

CSR Impact Assessment FY 2023-24

Project Nanhi Kali

After-school Programme & Digital Equalizer For Girls Programme

Supported by :



Implemented by:



Impact Assessment Conducted by (2025-26):



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Project Nanhi Kali – Activities

After-school programme



Academic Support Centres (ASCs): Daily 2-hour after-school academic support through Academic Support Centres (ASCs) operating within government school premises. Every Nanhi Kali receives access to a personalized, adaptive learning platform called Mindspark facilitated by trained women from the community (Community Associates).



Sports & Extra-curricular activities: Weekly sports sessions culminating into participation in village, district and national-level Toofan Games.



School Supply Kits: Distribution of annual school supply kits.



Parent and community engagement to ensure equal participation of parents and community in girl child education.

DEFG programme



Delivery of structured **40-hour digital literacy and life skills curriculum**



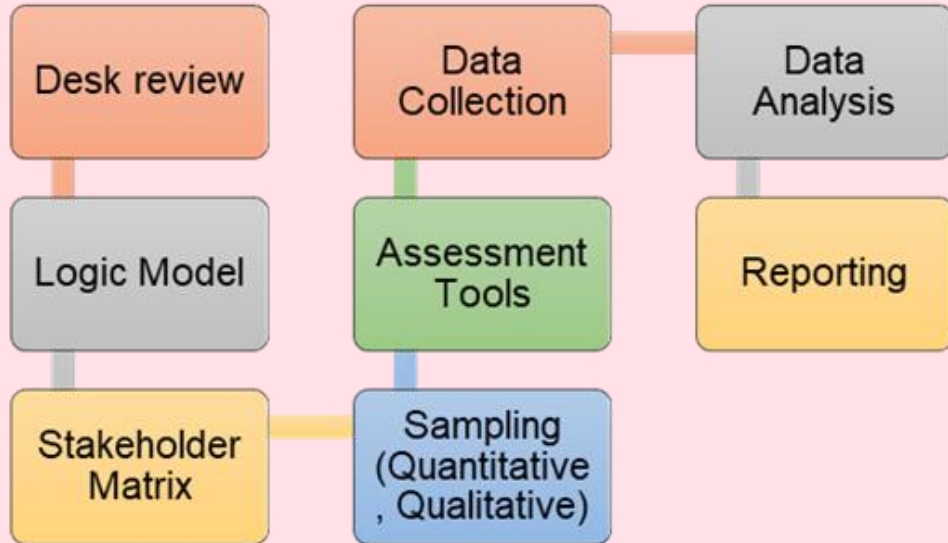
Classroom-based practical digital training sessions



Modules on **digital literacy** and responsible technology use, problem-solving and critical thinking, communication and interpersonal skills, creativity and innovation, time management and organisation, gender sensitisation, career awareness and aspiration building, online safety and responsible digital citizenship

After-school & DEFG programmes

Assessment Methodology



Alignment with Social 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**



SDG 4 – Quality Education

Girl child education



SDG 5 – Gender Equality

Achieve gender equality and empower all girls

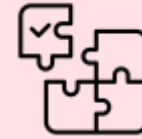
After-school programme



Project Goal

The programme aims to empower schoolgirls from underserved communities (Grades 1-10) through structured after-school academic support and integrating a professionally designed sports curriculum.

- **Strengthen foundational learning** through academic support
- **Enable personalized learning** using digital tools (**Mindspark App**)
- **Improve attendance, retention, and progression**
- **Build confidence and life skills** through sports and activities
- **Enhance the schooling experience through school supply kits** and hygiene material
- **Strengthen family and community support** for girls' continued education



Project Relevance

The programme addresses critical gaps in girls' education, particularly in underserved and high-need geographies.

- Progressive decline in enrolment and continued participation from upper primary to secondary levels, with girls facing increased risk of disengagement during adolescence - **(UDISE+ 2023-24)**
- Nearly 50% of children in India do not achieve grade-appropriate learning levels, affecting long-term education outcomes – **UNICEF / National Achievement Survey**
- 122 million girls remain out of school globally, indicating continued barriers to girls' education – **UNESCO Global Education Monitoring Report**
- There is a need for **targeted academic support aligned with NEP 2020 priorities**, particularly strengthening Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat Mission (NEP 2020). Girls in underserved regions require a **holistic support system** that addresses not only learning gaps but also confidence, retention, and gender-specific barriers to education - **NEP (New Education Policy), 2020**

After-school programme

Project Reach (Key highlights)



Supported by M&M Ltd. - **49,400 girls** supported across **6 states & 13 districts** in India



States and schools covered: A total of **2700+** government schools were covered across Andhra Pradesh, Gujarat, Maharashtra, Punjab, Uttar Pradesh and West Bengal, focusing on high-need districts



The programme was implemented through a network of **4700+ Academic Support Centres**, within these schools, supported by **3900+ Community Associates (CAs)** recruited from local communities, trained to serve as learning facilitators and mentors to the girls



Subjects covered: **English, Mathematics, and Local Languages** delivered through the Mindspark digital learning platform for Grades 1–9; customised academic support for Grade 10; Science introduced from Grade 6 through structured worksheets



Digital Learning

Introduced through the Mindspark app, enabling adaptive, level-based learning and improving conceptual understanding across subjects



School Supplies Kit

Annual provision of School Bags, Pullovers/Raincoats, Stationery and Feminine Hygiene Materials, supporting attendance, dignity, and continuity in education



