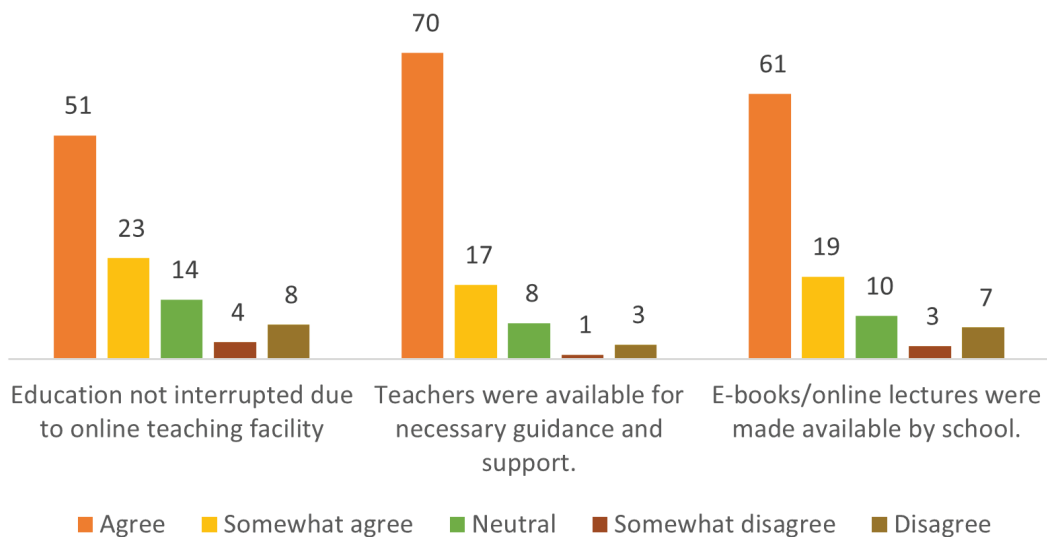


ऑगनवाड़ी केन्द्र अलसी आहार नाश्ता-भोजन का मीना

क्र.	वार	नाश्ता	भोजन
1.	सोमवार	मीठी लाप्सी दलिया	रोटी, तुअर दाल, सब्जी
2.	मंगलवार	पोष्टिक सिचड़ी	सीर पूड़ी, आलू टमाटर की सब्जी
3.	बुधवार	मीठी लाप्सी दलिया	रोटी, मूंगदाल, सब्जी
4.	गुरुवार	नमकीन दलिया	वेज पुलाव, पकोड़े वाली कढ़ी
5.	शुक्रवार	उपमा	रोटी, चनादाल, सब्जी
6.	शनिवार	मीठी लाप्सी दलिया	चावल सांभर

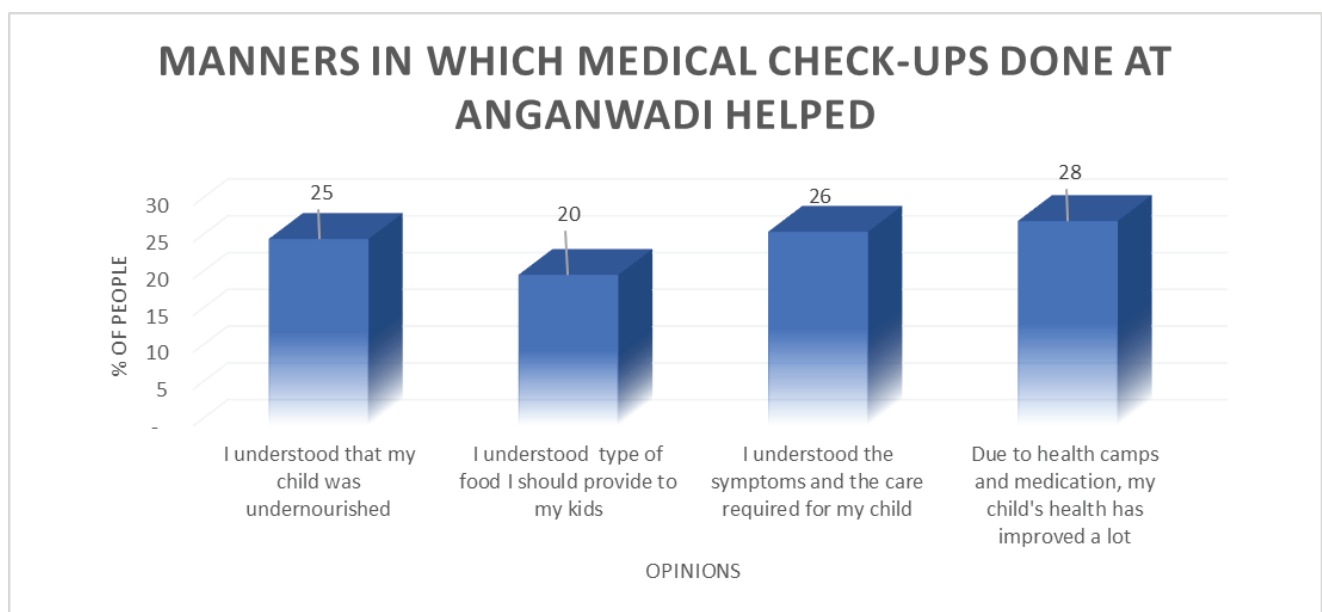
In continuation to the focused efforts for uninterrupted education of students, teachers also mentioned about various initiatives taken by Grasim to extend the engagement of teachers in pandemic period. During this period, teachers reported to have receive **special training, advancement of teaching and online classes, sufficient infrastructure, innovative techniques and extra logistical support** to conduct classes from home which resulted ultimately into good attendance of students and education beyond textbooks.

