



THEMES: HUMAN CAPITAL DEVELOPMENT – EDUCATION AND SKILLING

IMPACT ASSESSMENT REPORT



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Overview of Themes under Assessment

Theme - 1: Support to Education Programme

ITC's Education programme focus on enhancing school infrastructure and learning outcomes for socially disadvantaged children using innovative child-friendly pedagogy. These efforts target Anganwadis and Primary and Upper Primary schools near ITC's manufacturing and agri-business sites. The programme's major sub-components assessed by PW include (a) Read India Programme (b) Early Childhood Care and Education (ECCE) (c) Supplementary Learning Centres (SLC) (d) Child Friendly Infrastructure

Specifics of "Support to Education Programme"



Geographical Presence: Uttar Pradesh, Uttarakhand, Bihar, Himachal Pradesh, West Bengal and Maharashtra



Total number of beneficiaries: 34,211



Implementation partners: National Institute for Rural Development, Education, Social upliftment and Health, WASH Institute, FXB India Suraksha, Water for People, Pratham FINISH, Lokmitra, Pratham



Period of Review: FY 2023-24

Theme - 2: Skilling of Youth Programme

The "Skilling of Youth Programme" by ITC aims to provide skill training to marginalised youth, offering courses in trades like hospitality, electrical, computer skills, and more, enhancing their livelihood opportunities and self-esteem. The initiatives operate in 34 districts across 16 states and have benefited 1.27 lakh youth. This programme not only improves employment prospects but also contributes to the overall well-being of their families.

Specifics of "Skilling of Youth Programme"



Geographical Presence: West Bengal, Assam, Uttar Pradesh and Punjab



Total number of beneficiaries: 2,238



Implementation partners: Anudip Foundation, Don Bosco Tech, Pratham



Period of Review: FY 2023-24

Approach and Methodology

ITC Limited has engaged PWCALLP to carry out the impact assessment of its Social Investments Programme, focusing on two thematic areas (1) Support to Education and (2) Skilling of Youth. The assessment aimed to evaluate the effectiveness, efficiency, and sustainability of ITC's social impact initiatives under the aforesaid themes. The assessment was undertaken using the quantitative and qualitative methods to understand the impact of the activities undertaken under the CSR projects in mutual discussion with ITC. The scope of work involved conducting the desk review of the project documents, mapping of key programme stakeholders, developing research methodology, data collection from the field (Quantitative and Qualitative), analysis and report writing.

Key Stages of Impact Assessment

Stage 1: included an inception meeting with the ITC team to understand project interventions, align on scope and expectations, and initiate stakeholder interactions and mapping.



Stage 4: Team performed data cleaning and analysis, ensured validation through triangulation from all data collected, assimilated key findings, and the report for ITC management's consideration.



Stage 2: involved finalising data collection plan and research tools with ITC's feedback, digitising and translating tools into the local language, and briefing ITC's team on the field visit data collection strategy.



Stage 3: Field team received training on data collection tools and initiated the process, conducting quantitative surveys and qualitative discussions with beneficiaries and other stakeholders to gather and corroborate feedback.



IRECS Framework used for the Impact Assessment

Inclusiveness

Ability of different stakeholders, particularly poorest and most marginalised to access the benefits of activities

Relevance

Are the services /inputs in the project able to meet community priorities? How was the planning done? Was it participatory?

Effectiveness

Have the activities been able to effectively address community expectations? How efficiently have the resources been deployed, monitored and utilised?

Convergence

Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders

Sustainability

Do communities feel ownership over assets created by activities and/or will the Project initiated community interventions sustain even after the exit?

*Please note: In addition to the quantitative figures presented in the table, the Support to Education programme also included **direct interactions with 10 children from 162 Anganwadis, covering a total of 1,620 students.**

*KII- Key Informant Interview

*FGD- Focus Group Discussion

Quantitative sampling plan[#]

Themes	Sample targeted (Case Group)	Sample Achieved (Case Group)	Sample targeted (Control Group)	Sample Achieved (Control Group)
Support to Education	766	794	186	203
Skilling of Youth	485	508	120	120
Total	1,251	1,302	306	323

*As the programme beneficiaries received multiple programme benefits, the number of respondents for each programme exceeded the initial estimates made at the study's inception. Sampling was done using a 95% Confidence level and 5% Margin of error on the total universe which was further proportionately divided amongst the states

Qualitative Sample

Theme	Sample size for KII*	Actual Coverage for KII	Sample Size for FGD*	Actual Coverage for FGD
Support to Education	140	140	48	48
Skilling of Youth	45	45	15	15
Total	185	185	63	63

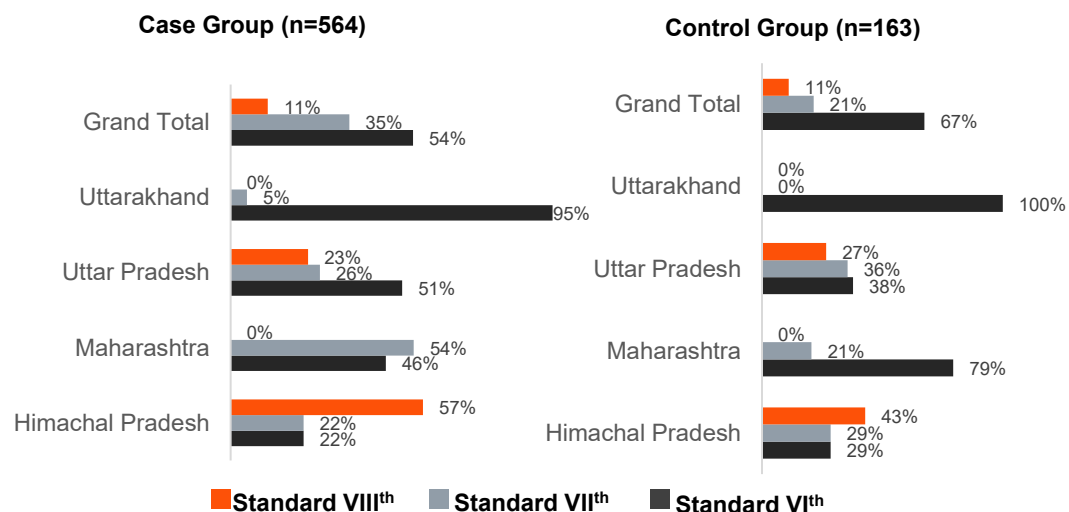
Control group selection criteria - Control groups comprised demographically matched individuals from nearby non-intervention areas (for education) and non-enrolled youth from adjacent regions (for skill development), ensuring comparability while excluding ITC programme participation.

Respondents' Profile

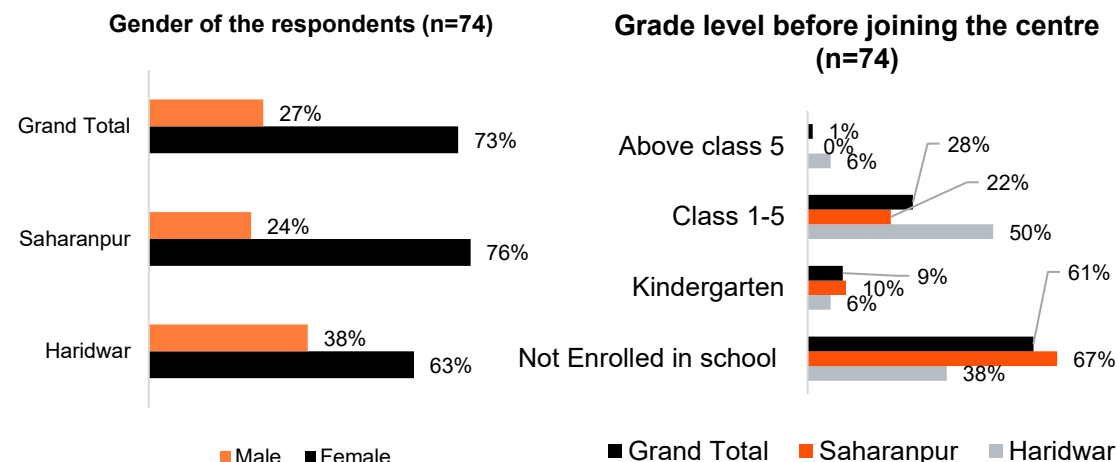
Below graph depicts the distribution of respondents across both the themes in case and control groups from various locations under this programme.

Support to Education Programme

Read India Programme



Supplementary Learning Centres (SLC)

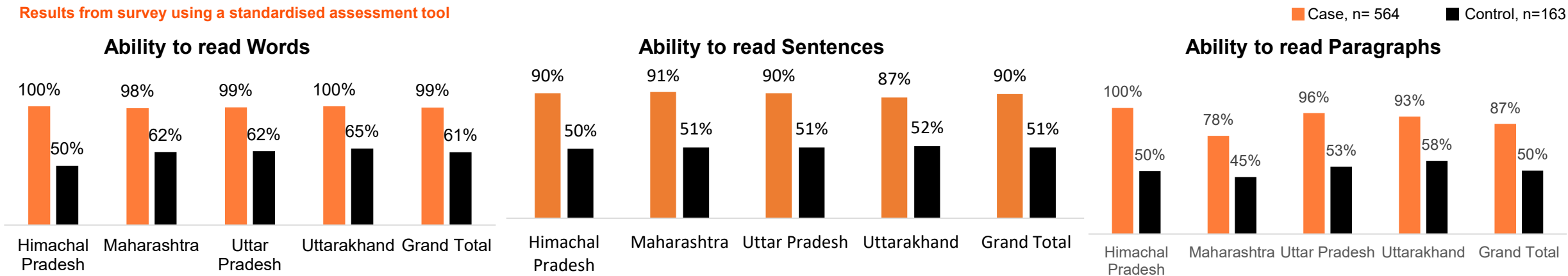


- ❑ A total of 564 interactions were done with the school children in the case group, with 9%, 47%, 26% and 18% interactions being covered from Himachal Pradesh, Maharashtra, Uttar Pradesh, and Uttarakhand, respectively.
- ❑ Further, as a part of control group survey, 163 interactions were conducted with the school children, with 9%, 45%, 28% and 18% interactions being covered from Himachal Pradesh, Maharashtra, Uttar Pradesh, and Uttarakhand, respectively.
- ❑ The beneficiary profile shows a predominantly female cohort (73% overall; up to 76% in Saharanpur), indicating that the programme has **effectively brought back girls who are typically more vulnerable to school exclusion** due to migration, poverty, and documentation gaps.
- ❑ A substantial proportion of enrolled children were not in school prior to joining the centre (67% in Saharanpur; 38% in Haridwar; 61% overall), reflecting **barriers such as migration, lack of documents, and socio-economic constraints**. The programme enabled these children to **re-enter a structured learning environment**.
- ❑ Prior to enrolment, some of the children were engaged in income-generating activities (through child labour). However, post sensitisation, children are no longer involved in such work. This shift **reflects improved parental awareness and a reorientation of household priorities toward education** over short-term income.
- ❑ For Early Childhood Care and Education (ECCE) we have covered for case group **82 AWW from UP and 80 from Maharashtra** for control group **20 AWW from UP and 23 from Maharashtra**

Impact on Foundational Literacy

The programme has played a role in **enabling a shift from basic literacy to functional reading skills**. The outcomes reflect **strengthened comprehension and practical reading ability**, which are critical for everyday use, continued learning, and informed participation in social and economic life.

