



Impact Assessment 2025-26 of CSR Initiatives by Gharda Chemicals Ltd. in Lote, Ratnagiri

A Qualitative Retrospective Assessment



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TABLE OF CONTENTS

01	Executive Summary	01-07
02	Introduction and Study Context	08-09
03	Literature Review	10
04	Study Approach and Methodology	11-12
05	Major Findings - Education Initiatives	13-15
	5.1 : Sanitation Project	16-19
	5.2 : Infrastructure Development	20-21
	5.3 : Computer Lab Support	22-25
	5.4 : Digital E-Learning	26-27
	5.5 : Password Project	28-31
	5.6 : Environment School Awareness Program	32-34
06	Major Findings - Drinking Water Program	35-37
07	Major Findings - Ladghar Beach Initiative	38-43
08	Major Findings - Livelihood Support for Persons with Disabilities	44-47
09	Recommendations	48-49
10	Conclusion	50

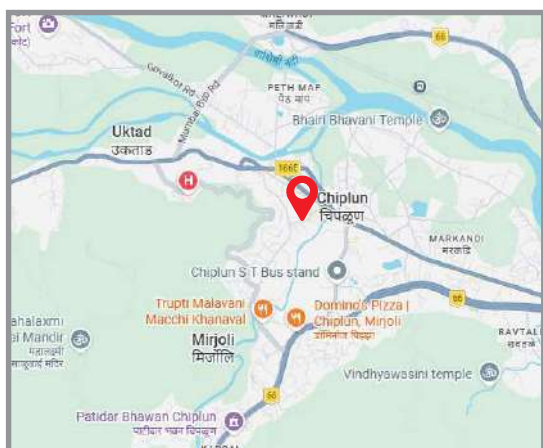
ABBREVIATION**FULL FORM**

CSR	Corporate Social Responsibility
GCL	Gharda Chemicals Ltd.
SDG	Sustainable Development Goal
SDG 4	Sustainable Development Goal 4 – Quality Education
SDG 6	Sustainable Development Goal 6 – Clean Water and Sanitation
SDG 8	Sustainable Development Goal 8 – Decent Work and Economic Growth
FGD	Focus Group Discussion
IDI	In-Depth Interview
KII	Key Informant Interview
PwD	Persons with Disabilities
HDPE	High-Density Polyethylene
ITI	Industrial Training Institute
MS	Microsoft
IEC	Information, Education and Communication
GCF	Gharda Chemicals Foundation
WASH	Water, Sanitation and Hygiene
UDISE +	Unified District Information System for Education Plus
SHG	Self-Help Group
AI	Artificial Intelligence

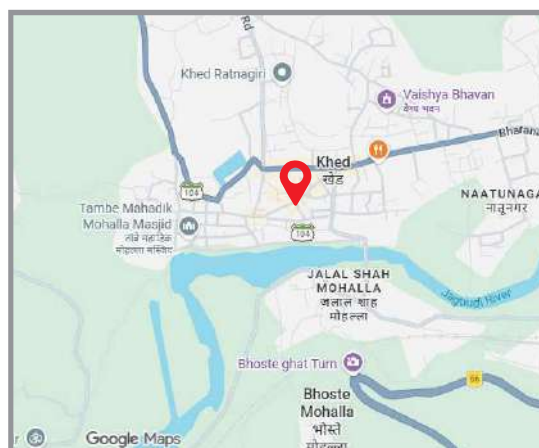
CHAPTER 1: EXECUTIVE SUMMARY

Gharda Chemicals Limited, founded by Dr. Keki Gharda, is a research-driven Indian chemical manufacturing company with a strong commitment to innovation, sustainability, and social responsibility. Through its CSR arm, the organisation has undertaken a range of community development initiatives aimed at improving the quality of life of vulnerable and underserved communities. These interventions span integrated rural development, quality education, access to safe drinking water, inclusion of persons with disabilities, and environmental conservation. Together, these efforts reflect Gharda Chemicals' broader vision of fostering inclusive, sustainable, and community-centred development.

Out Reach of CSR Initiatives in Khed & Chiplun blocks



Chiplun



Khed



45
Villages



200
Households



40000
Population

Gharda Chemicals designed need based and sustainable CSR Interventions.

Strategic Interventions undertaken in FY 2024-25

- School Support Program
 - « School Infrastructure development
 - « Digital Learning Access
 - « Computer Lab support
 - « School Environment Awareness program
- Community Accessibility to Drinking Water
- Ladghar Beach Cleaning Initiative
- Persons with Disabilities (PWD) Livelihood Support Program



Digital Classroom



Computer Lab



Drinking Water



School Sanitation Project

CSR INTERVENTIONS



CSR Intervention on Infrastructure Development

School infrastructure development was undertaken to address unsafe and inadequate classroom conditions affecting teaching and learning. Baseline findings highlighted structural damage, weak roofing, and poor classroom usability. The intervention included repairs, roofing improvements, and installation of windows, grills, doors, and flooring to create safer learning spaces. It aligns with **SDG4 (Quality Education)** and **SDG9 (Industry, Innovation and Infrastructure)**. The initiative contributed to improved safety, classroom comfort, attendance, and teaching effectiveness.



CSR Intervention on Digital E-Learning

Digital E-Learning support was introduced to improve conceptual understanding and classroom engagement through interactive teaching methods. Before the intervention, students faced difficulties understanding abstract concepts and classrooms relied mainly on traditional teaching methods. Smart boards, multimedia tools, and teacher orientation enabled more interactive learning experiences. The intervention aligns with **SDG4 (Quality Education)**. It contributed to improved conceptual clarity, greater classroom participation, and increased student confidence in learning.



CSR Intervention on Computer Lab Support

The computer lab support programme addressed limited student access to technology and low digital literacy in schools. Baseline findings revealed inadequate computer availability, irregular lab usage, and limited hands-on exposure. Strengthening computer labs and ensuring structured access improved opportunities for digital learning. The intervention aligns with **SDG4 (Quality Education)** and **SDG9 (Industry, Innovation and Infrastructure)**. It contributed to improved computer literacy, digital confidence, and equitable access to technology.



CSR Intervention on School Environment Awareness Program

The School Environment Awareness Program addressed limited environmental awareness and weak conservation practices among students. Baseline findings showed poor waste management behaviour, limited cleanliness practices, and low awareness of water and electricity conservation. The intervention promoted experiential learning through cleanliness drives, plantation activities, and awareness sessions. It aligns with **SDG4 (Quality Education)**, **SDG12 (Responsible Consumption and Production)**, and **SDG13 (Climate Action)**. The programme contributed to improved environmental behaviour, responsible resource use, and stronger student participation in eco-friendly practices.



CSR Intervention on School Sanitation Project

The sanitation intervention addressed inadequate and unsafe toilet infrastructure in schools, particularly affecting girl students. Baseline findings showed lack of separate toilets, poor hygiene conditions, and privacy concerns. Construction and improvement of toilet facilities enhanced access, safety, and usability. The intervention aligns with SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 6 (Clean Water and Sanitation). It contributed to better hygiene practices, improved comfort, and stronger continuity in education, especially for girls.



CSR Intervention on Password Project

The Password Project was initiated to strengthen reading habits and language development among school students beyond textbooks. Findings showed low reading interest, limited vocabulary, and weak communication skills among students. Through structured reading materials, guided activities, and competitions, the programme encouraged reading and self-expression. The intervention aligns with **SDG4 (Quality Education)**. It contributed to improved vocabulary, confidence, classroom participation, and a gradual culture of reading among students.



CSR Intervention on Drinking Water Accessibility

Gharda Chemicals Limited implemented a need-based CSR intervention to address persistent gaps in drinking water access in the hilly Konkan region. Despite coverage under the State Government's Har Ghar Jal scheme, several remote habitations in Khed block remain underserved, compelling households in scattered settlements to travel 1–2 hours daily to access potable water. Baseline assessments and community consultations confirmed the critical service gap, following which the Company developed and implemented a Clean Drinking Water Project to ensure reliable household-level access. The intervention aligns with SDG 6 (Clean Water and Sanitation) and supports improved health outcomes, reduced time burden, and enhanced quality of life.



CSR Intervention Ladghar Beach Initiative

Gharda Chemicals Limited implemented a CSR intervention to address poor beach cleanliness, unmanaged waste, and declining tourism potential at Ladghar Beach. Baseline findings highlighted low tourist footfall, poor waste management, and limited tourism-linked livelihood opportunities. The Company introduced beach cleaning drives, waste management systems, infrastructure improvements, and community participation mechanisms to improve environmental conditions. The intervention aligns with SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), and SDG 14 (Life Below Water). As a result, the initiative contributed to cleaner surroundings, increased tourism, improved local livelihoods, and stronger community ownership of environmental conservation.



CSR Intervention on self-employment among PLWD

Unemployment among People Living with Disabilities (PLWD) remains high, with the baseline study indicating 3–5 PLWD per village, most of whom are economically dependent on their families due to limited education and mobility constraints. To address this, GCL, under its CSR initiative, implemented an entrepreneurship-focused skill training programme tailored to low-investment, home-based livelihood options such as small shops and photocopy/xerox services. The programme aimed to promote self-employment and economic independence among PLWD.

A total of 146 qualitative interactions (FGDs, IDIs, KLLs) were conducted across villages and schools to capture diverse stakeholder perspectives. These interactions form the evidential base for understanding changes across intervention areas.



