

CSR Impact Assessment

FY 2022-23

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Impact Assessment Conducted by:



www.blueskycsr.com

PROJECT NANHI KALI

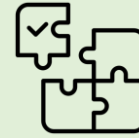


Project Nanhi Kali



Project Objective

- Empower school girls from underserved communities (Classes 1–10) through educational support by operating after-school Academic Support Centres (ASCs)
- Ensure adaptive and effective learning by providing access to AI-powered personalised learning software (Mindspark) on digital tablets
- Support school attendance and dignity by distributing annual school supplies kits, including feminine hygiene material.
- Foster physical well-being, confidence, and holistic development by conducting extracurricular activities and integrating a professionally designed sports curriculum

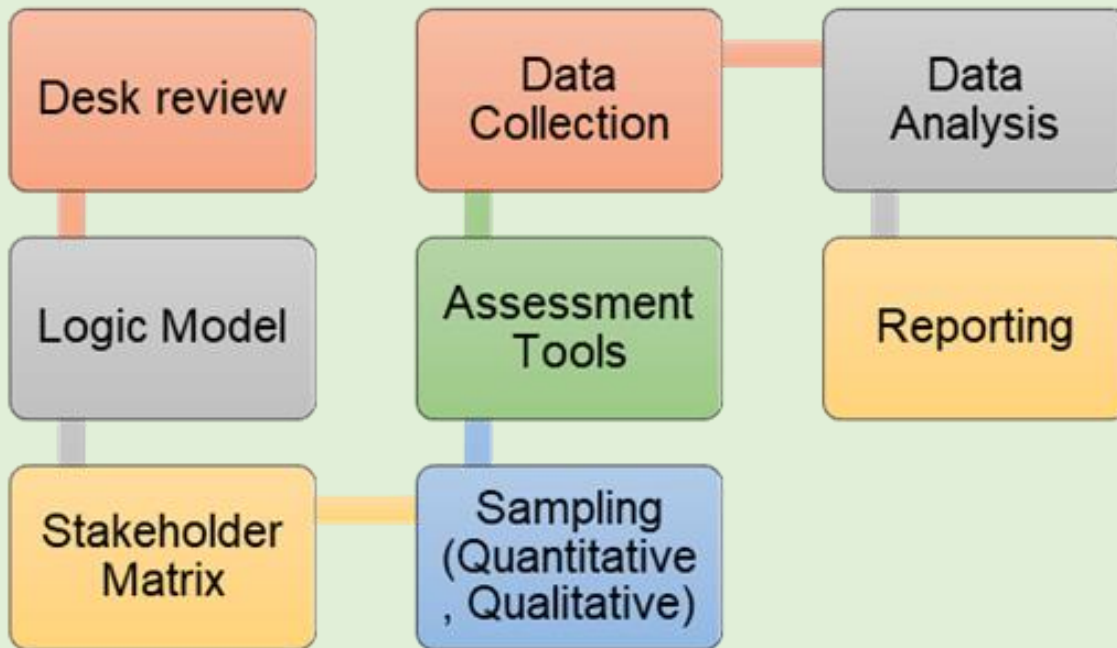


Project Relevance

- Higher dropout rates among girls, especially in rural areas, compared to boys
– Census, 2011
- Educated women experience better health outcomes, lower fertility rates, and increased empowerment in decision-making
– NHFS-5 (2019-21)
- In India, only one-third of internet users were women, while globally internet usage was only 12% higher among men than women
– UNICEF, December 2017
- In Grade 5, nearly 50–55% of children were found to lack the basic arithmetic and reasoning skills that are expected at that level.
– ASER 2018

Approach & Methodology

Assessment Methodology



Social Responsibility Standards

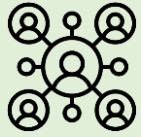
The impact assessment methodology assesses the project on BlueSky's **Process Maturity & Goals Achievement Framework (PMGA)**, built on the guidance available to the following standards:

1. **Social Auditing Standards (SAS)**, regulated by the ISAI under SEBI
2. **ISO IS 26000:2018 – Guidance on Social Responsibility**
3. **The Companies Act 2013 Schd VII Sec 135**
4. **UN Sustainable Development Goals**



Project Nanhi Kali

Project Highlights



Support by M&M Ltd. : **52,658** underserved girls supported across seven states and **19 locations** in India.