Results from survey using a standardised assessment tool



Note: These results are based on actual observation and demonstration of these skills of the respondents during the team's field visits on ground

- ❑ Across states, the case group shows 99% ability to read words, compared to 61% in the control group. This contrast reflects **a shift from partial literacy to high functional recognition of written text**.
- ❑ High proportions of trained respondents demonstrate the ability to read sentences (90%) and paragraphs (87%), while the control group remains limited to over 50% for ability to read sentences and at 50% for ability to read paragraph. This pattern **reflects movement from basic comprehension to functional comprehension wherein students are able to read paragraphs**.
- ❑ Despite differing state contexts, the case group shows uniformly strong outcomes across all three literacy levels, with relatively narrow variation between locations. This consistency **reflects a programme-driven transformation rather than location-specific factors**.
- ❑ Across words, sentences, and paragraphs, the case group outperforms the control group by 30–45 percentage points, with the gap widening at higher levels of reading complexity. This gradient reflects **a transition from basic literacy access to functional literacy that supports everyday use and learning**.
- ❑ At baseline (shared by ITC data), only **24% of learners could read alphabets**; this has now **increased to 100% in the case group**. Further, **word reading improved from 22% to 99%, sentence reading from 20% to 96%, and paragraph reading from 14% to 87%**, reflecting substantial gains across all levels of literacy.

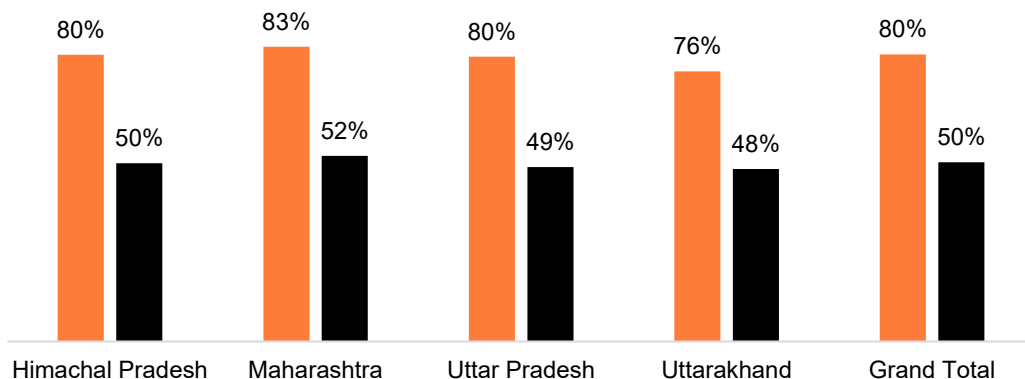
Impact on Foundational Numeracy & Arithmetic Skills (1/2)

The programme has played a role in **strengthening foundational numeracy and arithmetic confidence** among learners. The outcomes reflect **progression from basic number familiarity to consistent problem-solving ability**, enabling children to engage more independently with classroom learning.

Results from survey using a standardised assessment tool

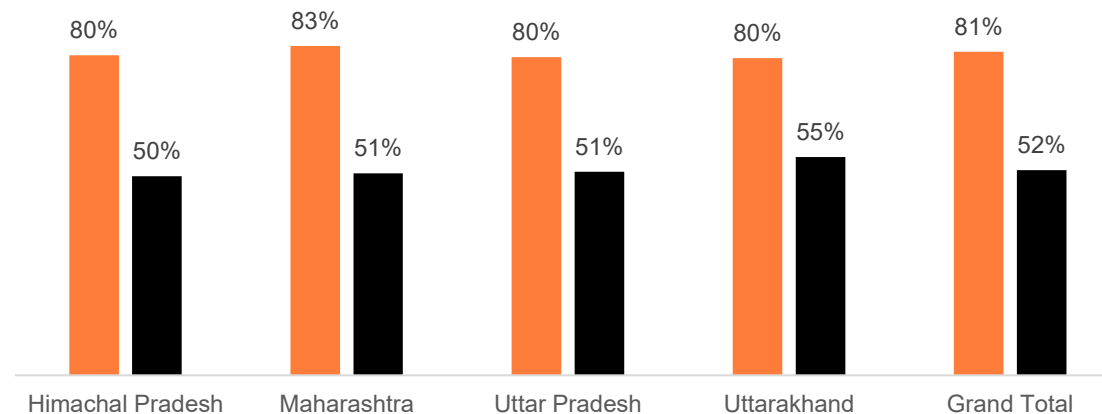
Case, n= 564 Control, n=163

Ability to perform simple addition (3-digit numbers)



Note: These results are based on actual observation and demonstration of these skills of the respondents during the team's field visits on ground

Ability to perform simple subtraction (3-digit numbers)

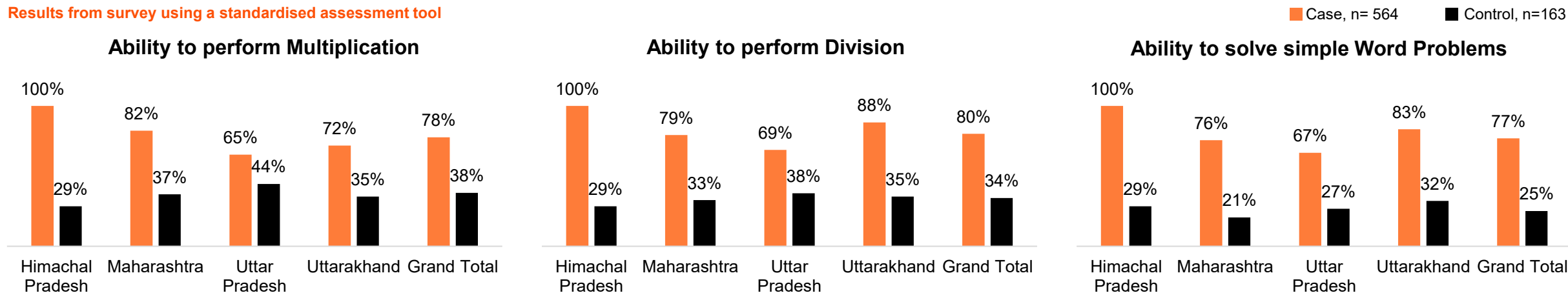


- ❑ Primary Education programme evaluated in Himachal Pradesh, Maharashtra, Uttarakhand and Uttar Pradesh showed 80% children from the programme group could solve 3-digit addition and subtraction, compared to the control group at over 50%. This reflects a **shift from basic number familiarity to consistent arithmetic competence**.
- ❑ The programme **exceeded its target wherein more than 75% of children can now solve 3-digit by 3-digit subtraction problems**, surpassing the set milestone.
- ❑ When compared to the baseline (ITC data), only 14% of students could perform addition and subtraction. The programme **demonstrates a substantial improvement in learning outcomes**.
- ❑ The teachers have also noted an improvement in the students' skills around basic addition and subtraction tasks in the class. The learners would earlier hesitate while attempting calculations are now seen **approaching multi-digit addition and subtraction with greater independence** during classroom activities. This can be attributed to the programme's activities.

Impact on Foundational Numeracy & Arithmetic Skills (2/2)

The programme's outcomes also reflect a clear progression in learners' ability to apply numerical reasoning to more complex and real-world contexts. The shift signals growing confidence, logical thinking, and practical problem-solving capacity.

Results from survey using a standardised assessment tool

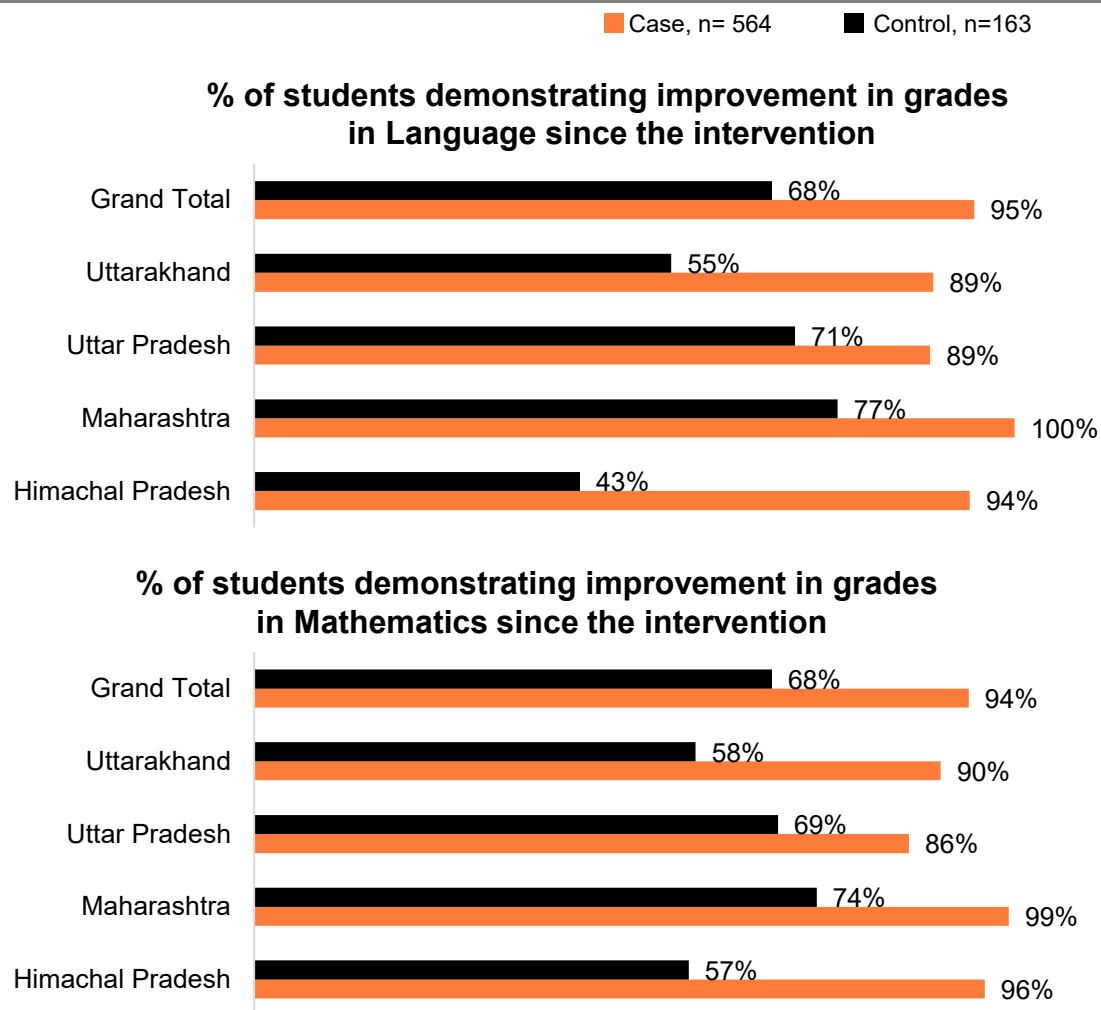


Note: These results are based on actual observation and demonstration of these skills of the respondents during the team's field visits on ground