Training session with PWD

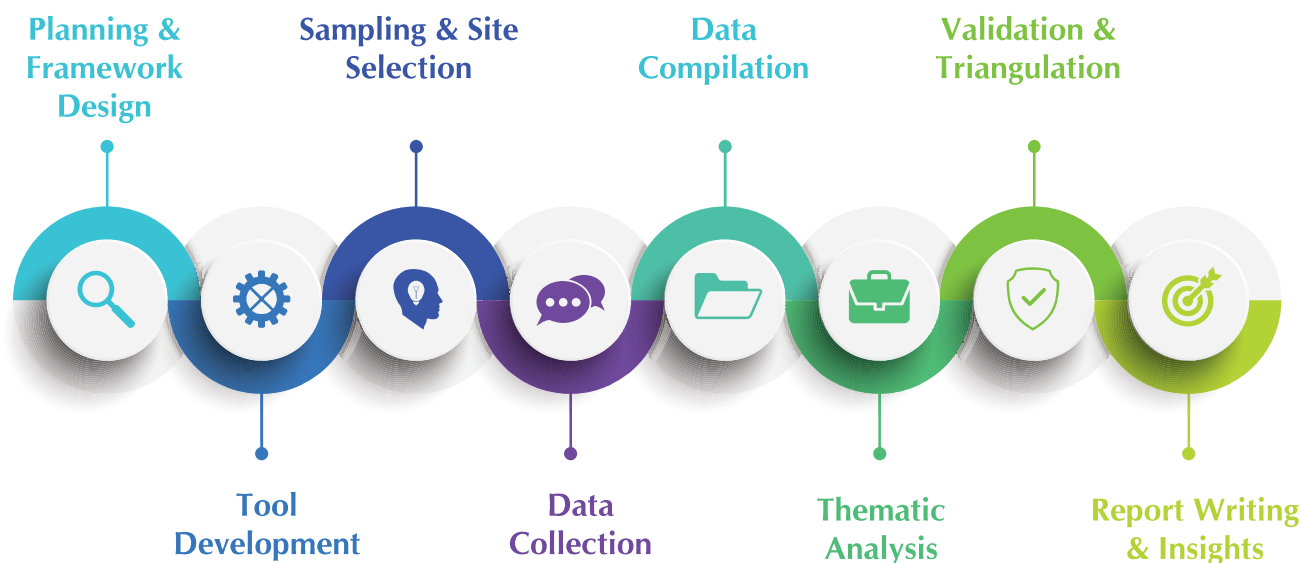


Interactive Digital Board in the Classroom



Computer Laboratory Facility

METHODOLOGY AT A GLANCE



Based on this analysis, the study identifies key cross-cutting dimensions of change that reflect the overall impact of CSR programmes across social, economic, health, environmental, and institutional domains. These dimensions highlight how improvements in access and infrastructure have translated into behavioural change, increased participation, and enhanced community well-being.

MAJOR OUTCOME - CROSS-CUTTING DIMENSIONS OF CHANGE



1. Economic Growth and Livelihood Improvement

Across programmes, economic conditions improved through increased income opportunities, reduced household expenditure, and livelihood diversification. PwD beneficiaries initiated small enterprises such as tailoring, dairy, and petty trade with early incomes of Rs. 200 – Rs. 400 per day. In water interventions, reduced dependence on purchased water lowered household costs, while the Ladghar Beach Initiative generated increased vendor incomes of Rs. 700 to Rs. 1,500 per day. Overall, interventions strengthened financial stability and livelihood options.



2. Improved Quality of Life

Quality of life improved through reduced drudgery, better access to services, improved learning environments, and enhanced health conditions. Reduced time spent on water collection improved household routines, while better school infrastructure and digital learning strengthened participation and comfort. Sanitation and safe water access improved hygiene and reduced health risks, collectively enhancing dignity and daily well-being.



3. Environmental Consciousness and Behavioural Change

Environmental behaviour shifted from awareness to practice. Students adopted waste segregation, cleanliness, and resource conservation habits, which also extended to households. In Ladghar Beach, regular cleanliness drives and waste management systems strengthened community participation. Environmental responsibility increasingly became a routine behavioural practice across settings.



4. Community Empowerment and Collective Ownership

Communities demonstrated a shift from dependence to collective responsibility through active participation in maintaining water systems, sanitation facilities and public spaces. Regular cleaning activities and shared responsibilities reflect growing ownership. Decision-making and maintenance are increasingly community-led, indicating stronger institutional sustainability.



5. Academic and Cognitive Improvement

Digital learning, computer labs, and the Password reading programme significantly improved students' conceptual understanding, language skills, and digital literacy. These interventions enhanced classroom participation and academic engagement, while also building confidence, reducing fear of technology, and promoting independent learning.



6. Tourism and Market Linkages

In the Ladghar Beach Initiative, improved environmental conditions led to increased tourist inflow, higher vendor incomes, and stronger service-based livelihoods. Better cleanliness and safety improved visitor experience, resulting in longer stays and stronger market linkages between tourists and local vendors. This supported livelihood diversification and stable earnings.



7. Health and Hygiene Outcomes

Improved sanitation and safe drinking water reduced waterborne diseases and improved hygiene conditions. In schools, better toilet access particularly benefited girls during menstruation, reducing discomfort and absenteeism. Overall, these changes improved physical well-being and consistent participation in daily activities.



8. Stakeholder-Level Impacts and Inclusion

Positive outcomes were observed across key stakeholder groups. Students benefited through improved learning and hygiene conditions; teachers experienced better classroom environments; women and households experienced reduced drudgery and improved services; and Persons with Disabilities gained livelihood opportunities. Overall, the interventions contributed to more inclusive and equitable development outcomes.

OVERALL CONCLUSION



The findings indicate a clear transition from isolated service delivery to integrated social transformation. Improvements in access have led to behavioural change, which has strengthened participation, ownership, and overall well-being. While outcomes vary across sectors, they collectively reinforce each other, indicating a holistic process of community development and system strengthening.



Key Recommendations

- Strengthen community-led maintenance systems for sustainability of assets.
- Continue behavioural reinforcement in schools and communities.
- Expand digital learning and skill development programmes.
- Enhance livelihood support, market linkages, and credit access for PwDs.
- Improve monitoring and maintenance systems for infrastructure and services.
- Promote structured community ownership models for long-term sustainability.



Alignment of Programme Outcomes with SDGs

The interventions undertaken across sectors contribute to multiple Sustainable Development Goals (SDGs) by addressing key aspects of water access, education, livelihoods, health, and environmental sustainability. The following section outlines the alignment of programme outcomes with relevant SDGs, highlighting their broader development relevance.



CHAPTER 2: INTRODUCTION & STUDY CONTEXT

Gharda Chemicals Limited, founded in 1967 by Dr. Keki H. Gharda, is a research-driven chemical manufacturing company committed to sustainable development. Through its structured CSR initiatives in rural and semi-urban regions, the company addresses critical gaps in water, education, and sustainability through infrastructure support, environmental management, and livelihood promotion.

Aligned with national priorities and global development goals, these initiatives contribute to long-term, scalable, and sustainable impact. In accordance with Section 135 of the Companies Act, 2013, the company allocates resources and implements CSR initiatives across identified focus areas, ensuring both compliance and meaningful impact.

GCL CSR APPROACH



GCL CSR focuses on social transformation, inclusive development, and environmental conservation through community empowerment, education, health, and infrastructure.

It adopts a participatory, rural-focused approach, integrating sustainability and innovation to improve quality of life.

Key Thematic Areas



1.1 Background and Context

Gharda Chemicals Ltd., through its Corporate Social Responsibility (CSR) initiatives, has been implementing development interventions in and around the Lote region of Ratnagiri district. These interventions focus on key areas such as drinking water, education, environmental sustainability, and livelihood support for persons with disabilities, with the aim of improving access to essential services and enhancing overall community well-being.

These initiatives are designed to address local needs and improve existing facilities and service delivery. This study examines the changes resulting from these interventions in terms of access to services, usage patterns, behavioural changes, and their contribution to improving the overall quality of life in the community."



1.2 Study Objectives

In order to systematically assess the outcomes of the CSR interventions, the study defines a set of specific objectives that guide the analysis. These objectives focus on understanding changes in service access, utilisation, behavioural practices, and overall community well-being, while also examining implementation processes and sustainability aspects. Following are the study objectives.

The specific objectives are:



- To document perceived changes before and after the interventions across the four thematic areas.
- To assess improvements in infrastructure functionality, service access, and utilisation.
- To understand behavioural shifts and changes in daily practices among beneficiaries.
- To examine economic implications, including time savings and income-related effects where relevant.
- To identify strengths in implementation as well as operational gaps and sustainability concerns.
- To provide practical and evidence-based recommendations for strengthening future CSR initiatives.



Toilet construction in School

CHAPTER 3: LITERATURE REVIEW

Corporate Social Responsibility (CSR) in India has emerged as an important complementary development mechanism addressing gaps in basic services such as education, drinking water, sanitation, environmental sustainability, and rural livelihoods, particularly in underserved regions (Ministry of Corporate Affairs, 2023). The institutionalisation of CSR through the Companies Act, 2013, mandating eligible companies to allocate 2% of their average net profits towards CSR activities, has further strengthened corporate engagement in social development (MCA, 2023).

National flagship programmes such as the Swachh Bharat Mission SBM 2.0 (2022–present) and the Jal Jeevan Mission have significantly improved rural infrastructure; however, evidence continues to highlight challenges related to service functionality, maintenance, and equitable access (Government of India, 2024). Recent findings indicate that despite expansion of water and sanitation infrastructure, issues such as seasonal water stress, uneven distribution, and sustainability of services persist, affecting nearly 600 million people in India. Similarly, UDISE+ 2023–24 data indicate notable improvements in school-level infrastructure, particularly in access to toilets and drinking water facilities, while gaps persist in digital learning resources and enabling classroom environments (Ministry of Education, 2024).

Empirical studies further highlight that infrastructure provision alone is insufficient to ensure sustained impact. Community-based water management systems, for instance, demonstrate stronger socio-economic outcomes when local participation and ownership are integrated into service delivery models. Likewise, behaviour-centric interventions in sanitation have shown that long-term adoption depends on social norms, awareness, and collective practices rather than mere availability of facilities.

In this context, CSR interventions are increasingly recognised as critical gap-fillers that strengthen last-mile service delivery, enhance infrastructure usability, and promote behavioural and institutional change. Evidence suggests that CSR-led water and sustainability initiatives have contributed to improving community access and resilience, particularly in water-stressed regions, by complementing public systems and introducing locally relevant solutions. Further, CSR initiatives in health, sanitation, and education sectors have demonstrated improvements in community health outcomes, awareness levels, and service utilisation when implemented through partnerships with local institutions and communities.

Within this broader framework, corporate interventions in industrial regions such as Lote Parshuram demonstrate the potential of CSR to address localised development deficits. These interventions align with emerging evidence that highlights the importance of integrating infrastructure development with behavioural change, community participation, and institutional strengthening. Such an approach not only enhances immediate service access but also contributes to long-term sustainability and improved quality of life at the grassroots level.



Computer Lab



Focus group discussion with School Girls

CHAPTER 4: STUDY APPROACH & METHODOLOGY

This section outlines the overall methodology adopted for the assessment, including the study design, sampling approach, data collection methods and analytical framework. The approach was designed to capture beneficiary perspectives and perceived changes associated with CSR initiatives implemented by Gharda Chemicals Ltd. in Lote, Ratnagiri. It also highlights the key processes followed to ensure systematic data collection, analysis, and reporting.