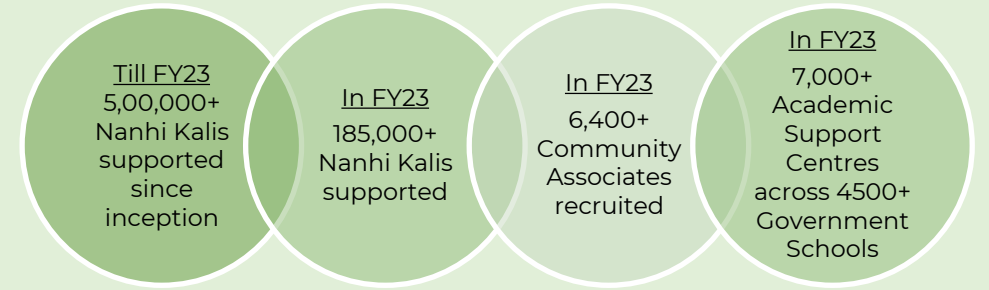


States and Schools Covered: A total of **3,214 government schools were covered** through the initiative, with **3,240 Community Associates** recruited from local communities, trained to serve as learning facilitators and mentors to the girls.



The 7 states covered were: Punjab, Uttar Pradesh, Maharashtra, Gujarat, Madhya Pradesh, Andhra Pradesh, West Bengal.

Subjects Covered: English, Mathematics, Local Languages using a digital app “Mindspark” for Classes 1-9 ; customized assistance for Class 10; Science introduced from Class 6 through worksheets.



Digital Learning: Introduced through Mindspark app for enhancing conceptual understanding.



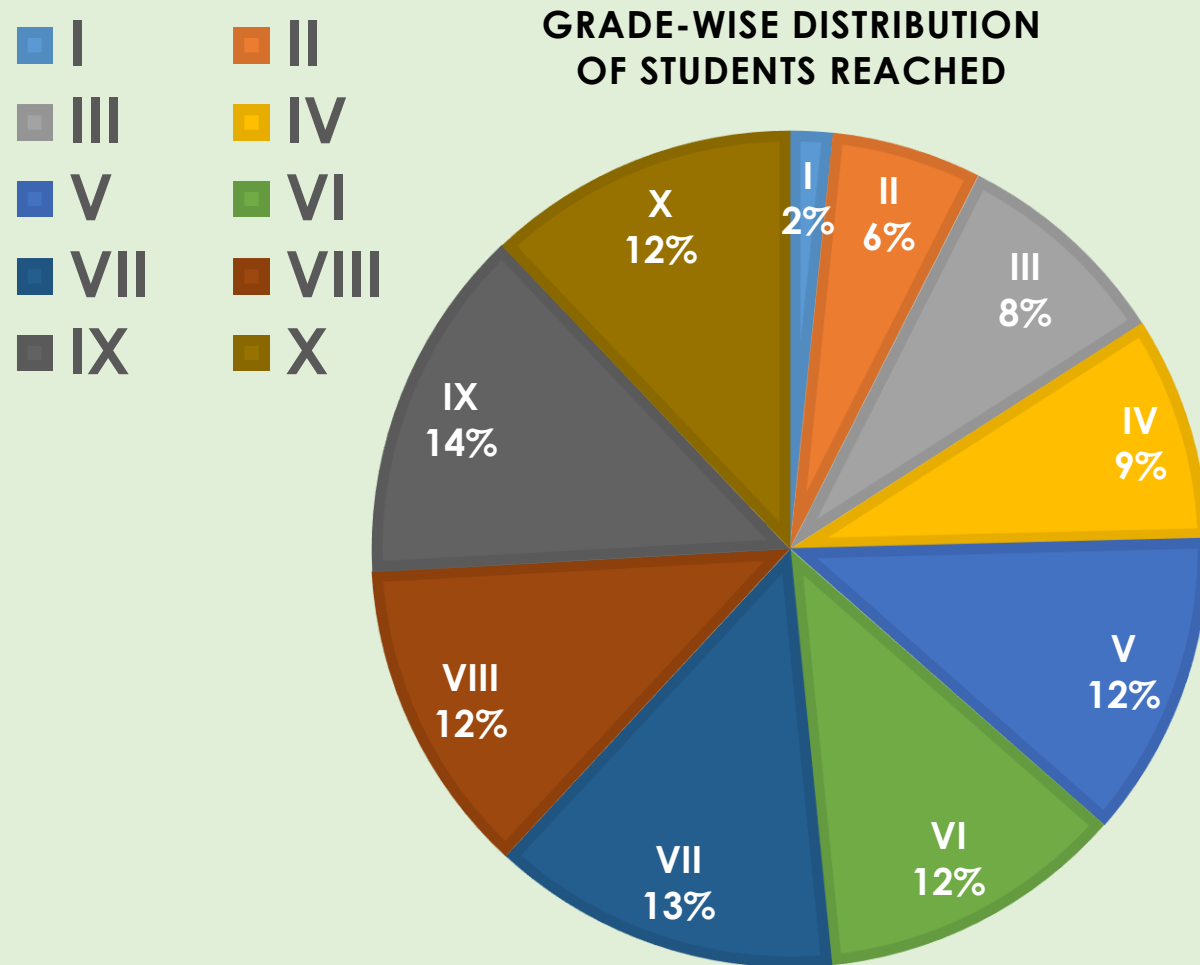
School Supplies Kit: Annual provision of school bags, stationery, pullovers/raincoats and Feminine Hygiene Material for secondary school students.