- ❑ In the case group, 65-100% of the respondents demonstrated the ability to perform multiplication and division, compared to only 29-44% in the control group. This marked difference reflects a **transition from simple number operations to more complex arithmetic competence**.
- ❑ Between 67% and 100% of the respondents in the case group were able to solve simple word problems, while the same in control group remained limited to 21-32%. This gap **highlights learners' ability to interpret, reason, and apply mathematical concepts in practical problems**.
- ❑ During qualitative interactions, teachers mentioned that **students increasingly approached multiplication, division, and word problems with greater confidence**. They were able to explain their steps and required less hand-holding while solving math problems which include multiple carry/ borrow operations.
- ❑ Students too, during the focused group discussions, shared that they **felt more comfortable handling calculations related to daily activities such as purchases, sharing quantities, and checking answers**, reflecting a shift to practical number use.

Improved Academic Performance

The programme contributes to **sustained strengthening of academic performance among participating students**. The pattern reflects improved subject understanding along with greater learning confidence, engagement, and the ability to maintain progress over time



❑ In both Language and Mathematics, a **higher share of case-group students reported improvement in grades** (ranging from 86% to 100% across states) compared to the control group, which remains clustered between 43% and 77%. This consistent gap reflects **stronger academic progression among programme participants**.

❑ High improvement levels in both Language and Mathematics suggest that learning gains are not confined to a single subject area. This pattern points to **strengthened foundational skills that support overall academic performance** rather than subject-specific remediation alone.

❑ During teacher interactions, educators shared that, on average, students participating in the programme have shown an improvement of approximately 10-15% points in their academic grades, particularly in Language and Mathematics. Teachers **attributed this improvement to better conceptual clarity, increased classroom engagement, and stronger confidence among students**.

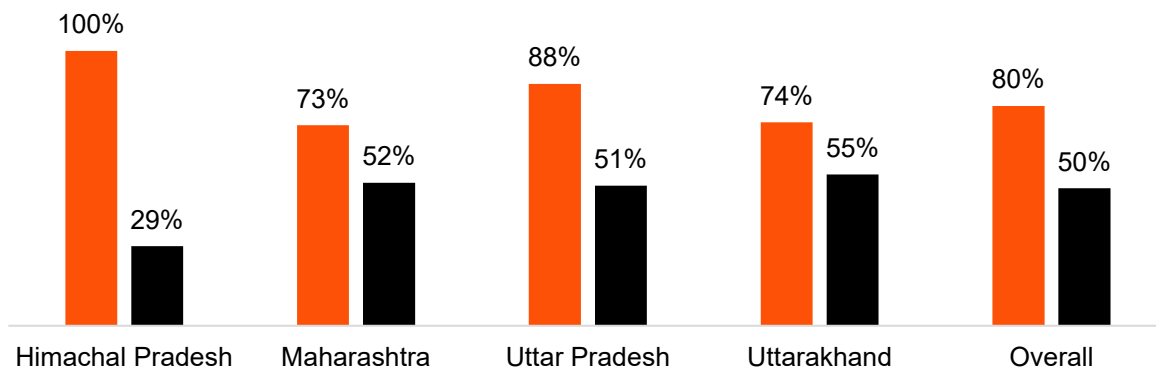
❑ The consistently higher proportion of case-group students showing grade improvements across both subjects suggests **better attendance, participation, and ability to keep pace with classroom instruction**. This indicates that the programme supported not just learning outcomes, but also the behaviours required to sustain academic progress over time.

Improved Confidence in Language and Math Skills

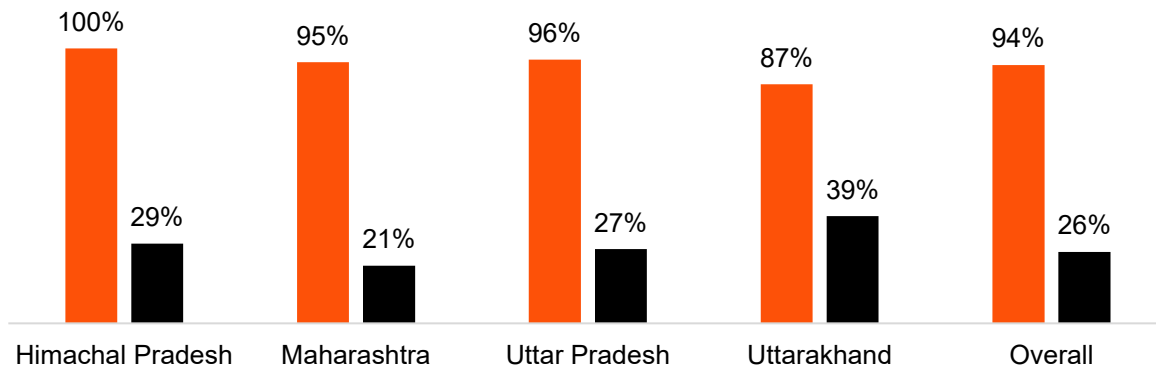
The programme works towards a **strong shift in students' self-belief and readiness to engage with academic tasks**. Growing confidence across core competencies reflects improved classroom participation and independent problem-solving.

Case, n= 564 Control, n=163

% of respondents confident in their Language skills



% of respondents confident in their Math skills



❑ The programme has boosted students' confidence across both subjects. A much **higher share of students in the case group reported confidence in Math (94% overall) and Language (80% overall) compared to the control group**, where confidence levels remained substantially lower.

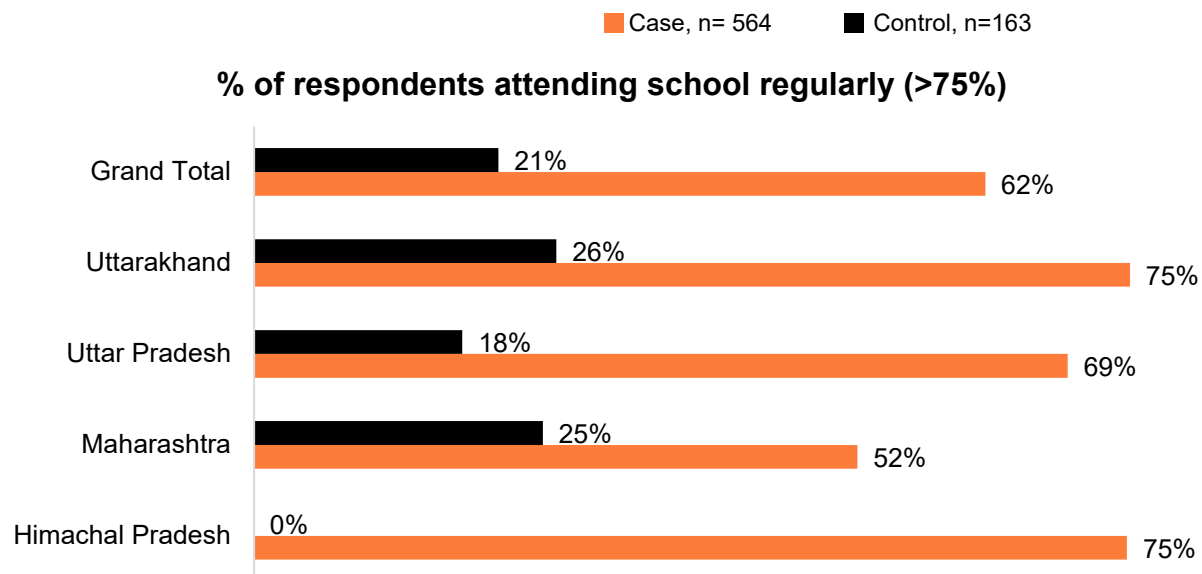
❑ **Math confidence shows the stronger improvement among programme participants.** Across all states, math confidence in the case group ranges between 87% and 100%, while the control group remains between 21% and 39%, highlighting the programme's strong role in building numeracy confidence.

❑ Confidence gains are consistent across states, not limited to one location. Whether in Himachal Pradesh, Maharashtra, Uttar Pradesh, or Uttarakhand, case-group students consistently report higher confidence than their peers, indicating **a uniform positive impact across geographies**.

❑ Higher confidence reflects improved readiness to engage with classroom learning. The strong confidence levels in both language and math suggest that **students are better prepared to participate in lessons, attempt problems independently, and sustain their learning journey**.

Improved Attendance in schools

The analysis also indicates a **strong engagement of students with schooling and learning routines** translating into improved attendance. This is also **reflected in improved motivation, consistency, and interest in education**, highlighting the programme's role in restoring learning discipline.



- ❑ A higher share of case-group students (62% overall; up to 75% in some states) reported attending school regularly (>75% attendance), compared to only 21% in the control group. This gap reflects a **marked reduction in absenteeism among students participating in the programme**.
- ❑ Teachers reported that, following the programme, students in the case group **demonstrated greater enthusiasm for learning and were more willing to attend classes regularly**. This aligns with the higher attendance levels observed among programme participants.
- ❑ In control schools, teachers mentioned that **irregular attendance was often driven by low interest in studies**, which mirrors the lower proportion of students attending school regularly (18-26% across states). The contrast reinforces the role of the programme in re-engaging students with schooling.