Sports Training

Structured extracurricular activities and sports sessions conducted to enhance confidence, teamwork, physical wellbeing, and holistic development among girls

After-school programme

Class-wise Distribution of Beneficiaries across Locations

The location-wise distribution of girls supported during the reporting period (FY 2023-24) is as follows:

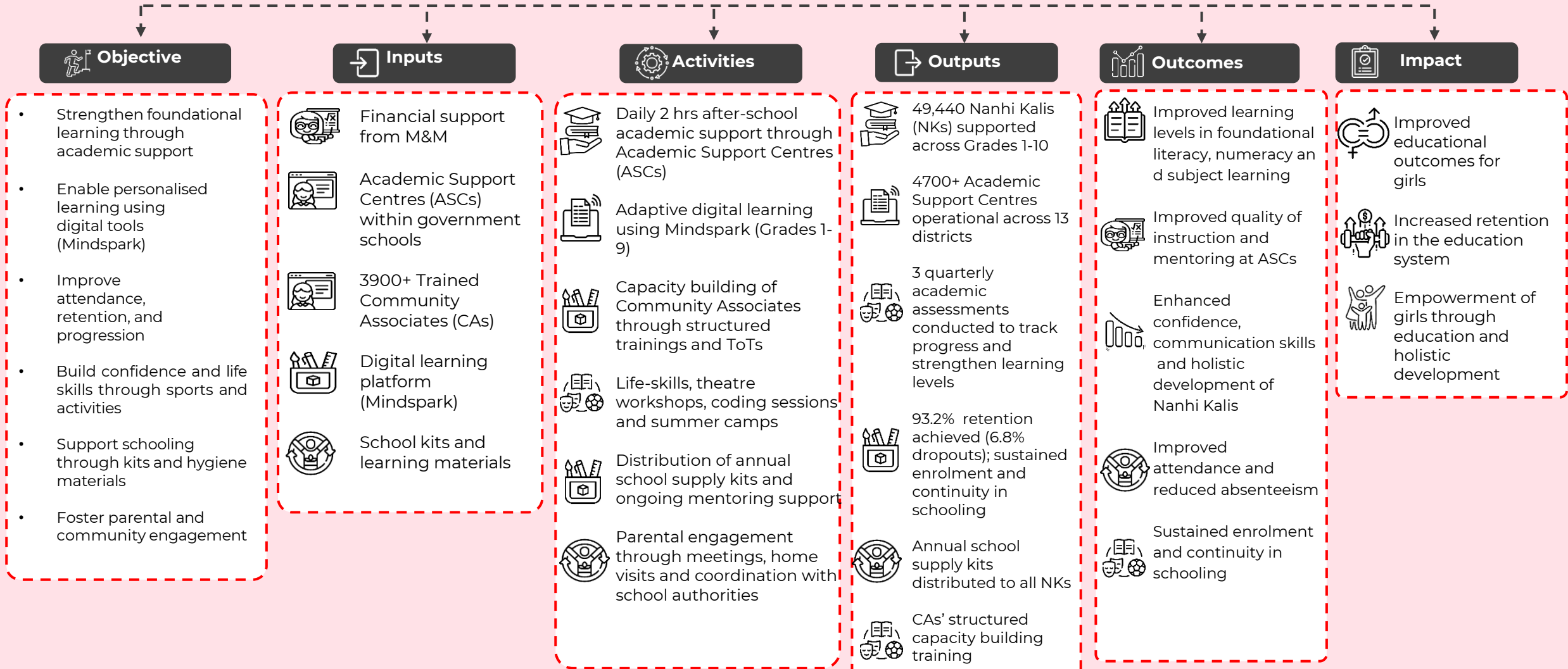
Location	Primary	Secondary	Total
Andhra Pradesh	3,241	5,196	8,437
Gujarat	641	2,648	3,289
Maharashtra	4,375	7,181	11,556
Punjab	2,751	3,343	6,094
Uttar Pradesh	6,094	13,494	19,588
West Bengal	241	235	476
Grand Total			49,440

After-school programme

Logic Model



To ensure quality education, improved learning outcomes, and holistic development for girls from underserved communities, enabling their sustained participation and progression in the education system.



After-school programme

Key Findings

Outcome 1: Improved learning levels in foundational literacy, numeracy and subject learning

i. Improvement in academic performance

- ❑ **96.30%** girls reported improvement in reading & writing in their local language whereas, **93.20%** girls reported improved understanding of English language.
- ❑ **93.70%** reported ease in understanding in Mathematics
- ❑ **94.07%** of students reported ease in understanding in science (for secondary school girls)
- ❑ **100%** girls reported improved understanding of school subjects
- ❑ **Qualitative** - Students demonstrated improved academic performance across subjects

ii. Learning Level Improvements – Programme data

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

- ❑ Mathematics improved from **3.5 to 4.0**
- ❑ Language improved from **4.3 to 5.0**
- ❑ English improved from **3.6 to 4.1**

Insight: **75%** of girls showed improvement in learning levels in at least one subject, while 48% improved in two or more subjects

iii. Digital learning (MindSpark) linked to easier lesson comprehension

- ❑ **99.26%** girls reported Mindspark made lessons easier to understand
- ❑ **92.86%** of Community Associates observed improvements in girls' academic performance/learning levels
- ❑ **Qualitative** - Adaptive learning features (level-based progression, instant feedback, visual explanations) supported better comprehension among students

Insight: Personalized digital learning supported continuous practice and helped bridge individual learning gaps effectively