Students' perception on Covid Pandemic



Anganwadi

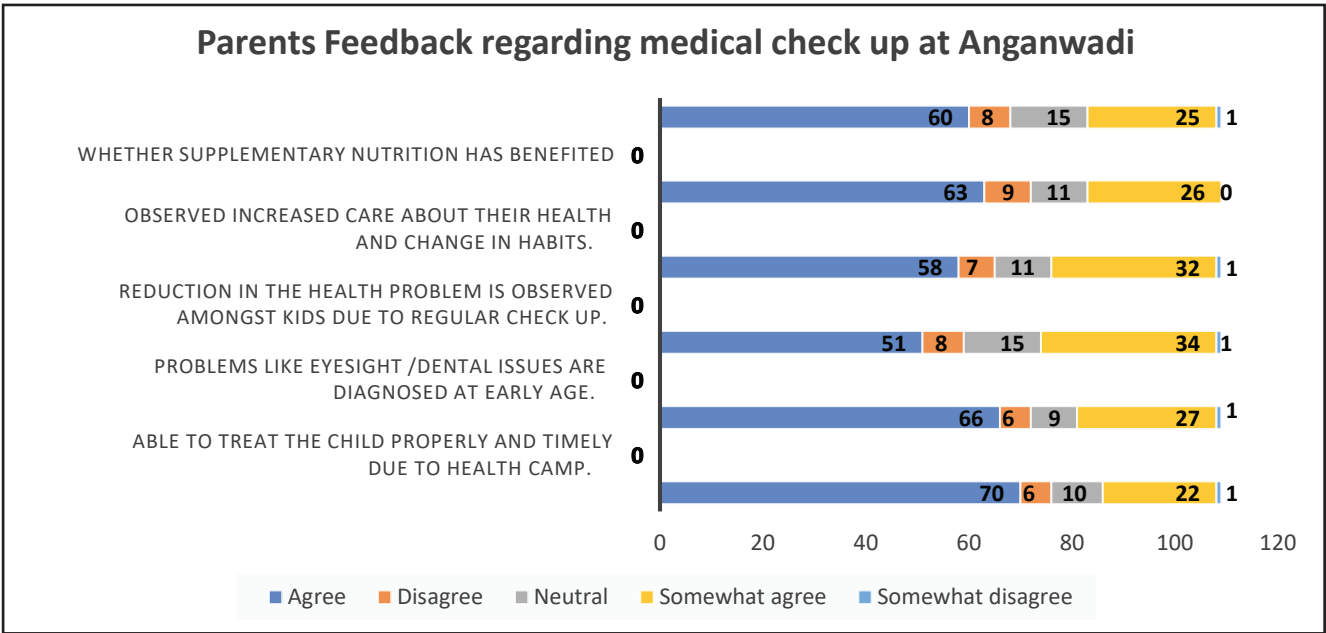
- Maximum beneficiaries of anganwadi and primary schools are from the farmers' family having poor to moderate financial background. Maximum number of beneficiaries are agreeing that the quality of early childhood education provided at anganwadi is complementary and their wards are learning basics effectively.
- Health being the crucial factor in development of a child and the uninterrupted education, Grasim also conducted health camps in the school. These health camps were able to detect health problems at an early stage helping parents to treat the child properly and in timely manner.
- The health camps were mainly focused on eye check-up, dental check-up and general health awareness. During the impact study, teachers expressed that health camps are unique and most important activity of the school.
- During the assessment, approximately 46% parents reported that their child was undernourished while 37% parents got guidance as to the type of food to be provided to their child for overall growth. Approximately 48% parents got insights of various types of symptoms viz-a-viz care which is required to be taken while 51% parents claimed to have improved health of their child.