Sampling Frame and Coverage

This section presents the sampling coverage and respondent distribution across different thematic areas of the study. It highlights the extent of qualitative interactions conducted through FGDs, IDIs, and KLLs to capture diverse beneficiary perspectives.

Table 1 Sample Coverage

Sr. No.	Thematic Area	No. of Villages/ No. of Schools (for education)	FGD	IDI	KII	TOTAL
01.	Water	4 Villages	2	20	4	26
02.	Education	11 Schools	10	53	11	74
	Toilet	3 Schools	1	5	2	8
	Environment	4 Schools	1	5	2	8
	Digital	8 Schools	2	11	1	14
	Computer	6 Schools	2	15	3	20
	Infra	2 Schools	2	2	1	5
	Password Reading	6 Schools	2	15	2	19
03	Rural Development/ Livelihood for PwD	6 Villages		22		22
04	Environment Project	1 Area - Lalbagh Beach		21	3	24
TOTAL			12	116	18	146

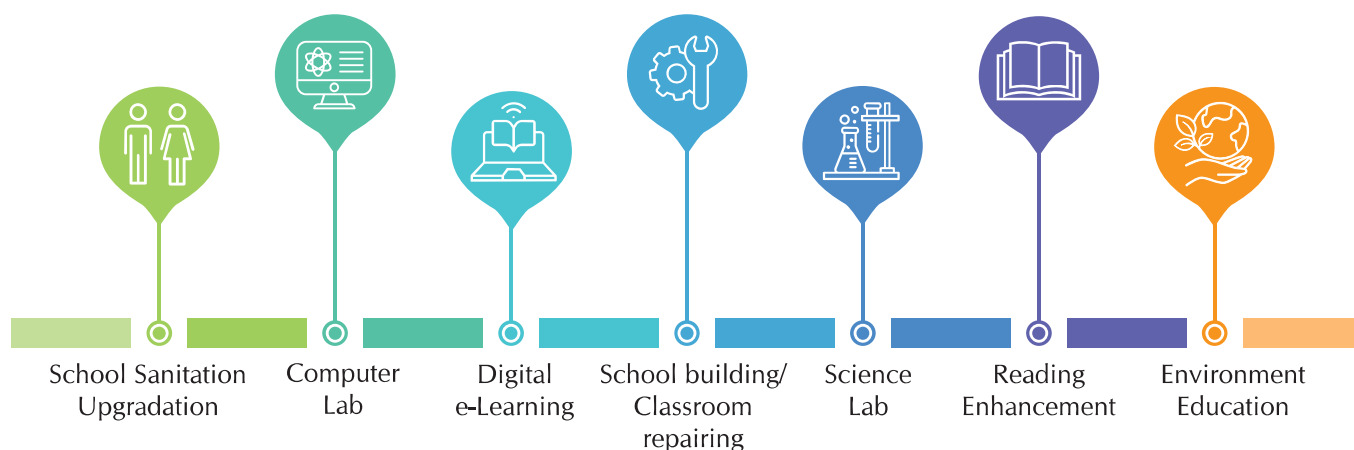


▶ Focus Group Discussion
with school students

CHAPTER 5: MAJOR FINDINGS - EDUCATION INITIATIVES

GCL designed the education interventions to strengthen the overall school learning environment through a comprehensive approach that included infrastructure improvement, sanitation facilities, digital learning, computer education, reading promotion, and environmental awareness. The interventions aimed to address key gaps affecting students' access to quality education, safety, participation, and learning experiences. By improving school facilities and introducing supportive educational mechanisms, the initiative sought to create a safe, inclusive, and enabling environment for students. These efforts collectively contributed to strengthening educational engagement, learning processes, and the holistic development of school-going children.

Objectives Dgyan School Support Program



- To enhance sanitation infrastructure in schools to promote improved health, hygiene for students.
- To improve school infrastructure through building repairs and installation of roof sheds, creating a safe, functional, and supportive learning environment for students.
- To strengthen digital education in schools by providing computer facilities and improving students' access to technology-based learning.
- To integrate digital technology in classrooms to make teaching more interactive and engaging, while strengthening teachers' skills and confidence in using e-learning tools effectively.
- To improve students' knowledge and awareness of environmental management and sustainable practices.



Activities Undertaken

- Construction of separate toilets for boys and girls in schools.
- Repair of school buildings, including construction of roof sheds and installation of windows, grills, doors, and marble flooring.
- Installation and setup of digital learning equipment.



Input

- Financial resources for construction
- Construction materials
- Skilled and unskilled labour
- Implementation across 10 schools

Outcome

Project	Objective	Activity	Input	Approx. No. of beneficiaries benefitting
Education				
 Sanitation Project	To enhance sanitation infrastructure in schools to promote better health, hygiene, and a safe learning environment for students.	Construction of separate toilets for boys and girls in schools.	- Resources for construction - Construction materials - Skilled and unskilled labour - Implementation across 10 schools	1206
 Infrastructure in school/college	To improve school infrastructure through building repairs and installation of roof sheds, creating a safe, functional, and supportive learning environment for students.	Repair of school buildings, including construction of roof sheds and installation of windows, grills, doors, and marble flooring.	- Financial resources (funds for construction and repairs) - Construction materials (cement, sand, bricks, etc.) - Roofing materials - Marble for flooring - Windows, doors, and grills - Skilled and unskilled labour	1117
 Computer Support	To strengthen digital education in schools by providing computer facilities and improving students' access to technology-based learning.	- Provision of computers to schools. - Basic guidance was provided to teachers and students on the use of computers.	Approximately 50 computers provided across 15 schools	2915
 Digital e-Learning	To integrate digital technology in classrooms to make teaching more interactive, engaging and to strengthen teachers' skills and confidence in using e-learning tools effectively.	- Teacher orientation and training on digital pedagogy were conducted. - Installation and setup of digital learning equipment were carried out.	- Financial resources for procurement and implementation. 30 digital e-learning projectors, smart boards, and LED screens. - Projectors and audio systems. - Desktop computers and educational software.	8051

Project	Objective	Activity	Input	Approx. No. of beneficiaries benefitting
 Password Project	To integrate digital technology in classrooms to make teaching more interactive and engaging, while strengthening teachers' skills and confidence in using e-learning tools effectively.	• Orientation sessions were conducted for students and teachers. • Competitions (essay, letter writing, slogan/poster) were organized. • Online sessions were held with teachers. • Student presentations were carried out. • Open-book competitions were conducted. • PASSWORD magazines were distributed to students.	• Technical support for maintenance and troubleshooting. • Financial resources for programme implementation . • PASSWORD magazines distributed periodically. • Human resources (PASSWORD team, trainers, teachers). • Training content and competition materials. • Digital platforms for online sessions.	2509
 Environment Awareness	To improve students' knowledge and awareness of environmental management and sustainable practices.	• Tree plantation activities were conducted. • Awareness sessions on waste segregation were organized. • Awareness sessions on water and electricity conservation practices were conducted.	• Financial resources for implementation. • Human resources (trainers). • Awareness materials (IEC materials)	

5.1: Sanitation Project

Access to safe and adequate sanitation facilities is essential for ensuring a healthy and inclusive school environment. This study outlines the aim of improving access to sanitation facilities in schools. The key findings highlight increased usage, improved comfort, and better hygiene, while also emphasizing the need to ensure their continued and proper use over time.

Research Objective

The following are the research objectives of the sanitation project, which focus on assessing improvements in access, usage, and hygiene conditions in schools. These objectives help in understanding the overall impact of improved sanitation facilities on students' comfort, safety, and health.



- To assess improvements in access to safe and adequate sanitation facilities in schools after the intervention.
- To examine changes in the usage of sanitation facilities by students, especially girls.
- To understand improvements in students' comfort, safety, and hygiene practices linked to better sanitation infrastructure.
- To evaluate the overall impact of improved sanitation facilities on the school environment.

Rational of the project

The program was initiated to address inadequate sanitation facilities in schools, which affected students' hygiene, health, comfort, and school attendance, especially among girls. Improving sanitation infrastructure aimed to create a safer, healthier, and more inclusive learning environment.



30
Schools



20
Toilets



Impact Indicators

- Consistent use of facilities, especially by girls
- Hygiene practices & Health Condition
- Behaviour change
- School Attendance
- Perception towards school



Key Findings

This segment presents an overall analysis of the sanitation intervention by comparing the situation before and after implementation. It further examines the resulting outcomes and broader impact on students' access, usage and hygiene practices.



Toilet construction in the school

PRE-INTERVENTION SCENARIO (BASELINE FINDINGS)



The baseline assessment indicated significant gaps in the availability, quality, and usability of school sanitation facilities, which adversely affected students' hygiene practices, comfort, and sense of safety.



- Toilet infrastructure was found to be in poor physical condition, with damaged or non-functional doors, resulting in privacy and safety concerns among students.
- The school did not have separate toilets for boys and girls, limiting access and disproportionately affecting girl students due to lack of privacy.
- Adolescent girls reported hesitancy in using the toilet facilities, particularly during menstruation, owing to inadequate hygiene conditions and absence of gender-sensitive infrastructure.
- Inconsistent water availability further compromised cleanliness and regular use of the toilets.

Infrastructure



- Damaged doors
- Poor condition
- No enclosures
- No separate toilets
- Inadequate water
- Poor cleanliness

Behavioural



- Menstrual discomfort
- Reluctance to use
- Safety concerns
- Toilet avoidance
- Reduced water intake
- Health risk

AFTER INTERVENTION



- Separate toilet facilities for boys and girls were constructed, improving access for students, especially girls.
- Toilet structures were improved and enclosed, making students feel safe and comfortable while using the facilities.
- Girls reported greater comfort in using toilets, including during menstruation, leading to better hygiene practices and reduced sanitation-related complaints.



Outcomes

- Improved access, safety, and comfort encouraged consistent use of facilities, especially by girls, even during menstruation, leading to better hygiene practices and reduced sanitation-related complaints.
- Improved sanitation infrastructure enhanced students' sense of comfort and willingness to use school toilet facilities during school hours.
- Students no longer avoided drinking water to reduce toilet use, indicating improved access to sanitation facilities and better support for normal hydration habits, contributing to improved hygiene and health conditions in the school.



Impact

- Improved sanitation facilities strengthened girls' continuity in education by reducing education discontinuity linked to menstrual health barriers.
- The improved sanitation environment contributed to broader institutional and social changes within the school, reflected in better hygiene practices, a more disciplined school environment, and a more dignified learning environment where students could participate comfortably and regularly.