After-school programme

Key Findings

Outcome 2: Improved quality of instruction and mentoring at ASCs

i. Strong instructional clarity and responsive academic support at ASCs

- ❑ **99.26%** girls reported Community Associates explanations are “very easy”
- ❑ **97.01%** girls reported consistent support when facing difficulty

Insight: Consistent academic support and simplified teaching methods ensured better comprehension across varying learning levels

ii. Community Associates demonstrate strong instructional readiness and digital capability through capacity building

- ❑ **100%** CAs reported training effectively prepared to deliver instruction using tablet and digital tool to support students learning
- ❑ **92.86%** CAs reported being confident in using tablet and Mindspark to enhance student learning
- ❑ **87.50%** CAs able to adapt teaching to individual learning needs

Insight: Community Associates are operationally prepared, digitally confident, and well-supported, contributing to consistent and quality instruction and mentoring at the ASCs.

After-school programme

Key Findings

Outcome 3: Enhanced confidence, communication skills and holistic development of Nanhi Kalis

i. Higher Self-Confidence in Classroom Participation

- ❑ **91.85%** girls reported confidence in answering questions in class
- ❑ **Qualitative:** Improved classroom participation and communication are reflected in qualitative responses from students and teachers
- ❑ **Qualitative:** Girls reported reduced hesitation in engaging in academic discussions

Insight: The findings indicate that the programme is associated with substantial strengthening of girls' confidence to engage in classroom learning,

ii. Increased Physical Wellbeing and Holistic Development through Regular Sports Participation

- ❑ **98.89%** girls participate regularly in sports
- ❑ **94.44%** strongly agree they feel healthier and stronger
- ❑ **100%** CAs observed improvement in overall development

Insight: The programme is linked to meaningful improvements in girls' physical wellbeing and sustained engagement in sports, reinforcing holistic development outcomes

After-school programme

Key Findings

Outcome 4: Regular Attendance & reduced absenteeism

i. Strong regular participation in Nanhi Kali after-school classes

- ❑ **98.88%** girls reported regular attendance at ASC
- ❑ Attendance stable across quarters (**72%–77%**)
- ❑ **100%** CAs observed improved participation
- ❑ **Qualitative:** Structured and engaging sessions helped establish consistent learning habits among students

ii. Improved school attendance and readiness to attend school

- ❑ **93.33%** girls reported improvement in school attendance
- ❑ **Qualitative:** Teachers observed reduced absenteeism

Insight: Improved preparedness and confidence reduced barriers to regular school attendance

Outcome 5: Improved access to schooling through provision of school kits

- ❑ **100%** girls agreed that school kits helped them attend school with confidence (84.35% strongly agree, 15.65% agree)
- ❑ High utilisation of kit components reported: Bag (**97.04%**), sanitary pads (**92.96%**), stationery (**97.41%**), Raincoat/pullover used by **80.74%** girls
- ❑ **Qualitative:** Access to essential materials reduced financial barriers and improved preparedness for school

Insight: Provision of school kits enhanced confidence, dignity, and regular school attendance among girls

After-school programme

Key Findings

Outcome 6: Sustained enrolment and continuity in schooling

Strengthened family support and parental attitudes towards girls education

- ❑ **98.52%** girls strongly agree family support has increased
- ❑ **100%** CAs observed improved parental attitudes towards girls' education

Insight: Positive shift in family attitudes created a supportive environment for sustained education

Improved community associate capacity to sustain parent engagement

- ❑ **100%** CAs feel empowered to engage parents
- ❑ **Qualitative:** Active parent communication through meetings and home visits
- ❑ **Qualitative:** Improved tracking of student progress strengthened engagement between families and program improved accountability and student continuity

Outcome 7: Community Associate role strengthened livelihood opportunities

- ❑ **85.72%** CAs reported impact on income, skills, and future opportunities
- ❑ **Qualitative:** Improved livelihoods of community associates contributes to program sustainability and consistent delivery quality

After-school programme

PMGA - (Process Maturity & Goals Achievement) Impact Assessment Framework

Project Nanhi Kali has been rated as an **Exemplary Project**.

Exemplary Projects have high process maturity and are successfully reaching their program goals.

These projects represent best practices in implementation and impact, demonstrating an exemplary model for other projects to follow.