“Earlier, many students, especially in the upper primary grades, were hesitant to come regularly because they struggled to keep up. Since ITC-Pratham’s foundational literacy and numeracy activities started, learning has become more engaging and less intimidating. Children are more confident, they enjoy classroom activities, and this has clearly reflected in better attendance across both primary and upper primary sections.

- As narrated by a Head Teacher in a school in Himachal Pradesh

“In our experience, student attendance is closely linked to how confident and interested children feel about their studies. Many of our students struggle academically, and this often affects their motivation to attend school regularly. When children lack confidence and do not find learning engaging, it becomes difficult to sustain consistent attendance across grades.

- As narrated by a Head Teacher in a control school in Maharashtra

Improved Peer Engagement and Physical Activity amongst children

The patterns point to a **meaningful shift in children's social engagement and comfort within peer groups**. Increased interaction reflects growing confidence, collaboration, and a sense of belonging, key enablers for sustained participation in learning and positive socio-emotional development.

Frequency of children engaging with peers (pre and post intervention) in both case and control groups on a scale of 1 (rarely) to 5 (frequently)

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	1%	0%	0%	0%	39%	3%	17%	0%
2	29%	1%	10%	5%	44%	4%	78%	20%
3	37%	5%	45%	20%	13%	14%	4%	17%
4	21%	29%	5%	25%	4%	50%	0%	43%
5	12%	65%	40%	50%	1%	30%	0%	19%

- ❑ In Uttar Pradesh, the % of children engaging with peers **rose from 12% to 65% (scale 5-frequently)**, indicating improved comfort, collaboration, and social participation.
- ❑ In Uttar Pradesh and Maharashtra, **large proportions of children moved out of the lowest engagement categories post intervention**, reflecting improved confidence and willingness to interact with peers.
- ❑ While control groups show some improvement, the **case group demonstrates a stronger concentration in higher-frequency interaction levels post intervention (in general)**, highlighting the programme's role in strengthening social engagement.
- ❑ Higher levels of peer engagement point to **Anganwadi centres where children are more comfortable collaborating, sharing, and learning together**, key enablers for sustained learning and socio-emotional development.

Frequency of children engaging in structured physical activity in both case and control groups on a scale of 1 (rarely) to 5 (frequently)

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	5%	0%	0%	0%	26%	0%	17%	0%
2	33%	0%	25%	10%	43%	5%	65%	24%
3	26%	18%	50%	20%	11%	9%	13%	17%
4	18%	32%	0%	45%	18%	45%	4%	35%
5	18%	50%	25%	25%	3%	41%	0%	23%

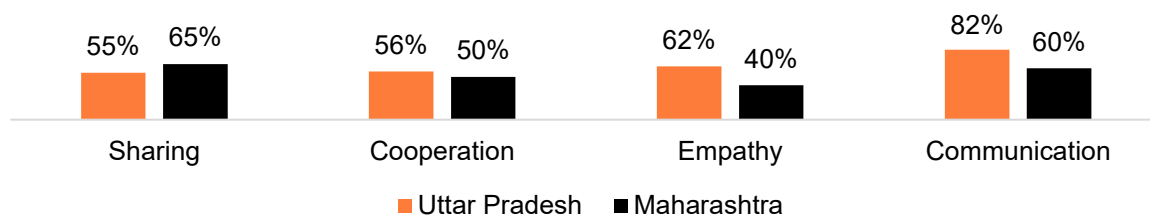
Uttar Pradesh (Case n=82, Control n= 20) ; Maharashtra (Case n= 80, Control n = 23)

- ❑ Anganwadi workers reported a **strong shift toward frequent participation in structured physical activities among case-group children post intervention**. In Uttar Pradesh (case), reports of children engaging frequently (score 5) increased from 18% to 50%, while low engagement (scores 1–2) dropped from 38% to 0%.
- ❑ In Maharashtra, Anganwadi workers observed a **decline in very low physical activity levels in the case group**. Reports of children engaging rarely (score 1) reduced from 26% pre-intervention to 0% post-intervention, alongside an increase in higher-frequency engagement (scores 4-5 rising from 21% to 86%).
- ❑ Higher reported frequency of physical activity suggests improved routine, coordination, and group participation. The **shift toward regular engagement in structured activities reflects stronger daily routines and better adjustment** to group-based physical play, as observed by Anganwadi workers.

Improved Socio-emotional and Cognitive Skills

The outcomes reflect a **deepening of children's socio-emotional maturity and their ability to function positively within group environments**. The shift points to stronger interpersonal skills, emotional awareness, and adaptive behaviour, foundational capacities.

Socio-emotional skills observed in children post the programme implementation

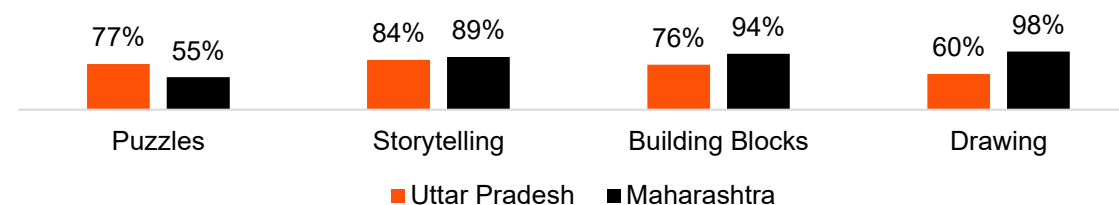


Frequency of children adjusting well in group settings pre and post intervention in both case and control groups on a scale of 1 (rarely) to 5 (frequently)

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	4%	0%	0%	0%	46%	1%	17%	4%
2	28%	2%	20%	5%	34%	4%	61%	0%
3	34%	11%	40%	35%	18%	19%	17%	36%
4	22%	32%	5%	25%	3%	48%	4%	39%
5	12%	55%	35%	35%	0%	29%	0%	20%

- ❑ Post-programme, **Anganwadi workers reported high levels of communication** (82% in UP; 60% in Maharashtra), along with **strong empathy** (62% in UP) and **sharing** (65% in Maharashtra), aligning with the increased frequency of positive group engagement.
- ❑ While **control groups** show some improvement, they **remain more evenly spread across mid-levels**. In contrast, **case-group children are increasingly concentrated in the higher categories** (scores 4-5), as observed by Anganwadi workers.
- ❑ In Uttar Pradesh (case group), **children adjusting frequently (score 5) increased from 12% pre-intervention to 55% post-intervention**, while those adjusting rarely or infrequently (scores 1-2) declined from 32% to just 2%.
- ❑ In Maharashtra, Anganwadi workers' observations show **children adjusting rarely (score 1) reduced from 46% to 1%**, with a strong shift towards higher adjustment levels, score 4 increased from 3% to 48% and score 5 from 0% to 29%.

Cognitive activities that children engage in most post programme implementation



Frequency of children exhibiting problem solving skills pre and post intervention in both case and control groups on a scale of 1 (rarely) to 5 (frequently)

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	4%	0%	0%	0%	35%	3%	13%	0%
2	33%	2%	20%	15%	43%	8%	70%	4%
3	26%	13%	50%	15%	16%	16%	9%	35%
4	20%	28%	5%	40%	3%	40%	9%	31%
5	18%	56%	25%	30%	4%	34%	0%	30%

- ❑ Post-intervention, 98% of Anganwadi workers in Maharashtra and 60% in Uttar Pradesh reported **that children frequently engaged in drawing**, while 94% (Maharashtra) and 76% (UP) reported **regular engagement with building blocks, indicating strong stimulation of cognitive skills**.
- ❑ 89% of Anganwadi workers in Maharashtra and 84% in Uttar Pradesh reported children engaging in storytelling, while 77% in Uttar Pradesh and 55% in Maharashtra reported frequent engagement with puzzles, **reflecting improved attention, imagination, and reasoning**.
- ❑ In Uttar Pradesh (case group), Anganwadi workers reporting **children exhibiting problem-solving skills frequently (score 5) increased from 18% pre-intervention to 56% post-intervention**, while reports of low frequency (scores 1-2) declined from 37% to 2%.
- ❑ In Maharashtra, reports of very low problem-solving ability reduced substantially in the case group. Anganwadi workers reporting **children showing problem-solving skills rarely (score 1) dropped from 35% to 3%**, alongside an increase in higher-frequency observations, with scores 4-5 rising from 7% to 74% post intervention.

Improved Verbal Communication skills

The outcomes signal a **meaningful strengthening of children's expressive and receptive communication abilities**. The shift reflects growing confidence, attentiveness, and clarity in interaction, foundational capabilities that support classroom participation, and peer engagement.

% of children using sentences to communicate pre and post intervention in both case and control groups

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
None	4%	0%	0%	15%	65%	0%	9%	0%
1-25%	35%	12%	25%	30%	8%	39%	57%	4%
25-50%	45%	27%	55%	25%	24%	20%	26%	17%
51-75%	16%	46%	20%	30%	4%	26%	9%	70%
75-100%	0%	15%	0%	0%	0%	15%	0%	9%

% of children correctly following verbal instructions pre and post intervention in both case and control groups

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
None	4%	0%	0%	0%	64%	0%	0%	0%
1-25%	39%	0%	30%	20%	5%	30%	61%	20%
25-50%	41%	51%	50%	60%	23%	16%	39%	30%
51-75%	16%	43%	10%	20%	6%	38%	0%	40%
75-100%	0%	6%	10%	0%	3%	16%	0%	10%

Uttar Pradesh (Case n=82, Control n= 20) ; Maharashtra (Case n= 80, Control n = 23)

- ❑ Anganwadi workers reported a strong upward shift in children using sentences more consistently in the case group post intervention. In both the locations, **observations moved away from “none or very low usage” toward regular sentence use (51–100% range) among case-group children**, indicating improved expressive communication.
- ❑ Clear gains were also observed in children's ability to follow verbal instructions. Post intervention, **Anganwadi workers reported a noticeable increase in children responding to instructions frequently (above 50%)**, compared to much lower consistency before the programme.
- ❑ The movement **toward higher-frequency communication behaviours was sharper in the case group than the control group**. While control groups show partial or uneven improvement, case-group children were more consistently reported in the higher performance bands, suggesting a stronger programme effect.
- ❑ Observed improvements **indicate better readiness for structured learning environments**. Higher reported use of sentences and improved instruction-following point to gains in attention, comprehension, and classroom participation, as noted by Anganwadi workers.