Feedback from beneficiaries shows that this initiative did exceptionally well as parents did not have enough knowledge and proactive behavioural nature for health awareness and addressing of health issues of their child predominantly due to lack of financial aid.

The activity was effective as it supported and proactively identified the health issues in students, which would have led to serious damages in future. It also brought some level of awareness in parents about their child's health. The parents appreciated various medical camps conducted by Grasim which helped them save the cost of health care to a large extent.

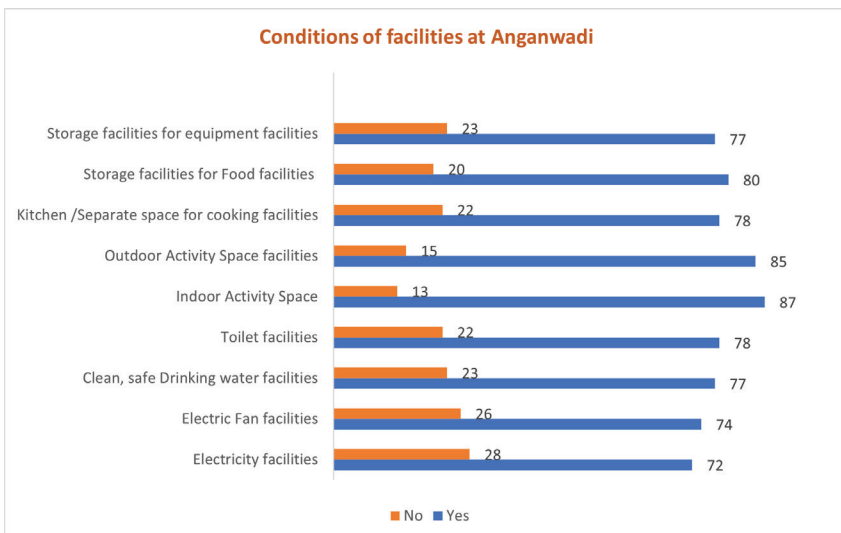




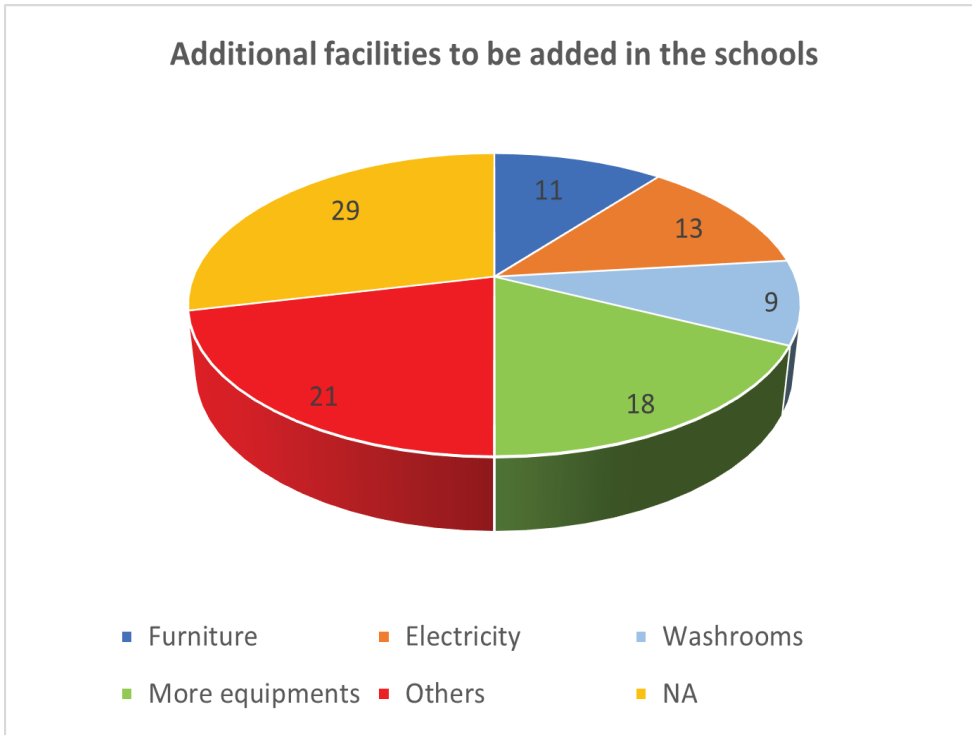
Health camps helped the parents to understand the symptoms and what care is required for child. Parents have mentioned that the health camps and medications supported in improving their child’s health. Due to this initiative, some of the parents have affirmed that they could detect the health problems in their child and could start the treatment at the initial stage itself.