1. Process Maturity Score (X-Axis)

- Scored on: Standard Criteria
- Frameworks Referenced: ISO 26000 & NGRBC

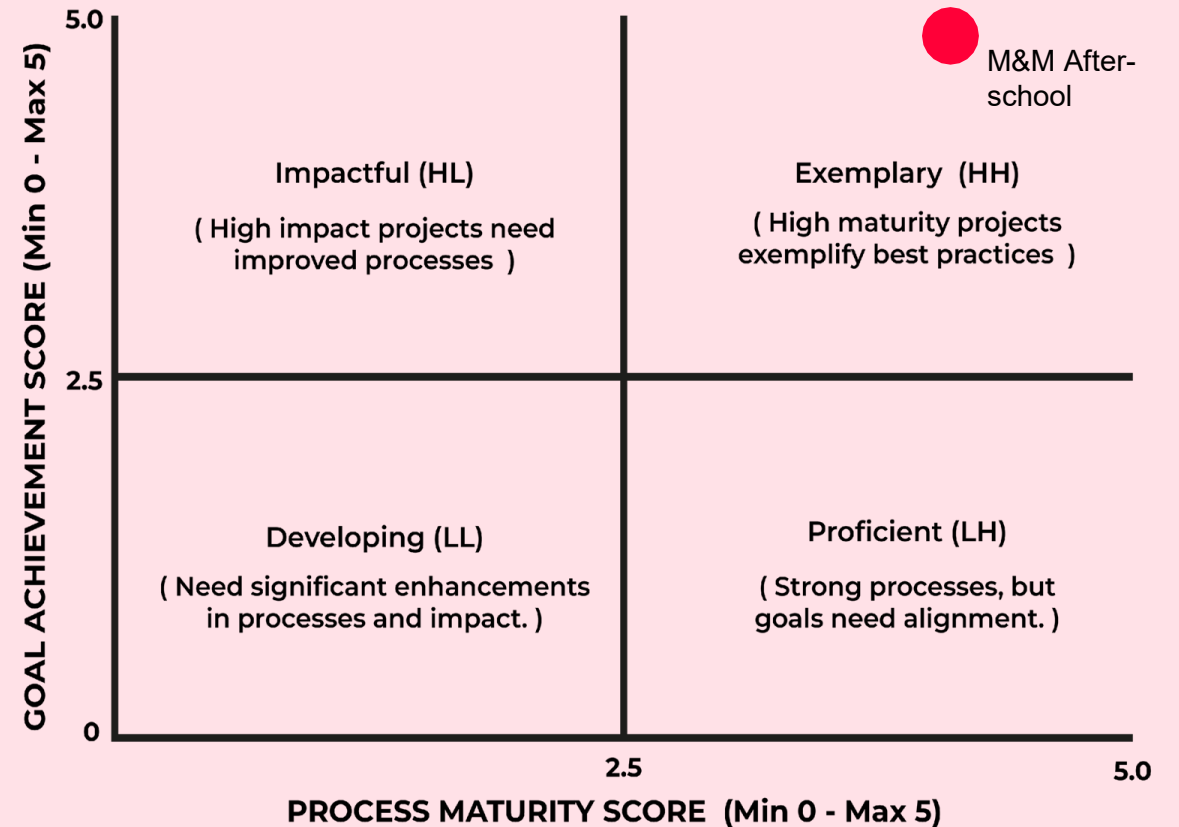
📌 Indicates strong alignment with standardized best practices across projects

2. Program Goal Achievement Score (Y-Axis)

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

📌 Reflects high achievement against intended project outcomes for Nanhi Kali

Project Impact Category



After-school programme

Student Testimonials



“In regular school classes, sometimes I feel scared to ask questions. But in Nanhi Kali classes, I don’t have that fear. The teacher listens to us patiently and explains until we understand, so I feel more comfortable asking.” - **Dakshana, Class 9 Student, ZPHS Malkapuram, Visakhapatnam**



“My interest in learning and sports motivates me to attend regularly. The teacher also reminds us and encourages regular attendance. I do not face major difficulties in coming to the centre.” — **Manpreet Kaur, Student (Class 7), Govt. Sr. Sec. School, Jalalabad, Moga, Punjab**



After-school programme

Principal/Teacher Testimonials



“There are 40–60 students in one classroom, so not everyone can ask questions. In Nanhi Kali, they get individual attention, and that helps them understand lessons more clearly.” - **Mrs. Ratnam, Vice Principal (KII), ZPHS Gopalapatnam, Visakhapatnam**



“Through the level-based practice, we could see improvement in students who were struggling with basics. Their reasoning in Mathematics has improved gradually.” - **K. Srinivasa Raju, Mathematics Teacher (FGD), ZPHS TR Colony, Anakapalle**



After-school programme

Community Associate Testimonial



“Attendance generally improves during interactive sessions, competitions, or sports activities. When girls feel recognised for their efforts, they are more motivated to attend consistently.” - **Inderjeet Kaur, Community Associate, Govt. Sr. Sec. School, Jalalabad, Moga, Punjab**

“Every month we have a PTM and explain the progress of students in different subjects. If they think of discontinuing, we convince parents and get them back to classes.” - **Nandini Bayavarapu, Community Associate, Thallapalem, Anakapalle District**



After-school programme

Case study 1

P. Jyothsna, Anakapalle District, Andhra Pradesh

Meet Jyothsna

A Class 9 student from ZPHS TR Colony, who initially had limited interest in Mathematics and questioned its relevance.

Turning Point: Project Nanhi Kali

Through Mindspark-based tablet learning, she was introduced to visual and level-based learning, which gradually increased her engagement and interest.

Academic Confidence:

Concepts such as ratios, decimals, fractions, and mental calculations became her strengths through structured practice and repetition.

Confidence & Behavioural Change:

Participation in Toofaan Games reduced her stage fear and improved her classroom participation and confidence.

Aspirations:

She now aspires to become an IAS officer, with improved English communication and public speaking skills.

Family Shift:

Her parents have observed visible improvements in her academic performance and confidence and remain supportive of her education.

Jyothsna's Message:

"Firstly, I lacked interest in Mathematics... but later when I started learning on the tablet, my interest grew. Now I like ratio numbers and mind calculations. I don't have any stage fear now."

After-school programme

Case study 2

Dasatri, Anakapalle District, Andhra Pradesh

Meet Dasatri

A Class 6 student who showed strong interest in sports but faced learning gaps in Telugu, English, and Mathematics.

Turning Point: Project Nanhi Kali

Tablet-based learning supported her in understanding difficult concepts through interactive content and repeated explanations.

Academic Improvement:

Her foundational skills improved significantly, with division becoming her favourite subject and noticeable improvement in English grammar.