Attribution Statement

The observed improvements in sanitation infrastructure, access, and usage patterns are largely attributable to the CSR-supported construction and upgradation of school toilet facilities, which addressed key gaps identified during the baseline assessment, including lack of gender-segregated toilets, inadequate privacy and poor physical condition of existing facilities.

The evaluation findings suggest a strong contribution of the intervention to improved comfort, safety and hygiene practices among students, particularly girls. However, it is acknowledged that behavioural changes—such as increased toilet usage and improved menstrual hygiene practices—may also have been influenced by concurrent factors, including school-level supervision, hygiene awareness activities, and broader government sanitation initiatives.

LIMITATIONS OF THE ASSESSMENT



While the evaluation provides valuable insights into the outcomes of the intervention, certain limitations should be noted:

- Findings related to usage patterns, comfort levels, and behavioural changes are partly derived from self-reported data, which may be subject to respondent bias.
- The evaluation captured outcomes over a short-to-medium timeframe; therefore, long-term sustainability of infrastructure functionality and behaviour change could not be fully assessed.
- Variations in school management practices, maintenance support and local context may influence outcomes and limit generalizability of findings across all settings.
- The assessment focused primarily on infrastructure and immediate outcome indicators; broader impacts on academic performance and long-term health outcomes were beyond the scope of this evaluation.



Overall Analysis

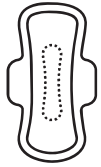
The assessment finds that improvements in sanitation infrastructure directly influenced student behaviour. The provision of separate, safe, and functional toilets reduced avoidance practices and increased regular usage, particularly among girls. Improved water availability and hygiene facilities facilitated better personal hygiene behaviours. These changes, in turn, reduced sanitation-related discomfort and supported more consistent school participation.

Overall, the intervention demonstrates a clear pathway from infrastructure enhancement to behaviour change and improved attendance outcomes.



Key Recommendations

To strengthen the sustainability and effectiveness of the school toilet intervention, the evaluation recommends the following:



Menstrual hygiene support may be reinforced by ensuring availability of sanitary napkins near girls' toilets, along with covered disposal bins to promote dignity and regular use.



A structured toilet upkeep and maintenance system should be established, including defined cleaning responsibilities, visible schedules, and provision for routine minor repairs.



Continuous water availability and cleanliness must be ensured to support regular usage, and hygiene practices.



Formation or strengthening of school-level sanitation or WASH committees can enhance monitoring, ownership, and student participation.



Periodic follow-up and monitoring are recommended to assess functionality, cleanliness, and sustained behavioural outcomes over time.

These measures are expected to enhance long-term functionality, usage and hygiene outcomes, particularly for girl students.

5.2: Infrastructure Development in Schools

Infrastructure plays a crucial role in creating a safe and conducive learning environment in schools. The intervention focused on the repair of school buildings, including the construction of roof sheds and the installation of windows, grills, doors, and marble flooring. These efforts aimed at improving structural stability—ensuring that school buildings are strong, safe, and free from risks such as cracks or leakage—while also enhancing usability (by making classrooms more comfortable, functional, and suitable for daily teaching and learning activities) and providing protection from extreme weather conditions.

Research Objective

The following are the research objectives of the study, which focus on assessing the improvements in school infrastructure and their impact on the learning environment. These objectives guide the analysis of changes in safety, usability, and teaching–learning conditions after the intervention.



- To assess improvements in school infrastructure in terms of structural safety, stability, and classroom usability after the intervention.
- To examine changes in students' attendance, comfort, and sense of safety due to improved classroom conditions.
- To understand the impact of infrastructural improvements on teaching practices and classroom management.
- To evaluate the overall role of improved infrastructure in strengthening the teaching–learning environment.



Key Findings

This segment provides a comparative review of the pre-intervention and post-intervention conditions, followed by an examination of the resulting outcomes and broader impact. It also presents an overall analysis of the changes observed in the school infrastructure and learning environment.

BEFORE INTERVENTION



- Participants stated that classrooms were in poor condition, with cracks in the walls, visible structural damage, and inadequate maintenance, as observed during discussions, which made the classrooms uncomfortable and not suitable for learning thereby, creating an uncomfortable environment and negatively affecting both teaching and learning.
- Participants reported that inadequate and weak roofing caused excessive heat inside classrooms during summer, which made students uncomfortable and affected their concentration.
- Participants also shared, that we had to sit together with students from other classes in the same room, often in a cramped way, making it uncomfortable and difficult for them to participate properly in classroom activities.
- Attention spans decreased and student absenteeism increased due to unfavourable classroom conditions.
- Teachers noted that such conditions reduced students' attention spans and led to increased absenteeism, further disrupting classroom teaching continuity.

AFTER INTERVENTION



- Structural strengthening and repairs addressed earlier gaps, creating safer classrooms with reduced risks from heat, leakage, and damage.
- Improved ventilation and added basic facilities, such as windows and grills, made classrooms more comfortable and easier to use for daily teaching and learning.
- Participants shared that better infrastructure reduced disruptions and helped classes run more smoothly, supporting regular and focused learning.



Outcomes

- Students felt safer as the new and stronger building reduced their fear of roof collapse, especially during the monsoon.
- Teachers observed that an improved sense of safety in the school environment contributed to better student attendance and regularity.
- Teachers reported a notable improvement in teaching efficiency and better completion of lessons due to reduced disruptions and a more stable classroom environment.



Impact

- Improved teaching efficiency led to better quality of teaching, as teachers could continue lessons smoothly and focus more on teaching instead of dealing with environmental issues, thereby strengthening the overall teaching–learning process.
- Improved classroom infrastructure led to a more stable and comfortable learning environment, which contributed to positive changes in student learning conditions.



Overall Analysis

The findings indicate that improved school infrastructure directly contributed to a more secure and stable learning environment, which positively influenced both student attendance and classroom behaviour. Enhanced structural safety, particularly during the monsoon, reduced fear among students and increased their regularity in attending school, highlighting the importance of basic safety conditions in sustaining participation in education.

Teachers also experienced smoother classroom functioning, as reduced environmental disruptions allowed for better time management and more consistent lesson delivery. This improvement supported greater instructional continuity and efficiency in teaching practices.

Overall, it is evident that improved school infrastructure has played a key role in creating a safer, more stable, and supportive learning environment, positively influencing both student participation and teaching effectiveness.

5.3: Computer Lab Support

The CSR-supported computer lab intervention aimed to improve students' access to technology and strengthen foundational digital skills through regular and structured exposure to computers. The initiative sought to address gaps in digital access and computer literacy by enhancing existing computer lab infrastructure and enabling consistent hands-on learning. The assessment examined changes in the availability, usage, student confidence, and learning outcomes following the intervention.

Findings indicate that sustained access to computer labs contributed to improved familiarity with digital tools, increased confidence among students, and more effective use of technology for academic purposes. The following sections present the baseline situation, post-intervention outcomes, and observed impact.

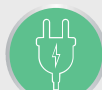
Research Objectives

The evaluation was guided by the following research objectives:



- To assess changes in the availability and accessibility of computer lab facilities before and after the intervention.
- To examine changes in the frequency and structure of computer lab usage among students.
- To evaluate improvements in students' basic digital skills and computer literacy.
- To understand changes in students' confidence and comfort in using digital tools.
- To assess the overall impact of computer lab support on students' learning processes and academic work.

Computer Lab CSR Intervention

Pre-Intervention Key Issues	Post-Intervention Key Improvements
 Infrastructure Limited computers, Poor lab capacity	 Infrastructure Additional computers, strengthened labs
 Access Infrequent classes, Restricted student access	 Access Fixed batches, Regular schedules
 Learning Exposure Minimal hands - on practice	 Learning Exposure Expanded hands - on learning
 Student Confidence Fear of mistakes, low familiarity	 Student Confidence Improved comfort, Higher engagement
 Operational Issues Power cuts, lack of technical staff	 Operational Support Better utilization

BEFORE INTERVENTION



The baseline assessment highlighted multiple constraints limiting students' exposure to and effective use of computer facilities:

- Limited availability of functional computers restricted student access to digital learning.
- Computer classes were conducted infrequently, in some cases only once a month, resulting in fragmented learning.
- Opportunities for hands-on practice were minimal, limiting skill development.
- Many students expressed hesitation in using computers due to limited prior exposure and guidance, leading to fear of making mistakes.
- Frequent power interruptions disrupted computer sessions and affected regular usage.
- In some schools, absence of dedicated technical support resulted in delayed maintenance and reduced system functionality.

AFTER INTERVENTION



Following the CSR intervention, improvements were observed in infrastructure availability and usage patterns:

- Existing computer labs were strengthened through the provision of additional computers, improving student access.
- Fixed batches and structured schedules were introduced, ensuring regular and predictable usage.
- Practical exposure to computers expanded across multiple classes, enabling broader hands-on learning and increased familiarity with digital tools.



Outcomes

The intervention resulted in measurable improvements in students' digital competencies:

- Students developed foundational computer skills, including basic operations, typing, and use of applications such as MS Word, Excel, and PowerPoint.
- In schools with trained teachers, improvements were observed in students' typing speed and accuracy.
- Regular computer use supported students in completing assignments and presentations more efficiently and confidently.



Impact

At the impact level, the intervention contributed to broader educational and equity-related outcomes:

- Students demonstrated greater confidence and independence in using computers, with reduced fear of making mistakes.
- Use of digital tools improved academic efficiency, enabling faster and clearer completion of schoolwork.
- The quality of assignments and presentations improved due to enhanced digital proficiency.
- Students were better prepared for further education and future employment opportunities requiring basic computer skills.
- The intervention helped reduce digital disparities by providing students from low-income backgrounds with equitable access to technology.



Recommendations

Based on the evaluation findings, the following recommendations are proposed to strengthen the effectiveness, utilisation, and sustainability of the computer lab intervention:



Ensure continuous technical support and maintenance

To sustain the functionality of computer systems, minimise downtime, and address hardware or software issues in a timely manner.



Strengthen teacher capacity in basic digital instruction

Through periodic training, enabling more effective facilitation of computer sessions and optimal use of the lab for learning.



Integrate regular computer sessions into the school timetable

To institutionalise usage, ensure consistent student exposure, and support sustained skill development.



Explore introduction of advanced digital skill modules for higher-grade students

Building on foundational competencies and supporting readiness for further education and future employment.



Support structured monitoring of lab utilisation

Including usage logs and periodic reviews, to track engagement levels and identify gaps requiring corrective action.