Improved Attendance in Anganwadis

The outcomes reflect **strengthening of consistent engagement in early learning routines**. The shift signals improved regularity, and greater continuity in children's participation, key conditions for sustaining learning gains and long-term developmental progress.

Anganwadi attendance in both case and control groups

Frequency ↓	Uttar Pradesh				Maharashtra			
	Case		Control		Case		Control	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
100%	5%	18%	0%	0%	1%	19%	0%	22%
71% - 90%	27%	51%	65%	35%	28%	24%	4%	74%
51% - 70%	34%	20%	30%	50%	4%	58%	43%	4%
Less than 50%	34%	11%	5%	15%	68%	0%	52%	0%

Uttar Pradesh (Case n=82, Control n= 20) ; Maharashtra (Case n= 80, Control n = 23)

- Anganwadi workers reported a strong improvement in regular attendance among case-group children post intervention. In Uttar Pradesh, reports of **children attending 71–100% of days increased from 32% pre-intervention to 69% post-intervention** in the case group, while reports of attendance below 50% declined sharply.
- In Maharashtra, low attendance was virtually eliminated among case-group children. Anganwadi workers reported that **children attending less than 50% of days reduced from 68% pre-intervention to 0% post-intervention**, with a corresponding shift toward 51–70% and higher attendance bands.
- Anganwadi workers noted that remaining **absenteeism among case-group children is largely driven by external factors rather than disengagement**. Health-related issues, long distances or lack of transport, and seasonal migration of families were reported as the primary reasons for absence, indicating that attendance gaps persist due to structural constraints rather than lack of interest in learning.

Improved Parental engagement

The outcomes highlight the critical role of trusted community touchpoints in driving meaningful behaviour change within households. The patterns **reflect stronger parental engagement, practical application of guidance** in daily caregiving, and reinforcement of learning and nutrition practices within the households.



- ❑ **Group Meetings and In-person meetings** (on-to-one) are the most popular and convenient ways to connect with the mothers.



- ❑ Anganwadi workers confirmed that these methods are **more efficient as compared to other ways to reach out to the parents** such as phone calls, or text messages.



The teachers at primary schools are in constant touch with our Anganwadi Centre. They have reported to us that the students who have come through from this programme are very quick learners. These children already have knowledge of numbers, letters, and words, which makes them more confident in the classroom.

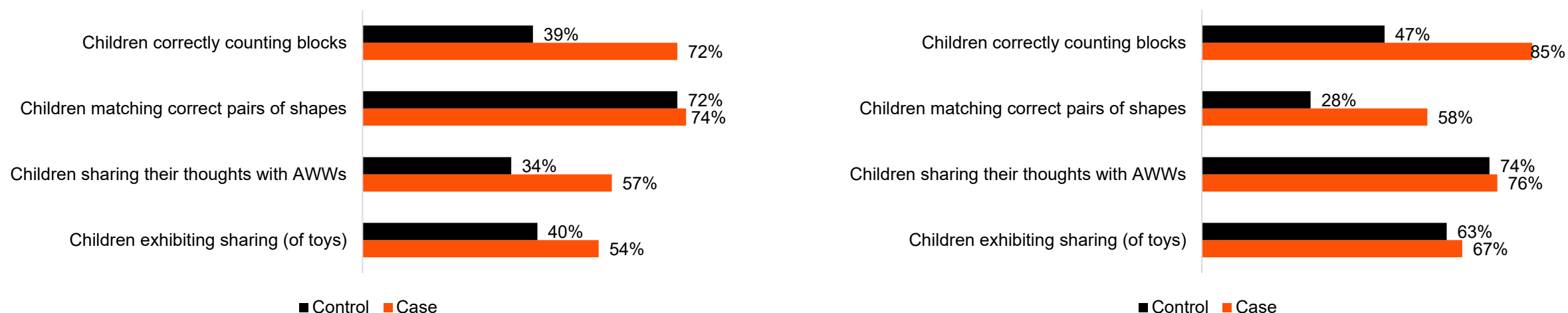
- As narrated by an Anganwadi Worker, Saharanpur, Uttar Pradesh

- ❑ Anganwadi workers emerged as a trusted and effective source of information for mothers. High reliance on in-person interactions (close to universal in both case locations) indicates that **face-to-face engagement remains the most effective channel** for influencing caregiving and nutrition practices.
- ❑ Improved maternal practices reflect translation of awareness into daily behaviour. Mothers reported **applying guidance on infant feeding, meal planning, and nutrition using locally available foods**, indicating that information shared under the project is practical and actionable.
- ❑ Early learning is increasingly being reinforced within the household environment. Parents, particularly mothers, are **actively engaging children in counting numbers and recognising alphabets**, showing spill-over of programme inputs beyond the centre into homes.
- ❑ Parents' involvement is **accelerating children's learning readiness**. Increased home-based support has helped children learn faster and develop stronger foundations, reflecting growing parental ownership of early education.
- ❑ Positive parenting and open family communication are being consciously encouraged. Parents are **guided to resolve conflicts through dialogue rather than confrontation**, helping reduce negative impacts on children and fostering a more supportive home environment for their overall development.
- ❑ Combined focus on nutrition, early learning, and family wellbeing is creating holistic impact. The programme's integrated approach is visibly more effective in intervention areas, **strengthening both child development outcomes and parental awareness** compared to non-intervention settings.

Observed social, emotional, and cognitive development

As part of the assessment of the impact of Anganwadi centres, team also interacted with and observed 10 children at each centre which was visited (covering 162 Anganwadi). The focus was on their social, emotional, and cognitive development through everyday activities.

Children exhibiting social, emotional and cognitive development during the field visit across both locations:
Uttar Pradesh (Left); case – n=820; control – n=200, Maharashtra (Right); case – n=800, control – n=230

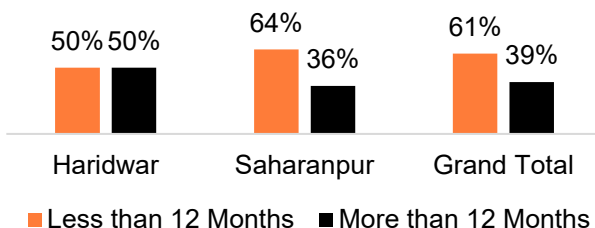


- ❑ Children demonstrated positive social and communication skills. **Most children willingly shared toys with peers and were able to express their thoughts openly with AWWs**, reflecting cooperative behaviour and growing confidence in communication.
- ❑ Early cognitive and numeracy skills were visibly developing. A **majority of children could correctly match basic shapes and count numbers in sequence, indicating emerging conceptual understanding** and progress in foundational numeracy.
- ❑ Overall, **% of children exhibiting these skills was higher, often substantially, in case group as compared to control group**. This showcases that the programme has a direct impact on the development of these skills of the children.

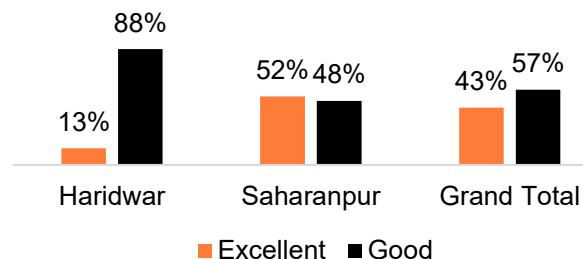
Re-integration of students into Formal Education ecosystem

The programme facilitates a meaningful transition from informal or disrupted learning pathways to sustained engagement with formal education. It works towards strengthened learner commitment, continuity in learning, and improved institutional linkages.

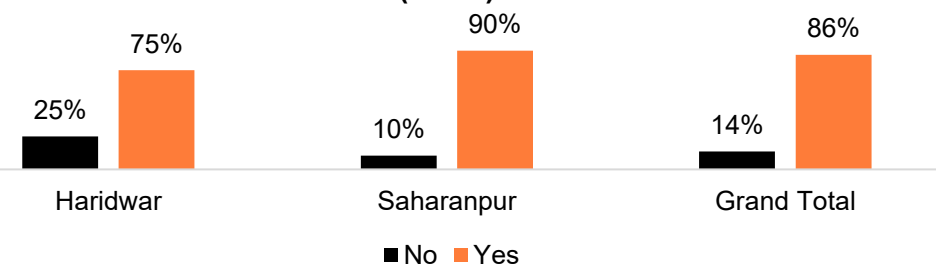
Time period students studied in the centre (n=74)



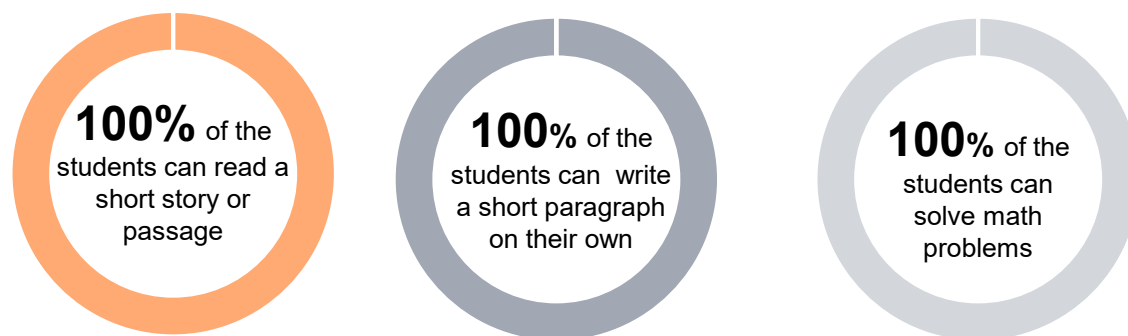
Effectiveness of the learning process in the centre (n=74)



% of children enrolled in the main stream school (N=74)



Performance of SLC students on foundation numeracy and literacy (n=74)



- ❑ A strong **majority of enrolled students have successfully transitioned to formal schooling**, with 86% already admitted into mainstream schools. In Haridwar, students awaiting documentation are actively pursuing re-enrolment, with parents committed to completing admissions once paperwork is finalised.
- ❑ Students not yet enrolled continue to attend the centres regularly, demonstrating **sustained motivation and commitment to learning**. Those already admitted to formal schools maintain periodic engagement with the centres (1–2 times a week), largely to preserve peer connections and continuity.
- ❑ Qualitative insights indicate **stronger retention among programme participants**, with students from the SLC programme more likely to remain enrolled in formal schools than peers from similar socio-economic backgrounds. The programme has supported resilience and continuity in education.
- ❑ **Formal schools have proactively engaged with SLCs to identify and admit eligible students**, reflecting growing institutional linkages **between bridge learning centres and the mainstream education system**, and strengthening pathways for enrolment and retention.