Confidence & Behavioural Change:

A supportive and patient teaching environment enabled her to ask questions freely and build confidence.

Holistic Development:

She progressed to participate in state-level football, strengthening her resilience, teamwork, and discipline.

Family Shift:

Her father has acknowledged and appreciated her academic and behavioural progress.

Dasatri's Message:

"I used to not know divisions first... but with tablet learning I could do it and now it's my favourite subject. Teachers never got irritated and explained how and why of the questions."

After-school programme

Case study 3

Varsha Gupta, Varanasi, Uttar Pradesh

Meet Varsha

A Class 10 (class 8 in FY24) student and strong academic performer with active participation in sports.

Turning Point: Project Nanhi Kali

Mindspark's interactive and audio-visual learning approach made Mathematics easier to understand.

Academic Confidence:

The star-based reward system motivated her to improve performance and stay engaged in learning.

Confidence & Behavioural Change:

Support from the Community Associate helped her become more confident and participative in class.

Holistic Development:

Participation in sports such as kabaddi and kho-kho strengthened her confidence, teamwork, and physical fitness.

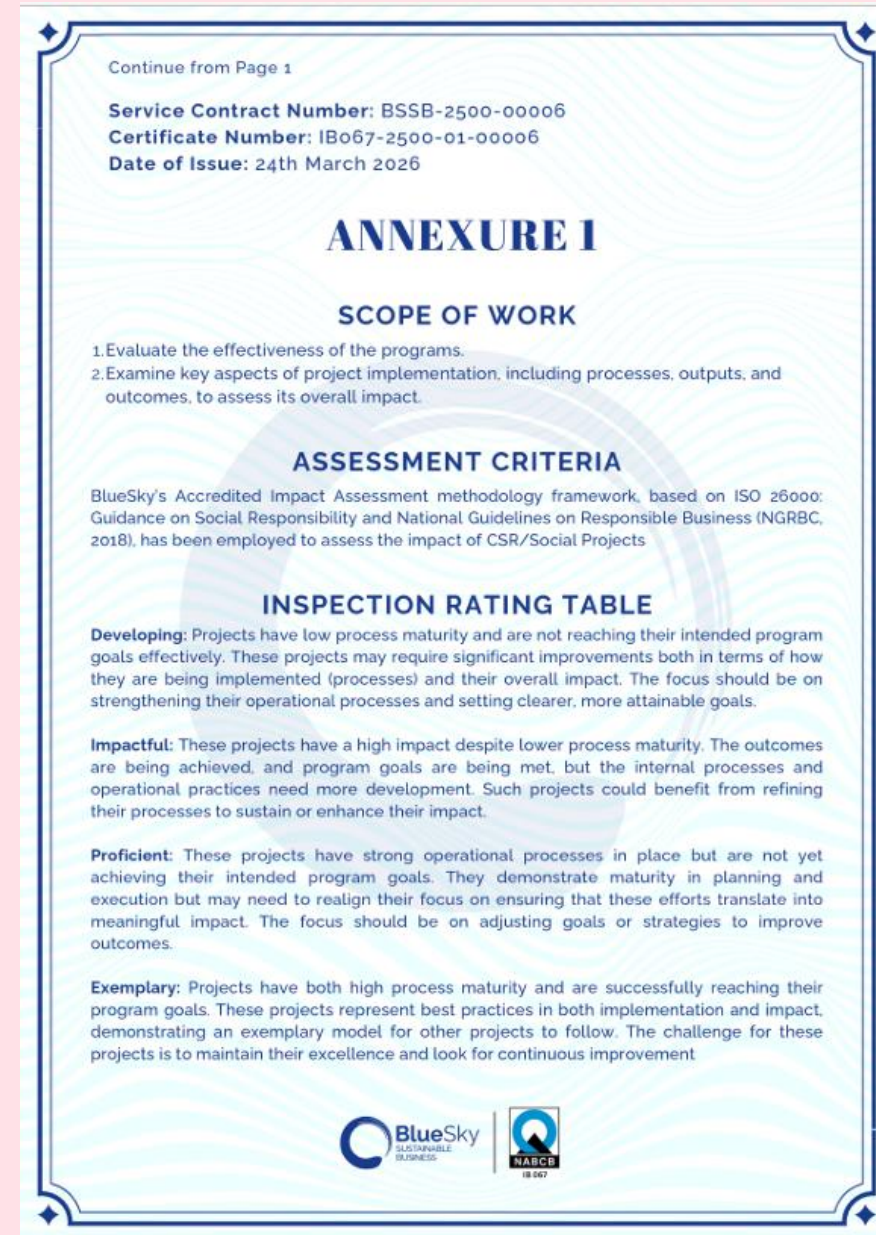
Family Support:

Provision of school kits reduced financial burden and enabled continuity in her education, with strong parental encouragement.

Varsha's Message:

"I loved the Mindspark program! It made learning fun and interactive. I used to be shy, but now I speak up and participate in everything."

Project Nanhi Kali – After-school Program (Mahindra & Mahindra Ltd) – Awarded “Exemplary Rating”



Digital Equalizer for Girls (DEFG) Programme

Project Goal

The Digital Equalizer for Girls (DEFG) Programme aims to address the **digital divide among adolescent girls (Grades 9-12) from underserved communities** by equipping them with essential digital and life skills required for academic progression and future employability.