Sports Training: Extracurricular activities and structured sports program to train girls in sports activities.

Project Nanhi Kali

Project Reach



Project Nanhi Kali

LOGIC FRAMEWORK



Empower school girls from underserved communities (Classes 1–10) by ensuring school completion, through after-school academic support, adaptive digital learning, school supplies, feminine hygiene material, and holistic development through structured extracurricular engagement.

Objective

1. Ensure quality education and school retention
2. Promote Holistic Development & Empowerment
3. Engaging Communities and Stakeholders in Advancing Girls' Education

Inputs



Trained Women Tutors - Community Associates (CAs): Deliver mentorship, individual attention, and academic guidance



AI-Powered Personalised Learning: Tablets embedded by EI's Mindspark software for adaptive, engaging digital learning; embedded with Raspberry Pi helping solve connectivity issues in remote locations



School Supplies Kit: Annual provision of school bags, school supplies kit, raincoat/pullover and feminine hygiene material



Holistic Development Initiatives: Extracurricular activities and structured sports curriculum



Collaborative approach Permissions obtained at multiple government levels. Local CAs recruited to ensure sustainability. Program hosted on government premises.

Activities



Providing Daily After-School Academic Support – Conduct structured learning sessions at Nanhi Kali Academic Support Centres.



Implementing Concept-Based Learning Through Digital Tools – Introduce tablets for interactive and personalized learning.



Distributing school kits - Provide school bags, school supplies kit, raincoat/pullover, and feminine hygiene material



Conducting extracurriculars - Facilitate sports and extracurricular activities



Engaging Parents & Community Stakeholders – Conduct awareness sessions and community meetings to encourage support for girls' education.

Outputs



Regular Academic Support & Mentorship – Daily learning sessions and structured academic guidance by Community Associates.



Technology-Driven Learning – Students actively engage with digital learning modules to improve comprehension.



Improved school attendance and hygiene through school kit support



Active participation in sports and holistic activities



Parental & Community Engagement – Regular sessions conducted to foster community support for girls' education.

Outcomes



Improved Academic Performance – Enhanced learning in Mathematics, Science, and English.



Higher School Retention & Reduced Dropout Rates – Increased attendance and motivation.



Development of Life Skills & Leadership – Improved teamwork, discipline, and confidence through mentorship and extracurricular activities.



Increased local ownership and continuity – Active stakeholder engagement and participation of local women tutors.

Impact



Higher School Completion Rates – More girls successfully completing school.



Greater Gender Equality in Education – Encouraging societal shift in attitudes towards girls' education.