Infrastructure Support to Schools and Anganwadis

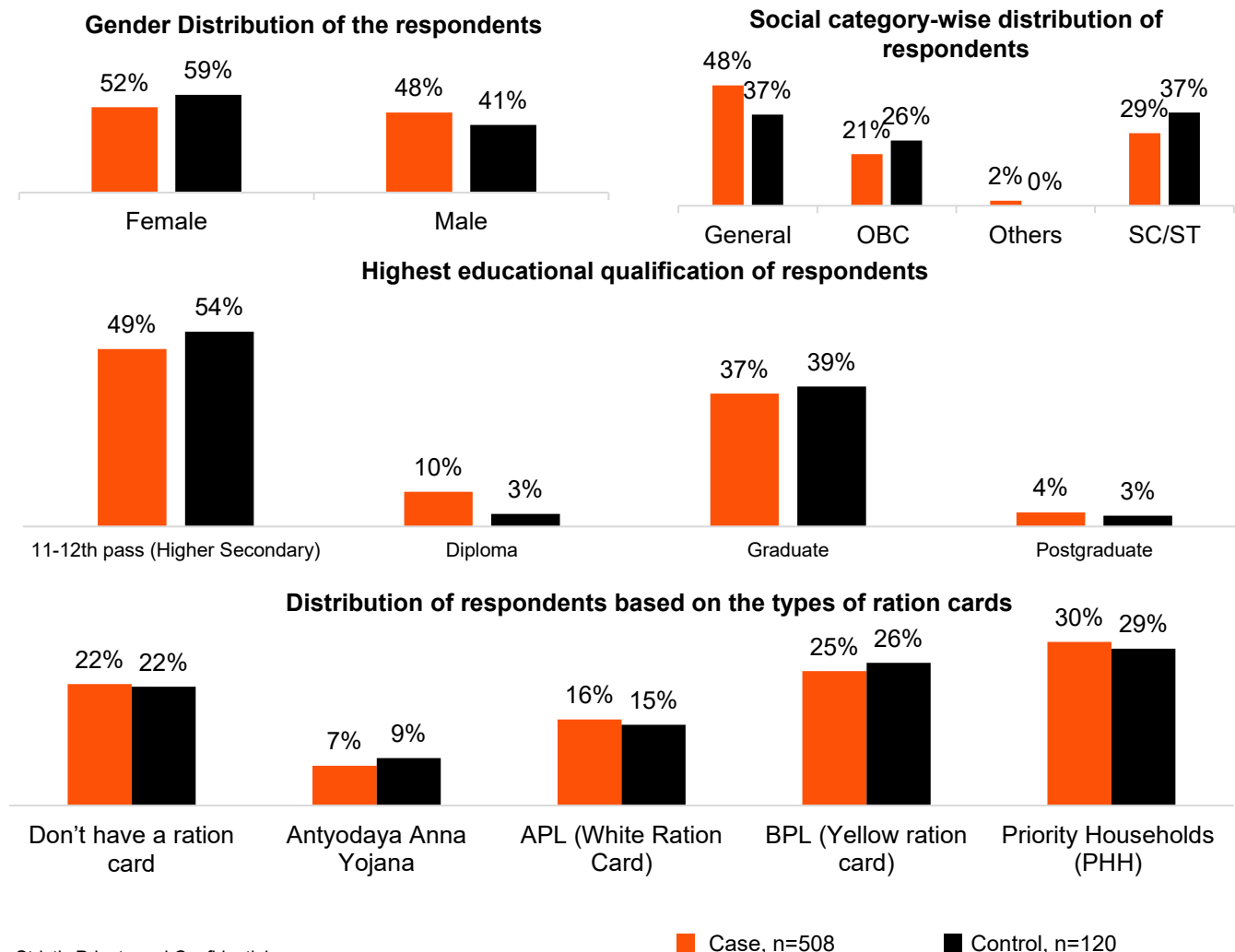
The programme aims to create Child-friendly Schools by improving infrastructure in selected government primary schools and Anganwadis, thereby supporting the Swachh Bharat Swachh Vidyalaya mission. ITC works closely with School Management Development Committees to strengthen their role, encouraging parents to participate in school activities and share responsibility for maintaining facilities. The assessment covers intervention schools across **Munger (Bihar), Saharanpur (Uttar Pradesh), Kamrup (Assam), Hooghly (West Bengal), and Haridwar (Uttarakhand)**, while also including **non-intervention schools outside ITC's catchment areas**. This comparative approach provides a comprehensive view of the initiative's impact, highlighting differences in infrastructure, community engagement, and child-friendliness between supported and non-supported schools.

Aspect	Intervention Schools (Case Group)	Non-Intervention Schools (Control Group)	Inference / Impact
Gender-sensitive facilities	All intervention schools have separate toilet blocks with distinct entries for boys and girls.	Control schools do not provide separate toilets for boys and girls.	Intervention schools encourage female attendance and reduce dropout rates; ensure safe, private, and hygienic spaces that encourage girls' regular attendance and participation. They promote inclusivity by addressing the specific needs of both boys and girls, fostering equal opportunities in education.
Adequate sanitation	Every intervention school has urinals and water closets provided in proportion to student numbers (Girls 1:60; Boys 1:80).	Control schools have inadequate urinals and water closets.	Intervention schools with proper sanitation show improved enrolment, regular attendance, and stronger learning outcomes. Control schools without adequate facilities struggle with low enrolment (often fewer than 15 students), irregular attendance, and weak academic progress.
Drinking water access	All intervention schools have age-appropriate drinking water stations maintained for safe access.	Control schools do not provide age-appropriate drinking water stations.	Case schools provide safe access for all age groups; control schools limit safe water consumption, especially for younger children.
Toilet hygiene	Intervention schools have cleaning materials, maintenance funds, and regular cleaning schedules in place.	Control schools lack cleaning materials, funds, and structured cleaning schedules.	Intervention schools maintain sanitary conditions and provide gender-sensitive facilities, ensuring privacy and safety for girls. Toilet hygiene in schools ensures clean, safe, and private facilities that protect students' health.
Hygiene education	Children in intervention schools demonstrate good knowledge of hygiene practices, such as proper handwashing steps.	Children in control schools lack awareness of hygiene practices due to the absence of child cabinets.	Case schools reduce health risks through awareness; control schools increase vulnerability to preventable illnesses.
Infrastructure	Intervention schools provide a safe, supportive, and hygienic learning environment.	Control schools have leaking roofs, classrooms without desks or benches, and no boundary walls.	Intervention schools encourage enrolment and attendance; control schools compromise safety and discourage parents from admitting children.
Educational consequences	Improved enrolment, regular attendance, and enhanced learning outcomes	Low enrolment, irregular attendance, weak learning outcomes	Intervention schools foster quality education; control schools hinder progress.

Respondents' Profile

Below graph depicts the distribution of respondents across both the themes in case and control groups from various locations under this programme.

Socio-Demographic & Socio-Economic Profile of the respondents



- ❑ The presence of more than 50% respondents from SC/ST or OBC social categories in the case group points to engagement with marginalised communities.
- ❑ This profile suggests participation from households with moderate educational attainment, including first-generation learners.
- ❑ About 22% of people in both case (n=508) and control (n=120) groups don't have ration cards, while **25–30% are listed as BPL or Priority Household (PHH)**. This shows the programme is reaching vulnerable families. Around 7% of case respondents and 9% of control respondents have Antyodaya Anna Yojana cards, and 15–16% have APL (White) cards. The presence of Antyodaya households highlights that the poorest families are included.
- ❑ The mix of people with and without ration cards suggests the programme is inclusive, not limited to those with formal documents important for marginalised families often left out of records. Only 16% of respondents had any income before the programme, showing its relevance for economically inactive groups, especially women. **Among those who did earn, most (80%) in the case group made less than ₹5,000 per month**, with the rest earning up to ₹10,000. This concentration in low-income brackets confirms the programme's focus on poor households and livelihoods

Creation of a Pool of Skilled and Certified Workforce

The programme **translates skilling inputs into tangible workforce readiness outcomes**. This reflects the programme's role in **enabling certification, improving job-market credibility**, and supporting the transition of youth from vulnerable backgrounds into structured employment pathways.



Structured NSDC aligned courses (avg 45 days, non-residential) offered to the trainees across various trades, including General Duty Assistant, Hospitality, Automobile & Automotive Showroom Host, Beauty and Wellness, and Computer Skills.

100%

of the respondents reported **receiving NSDC certifications post their successful completion of the course** across all the centres and all courses. This demonstrates the programme's **effectiveness in converting vulnerable youth into a fully certified and job-ready workforce**.

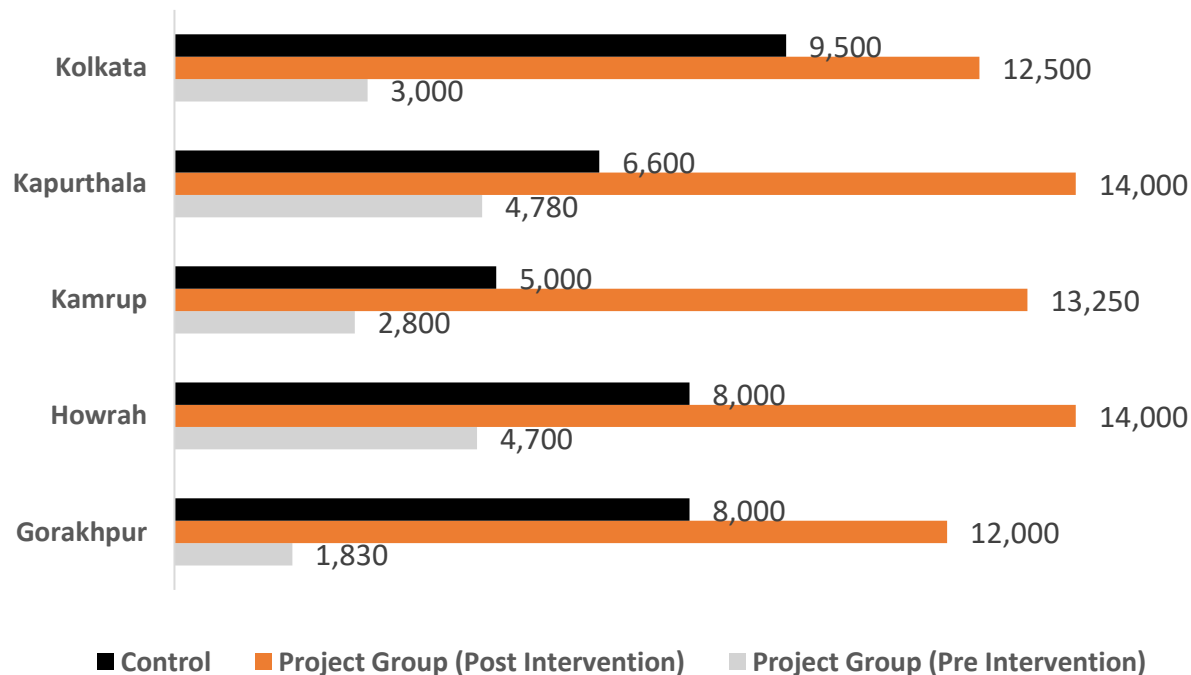
- ❑ During interactions with the current batch, it emerged that **most trainees come from low-income backgrounds** and have struggled to secure stable jobs after completing their 12th standard.
- ❑ This has driven them to enrol in the programme **to upskill and improve their employability in the current job market**.