During interactions we also observed that the beneficiaries are quite impressed with the facilities provided at anganwadi. Basic facilities such as electricity, clean and safe drinking water, storage space were in place.

During our study, it was observed that Grasim has initiated certain steps to upgrade primary schools and anganwadis in villages. A new primary school built by Grasim in Parmar Khedi is a classic example of taking CSR intervention to next level in a sustainable manner.

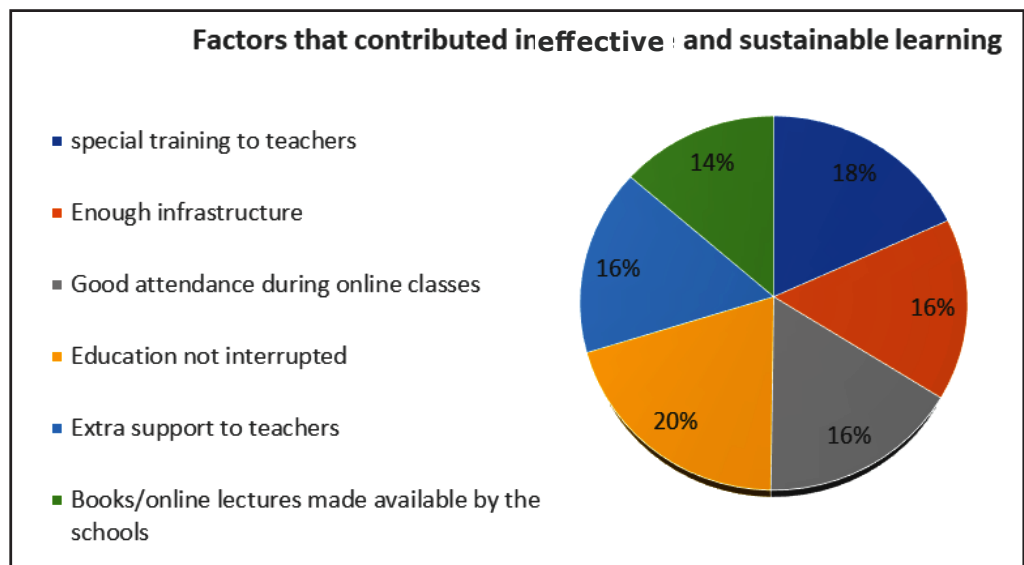


Approximately 28% beneficiaries affirmed that they require no further additions in the existing facilities of anganwadi and approximately 17.86% beneficiaries suggested that more learning equipment should be added.