▶ Smart Board Learning Class



Overall Analysis

The assessment indicates that the computer lab intervention played a significant role in enhancing students' digital learning experiences. Prior to the intervention, limited access and irregular exposure resulted in low confidence and minimal engagement with technology. The provision of improved infrastructure and regular, structured access led to increased hands-on practice, greater familiarity with digital tools, and higher student engagement. These changes translated into improved computer literacy, reduced technology-related hesitation, and increased use of digital tools for academic tasks. Overall, the intervention functioned as an enabling platform for strengthening digital competence and supporting more inclusive learning outcomes.

The changes observed between the pre- and post-intervention scenarios—including improved access to computers, structured usage, increased hands-on learning, and higher student confidence—are largely attributable to the CSR-supported enhancement of computer lab infrastructure and associated implementation measures. The provision of additional computers, structured schedules, and improved operational functionality appears to have contributed significantly to increased student engagement and improved digital skill development.

However, the evaluation recognises that these outcomes may also have been influenced by complementary factors, such as teacher involvement, school leadership, curriculum integration, and broader exposure to technology outside the intervention. As the assessment follows a non-experimental design, attribution is understood in terms of contribution rather than direct causality.



Limitations

The findings presented in this visual summary should be interpreted in light of the following limitations:

- The assessment is based on a before–after comparison without a control group, which limits definitive attribution of impact solely to the CSR intervention.
- Several outcomes, including confidence levels and ease of computer usage, rely on self-reported feedback from students and teachers, which may be subject to perception bias.
- The evaluation was conducted over a limited time period, and long-term sustainability of usage, maintenance, and learning outcomes could not be fully assessed.
- Variations in teacher capacity, power supply stability, and school management practices across participating schools may have influenced outcomes and limited generalisation.
- Academic performance impacts were observed indirectly; causal linkages to learning achievement were beyond the scope of this assessment.



Science Lab



Students using the Computer Laboratory

5.4: Digital E-Learning

The introduction of digital learning tools in classrooms marked a significant shift in the teaching–learning process. This intervention was designed to improve conceptual clarity and enhance student participation through more interactive methods of instruction. The following section presents a comparative analysis of the situation before the intervention, the inputs provided, and the resulting outcomes and overall impact.

Research Objective

- To assess changes in teaching practices from traditional blackboard-based methods to digital and interactive learning approaches after the intervention.
- To examine improvements in students' conceptual understanding, particularly in Mathematics and Science, due to the use of digital tools.
- To evaluate changes in student engagement, classroom participation, and interaction levels following the introduction of smart boards and multimedia resources.
- To understand the impact of digital learning tools on students' confidence, academic preparedness, and examination participation.
- To assess the short-term outcomes and emerging long-term educational impact of integrating digital infrastructure in classrooms.

BEFORE INTERVENTION



- Students struggled to understand abstract and conceptual topics, particularly in subjects like Mathematics and Science.
- Teaching was largely dependent on blackboard-based instruction, with repeated explanations of concepts.
- Student attendance during examinations was inconsistent, reflecting low confidence and preparedness.

AFTER INTERVENTION



- Classrooms were equipped with smart boards, projectors, and multimedia tools, enabling the use of videos, animations, and visual aids during teaching.
- Teachers were supported through orientation and training to integrate digital tools into their classroom practices.
- Teachers integrated digital content into lesson delivery, making sessions more interactive and engaging.
- Availability of ready digital resources reduced time spent on repetitive explanations and manual drawing.
- Regular technical assistance, timely repairs, and ongoing system support ensured that digital infrastructure remained functional and was used consistently.



▶ Digital e-Learning projector and screen



Outcomes

- Teachers reported that students were able to grasp difficult concepts more quickly when shown videos, animations, and visual aids.
- Students themselves shared that subjects like Mathematics and Science became easier to understand when concepts were shown on projectors.
- During discussions, teachers observed that the use of digital tools encouraged students to ask more questions. They also noted increased active participation in classroom discussions.
- Digital learning improved students' understanding of concepts. Increased classroom interaction helped to clear doubts, making learning easier and leading to the timely completion of assignments.
- Students felt more confident in their studies, which helped them attend exams regularly and participate more actively.



Impact

- Improved conceptual understanding contributed to better learning retention, as students were able to recall and apply concepts.
- Increased interest in subjects like Mathematics and Science encouraged continued engagement with studies.
- Students showed better understanding over time, and teaching became more effective and consistent across classes.
- Students have gradually started becoming more independent and are able to solve problems on their own with improved confidence.



Overall Analysis

The comparison of the pre- and post-intervention situations indicates a clear shift from a resource-constrained and teacher-dependent learning environment to a more interactive and resource-enabled classroom. Earlier, limited infrastructure and reliance on blackboard-based teaching restricted conceptual understanding, leading to low confidence and inconsistent academic participation among students. The introduction of digital tools, teacher training, and technical support improved the delivery of lessons, making them more engaging and easier to understand, which is reflected in immediate outcomes such as increased interaction, better clarity, and timely completion of assignments. However, the transition from outcomes to impact is gradual. In the short term, better engagement and understanding are clearly visible. However, the long-term impact is emerging gradually as students build confidence, learn independently, and show increased interest in their studies. The sustainability of these gains also depends on the regular use of digital tools, effective use by teachers, and proper maintenance of infrastructure.

Overall, the intervention indicates that while digital support improves the learning environment, its long-term impact depends on consistent usage and continued academic support.

5.5: Password Project

“Password” is a social campaign aimed at promoting reading habits among school-going children beyond textbooks and supporting their overall personality development. The program focused on strengthening reading culture through structured reading materials, guided activities, classroom discussions, and competitions. It was implemented as a readership campaign in four schools located near the Gharda Chemicals Ltd. The campaign was conducted in three rounds in October 2023, December 2024, and February 2025.

Process of the program



- Gharda Foundation and Unique Features formed a joint team to implement the campaign.
- Schools around Gharda Chemicals, Lote were shortlisted as target institutions.
- The team visited selected schools to discuss and align campaign objectives with school management, principals, and teachers.
- Content for the campaign was developed collaboratively, incorporating inputs from educators and stakeholders.
- Informative articles and inspiring stories were compiled from authors, social workers, and teachers.
- The content was designed and published in an easy-to-read magazine format called “Password,” with illustrations and visuals.
- The magazine was released in multiple issues (usually three) across the academic year.
- Printed copies of the Password magazine were distributed to students in participating schools.
- Orientation sessions were conducted for teachers and students to introduce the campaign.
- Reading-based activities and competitions such as essay writing, letter writing, poster making, and elocution were organised.
- Winners of competitions were recognised and awarded in school-level events to encourage participation.
- Feedback was collected from schools, and an impact assessment report with photographs and videos was prepared at the end of the campaign.
- Password was a Marathi magazine created for school-going children to encourage reading and inspire learning.



List of the SCHOOLS PARTICIPATING in the Password Program

The Password Program was implemented in selected schools. The following is the list of schools that participated in the program.

Name of School	No. of Password Magazine distributed
Vishwanath Vidyalaya, Lavle	200
Navbharat English School	300
L.P. English School	200
Shriman Chandulal Sheth School	300

Program Objective



The program objectives outline the intended goals of the Password Program in promoting reading habits and improving students' language skills. These objectives serve as a framework for assessing the effectiveness and impact of the intervention.



- To develop students' interest in reading and enhance their reading habits and capacity by improving linguistic skills.
- To develop reading as a habit.
- To improve their expression and overall communication skills.
- To enhance their ability to comprehend and analyse.
- To support them to perform better in their school curriculum through complementary activities.
- To help students develop their own personality as a combined impact of the above.

Research Objective

The following are the objectives of the study, which guide the assessment of the Password Program's implementation and outcomes. These objectives focus on understanding its impact on students' reading habits, skills, engagement, and overall learning experience.



- To examine changes in students' reading habits and frequency of reading beyond textbooks.
- To assess improvement in students' vocabulary and comprehension skills.
- To evaluate students' engagement with Password magazine and other reading materials.
- To understand the effectiveness of reading activities and competitions in sustaining student interest.
- To assess changes in students' confidence and expression abilities.
- To capture teachers' perceptions on the relevance and usefulness of the program.
- To review the consistency and reach of program implementation across schools and campaign rounds.



Key Findings

The following sub-section presents an analysis of the Password Program by examining the pre-intervention situation, post-intervention changes, outcomes, and overall impact. It provides a consolidated understanding of how the intervention influenced students' reading habits and learning experience.

BEFORE INTERVENTION



- It was revealed during discussions that students' reading habits were limited and mostly restricted to textbooks, indicating a weak reading culture with minimal engagement in reading beyond the prescribed curriculum.
- Students reported that during their free time they preferred playing rather than reading storybooks or newspapers and only read what was required in the classroom. This was mainly due to limited interest in reading and weak reading habits beyond academics and in some cases, limited accessibility to reading materials at home or outside school.

- Teachers observed that students had limited understanding of words and meanings, struggled to form sentences properly, and were unable to express their thoughts clearly in writing and speaking. This was largely attributed to limited reading exposure beyond textbooks and a lack of interest in reading beyond the prescribed material among most students.

AFTER INTERVENTION



- Regular distribution of Password magazines at intervals of approximately 2-3 months.
- The schools started conducting structured reading sessions within schools, providing regular opportunities for students to engage with reading materials in a guided and systematic manner.
- A strategy was developed to inculcate reading habits among students through competitions such as essay writing, slogan writing, and presentations, along with the integration of magazine content into classroom teaching. This further led to increased interactions and discussions between teachers and students in the classroom.



Outcomes

- Students were encouraged to read beyond prescribed textbooks, leading to a gradual shift towards self-initiated reading practices.
- A school environment was created that promoted reading as an engaging and participatory activity involving reading and understanding texts.
- Teachers observed improvement in vocabulary usage and language expression in both writing and speaking.
- Students became more active and confident in classroom discussions and academic activities. For example, students started participating more willingly in class discussions, answering questions without hesitation, and taking part in activities like presentations and group work.
- Students exhibited improved ability to recall and interpret information from reading materials.



Impact

- Development of a sustained reading culture among students, with reading gradually becoming a self-initiated habit rather than a classroom requirement.
- Strengthening of overall language competence, reflected in improved communication skills, clarity of expression, and better use of vocabulary in academic settings.
- Positive shift towards participatory and interactive learning environments, where students showed greater curiosity and engagement in learning processes, became more confident, and shared their ideas more easily.
- Strengthening of independent thinking and the ability to respond to questions with confidence.