Improved Financial Independence – Providing girls with educational qualifications and digital literacy, enhancing their employability and economic opportunities.



Strengthened sustainability – Stakeholder involvement and recruitment of local women tutors, enabling community ownership and help in exit strategy.

Project Nanhi Kali

KEY FINDINGS

Ensure Quality Education & School Completion



Improved academic performance

- **92%** of the students noted an improvement in their English skills.
- **95%** found improvements in reading and writing in their local language.
- **92%** reported better understanding and performance in Mathematics.
- **89%** of the Community Associates (CAs) said that they had seen a marked improvement in the student performance



Attendance and Regularity

- **97%** students reported attending regularly

72%

Session
JULY - SEPT

72%

Session
OCT - DEC

79%

Session
JAN - MAR

- **92%** of respondents said the feminine hygiene material helped reduce absenteeism



Enhanced student confidence and motivation towards learning

- **90%** of the students surveyed expressed they feel more confident in themselves and are comfortable expressing their thoughts.
- **90%** of the Community Associates reported a noticeable increase in student interest and participation in classroom activities.

Project Nanhi Kali

KEY FINDINGS

Ensure Quality Education & School Completion



Digital Learning Impact

97% of the students responded that the lessons learned on the tablet at the Nanhi Kali After-School Centre made understanding subject concepts more enjoyable.

A student's learning path on Mindspark is divided into 9 learning levels, representing the learning levels of Class 1 to 9. Each learning level covers age-appropriate concepts and skills of that subject.

Out of the students whose learning level scores were observed over 3 terms, following is the improvement by subject:

English: **47%** of students showed an improvement

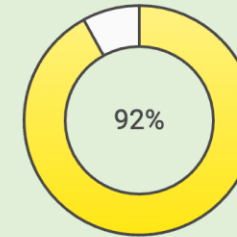
Maths: **56%** of students showed an improvement

Language: **66%** of students showed an improvement

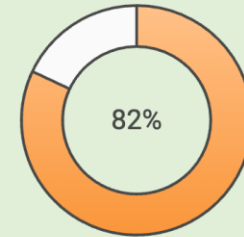


Enhanced engagement through access to digital tools

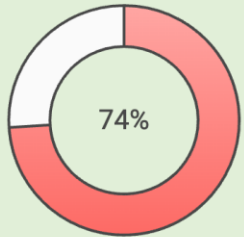
Nanhi Kalis' reaction to digital tool usage



Enjoyment in learning
due to interactive
lessons



Excitement with
exposure to digital
technology



Confidence due to
improved
understanding

Project Nanhi Kali

KEY FINDINGS

Promote Holistic Development & Empowerment



Boosted Confidence through Extracurricular Activities:

99% of sampled students felt sports participation made them happier, healthier, and stronger.

- **Confidence and Team Spirit (92%):** Improved confidence and teamwork skills
- **Overcoming Fear of Failure (87%):** Developed resilience by learning to accept setbacks and try again.
- **Introduction to Organized Sports (79%):** First experience with structured sports activities
- **Increased Academic Participation (68%):** Improved focus and engagement in class, supported by regular physical activity.
- **Memorable Sports Moments (64%):** Gained self-confidence by overcoming physical and mental challenges on the field.

Toofaan Games

Boost of Self Esteem: Students gained confidence and a stronger identity by representing their school at Toofaan Games.

Community Recognition: Success in Toofaan Games led to increased recognition and inspired community support for girls in sports.



Mentorship and Guidance through Community Associates (CAs)/ Teachers

- **97%** of students agreed that CAs encouraged them to come to the ASC regularly.
- **87%** of the CAs were able to adjust their teaching to meet each student's individual needs.
- **90%** of CAs felt that the training they received equipped them to effectively guide students.

Project Nanhi Kali

KEY FINDINGS

Promote Holistic Development & Empowerment



Initial Hesitations & Gradual Acceptance

29% of the parents were initially hesitant to support Project Nanhi Kali, especially the sports and digital component of the program.

Sports, in particular, were unfamiliar territory, but perceptions shifted as they saw their daughters grow healthier, more confident, and committed.