- ❑ The programme's unique 7-day no-obligation period allows trainees to assess course relevance before committing fully. This **self-selection mechanism has kept post-induction dropouts low** (around 5–10%), resulting in cohorts that are more focused, motivated, and likely to complete the training.
- ❑ Trainers elucidated that **NSDC certification plays a critical role in improving trainees' credibility** in the job market by formally validating their skills. In competitive employment contexts, this credential helps participants access better job opportunities, promotions, and role transitions across sectors.
- ❑ Many trainees enter the programme after **struggling to secure stable employment** post Standard 12, often due to limited skills and economic constraints. Through structured, NSDC-aligned **training and a supportive peer environment**, the programme transforms this at-risk group into a reliable pool of skilled and certified workers.
- ❑ The structured screening, training, and certification **flow enables the programme to function as a steady talent pipeline rather than a one-time intervention**. This predictability is critical in underserved regions, where local employers often face uncertainty about skill quality and workforce readiness among first-time job seekers.

Improvement in Income for Youth

The programme has **facilitated a shift from low or irregular earnings to more stable and higher-value income opportunities**, underscoring how skilling and certification translate into sustained economic gains for youth from vulnerable backgrounds.

Average Salary of the Case Group Respondents (INR per month): Project Group (Pre-intervention (n=80) and Post-intervention (n=406)) and Control Group (n=25)



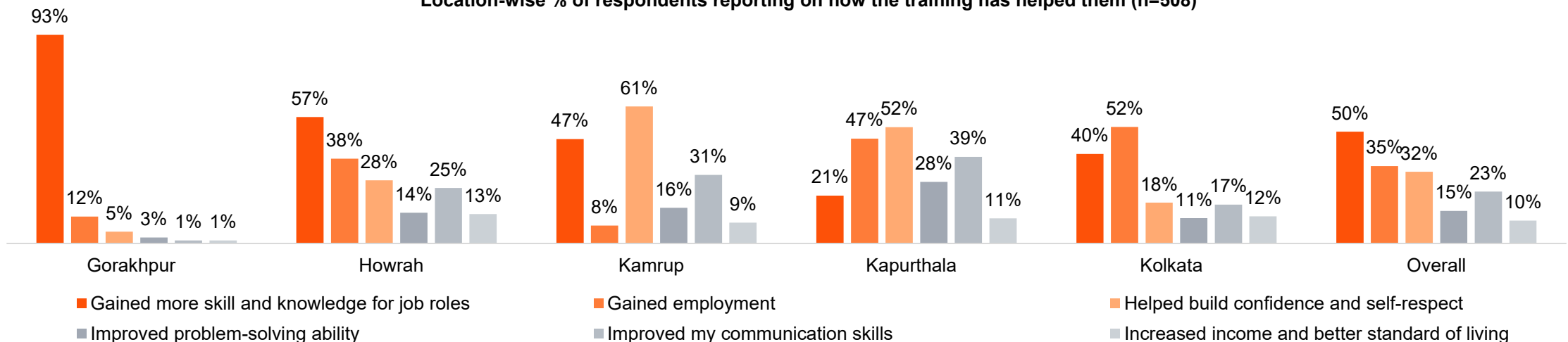
- ❑ Prior to the programme, only 16% of surveyed respondents were employed, earning between ₹1,830 to ₹4,780 per month. Post course completion, 80% of the surveyed youth got engaged in employment or self-employment, after completion of training and are earning ~₹12,000/- to ~₹14,000/- per month. This reflects a **transition from irregular or marginal earnings to more structured and predictable income sources**.
- ❑ During the assessment period, the control group reported average monthly earnings of ~₹5,000 to ~ ₹9,500. The gap of income between project and control group, highlights a **higher income level associated with programme participation**.
- ❑ Among those placed or self-employed (n=508) in project group, 85% were engaged in roles directly related to their training. The **alignment between training and job roles supports income outcomes** that are linked to skill utilisation rather than short-term or mismatched employment.

Improved Soft Skills, Confidence and associated impact

The programme also **has influence beyond technical skilling, highlighting how training contributes to holistic workforce readiness**. The outcomes point to strengthened confidence, interpersonal effectiveness, and adaptive skills that support sustained performance and progression in workplace settings.

- ❑ Study done in Assam, Punjab, Uttar Pradesh and West Bengal revealed that a high proportion of respondents (upto 93%) reported gaining skills and knowledge for job roles, along with improvements in communication and problem-solving abilities. These outcomes were consistently reported across the sample (n=508). This combination **supports more effective participation in workplace environments that require both technical execution and interpersonal engagement**.
- ❑ Overall, 32% of respondents reported that the **training helped build confidence and self-respect, alongside gains in employability-related skills**. These self-reported outcomes appeared alongside other work-readiness indicators captured in the assessment. Enhanced confidence enables trainees to engage more proactively with colleagues, supervisors, and work responsibilities.
- ❑ A notable share of respondents also reported improved problem-solving, communication skills, and better standards of living, with positive responses visible across all programme locations. The clustering of these outcomes suggests that **skill development extended beyond task-specific learning**. Together, these attributes contribute to stronger professional conduct and support sustained performance at the workplace.

Location-wise % of respondents reporting on how the training has helped them (n=508)*

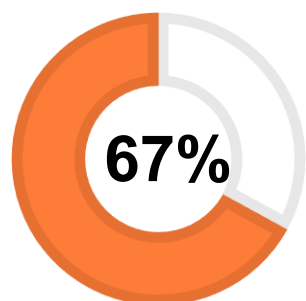


Sustained Livelihoods post the training completion

The programme's impact also reflects **sustained employment engagement, role continuity, and income diversification at the household level**. This indicates **strengthened economic resilience** and improved ability of trained candidates to navigate and sustain themselves in the labour market.

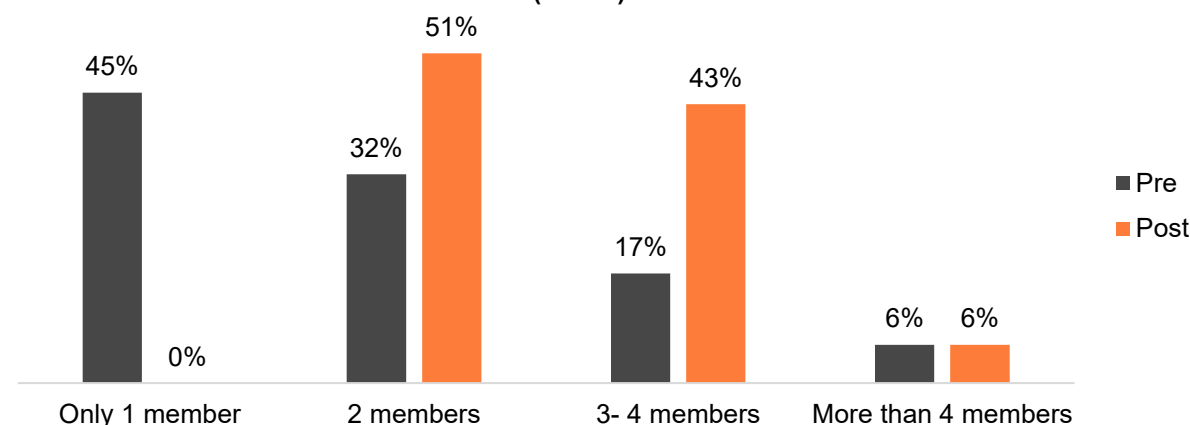
~80%

80% of the trained and certified candidates (406 out of 508) were still either in jobs currently or were self employed.



67% of the initially placed or self-employed candidates have continued in the same jobs since completion of the trainings

Number of earning members in the family of the respondents pre and post intervention (n=406)

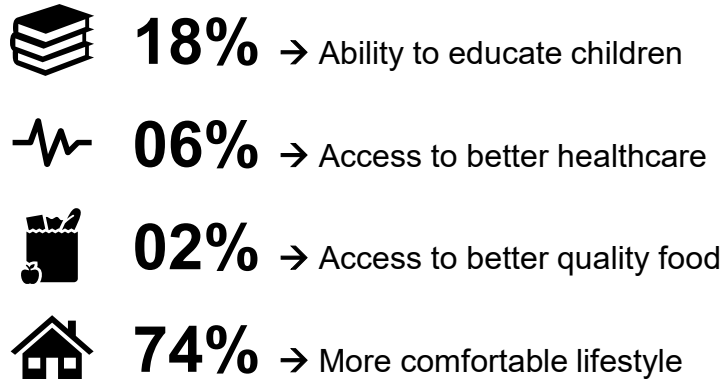


- ❑ 80% of the surveyed respondents (n=406) remain either employed or self-employed post training, indicating that **livelihood outcomes have been retained beyond initial placement**. With 67% continuing in their first job or vocation, the data reflects **stability and continuity in employment**. This points to livelihoods that are durable rather than transitory.
- ❑ While 67% retained their initial roles, the remaining **33% transitioned to new jobs in pursuit of better income or working conditions, demonstrating an ability to leverage skills beyond first placement**. This movement reflects opportunity-driven transitions rather than job loss. Such mobility reflects growing confidence and bargaining power in the labour market.
- ❑ Prior to the intervention, **45% of households relied on a single earning member, whereas post-training 54% of households reported having two or more income earners**. The shift toward multiple earners indicates broader participation of family members in income-generating activities. This diversification **strengthens household resilience against financial shocks**.