Overall Analysis

The intervention contributed to strengthening students' language abilities, especially in expression, comprehension, and vocabulary usage. It fostered greater confidence among learners, enabling them to participate more actively in classroom discussions and express their ideas with clarity. The learning environment became more interactive, with increased student engagement and exchange of ideas, supporting collaborative learning. Overall, it helped in improving academic communication skills and promoting a more participatory approach to learning. However, it is important to note that while the program created an enabling environment for learning, its long-term effectiveness requires consistent implementation, active teacher involvement, and integration of reading practices into daily classroom routines.



► Password Program

5.6: Environment School Awareness Program

Students lacked essential knowledge about environmental cleanliness, waste management, and conservation of water and electricity, and had limited awareness of key environmental issues. Environmental practices were mostly confined to textbooks with little practical application in school routines. To address these gaps, a School-Based Environmental Awareness Program was implemented to build understanding and promote responsible environmental behaviour through regular activities and hands-on learning.

Research Objective

- To assess students' awareness and understanding of environmental cleanliness, waste management, and resource conservation before and after the intervention.
- To examine changes in students' practices related to waste segregation, cleanliness, and maintenance of school premises.
- To evaluate the impact of the intervention on students' behaviour regarding water and electricity conservation in daily school life.
- To understand students' participation in environmental activities such as cleanliness drives and plantation initiatives.

BEFORE INTERVENTION



- Students had limited awareness of environmental cleanliness and waste management, as littering and improper disposal of waste were commonly observed within the school premises, which reflected a lack of basic understanding and awareness of responsible environmental practices.
- Students mentioned that they had heard about dry and wet waste, but they had not actually practiced segregation of waste in their daily routine.
- Before the intervention, students often did not switch off lights during breaks or when going for PT classes and computer sessions.
- Students revealed during discussions that they often left water taps open when going to the washroom or sometimes played by splashing water on each other, and they rarely informed authorities when they noticed leaks in pipes.
- Students mentioned that prior to the intervention, they had not planted any plants themselves and had no practical experience in plantation activities.
- Students stated they lacked knowledge about plant care, including when and how much water to give, the quantity of manure to use, and the precautions to be followed.

AFTER INTERVENTION



- Students demonstrated improved awareness of environmental cleanliness and began using dustbins regularly for proper waste disposal in schools.
- Understanding of waste segregation improved, with students able to distinguish between dry and wet waste in practice.
- Engagement in cleanliness drives increased, with students taking responsibility for maintaining hygiene in school premises.
- Students showed greater awareness and practice of water and electricity conservation in daily school activities, for example, they began switching off lights and fans during breaks, ensured taps were closed properly after use, and avoided unnecessary wastage of water.

- Environmental practices began extending beyond school, with students influencing family members to adopt responsible behaviours at home. For example, students shared that mobile phones should not be left on charging unnecessarily and that switches or buttons should be turned off after use to avoid electricity wastage.
- Tree plantation activities were undertaken in the school premises by students. Due to awareness sessions on plant maintenance, students gained knowledge on how to care for plants and followed the same in practice. The school also initiated a system where responsibility for watering plants was assigned class-wise, with different classes taking turns to ensure regular care of the plants.



Outcomes

- Increased awareness and visible improvement in cleanliness practices, with students regularly using dustbins and maintaining hygiene in school premises, gradually inculcating a sense of responsible behaviour towards cleanliness and waste management.
- Better understanding and practical application of waste segregation, with students able to distinguish and separate dry and wet waste, showing that they are now putting their learning into practice in daily life, for example, they are able to put food waste in wet waste and paper or plastic in dry waste at school.
- Improved participation in environmental activities such as cleanliness drives and plantation-related tasks, showing increased student engagement and ownership in school-based eco-activities.
- Development of basic conservation practices, with students beginning to switch off lights, fans and close water taps during daily school activities, indicating emerging resource-conscious behaviour in routine life. Teachers also mentioned during discussions that these changes were clearly visible among students.
- Students further shared that these practices were also being followed at home, reflecting the spillover of environmental awareness beyond the school setting.



Impact

- Environmental responsibility has become increasingly embedded in students' daily school behaviour, reflecting a shift towards routine-based practice.
- A collective culture of cleanliness and resource conservation has emerged within the school, supported by shared responsibility among students.
- Students are beginning to act as behavioural influencers at the household level, encouraging better practices related to energy use and waste management.
- A stronger sense of ownership towards natural resources such as water, electricity and plants is becoming evident in student behaviour.
- Environmental practices are increasingly being sustained beyond the school setting, indicating long-term behavioural internalisation.



Overall Analysis

The findings indicate a clear shift in students' environmental understanding from passive awareness to active and responsible behaviour. The intervention appears to have facilitated experiential learning, where environmental concepts moved beyond classroom knowledge into daily practice. This is reflected in the gradual internalisation of habits related to cleanliness, resource conservation and ecological responsibility.

A key observation is the emergence of behavioural consistency in school routines, suggesting that repeated exposure and structured activities helped students translate awareness into action. Practices such as waste segregation, resource conservation, and participation in environmental activities indicate the development of a sense of responsibility and collective ownership towards the school environment.

Importantly, the spillover of these practices into home settings suggests that learning was not confined to the institutional space but extended into students' personal lives. This indicates a deeper behavioural shift, where environmental responsibility is beginning to become part of everyday conduct.

Overall, the intervention demonstrates how sustained engagement and hands-on exposure can contribute to shaping environmentally responsible behaviour among students, moving from awareness to practice and gradual behavioural change.



CHAPTER 06: MAJOR FINDINGS - DRINKING WATER PROGRAM

The Drinking Water Program was implemented to address chronic water scarcity and irregular supply in selected villages of the Lote region. The intervention focused on improving household-level access through the installation of storage tanks and distribution pipelines. This section presents an analysis of the program covering pre-intervention conditions, post-intervention changes, outcomes, impact, and overall findings.

CSR INTERVENTION ON DRINKING WATER ACCESSIBILITY

Gharda Chemicals Limited undertook a need-based CSR intervention to address chronic deficiencies in drinking water access in the hilly Konkan region, where dispersed settlements and difficult terrain limit infrastructure coverage. While the State Government's **Har Ghar Jal scheme** aims to provide household-level water connections, several remote habitations—particularly in the Khed block—continue to remain outside its effective reach. Baseline assessments and community consultations revealed that residents of small, scattered hutments were required to travel 1–2 hours daily to access potable water, resulting in significant time burden and health risks. In response to formal requests from village communities and identified service delivery gaps, the Company conceptualized and implemented a Clean Drinking Water Project to facilitate reliable, safe, and proximate access to drinking water. The intervention is aligned with the Company's CSR strategy of addressing critical local needs and contributes directly to **SDG 6: Clean Water and Sanitation**, while generating positive social outcomes in terms of health, time savings, and improved quality of life.



Research Objective

The following are the research objectives of the Drinking Water Program, which focus on assessing changes in access, usage, and reliability of water supply after the intervention. These objectives help in understanding the overall impact on household drudgery, financial burden, and quality of life in the intervention villages.



- To assess the status of drinking water access and supply reliability before and after the intervention.
- To examine changes in time burden and drudgery associated with water collection, particularly among women.
- To evaluate the impact of improved water infrastructure on household expenditure and financial stress.
- To understand changes in social participation and daily household functioning due to improved water access.
- To assess community involvement and emerging ownership in the maintenance of water systems.

BEFORE INTERVENTION



- Participants in the focus group discussions mentioned that water supply was highly irregular, with households experiencing long gaps of 10–15 days between access, reflecting an unstable and unreliable supply system. Due to this, there was significant economic stress, as households had to purchase water from private vendors because they could not rely on the public water supply.
- Women and children bore a significant burden of water collection, often walking long distances and spending several hours (3–4 hrs) each day to meet household needs. Children frequently remained absent from school, negatively affecting their education and continuity of learning. Additionally, women's absence from work led to loss of man-days, indicating reduced livelihood productivity and economic impact at the household level.
- Dependence on purchased water increased during seasonal scarcity, adding recurring financial pressure on already constrained rural households.
- Water scarcity disrupted routine household functions and restricted participation in social and community activities.
- In villages located near creeks, concerns about water quality were common, as people were worried about whether the available water was safe to drink. Due to possible contamination, they experienced uncertainty and fear about water quality, which led to anxiety regarding health and safety.
- Waterborne illnesses such as diarrhoea and stomach infections were frequently reported due to the use of unsafe drinking water sources.

AFTER INTERVENTION



- Installation of storage tanks and pipelines improved the regularity and predictability of water supply, with alternate-day availability in many villages.
- Drudgery reduced significantly as households no longer needed to travel long distances for water collection.
- Financial burden decreased due to reduced dependency on purchased water during scarcity periods.
- Household routines became more stable, enabling better management of daily work and social activities.
- Community participation increased, with households contributing to maintenance and engaging in collective problem-solving.



Outcomes

- Significant reduction in time spent on water collection due to improved access and availability at the habitation level.
- Improved regularity and predictability of water supply, reducing daily uncertainty in household water management.
- Households discontinued or reduced dependence on purchasing water from private vendors.
- Reduced physical burden on women and children due to nearby and more reliable water access.
- Improved ease of managing daily household routines due to better water availability.
- Improved Time Utilisation and Household Productivity.



Impact

- Increased household productivity as saved time from water collection was redirected to agricultural, livestock rearing, and income-generating activities.
- Improved health conditions due to reduced reliance on unsafe water sources, leading to a decline in waterborne diseases such as diarrhoea and stomach infections, along with monthly savings of approximately Rs. 100–150 on medical expenses.
- Enhanced household economic stability through savings previously spent on purchasing water from vendors.
- Strengthened livelihood outcomes, with women able to contribute more effectively to productive work and income generation.
- Improved gender and social well-being through reduced burden on women and increased participation in other household and social activities.
- Overall improvement in quality of life due to reliable water access and reduced drudgery.



Overall Analysis

The findings indicate that the Drinking Water Program has significantly improved access and reliability of water supply in the intervention villages. The shift from irregular and uncertain supply to more predictable availability has reduced daily hardships, particularly for women, by lowering the time and physical effort involved in water collection. This has also improved the overall efficiency of household routines and reduced financial stress linked to water insecurity.

The analysis further highlights the strong link between basic infrastructure and socio-economic well-being. Improved water access has enabled better time use and enhanced participation in productive and household activities, reflecting a gradual improvement in daily living conditions. Community involvement in system maintenance also indicates the emergence of collective responsibility, which supports long-term sustainability of the intervention.