“They try to explain what they’re learning, but since we’re uneducated, it’s hard for us to fully understand. Still, we can see the difference—and that’s enough.”

– **A. Appalanarsamma, Parent, Ambedkar GVMC**

Visible Transformation & Renewed Aspirations

100% of the parents observed academic improvement in discipline, regular attendance, and growing ambition in their daughters.

“My older daughter made it all the way to the Nationals in handball. She was once a Nanhi Kali—and that’s where it all began.”

– **Surekha, Parent, ZPHS Yendada**

“My daughter once cried, saying she’d have to stop studying after 10th because of our family situation. That moment deeply moved her father. Today, she’s confident, determined, and dreams of becoming a police officer.”

– **R. Chandralekha, Parent, ZPHS Gajuwaka**

Project Nanhi Kali

KEY FINDINGS

Promote Holistic Development & Empowerment



Empowering through essential supplies

99% of students expressed happiness about receiving the Nanhi Kali kit and its contents.

100% of the parents Valued the school kit (Bag, Stationery, Pullover/ Raincoat and Feminine hygiene material)

Parent feedback: Reduced financial burdens and necessary materials for child's attendance at school

Teacher's observation: Increased student enthusiasm and participation in activities

Satisfaction scores of students for Nanhi Kali kits

Overall Nanhi Kali kit



New Bag & Stationery



Feminine hygiene material



Raincoat/Pullover



Project Nanhi Kali

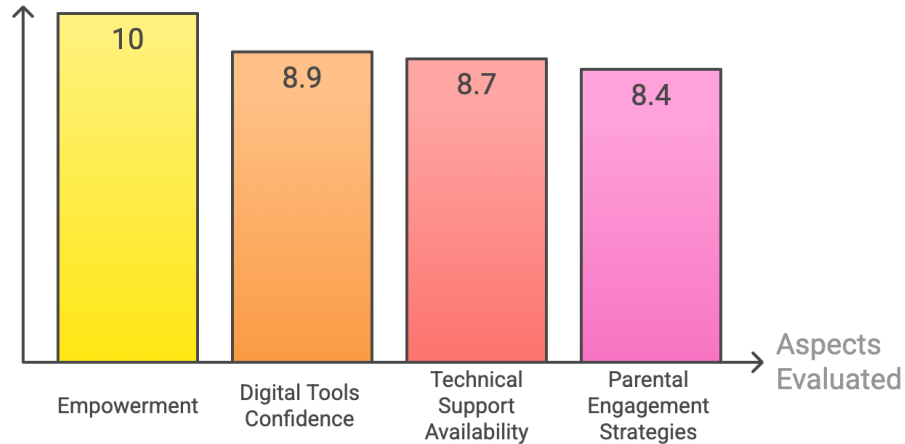
KEY FINDINGS

Engaging Communities and Stakeholders in Advancing Girls' Education



Community Associates: Empowered and Engaged

"Empowerment Enabler (as reported by Community Associates)"
"Average Rating (out of 10) by Community Associates"



Empowering Learning Through Digital Facilitation (Digital Confidence in Teaching)

- **89%** of CAs felt confident using tablets and Mindspark
- **85%** CAs found the technology reliable
- **87%** CAs said they received sufficient technical support.

Project Nanhi Kali

KEY FINDINGS

Engaging Communities and Stakeholders in Advancing Girls' Education



Parents: Recognise the Value

Parents **initially hesitated but gradually embraced** Nanhi Kali as they observed **positive academic and personal growth** in their daughters.

- **98% of parents interviewed** across FGDs **expressed satisfaction** with the program and acknowledged that it improved **academic performance and discipline**.
- Many parents **regularly attended monthly meetings** to track their daughters' progress.
- **Parents reported during interviews that the distribution of kits (including school bags, school supplies, Raincoat/Pullover and feminine hygiene material) reduced financial stress** for parents and encouraged school attendance.