Strengthen **effective use of digital tools** among girls in government schools



Build **foundational competencies** in digital literacy, communication, critical thinking, and problem-solving



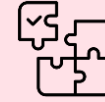
Enable **safe and responsible engagement** with digital platforms



Enhance **confidence, participation, and career awareness** among adolescent girls



Promote **gender equality and agency** in digital and learning environments



Project Relevance



Persistent digital gender gap, driven by socio-cultural norms, safety concerns, and limited access to digital infrastructure, continues to exclude girls from technology-enabled learning



Low digital exposure and confidence among adolescent girls leads to reduced classroom engagement and limited participation in digital ecosystems



Limited awareness of digital and STEM-linked career pathways restricts future opportunities and reinforces gender disparities in workforce participation

Digital Equalizer for Girls (DEFG) Programme



Project Reach



Geographical Coverage

- **1 Union Territory & 5 States:** Delhi, Maharashtra, Jharkhand, Rajasthan, Tamil Nadu, Uttar Pradesh
- **24 Districts**
- **186 Institutions (Government Schools)**



Beneficiary Outreach

- **24,213 Girls Trained**
- **455 Batches Conducted**
- **201 Trainers Engaged**



Programme Delivery & Outcomes

- **18,200 Training Hours Delivered**
- **93–95% Average Attendance**
- **45% – 72% Learning Improvement**

Digital Equalizer for Girls (DEFG) Programme

LOGIC MODEL






To bridge the digital gender gap by promoting gender equality and empowering girls through access to digital literacy and life skills.




Objective

1. Deliver a 40-hour life skills and digital literacy curriculum to girls in Grades 9–12
2. Strengthen foundational digital skills, online safety awareness, and core life skills
3. Build trainer capacity through Train-the-Trainer program







Inputs

-  Institutional partnerships (government schools)
-  Structured curriculum & digital learning tools
-  Trained facilitators and ToT support


Activities

-  Delivery of 40-hour digital literacy & life skills training
-  Classroom-based practical sessions and interactive learning
-  Assessments (baseline & endline) and facilitator training

Outputs

-  24,213 girls enrolled and trained
-  455 batches conducted across 186 institutions
-  18,200 cumulative training hours delivered
-  201 trainers trained and deployed
-  Baseline and endline assessments completed
-  Average attendance rate of ~93-95% maintained

Outcomes

-  Improved digital literacy and online safety awareness
-  Enhanced confidence, participation, and communication
-  Strengthened life skills and career awareness

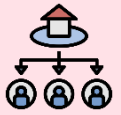
Impact

- Increased digital inclusion and participation of girls in technology-enabled learning environments
- Enhanced confidence and ability to make informed decisions regarding education and career pathways
- Progress toward gender-equitable access to skills, opportunities, and future pathways

Digital Equalizer for Girls (DEFG) Programme

OUTCOME 1 - Improved Digital Literacy

Strengthened Confidence in Using Digital Devices



Student Beneficiaries

Confidence increased from **24.41% to 82.67%**. Students reported becoming more comfortable using tools such as email, Word, and basic digital applications for school-related tasks



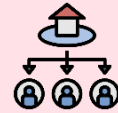
Trainer Validation

100% confirmed improvement in basic digital skills

Insight:

Significant improvement in **confidence to use digital devices independently**

Improved Application of Digital Skills for Learning



Student Beneficiaries

- **76.38%** can search the internet safely
- **64.57%** use digital learning platforms
- **61.42%** perform basic computer functions

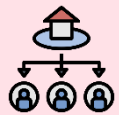


Qualitative: Students indicated that digital tools are increasingly being used for assignments, accessing study material, and supporting classroom learning

Digital Equalizer for Girls (DEFG) Programme

🔍 OUTCOME 1 - Improved Digital Literacy

Improved Awareness of Safe Digital Practices



Student Beneficiaries

- **31.50%** of girls reported knowing what to do in unsafe online situations.
- **40.16%** reported partial awareness.



Trainer Validation

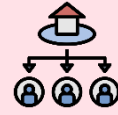
92.31% of trainers agreed or strongly agreed that girls demonstrate safe and responsible behaviour while using digital tools.

Insight

The DEFG program has contributed to **strengthening girls' awareness** of online safety and responsible digital behaviors.

🔍 OUTCOME 2 – Improved Life Skills

Improved Gender Awareness and Perceived Value of the Programme



Student Beneficiaries

- **99.21%** reflect strong gains in gender awareness in education and career opportunities.
- **96.06%** would recommend programme



Qualitative: Students reflected increased awareness of equal opportunities and demonstrated greater willingness to speak up against inequality

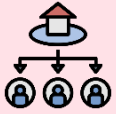
Insight

Enhanced **gender awareness and strong perceived programme value**

Digital Equalizer for Girls (DEFG) Programme

Q OUTCOME 2 – Improved Life Skills

Improved Core Life Skills for Everyday Decision-Making



Student Beneficiaries

The students reported improvements across key life skills, particularly in teamwork, communication, and problem-solving abilities.

- **74.80%** teamwork
- **57.48%** critical thinking & communication
- **63.78%** creativity
- **55.12%** problem-solving



Qualitative: Students reported improved ability to communicate with peers, work in teams, and express their ideas more confidently.



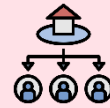
Trainer Validation

92.30% reported that DEFG sessions help girls develop important life skills.