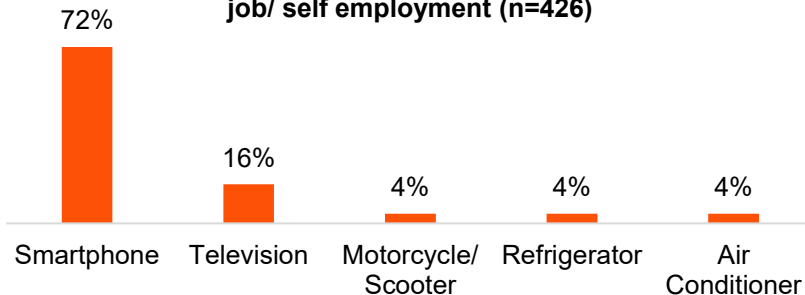
Improved Quality of Life and Asset Ownership

The programme's impact also reflects **sustained employment engagement, role continuity, and income diversification at the household level**. This indicates **strengthened economic resilience** and improved ability of trained candidates to navigate and sustain themselves in the labour market.

Trainees' response on the most important use of dispensable income post training (n=508)



Types of assets acquired by the participants post training and job/ self employment (n=426)



- While 18% report improved ability to educate children and smaller proportions report better healthcare (6%) and nutrition (2%), a much larger share (74%) reports an overall improvement in lifestyle, **indicating that early income gains are first absorbed into day-to-day comfort and living conditions**.
- The high uptake of smartphones (72%) compared to other assets indicates that **participants prioritise digital access and communication**, while purchases of TVs and durable household appliances remain limited to a smaller segment.
- Ownership of consumer durables such as TVs, refrigerators, bikes, and Acs, though limited, indicates **early movement beyond subsistence spending toward aspirational household improvements**.

Overall feedback of the trainees on various aspects of the programme (n=508)

	5 Point scale				
	1-Lowest	2	3	4	5-Highest
Training Pedagogy	0%	0%	13%	47%	40%
Trainers	0%	0%	5%	42%	54%
Training Content and material	0%	0%	9%	51%	40%
Time allocated for Training	0%	1%	18%	44%	38%
Training Relevance	0%	1%	14%	47%	38%

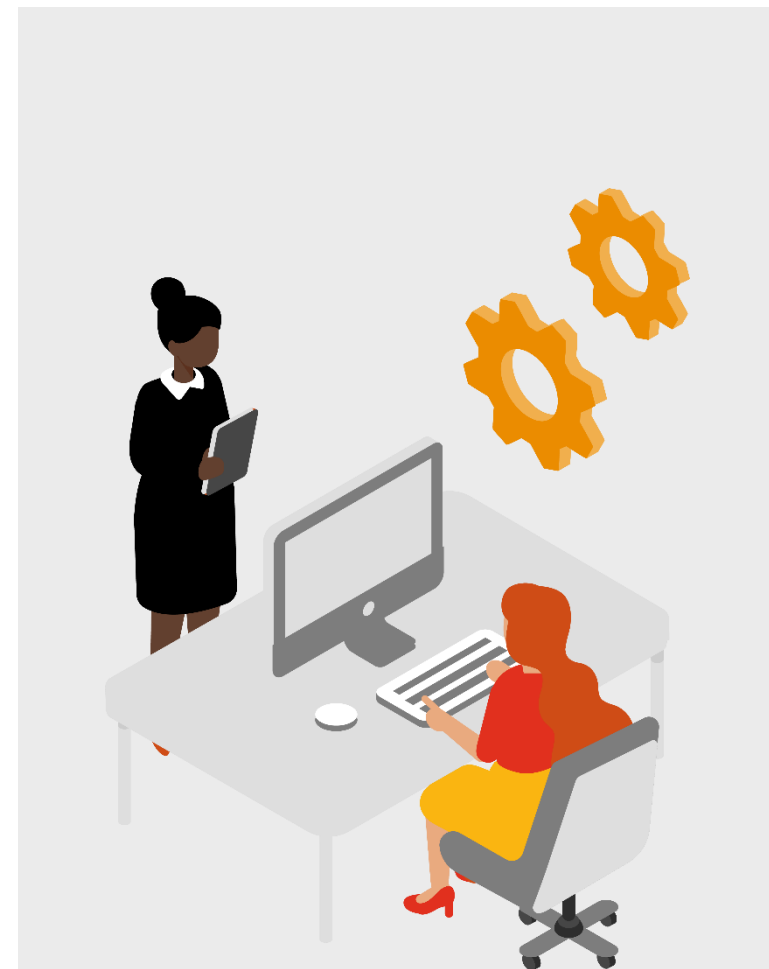
- Respondents were asked to share feedback on various aspects of the training programme. Overall responses indicate **a largely positive experience across key parameters**.
- The centre head, too, **engages frequently with the District Skilling Officers** at various locations to conduct job fairs. This engages Government stakeholders while supporting the overall skilling ecosystem as well.
- Participants rated different components of the training on a 5-point scale, where 5 indicated the highest satisfaction. Results show strong positive sentiment, **with over 85% of respondents awarding ratings of 4 or 5 across all components**.
- In terms of overall experience, **58% of respondents (n=508) reported being satisfied with the training**, reflecting general approval of the training design and delivery.
- The remaining **42% expressed a neutral view, suggesting scope to further refine certain aspects of the programme** to better align with varying participant expectations and experiences.

IRECS Analysis

Parameter	Assessment from Study
Inclusiveness	Support to Education: ❑ The project prioritises children facing multiple exclusions, out-of-school, migrant, low-income, and formerly working children, supporting their return to structured learning. ❑ High participation of girls (73% overall; up to 76% in Saharanpur), supported by gender-sensitive infrastructure and safe learning spaces, has helped sustain attendance, especially among adolescent girls. Skilling of Youth: ❑ The programme shows strong gender and social inclusion, with women forming over half of participants and more than 50% of the case group from SC/ST and OBC communities, reflecting targeted outreach to marginalized groups. ❑ It primarily reaches economically vulnerable and first-generation learners, with low pre-programme earnings and modest household education levels, indicating inclusion of populations with limited prior access to skills and income opportunities.
Relevance	Support to Education: ❑ The intervention addresses foundational literacy and numeracy gaps across primary and upper-primary levels, using SLCs and school-linked support to bridge learning losses caused by migration, disrupted schooling, and weak foundations. ❑ By combining academic remediation with enabling conditions such as safe infrastructure, hygiene facilities, nutrition awareness, and parental engagement, the programme responds to the broader, context-specific barriers that influence learning and attendance across age groups. Skilling of Youth: ❑ The programme responds to a clear economic need, with very low baseline earning participation (16%), particularly among women, making it highly relevant for economically inactive youth. ❑ Through locally relevant, NSDC-aligned courses and integrated soft-skills training, the initiative supports youth, especially those struggling post-Class 12, in building job-ready skills, confidence, and smoother transitions into entry-level employment.
Effectiveness	Support to Education: ❑ The programme demonstrates strong and deep learning gains, with high functional literacy and over 90% proficiency in core numeracy skills in the case group, consistently outperforming control groups across states. ❑ Learning improvements extend beyond academics, reflected in higher attendance (62% vs. 21%), improved confidence, and positive socio-emotional and behavioural shifts, indicating sustained engagement and progression rather than short-term gains. Skilling of Youth: ❑ The programme shows strong completion and livelihood outcomes, with low dropouts (5-10%), universal NSDC certification among continuing trainees, and 100% reporting placement or self-employment post-training. ❑ Significant income and job-quality gains are evident, with average earnings rising sharply and 85% of participants placed in roles aligned to their training, supported by improved confidence, communication, and problem-solving skills.
Convergence	Support to Education: ❑ The programme shows strong convergence with the formal education system through high mainstreaming of SLC students, close coordination with Anganwadi centres and government schools, and alignment with national priorities on early learning, hygiene, and sanitation—ensuring integration rather than parallel delivery. Skilling of Youth ❑ NSDC-aligned training and certification have created a credible, market-ready talent pipeline, benefiting both employers and participants, while also triggering wider household-level livelihood engagement through increased earning members and improved economic resilience.
Sustainability	Support to Education: ❑ By building capacities of frontline stakeholders and fostering parental reinforcement at home, the programme has triggered behavioural and mindset shifts that support continued attendance, sustained use of infrastructure, and long-term reinforcement of learning beyond the project period. Skilling of Youth: ❑ The programme shows durable livelihood impact, with sustained employment or upward mobility, rising incomes, stronger household earning capacity, early asset formation, and high beneficiary satisfaction—indicating gains that extend beyond placement to long-term economic resilience and quality of life.

Recommendations

- ❑ **Extend the duration of engagement under the Read India Programme:** The current 30-day engagement period may not be adequate to effectively reach the weakest learners. Extending the duration of the programme, especially in schools with weakest learners, would allow more sustained interaction and better learning support for students who require additional time and reinforcement.
- ❑ **Strengthen community mobilisation around ECCE activities:** While initial mobilisation efforts are in place, deeper and more structured engagement with community members, including PRI representatives, is recommended. Additional orientation and capacity-building can help strengthen community ownership and improve on-ground support for Anganwadi workers.
- ❑ **Increase the duration of vocational training courses, particularly computer skills:** Trainees indicated that the existing 45-day computer skills course is relatively short for acquiring technical competencies. A slightly longer course duration would enable better understanding, practice, and confidence among participants.
- ❑ **Introduce a continuous training plan for child cabinet members:** Given the high mobility within the school ecosystem, child cabinet members change frequently. It is recommended to institute an ongoing training mechanism so that new members are regularly oriented and can effectively utilise the provided infrastructure and platforms.
- ❑ **Support parents with documentation for school admissions:** It is recommended that the SLC include dedicated provisions or resources to assist parents, particularly migrant families, in preparing and completing the necessary documentation for their children's admission into mainstream schools.
- ❑ **Conduct regular refresher trainings for Anganwadi Workers (AWWs):** It is recommended to institute periodic refresher trainings to reinforce AWWs' core roles in early childhood care and education, especially since they are often assigned additional responsibilities that divert attention from their primary functions. Such trainings will help realign focus, update knowledge, and strengthen service delivery.



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- PWCALLP's work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the programme, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.
- Our understanding of the programmes was limited to our discussion with the ITC team and its NGO partners as no specific project related documents (MoU/ Programme Monitoring Reports etc.) apart from the beneficiaries list and generic thematic documents was shared with PW team.

Thank you

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