Government Representatives: Aligning with National Agendas

- Government officials acknowledged **Project Nanhi Kali's strong alignment with government efforts in government schools**.
- The provision of **after-school support with digital tablets, sports training, and school supplies kit** were seen as an **enhancement of state initiatives**, filling gaps where government schools lacked resources.
- Husan Bano, Member of School Management Committee, GSSS Ghal Kalan, Moga, Punjab: *"The Nanhi Kali program is well aligned with government educational policies. It provides academic support similar to government schools but goes beyond by offering additional resources such as more exposure to sports and other extracurricular activities."*
- Brijesh Patel, Gram Pradhan, Arajiline Block, Varanasi, UP: *"Government programs like Saraswati Puja provide educational materials, but Nanhi Kali strengthens learning through structured mentorship, digital learning, and after-school sessions—something that is missing in standard government programs."*

Project Nanhi Kali

PMGA IMPACT ASSESSMENT FRAMEWORK

(Process Maturity & Goals Achievement)

1. Process Maturity Score (X-Axis)

- Scored on: Standard Criteria
- Frameworks Referenced: ISO 26000 & National Guidelines on Responsible Business Conduct (NGRBC)

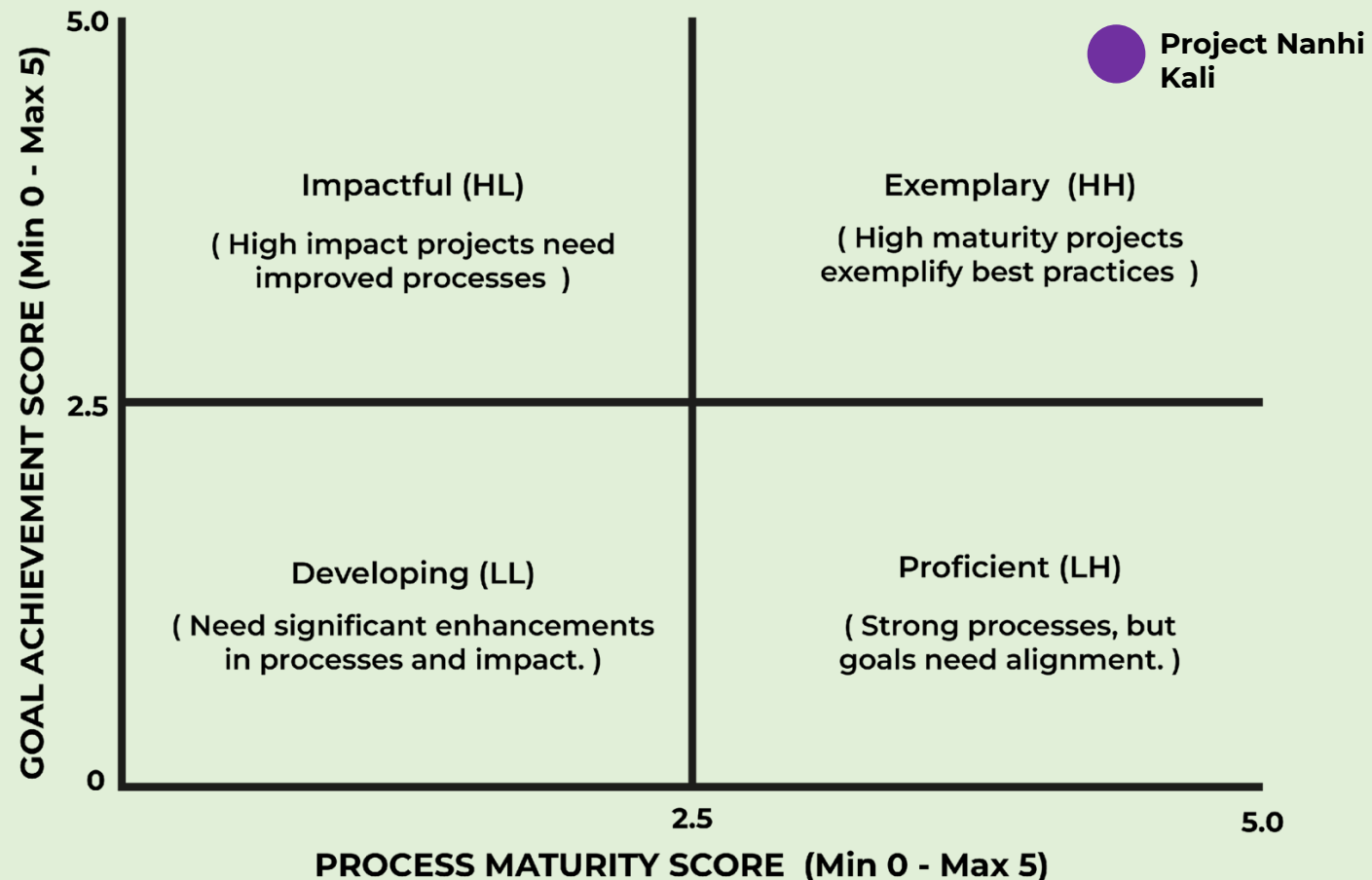
📌 Indicates strong alignment with standardized best practices across projects