Insight

Strengthening of **core life skills linked to collaboration and communication**

Stronger Problem-Solving, Time Management, and Ability to Handle Challenges



Student Beneficiaries

- **68.51%** able to handle challenges calmly
- **88.98%** reported improvement in time management



Qualitative: Students shared that they are better able to manage schoolwork, plan tasks, and respond to challenges more calmly

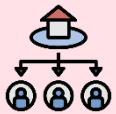
Insight

Improved ability to **manage responsibilities and respond to everyday challenges effectively**

Digital Equalizer for Girls (DEFG) Programme

🔍 OUTCOME 3 – Improved Confidence & Participation

Strengthened Confidence in Speaking and Self-Expression



Student Beneficiaries

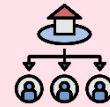
Confidence increased from **28.35% to 88.19%**
Students reported feeling more comfortable expressing their thoughts and participating in discussions after the sessions



Trainer Validation

100% observed improvement in confidence

Increased Participation in Classroom and Group Activities



Student Beneficiaries

87.40% reported increased participation



Trainer Validation

92.31% reported interactive methods support student participation



Qualitative: Trainers noted that group activities and discussions encouraged even hesitant students to gradually engage in classroom interactions

Insight

Improved confidence translated into **active classroom engagement**

Digital Equalizer for Girls (DEFG) Programme

OUTCOME 3 – Improved Confidence & Participation

Increased Levels of Student Engagement in Sessions



Trainer Feedback

84.61% observed active engagement in DEFG sessions

92.31% reported that interactive activities help hesitant girls participate more actively.



Qualitative

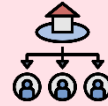
- Trainers observed that students initially hesitant became more participative over time as sessions progressed
- Trainers consistently reported that students become more engaged as sessions progress.

Insight

Interactive pedagogy enabled **sustained participation and engagement**

OUTCOME 4 – Enhanced career awareness

Improved understanding of career pathways & work-related skills



Student Beneficiaries

- **99.21%** of girls reported that the DEFG programme helped them understand career pathways and work-related skills, indicating enhanced awareness linked to future pathways



- **Qualitative:** Students became more focused on their future pathways and actively exploring career options

After-school program

PMGA - (Process Maturity & Goals Achievement) Impact Assessment Framework

Project Nanhi Kali has been rated as an **Exemplary Project**.

Exemplary Projects have high process maturity and are successfully reaching their program goals.

These projects represent best practices in implementation and impact, demonstrating an exemplary model for other projects to follow.

1. Process Maturity Score (X-Axis)

- Scored on: Standard Criteria
- Frameworks Referenced: ISO 26000 & NGRBC

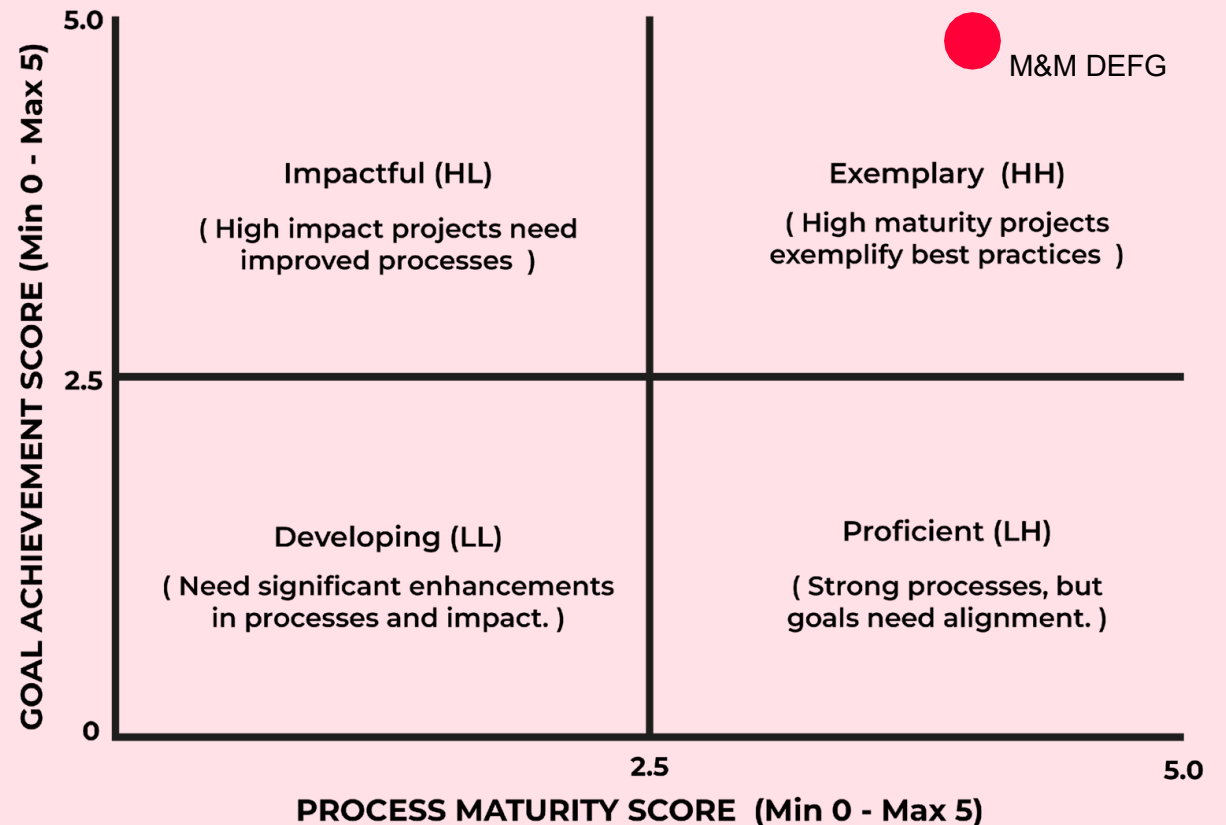
📌 Indicates strong alignment with standardized best practices across projects