Evaluation criterion 6: Sustainability

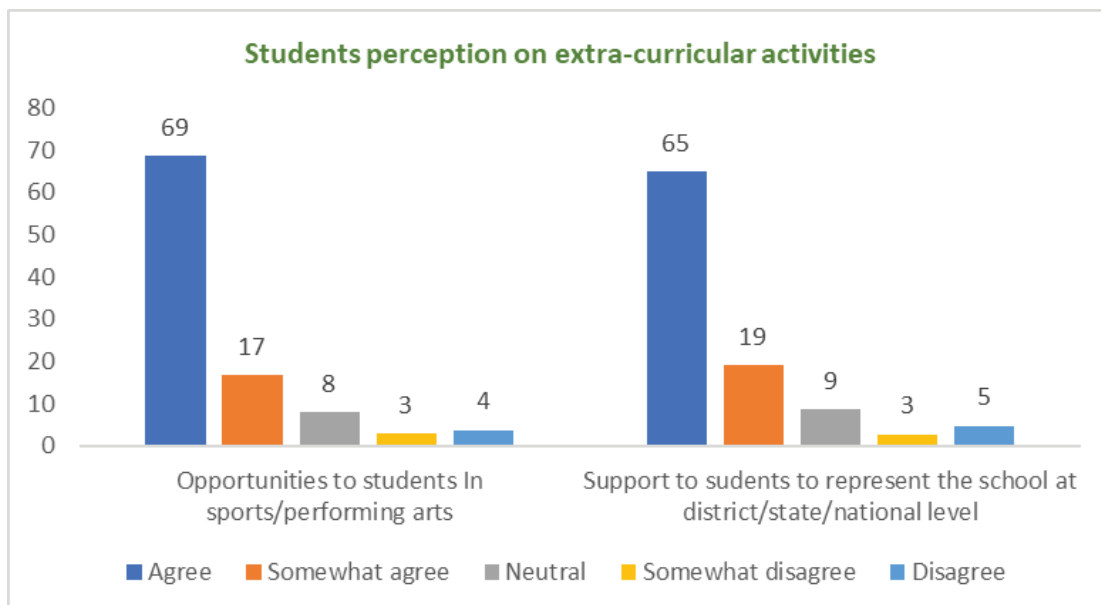
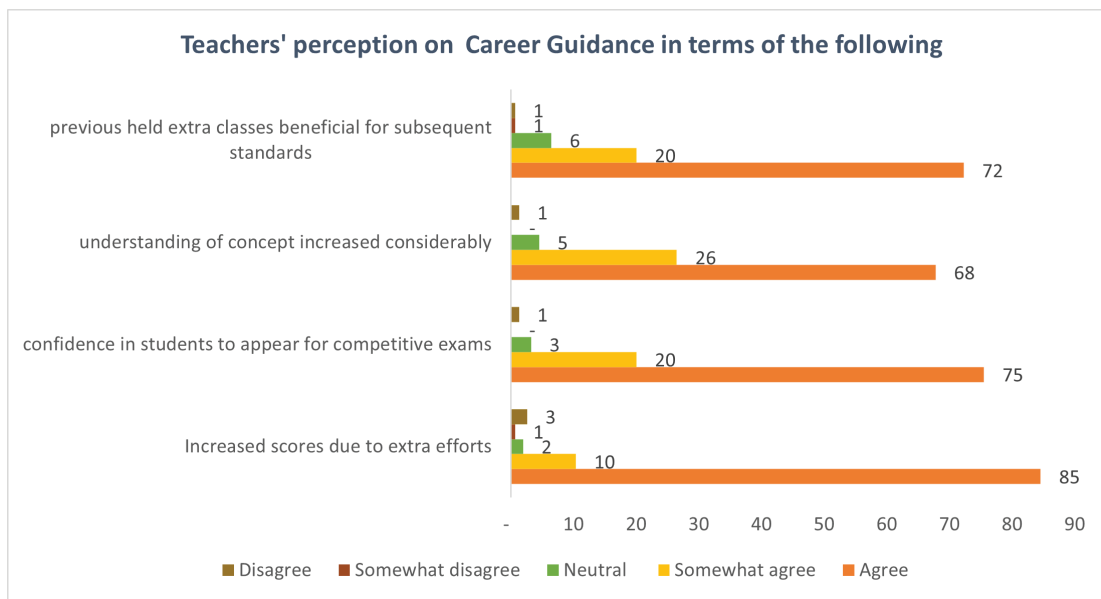
This criterion predominantly measures the relevance of the project and its impact after the completion, and that if, the project achievements will continue to cater after the end of



the project. The criterion analyses the resilience, risks, and potential trade-offs. Students are found interested in pursuing education and create earning opportunities for them and for their family.