Overall, the intervention demonstrates that reliable drinking water infrastructure serves as a foundational enabler of improved quality of life, contributing to more stable household functioning and gradual socio-economic improvement.



▶ Water Storage Tank installed in the Village

CHAPTER 07: MAJOR FINDINGS - LADGHAR BEACH CLEANLINESS INITIATIVE

Environmental Sustainability, SDGs and National Priorities.

Introduction

The Community Environment Program – Clean Beach Initiative at Ladghar was conceptualised to address growing concerns of coastal degradation, unmanaged waste, and declining tourism potential. India's long coastline faces increasing pressure from plastic pollution, unregulated tourism, and limited community-driven management, making coastal cleanliness a national environmental concern.

The initiative adopted an integrated approach combining regular beach cleaning drives, waste management systems, basic infrastructure development, and active community participation. The program aimed not only to restore environmental quality but also to strengthen tourism-linked livelihoods and promote local stewardship of coastal resources.

This chapter presents an impact-oriented assessment of the intervention, analysing pre- and post-intervention conditions, outcomes, and long-term impacts, with a specific focus on alignment to Sustainable Development Goals (SDGs) and India's national environmental and coastal management priorities.



Project	Objective	Activity	Input	Approx. No. of beneficiaries benefitting
Environment				
 Ladgar Beach	To improve environmental cleanliness and promote community participation in beach conservation.	- Regular beach cleaning activities were conducted. - Street lighting was installed. - Dustbins were placed at appropriate locations. - Community meetings were conducted to promote participation. - Gloves were distributed to support safe cleaning activities.	- Financial resources for implementation. - Support for organizing community meetings,. - Human resources (staff). - Cleaning materials and equipment. - Gloves for safe handling of waste. - Dustbins for waste collection. - Street lighting infrastructure.	5000+

Research Objective

The impact assessment is guided by the following research objectives:



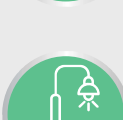
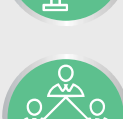
- To assess changes in the environmental condition and tourism activity at Ladghar Beach before and after the intervention.
- To examine improvements in cleanliness, waste management practices, and ecological conditions.
- To evaluate the impact of environmental improvements on tourism inflow and local livelihood opportunities.
- To understand the extent of community participation and ownership in environmental management.
- To analyse broader socio-economic changes arising from improved environmental conditions.



Key Findings

Before–after intervention conditions, along with outcomes and impacts, are discussed in the following section. This segment presents a structured analysis of the changes observed due to the intervention.

Before & After Intervention

Before Intervention	After Intervention
 Very low tourist footfall (5-6 weekday 20-50 weekend visitors)	 Sharp rise in tourist visits (50-60 weekday 100-150 weekend visitors)
 Poor beach cleanliness & unmanaged plastic waste	 Regular cleaning drives & visible litter reduction
 No structured waste disposal system	 Dustbins & waste segregation
 Low, unstable tourism-linked income	 Organized collection (₹1000 - ₹1500/day)
 Poor lighting and low safety perception	 Improved lighting and safer evening access
 Limited community engagement	 Community-led cleaning every 15 days

SITUATION BEFORE INTERVENTION

Prior to the implementation of the Clean Beach Initiative, Ladghar Beach faced significant environmental and socio-economic challenges:

- Tourist footfall was low and inconsistent, even during weekends and peak periods, largely due to poor cleanliness and lack of maintenance, as reported by community members during group discussions.
- Tourism-linked livelihoods were limited and unstable, resulting in low earnings for local vendors and service providers.
- The beach environment was marked by unmanaged plastic waste, absence of organised waste disposal systems and visible littering, leading to unhygienic and unattractive conditions.
- Inadequate lighting and poor visibility reduced perceived safety, discouraging evening visits and recreational activities.



These conditions reflected a broader national concern related to coastal pollution and underscored the need for localised implementation of India's coastal cleanliness and plastic waste reduction priorities.

SITUATION AFTER INTERVENTION



- Post-intervention analysis indicates statistically and perceptibly significant improvements across environmental, social, and economic parameters at Ladghar Beach. The findings suggest that the integrated cleanliness and infrastructure-led approach directly influenced both user behaviour and livelihood outcomes.
- Tourist inflow exhibited a substantial upward shift following the intervention. Average weekday visitation increased from an estimated 5–6 visitors to 50–60 visitors per day, while weekend footfall rose from 20–50 to approximately 100–150 visitors. This marked increase reflects enhanced destination attractiveness primarily attributable to improved cleanliness, safety, and basic amenities.
- In parallel, tourist behaviour showed qualitative changes, with visitors demonstrating increased length of stay and the emergence of overnight tourism. These trends indicate improved comfort levels, heightened safety perception, and overall enhancement of the recreational experience, positioning the beach as a more viable tourism destination rather than a short-duration visit site.
- Economic analysis reveals a notable improvement in tourism-linked livelihoods, underscoring the economic returns of environmental restoration. Daily earnings of food stall operators increased from approximately ₹700 to ₹1,000–₹1,500 on weekdays, while income from luggage storage services rose from ₹500–₹600 to around ₹1,000 per day. Additionally, small vendors experienced greater sales consistency and reduced income volatility, suggesting increased demand stability driven by regular tourist inflow.
- From an environmental management perspective, the introduction of regular cleaning drives, structured waste collection systems, and recycling linkages resulted in a significant reduction in visible litter and plastic waste accumulation. Observational evidence indicates sustained improvements in overall beach cleanliness and hygiene conditions, contributing to improved public perception of the space.

- The intervention also led to strengthened community participation and local stewardship. Voluntary cleaning activities conducted at 15-day intervals indicate the institutionalisation of collective action and increasing community ownership over coastal resource management.
- Furthermore, the installation of dustbins, waste segregation mechanisms, and improved lighting infrastructure enhanced waste management efficiency and significantly improved perceived and actual safety, particularly during evening hours. These infrastructure improvements expanded both the temporal and functional use of the beach.
- Overall, the post-intervention findings demonstrate that environmental improvements acted as a catalyst for positive socio-economic change, validating the hypothesis that structured coastal cleanliness initiatives can generate sustained tourism growth, livelihood stability, and community-led environmental governance.



Outcomes

The immediate and intermediate outcomes of the intervention include:

- Ladghar Beach emerged as a cleaner, safer, and more attractive public space, reflected in increased visitor footfall and improved public perception.
- Tourism patterns transitioned from short, sporadic visits to longer and more meaningful engagement, indicating enhanced visitor experience.
- Livelihood stability improved, with higher and more predictable income from tourism-related services.
- Secondary income opportunities expanded, promoting diversification of local livelihoods.
- Improved waste disposal behaviour reduced open littering and encouraged environmentally responsible practices among visitors and residents.
- Regular cleaning cycles institutionalised collective responsibility for beach maintenance.
- Upgraded lighting and infrastructure extended the functional use of the beach beyond daytime hours.



Impact

The long-term impacts of the Clean Beach Initiative extend beyond immediate environmental and economic outcomes:

- Sustained growth in tourism has contributed to long-term strengthening of the local economy, reducing dependence on seasonal and uncertain income sources.
- Improved environmental quality has reinforced Ladghar Beach's identity as a clean, safe, and eco-friendly destination, supporting sustainable coastal tourism.
- Enhanced livelihood security has reduced income volatility among vendors, contributing to household economic resilience.
- Strong community ownership has led to the institutionalisation of collective environmental management, improving the prospects of long-term ecosystem maintenance.
- Cleaner surroundings, improved safety, and better infrastructure have enhanced the overall quality of public space, contributing to community well-being.
- The initiative has clearly demonstrated the interlinkage between environmental conservation and livelihood generation, reinforcing the concept of sustainable development at the local level.



Alignment of Programme Outcomes with SDGs

The Ladghar Beach Initiative directly and indirectly contributes to the following SDGs:



SDG 11 – Sustainable Cities and Communities

By improving public spaces, safety, and cleanliness, the intervention supports inclusive, safe, and sustainable coastal settlements.



SDG 12 – Responsible Consumption and Production

Structured waste management, waste segregation, and recycling linkages promote responsible waste practices.



SDG 13 – Climate Action

Cleaner coastal ecosystems contribute to climate resilience and reduce environmental stress on fragile marine zones.



SDG 14 – Life Below Water

Reduction in plastic waste and improved waste management support the protection of marine and coastal ecosystems.



SDG 8 – Decent Work and Economic Growth

Enhanced tourism activity has generated stable and decent livelihood opportunities for local communities.



Alignment with National Environmental Priorities

The initiative aligns closely with India's national concerns and policy priorities, including:



Swachh Bharat Mission

By promoting cleanliness in public and tourist spaces.



Coastal Regulation and Conservation Goals

Addressing pollution and ecosystem degradation in coastal areas.



Plastic Waste Management Rules

Through reduction of litter and improved waste collection systems.



Promotion of Sustainable Tourism

As emphasised in national tourism and coastal development strategies.



Overall Analysis

The Clean Beach Initiative at Ladghar demonstrates a clear progression from environmental neglect to a community-managed, sustainable coastal ecosystem. While increased tourism and income generation are the most visible outcomes, the deeper impact lies in the behavioural and institutional changes observed at the community level.

Improved environmental conditions not only attracted visitors but also strengthened community confidence and participation in beach management. This mutual reinforcement between environmental conservation and socio-economic development has transformed Ladghar Beach into a shared ecological and economic resource.

Overall, the initiative offers a practical and replicable model for integrating environmental sustainability, livelihood enhancement, and national development priorities, particularly in India's coastal regions.

CHAPTER 08: MAJOR FINDINGS - LIVELIHOOD SUPPORT FOR PERSONS WITH DISABILITIES

The Livelihood Support Programme for Persons with Disabilities (PwDs) was initiated to address the structural barriers that limit economic participation of PwDs, including lack of skills, limited access to resources, and low livelihood opportunities. The programme aims to reduce dependency and promote economic inclusion by enabling sustainable income generation through skill development, enterprise support, and access to financial and government schemes.

Project	Objective	Activity	Input	Approx. No. of beneficiaries benefitting
Livelihood				
 Livelihood - Person with disabilities	To enhance livelihood opportunities for persons with disabilities through skill development, provision of equipment and support for income-generating activities.	• Skill training programmes were conducted. • Support was provided for initiating small income-generating activities.	• Financial resources for programme implementation. • Trainers Equipment such as sewing machines and small business tools. • Support (post-training guidance)	60

Research Objective

The following are the research objectives of the study, which focus on understanding how the livelihood situation of Persons with Disabilities has changed after the intervention.