2. Program Goal Achievement Score (Y-Axis)

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

📌 Reflects high achievement against intended project outcomes for Nanhi Kali

Project Impact Category



Digital Equalizer for Girls (DEFG) Programme



Student Testimonials



“We learned how to use tools like MS Word and Excel, open Google Sheets, send emails, create documents and understand digital safety. These skills helped us understand how technology can be used for studying.” - **Leela, Saranya, Nithisha, Monisha, Divya Shree, Students, Perunthalaivar Kamarajar Government Girls Higher Secondary School, Chennai, Tamil Nadu**



“Budget management and time management were the most useful life skills for me. After the training, I understood that time management is a crucial skill that everybody needs to learn.” - **Pallavi, Student, Adarsh Navjeevan Inter College, Ghaziabad**



Digital Equalizer for Girls (DEFG) Programme



Implementing partner & Trainer testimonials



“In the time-wheel activity, students learned how to schedule their daily activities and adapt their time to different roles and responsibilities. It was observed that, after being guided on time management, students started coming to the training on time.” - **Mohammed Faiyaz, Project Manager, Naandi Foundation**



“The training provides a clear structure and lesson plans, which makes it easier to deliver sessions effectively. Such structured support is not always available in other programs.” - **Harinath, Trainer, Naandi Foundation**



“The training of trainers was very helpful. It made us more confident and better prepared to handle sessions and engage with students.” - **Lipika, Trainer, Naandi Foundation**



Digital Equalizer for Girls (DEFG) Programme



Case Study 1 | Pallavi's Journey: Gaining Confidence- A Student's Journey

Meet Pallavi

A student from Adarsh Navjeevan Inter College, Loni (Ghaziabad), who participated in DEFG sessions focused on digital literacy, confidence-building, and life skills.

Turning Point: DEFG Training

Participated in structured sessions covering digital literacy, communication, and online safety.

Trained in

- Basic digital skills (email writing, WordPad)
- Online safety awareness
- Communication and interpersonal skills

Outcome

- Improved confidence in speaking and interacting with others
- Better communication with peers and teachers
- Increased awareness of equality and time management
- Continued hesitation in participating actively in group/classroom activities



Pallavi (Student)

"I was hesitant to speak earlier, but now I feel more confident and can talk openly. This confidence would not have developed without this training."

Digital Equalizer for Girls (DEFG) Programme



Case Study 2 | Elikiya's Journey: From Introversion to Expression

Meet Elikiya

A student from Govt. Higher Secondary School, Onnupura (Tiruvannamalai), who engaged in DEFG sessions on digital literacy and life skills.

Turning Point: Interactive DEFG Sessions

Exposure to group discussions, presentations, and participatory activities encouraged expression and engagement.

Trained in

- Communication and public speaking
- Teamwork and collaboration
- Time management and budgeting
- Career awareness

Outcome

- Increased confidence in speaking and self-expression
- Active participation in classroom and group activities
- Improved communication and teamwork
- Better ability to manage time and responsibilities



Elikiya (Student)

"Before joining this program, I was an introvert and uncomfortable opening up. After attending the sessions, I became more comfortable speaking and sharing my thoughts."

Project Nanhi Kali – DEFG (Mahindra & Mahindra Ltd) – Awarded “Exemplary Rating”

CSR INSPECTION CERTIFICATE



Bluesky Sustainable Business LLP

AWARDS AN
Exemplary Rating

Exemplary Projects have high process maturity and are successfully reaching their program goals. These projects represent best practices in implementation and impact, demonstrating an exemplary model for other projects to follow..

FOR CSR PROJECT
Digital Equalizer for Girls

The Digital Equalizer for Girls (DEFG) Programme supports the digital empowerment of adolescent girls by delivering structured digital literacy and life skills training, strengthening access to technology-enabled learning through curriculum-based sessions in government schools, enabling improved digital confidence and future readiness through practical exposure and guided learning, and promoting equitable participation among girls from socio-economically disadvantaged backgrounds through sustained outreach and institutional partnerships.

SUPPORTED BY
Mahindra and Mahindra Ltd.
4th Floor, Mahindra Towers, Dr. G.M. Bhosale Marg, P.K. Kurne Chowk,
Worli, Mumbai - 400018

CSR CATEGORY:
(ii) Promoting education, including special education and employment enhancing vocational skills (iii) Promoting gender equality and empowering women.

Service Contract Number: BSSB-2500-00017
Certificate Number: IB067-2500-01-00017
Date of Issue: 24th March 2026


JYOTSNA BELLIAPPA
Head- CSR Inspections


RAJAT GARG
Chief Executive Officer

• Bluesky Sustainable Business LLP complies with NABCB accreditation criterion of 'Type A' Inspection Body.
• To be read in connection with Annexure 1

Continue from Page 1

Service Contract Number: BSSB-2500-00017
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ANNEXURE 1

SCOPE OF WORK

1. Evaluate the effectiveness of the programs.
2. Examine key aspects of project implementation, including processes, outputs, and outcomes, to assess its overall impact.

ASSESSMENT CRITERIA

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

INSPECTION RATING TABLE

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.

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.

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.

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