2. Program Goal Achievement Score (Y-Axis)

- Scored on: Project-specific Criteria
- Framework: Program Logic Model

📌 Reflects high achievement against intended project outcomes

Project Impact Category



Project Nanhi Kali

Ensure Quality Education & School Completion



"I was weak in math before, but now I understand it better, and my marks have improved."

– Manpreet Kaur, Student, Moga, Punjab



"The tablet-based lessons, especially in mathematics, have helped me tremendously. I can now solve problems much faster than before. Please continue the tablet courses as they have a huge impact on our studies."

– Kaveri, Student, Ambegaon, Maharashtra



"The school supplies kit has been invaluable. The notebooks and stationery are excellent, and the school bag is durable. The other items provided, like hygiene materials, instilled a sense of pride in my daughter and prevented missing school on those days."

– Sukhdeep, Parent, Moga, Punjab



Project Nanhi Kali

Promote Holistic Development & Empowerment



"The students in Nanhi Kali are more confident and proactive in their learning. They ask more questions and actively participate in discussions. In contrast, students outside the program rely more on rote learning and struggle with conceptual clarity"

– Sunil, Vice Principal, Varanasi, Uttar Pradesh



"My CA didi encouraged me to participate in a poetry competition. I won second prize!"

– Anjali Yadav, Student, Varanasi, Uttar Pradesh

"Participating in sports has increased my confidence and teamwork skills. It has also made me more disciplined and focused."

– Kaveri, Student, Ambegaon, Maharashtra



Project Nanhi Kali

Engaging Communities and Stakeholders in Advancing Girls' Education



"We received structured training that covered digital literacy, lesson planning, and student assessment techniques. The sessions prepared us well to implement the curriculum effectively."

– Manisha Verma, CA, Varanasi



"Since the introduction of Nanhi Kali, parents are more engaged in their daughters' education. It's great to see the transformation in confidence and academic interest."

– Prabhdesh Kaur, Vice Principal, GHS Dhola Wala, Moga



"Once, I expressed my concern about my daughter's difficulty in math. The CA reassured me and suggested some extra practice exercises on the tablet. Within a few weeks, I saw a significant improvement in her understanding of the subject."

— Kavita Dange, Parent, Ambegaon



Project Nanhi Kali

CASE STUDY 1

Rajbharani, Kasipur, Varanasi

Meet Rajbharani

Coming from a low-income household in Varanasi, **Rajbharani** challenged traditional gender roles and expectations by continuing her education.

Turning Point: Project Nanhi Kali

Her involvement in Project Nanhi Kali provided her with access to digital learning tools, academic support, and mentorship—critical enablers for her academic progress.

Academic Excellence: With the program's support, Rajbharani successfully cleared the National Talent Search Examination (NTSE)—a highly competitive national-level scholarship exam.

Breakthrough Opportunity: She earned a fully funded seat at a premier institution, transforming her educational and career prospects.

Role Model for Other Girls: Today, Rajbharani is seen as an inspirational figure in her community, motivating other girls to pursue their dreams and believe in their potential.

Rajbharani's Message-

“Clearing the National Talent Search Exam (NTSE) and studying at felt like a dream. I never thought a girl from my village could come this far. Nanhi Kali helped me believe in myself and showed me that education can change everything.”

Project Nanhi Kali

CASE STUDY 2

Tripti, Varanasi

Meet Tripti

Tripti refused to let her family's financial struggles or prevailing societal expectations define her future or limit her potential.