- To assess changes in the livelihood status of Persons with Disabilities after the intervention.
- To evaluate improvements in skills and vocational capabilities among PwD beneficiaries.
- To examine changes in economic participation and income-generating activities.
- To understand the extent of income generation and financial independence achieved.
- To analyse changes in confidence, self-reliance, and decision-making ability.
- To assess the sustainability of livelihood activities initiated under the programme.



80% of beneficiaries transitioned to earning an income

“Percentage calculated based on 7–8 beneficiaries who initiated income-generating activities out of the total supported cohort.”

Analysis of qualitative findings on economic empowerment

Before Intervention	After Intervention
 Economic dependency on family due to lack of stable income.	 Skill training enabled income-generating activities.
 Structural barriers: limited livelihood opportunities and skill training.	 Enterprise establishment with equipment facilitated.
 Low awareness of govt. schemes and financial support.	 Increased small-scale business activity among beneficiaries.
 Low confidence and restricted participation in income generation.	 Improved confidence and self-reliance among beneficiaries.
	 Awareness of financial schemes improved but access uneven.

BEFORE INTERVENTION



- Many PwDs revealed during one-to-one discussions that they had no stable income and depended on family members for basic needs, reflecting complete economic dependency and lack of livelihood opportunities.
- Livelihood opportunities were minimal due to mobility constraints and lack of skill training, indicating structural barriers to economic participation.
- There was limited awareness of government schemes and financial support systems, leading to low access to institutional livelihood support.
- Confidence levels were low, with restricted participation in income-generating activities, reflecting psychological and social exclusion from economic life.

AFTER INTERVENTION



- Skill training in tailoring, dairy, poultry, and small enterprises enabled 7–8 beneficiaries to initiate income-generating activities, leading to initial income improvements of around Rs 200–Rs 400 per day.
- Provision of equipment such as flour mills supported immediate enterprise initiation and improved functional ability to generate income.
- Increased engagement in small-scale enterprises such as shops, food stalls, and livestock-based activities indicated a gradual shift towards active economic participation among PwD beneficiaries.
- Improved confidence and self-reliance were observed, with beneficiaries independently managing customers, financial transactions, and day-to-day business operations.
- Awareness of financial schemes improved among beneficiaries; however, access to credit and working capital remained uneven, limiting full-scale enterprise expansion.

A. Outcome Prevalence (Indicative)

Outcome Area	Evidence-based Quantification
Initiation of income activities	~ 70–80% of trained PwDs (7–8 beneficiaries)
Independent income earned	₹200 – ₹400/day among active participants
Improved confidence and self-reliance	Observed across majority of active beneficiaries
Awareness of schemes	Improved among most participants
Full financial inclusion	Partial / uneven



Outcomes

- marking the beginning of practical livelihood engagement, as PwDs started using tailoring skills or undertaking simple production tasks within households or local markets.
- Small-scale livelihood activities such as tailoring, food preparation, and petty trade began emerging at the village level, reflecting the initial development of micro-enterprises within the community.
- Some PwDs started earning limited daily income from these newly initiated activities, indicating early-stage income generation through tailoring work, food stalls, or small vending activities.
- Beneficiaries demonstrated improved confidence in customer interaction and basic transaction handling, as they began independently managing sales and responding to customer requirements in their activities.
- Awareness of livelihood options and support schemes increased, enabling beneficiaries to better recognise suitable income opportunities aligned with their skills.
- Reduced financial dependency on family members contributed to improved dignity, self-reliance, and greater social inclusion of Persons with Disabilities.



Impact

- Strengthened economic inclusion of Persons with Disabilities through a gradual shift from dependency towards active participation in livelihood activities.
- Enhanced dignity and social recognition of PwDs as contributors to the household and community economy.
- Improved livelihood security for some beneficiaries through sustained engagement in small enterprises, reducing reliance on family support.
- Increased scope for long-term self-reliance through skill-based and asset-supported livelihood pathways such as tailoring, dairy, poultry, and small trade.
- Improved quality of life through greater autonomy, income opportunities, and reduced economic vulnerability at the household level.



Overall Analysis

The findings indicate that the intervention has created an important shift from economic inactivity to initial livelihood engagement among Persons with Disabilities. At the outcome level, the most visible change is the activation of skills into practice, reflected in the emergence of small-scale activities and early income generation. This suggests that the intervention has been effective in converting latent capability into functional participation, even if at a limited and experimental stage.

However, the transition from these outcomes to sustained impact is still evolving. While beneficiaries have begun to engage in economic activities and experience initial income and confidence gains, these changes are not yet fully stabilised or uniform across all participants. The impact, therefore, is more evident in the direction of change rather than in scale or sustainability.

A key analytical insight is that the intervention has primarily addressed entry barriers such as skills and initial assets, but structural constraints related to markets, working capital, and sustained support systems continue to influence long-term outcomes. As a result, economic inclusion is emerging but remains partial.

Importantly, the analysis also shows a parallel social transformation. Alongside economic participation, there is a gradual shift in how PwDs perceive themselves and are perceived within the community—from dependents to emerging contributors. This change in social identity is a critical foundation for longer-term inclusion.

Overall, the intervention demonstrates that while immediate outcomes are visible in terms of participation and income initiation, the long-term impact will depend on how strongly the overall support system is improved to help PWDs continue and expand their livelihood activities in a sustainable way.

Unemployment among People Living With Disabilities (PLWD) remains significantly high, with labour force participation rates considerably lower than those of the general population. The baseline study for this project revealed that approximately 3–5 PLWD reside in every village, most of whom are economically vulnerable and dependent on family members for livelihood due to limited education, mobility constraints, and lack of suitable employment opportunities.

To address this gap, GCL, under its Corporate Social Responsibility (CSR) initiative, implemented a skill training programme focused on entrepreneurship for PLWDs. The intervention was designed in line with participants' educational backgrounds and physical limitations, promoting low-investment, home-based livelihood options such as retail shops, photocopying services and xerox services, and similar micro-enterprises. This impact assessment examines the programme's contribution to enhancing income generation, self-reliance, and economic inclusion of PLWD.



▶ Training session with people with disabilities (PWD)

CHAPTER 09: RECOMMENDATIONS

The following recommendations are derived from the qualitative findings of the study, based on insights from FGDs, IDIs, and KIs across all intervention areas. They are grounded in observed outcomes, stakeholder experiences, and identified gaps in implementation and sustainability. These recommendations aim to strengthen the effectiveness, utilisation, and long-term sustainability of the CSR interventions by addressing operational challenges and building on existing gains. Project-wise recommendations are presented to provide targeted, practical guidance for improving programme design, delivery, and impact across sectors.



1. School Sanitation (Toilet Infrastructure)

- Ensure regular maintenance and cleanliness protocols, including availability of water and cleaning supplies.
- Strengthen hygiene education, especially focusing on adolescent girls and menstrual hygiene management.
- Assign school-level responsibility systems (teachers/students committees) for upkeep and monitoring.
- Periodically review usability and functionality to avoid underutilisation.



2. School Infrastructure Development

- Develop a preventive maintenance plan for infrastructure such as roofs, flooring and fittings.
- Ensure optimal utilisation of upgraded spaces for learning and co-curricular activities.
- Strengthen coordination with school management committees for long-term upkeep.



3. Computer Labs

- Provide continuous technical support and maintenance to ensure functionality of systems.
- Strengthen teacher capacity in basic digital instruction to maximise usage.
- Integrate regular computer sessions into the school timetable for sustained engagement.
- Explore advanced digital skill modules for higher-grade students.



4. Digital Learning (Smart Classrooms)

- Conduct refresher training for teachers to strengthen digital pedagogy and usage confidence.
- Ensure regular use of digital tools in classroom teaching, not limited to occasional sessions.
- Maintain equipment functionality through periodic checks and support systems.
- Align digital content with curriculum needs for better learning outcomes.



5. Password Reading Programme

- Continue structured reading activities and competitions to sustain student engagement.
- Encourage teacher-led integration of reading practices within classroom routines.
- Expand access to reading materials and follow-up activities for continuous learning.
- Track reading improvement and comprehension levels over time.



6. Environmental Awareness (Schools)

- Move from awareness to institutionalised practices such as regular waste segregation and conservation routines.
- Establish eco-clubs or student groups to sustain environmental activities.
- Conduct periodic reinforcement sessions to maintain behaviour change.
- Link environmental practices to school-level monitoring systems.



7. Drinking Water Programme

- Strengthen community-based maintenance systems to ensure regular functioning and reduce dependency on external support.
- Establish clear roles and accountability mechanisms for repair and upkeep at the village level.
- Promote water conservation practices alongside access to ensure long-term sustainability.
- Introduce basic monitoring systems to track functionality, usage and seasonal challenges.



8. Ladghar Beach Initiative

- Institutionalise community-led beach management committees for sustained cleanliness.
- Strengthen waste management systems, including segregation and disposal mechanisms.
- Support local vendors with basic training in tourism services and customer engagement.
- Explore formal market linkages and promotion strategies to stabilise tourist inflow and incomes.



9. Livelihood Support for Persons with Disabilities (PwDs)

- Provide continuous handholding support post-training to ensure business sustainability.
- Facilitate market linkages and access to local demand networks.
- Enable access to financial support/credit for scaling enterprises.
- Encourage peer networks or group-based models for shared learning and support.

CHAPTER 10: CONCLUSION

The findings of this assessment indicate that CSR interventions by GCL in the Lote, Chiplun, Ratnagiri district, have contributed to measurable improvements in access to services, behavioural practices, and overall community well-being. Across multiple sectors such as education (students), infrastructure (students and teachers), sanitation (students, especially girls), digital learning (students and teachers), environmental awareness (school children), drinking water supply (village households, especially women), coastal livelihood development (local vendors and tourism-linked communities), and livelihood support for Persons with Disabilities (PwD beneficiaries), there has been a clear transition from earlier limitations and challenges to improved conditions and expanded opportunities.

These interventions have reduced daily hardships, strengthened learning and working conditions (meaning the physical and practical environment in which people study, teach, or carry out their livelihood activities), improved income-generating opportunities, and enhanced confidence and participation among different beneficiary groups. At the same time, the assessment highlights that certain gaps remain, particularly in terms of long-term maintenance, sustained support systems, and ensuring equitable and continuous benefits. Overall, the study shows that CSR initiatives in the region have played a significant role in strengthening basic services and improving the overall quality of life in a gradual and meaningful way across diverse sections of the community.

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