CSR intervention on digital literacy and training of teachers provided much needed impetus to revolutionize the teaching and learning methods. Involvement of teachers and students in the activity provided sustainability to the project. Due to Covid, CSR intervention to support online teaching methods equipped school and teachers with the required capability and infrastructure to provide uninterrupted education.

Focus of the ABG schools and teachers on supporting students for higher education career as well as on extra curricular activities was evident. Schools are enabling students with multiple and sustainable avenues for their overall development and broad based career options. Around 95% of the teachers shared that career guidance for the students are helping them to appear for competitive exams.



Case study: Project Aarohan



This case study is about girls' education and supporting girls in achieving their dreams. It is about a girl named Geeta Kanjibhai Chairya who belongs to a low - income household and she is a state level competitor in sports.

Mr. Rameshbhai Ram, Principal of Tantivela Primary School observed that the students of the village are participating regularly in various district and state level competitions in sports. They, however, lack proper training and guidance

because of lack of facilities and infrastructure in the village.

Considering the need and the importance of sports in children's growth and education, Mr. Ram took an initiative to ensure that students from rural schools have access to a platform where they can learn and display their talents.

With an intention to enhance the overall facilities provided by school and for the development of its students, especially girls, Jan Seva Trust chose to support the initiative with a vision to improve the living conditions of the people residing in the Tantivela Village. Jan Seva Trust identified the potential and capabilities of the students of Tantivela village and the trust observed that there is no special facility provided for sports education in Government schools to enhance their talents. Since the students are not able to take their field of interests forward and make a career out of it, the trust along with the Principal of Tantivela School took a joint initiative to help these students.

Jan Seva Trust helped the school with the collaboration of sports teachers who can provide sports education to these students, monitor and improvise their performance in sports activity and provided various sports equipment to improve the existing infrastructure of the school and to enhance their learning.

Background:

Geeta was born in a household where families were supported with the daily wages earned by working as labourers in the agricultural and non-agricultural sectors. Her family could not give fair recognition to their children's education and for them, school simply meant a childcare facility. Geeta is a very bright student and her parents claim that because of her success they are also getting recognition and respect in the village.

When we interacted with Varsha, Geeta's sister, about her interest in sports, she mentioned that she went to Tantivela Primary School with Geeta and played Kho - Kho and developed an interest for the game. Later, she had an opportunity to compete in taluka-level competitions, however, for further studies, she went to Dari High School as the village lacked primary school facilities. She feels that if her school had such facilities, she would have also received such opportunities to play and excel in sports along with her studies.

Story of Geeta:

Geeta used to participate in school athletics, including running, long jump, and high jump. When she joined (District level sports school) DLSS in 5th grade, she discovered various other sports such as volleyball, handball, short throw, and archery. She was provided with proper guidance and instructions from the school and was given the opportunity to demonstrate her abilities.

Administration of the school provided a monthly stipend of ₹ 750 to the students with which Geeta used to meet her sports requirements. Geeta is happy and satisfied with the facilities provided at the school and also the opportunities she is getting to take forward her career in her liking i.e., sports.

Today, Geeta has named herself at first place in the taluka district tournament, and at inter - DLSS school levels. She also represented at a state level tournament.

Conclusion:

Geeta was the first of the 18 Tantivela school students who attended DLSS in the year 2017-18. Since then, 11 students from Tantivela Primary school have joined the DLSS. She opened the doors for other students as well who were capable and efficient enough to represent themselves but didn't have the opportunities.

These students not only have the chance to achieve their goals but also to succeed in their career. Initially parents used to find it difficult to send their children away from them for education. With the joint efforts of the JST team in sports education and the Principal in community mobilization, 29 students have had the opportunity to move out of their villages to take the opportunity to learn at DLSS.

Grasim's Role:

- To have a sports teacher for the entire academic year to streamline the sports training and improvise the weak areas.
- To have more sports equipment to enhance the training of students.
- Creating awareness among students and their parents to promote sports education among them so that they can take a step forward and secure their careers.

Sustainable Development Goals

The Sustainable Development Goals targets for 2030 calls to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Grasim accordingly has taken remarkable steps to achieve the sustainable goal.

Alignment with SDGs



4. Quality Education: SDG 4 focuses on ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. This project through its girls' scholarship initiative and focus on reducing dropout rate of girls is contributing towards target no 4.1 i.e., to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading

to relevant and effective learning outcomes. The project also ensures effective learning outcomes by providing learning equipment like digital board etc.