Turning Point: Project Nanhi Kali

Her participation in Project Nanhi Kali—specifically its sports component—enabled her to discover and develop her athletic talent.

Recognized at the National Level: With dedication and support, Tripti qualified for the prestigious Toofaan Games, where she competed at a national platform, showcasing her capabilities.

Aspirations Beyond Boundaries: She now dreams of representing India in sports, a goal she is actively pursuing with passion and commitment.

Challenging Stereotypes, Inspiring Change: Tripti's journey is a testament to the power of determination and opportunity—inspiring other girls in her community to explore sports and follow their dreams, regardless of social norms.

Tripti's Message-

“When I stood on the track in Mumbai, I wasn’t just running a race—I felt that girls like me, from small villages, belong on big stages too”

Project Nanhi Kali

Awarded Exemplary Rating

CSR INSPECTION CERTIFICATE	
	Bluesky Sustainable Business LLP AWARDS AN Exemplary Rating <p>Exemplary Projects have high process maturity and are successfully reaching their program goals. These projects represent best practices in both implementation and impact, demonstrating an exemplary model for other projects to follow.</p> <p>FOR CSR PROJECT Project Nanhi Kali</p> <p>Project Nanhi Kali empowers school girls from underserved communities (Classes 1-10) by ensuring school completion, through after-school academic support, adaptive digital learning, school supplies, feminine hygiene material, and holistic development through structured extracurricular engagement.</p> <p>SUPPORTED BY Mahindra & Mahindra Limited Gateway Building, St. Steven Street, Apollo Bunder, Mumbai - 400001</p> <p>CSR Category: (i) Promoting education, including special education and employment enhancing vocational skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects. (ii) Promoting gender equality, empowering women, for reducing inequalities faced by socially and economically backward groups.</p> <p>Service contract number: BSSB-2400-00009 Certificate number: IB067-2400-01-00009 Date of issue: 25th March 2025</p> <p> Jyotsna Bellappa Head- CSR Inspections</p> <p> Shrinivas Bhat Chief Executive Officer</p> <p> </p> <p><small>* Bluesky Sustainable Business LLP complies with NABCS accreditation criterion of 'Type A' Inspection Body. * To be read in connection with Annexure 1</small></p>
<p>Continue from Page 1</p> <p>Service contract number: BSSB-2400-00009 Certificate number: IB067-2400-01-00009</p> <h3>ANNEXURE 1</h3> <h4>Scope of Work</h4> <ol style="list-style-type: none">1. Evaluate the effectiveness of the afterschool academic support, adaptive digital learning, distribution of school supplies and feminine hygiene material and structured extracurricular engagement2. Examine key aspects of project implementation, including processes, outputs, and outcomes, to assess its overall impact. <h4>Assessment Criteria</h4> <p>BlueSky's Accredited Impact Assessment methodology framework, based on ISO 26000: Guidance on Social Responsibility and National Guidelines on Responsible Business (NGRBC, 2018) has been employed to assess the impact of CSR/Social Projects</p> <h4>Inspection Rating Table</h4> <p>Developing: Projects have low process maturity and are not reaching their intended program goals effectively. These projects may require significant improvements both in terms of how they are being implemented (processes) and their overall impact. The focus should be on strengthening their operational processes and setting clearer, more attainable goals.</p> <p>Impactful: These projects have a high impact despite lower process maturity. The outcomes are being achieved, and program goals are being met, but the internal processes and operational practices need more development. Such projects could benefit from refining their processes to sustain or enhance their impact.</p> <p>Proficient: These projects have strong operational processes in place but are not yet achieving their intended program goals. They demonstrate maturity in planning and execution but may need to realign their focus on ensuring that these efforts translate into meaningful impact. The focus should be on adjusting goals or strategies to improve outcomes.</p> <p>Exemplary: Projects have both high process maturity and are successfully reaching their program goals. These projects represent best practices in both implementation and impact, demonstrating an exemplary model for other projects to follow. The challenge for these projects is to maintain their excellence and look for continuous improvement.</p> <p> </p>	