This project through support to anganwadi is also contributing towards Target 4.2 i.e., to ensure that all girls and boys have access to a quality early childhood development, care and pre-primary education so that they are ready for the primary education. Impact assessment study reflects that support to the education at anganwadi ensures the quality childhood development through the initiatives like medical check-up. To ensure the quality of education, special care is taken and support is extended towards anganwadi workers homes.



5. Gender Equality: SDG 5: To achieve gender equality and empower all women and girls. In this project, importance is given to girls' education at all levels from anganwadi to school. The assessment study found a positive impact of the initiatives like, scholarship to girls, health care camps for girls, encouraging girls' participation in

sports, arts, etc. This reflected in reducing drop-out rate of girls.



SDG 3. Good Health and wellbeing: SDG 3 is all about ensuring healthy lives and promoting well-being for all at all ages. Target 3.d strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks. This particular CSR project though is all about education, contributes towards this SDG due to the initiative of medical check-up and health camps at anganwadi. Due to this initiative parents could understand the status of the health of their children. Due to early detection of the problems related eye sight/anaemia etc. parents could start the treatment at an early stage. This will ultimately help in maintaining the health of the children. In all this initiative will contribute for the better health of future generation.

Suggestions:

1. The success of digital board was evident during our study. Extending this support to maximum classroom will enable this benefit to maximum students.
2. Primary schools and anganwadi in villages are in need of infrastructure support. Grasim in the year 22-23 already initiated activities in this direction that can substantially improve quality of education in villages.



Summary

Grasim has made a positive attempt to support educational initiatives for students from anganwadi to high school education. Grasim has provided active support through various ways like financial aids for infrastructural development in schools, digital literacy classes for students, sports facilities, medical check-ups etc. All projects are identified in consultation with the community in a participatory manner, which reflects a need based project selection and a keen awareness of the target audience that the CSR program serves. By initiating and supporting infrastructure and quality improvement initiatives in schools, Grasim has focused on improving overall quality of education in these schools.

Students from financially weaker sections of the society could get a chance to experience advanced teaching techniques and other educational facilities due to admission in formal schools. These students also have poor educational family background affecting income opportunities of their parents and therefore, formal education of these beneficiaries will have a long term impact on them and their family members as well.

Impact assessment study found that this initiative not only supported girls' education but also made all the efforts required to continue the education of girls and hence, lowering the dropout rate of girls is the most important impact noticed in all the schools. Teachers' responses also reconfirm that the schools are actively focusing on increasing participation of girls in education.

Parents have agreed that they are not only having a support due to scholarships but are able to continue their daughter's education due to various other initiatives such as medical check-up, health camps, good infrastructural facilities etc., at the school.

We also observed that during COVID 19 pandemic and subsequent lockdown the education was not interrupted. In addition to the online classes, owing to teachers' availability for necessary support and guidance to students, quality of education was maintained. Students also faced the problem of availability of books during this period. By identifying the need, schools have also tried to provide possible e-books for the reference of students. Special training programmes were organised for teachers for helping them

to learn new technology. E-books were also made available to teachers. It is also important to note that according to teachers the attendance in online classes was also good, this talks about the effectiveness of online classes as well. This is a classic case of identifying, analysing, providing and maintaining necessary support to right beneficiaries at the right time.

According to students and parents digital board provides education which is beyond textbooks. It is the observation of students that, the lessons taught on digital board are retained for a longer time due to its audio-visual effect and this is helpful for them in the subsequent classes.

Medical check-up initiative at anganwadi has also demonstrated shift in the outlook of parents about the health awareness of their kids'. Substantially high number of parents have affirmed the need of medical check up facilities in anganwadi which otherwise is a neglected area to a large extent. Parents have recorded a positive and long lasting impact with respect to the knowledge they have gained due to such camps and which they will pass on to generations to come. Early detection of health issues in their child have helped them manifolds from both preventive and curative measures.

We observed that the anganwadis and primary schools in villages are in need of infrastructure support. In last couple of years Grasim has been extending its CSR support in this direction strengthening its education support in remote villages.

Grasim has taken remarkable efforts with empathetic approach towards educational activities in identified areas which would yield sustainable outputs for generations.

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