



**VEEDOL CORPORATION LIMITED**  
[formerly Tide Water Oil Co. (India) Ltd.]



# IMPACT ASSESSMENT OF CSR PROJECTS

**2024-25**

Independent assessment by





## Citation

### **Impact Assessment of CSR Projects 2024-25**

An initiative of Veedol Corporation Limited

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# Setting the Scene



# About this Report

This Impact Assessment Report has been prepared by Consultivo Business Solutions Pvt. Ltd. (Consultivo) to evaluate Veedol Corporation Ltd.'s CSR interventions during FY 2024–25. The assessment employs a structured, contextualised approach based on the logical framework of Inputs, Activities, Outputs, Outcomes, and Expected Impacts.

Drawing from a mixed-methods research design, including:

- field visits
- stakeholder interviews
- beneficiary surveys
- secondary data analysis

the evaluation seeks to capture the diversity of contexts and perspectives across project geographies.

**Special emphasis was placed on documenting ground realities and reflecting the voices of different stakeholder groups.**

The report aims to support Veedol in enhancing the effectiveness, sustainability, and strategic orientation of its CSR programmes. It also provides actionable insights to guide future CSR planning, design, and implementation.

## About Veedol Corporation Ltd.

Veedol Corporation Limited, formerly Tide Water Oil Co. (India) Ltd., is one of India's most trusted names in the lubricants and engine oils industry.

Headquartered in Kolkata, Veedol's legacy dates back to 1922, with an active and enduring presence in the Indian market since 1928.

The company's renowned Veedol brand has become synonymous with quality, reliability, and innovation across automotive and industrial sectors.

Veedol offers a comprehensive suite of high-performance lubricants, including engine oils for a wide range of vehicles—from passenger cars and two-wheelers to heavy commercial and off-highway vehicles—as well as gear oils, coolants, brake fluids, and specialised industrial lubricants.

Its commitment to excellence is demonstrated through its robust manufacturing and research infrastructure, comprising five ISO-

certified plants and two R&D centres in Turbhe and Oragadam, both recognised by the Department of Scientific & Industrial Research, Government of India.

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**With a distribution network of over 500 distributors and dealers, Veedol reaches more than 50,000 retail outlets and workshops across India, ensuring a deep and extensive market presence. Globally, the company's products are marketed in over 70 countries.**

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Moreover, its presence is further strengthened by its acquisition of Granville Oil & Chemicals Ltd. in the United Kingdom. Driven by innovation and a customer-centric approach, Veedol continues to expand its footprint while upholding the highest standards of product quality and service excellence.

# Key CSR Initiatives

During FY 2024-25, Veedol Corporation Ltd. implemented a portfolio of CSR programmes addressing four key thematic areas: Education and Digital Literacy, Skill Development and Livelihood Promotion, Healthcare Access and Community Empowerment.

The initiatives are summarised thematically below:

## Education and Digital Literacy

### Computer Shiksha Programme

- Promoted digital literacy among more than 26,000 students across 102 schools.
- Facilitated foundational computer skills through a self-paced, video-based learning model.

### Child Education Programme, Pune (iTeach RSM School)

- Provided support for quality education for students from low- income families in Pune.
- Enhanced academic outcomes and supported transitions to higher education.

### ANKUR Foundational Learning Programme

- Focused on early literacy and numeracy development for first- generation learners.
- Adopted interactive and play-based learning methods to bridge foundational gaps.

### Child Education Programmes, West Bengal (Barnoporichoy, Amader Aangina, Amader Pathshala)

- Delivered remedial education, literacy, numeracy, and co- curricular activities to disadvantaged children.
- Facilitated integration into mainstream schooling and promoted holistic child development.

### Free Student Hostel Initiative (AIM for SEVA Dayatirtha Chatralayam for Girls)

- Provided safe residential facilities, nutrition, academic support and holistic development for rural and tribal girls.
- Enabled access to education and promoted empowerment through structured residential care.

### Smart Class Learning Programme, Mumbai (Anand Nagar English Mumbai Municipal School and Maneklal Mehta MPS School)

- Introduced and implemented a smart class environment in both the schools.
- Enhanced student engagement, improved learning outcomes, enabled personalized learning and streamlined administrative processes.

### Child Education Programme, Pune (Parijnanashram Vidyalaya, Karla)

- Provided support for quality education for students from low- income families in Pune.
- Enhanced academic outcomes and supported transitions to higher education.

## Skill Development and Livelihood Promotion

### **Veedol Auto Mechanic Academy (VAMA)**

- Provided industry-aligned automotive service and sales training to tribal, rural and underprivileged youth.
- Focused on enhancing employability through certification and placement support.

### **Livelihood Generation Programme in Mumbai**

- Provided sewing machines to the family having a blind wage earner.
- Helped families to earn livelihood and made the same financially stable, improved social status and enhanced skills.

### **KARIGARI Programme**

- Upskilled grassroots two-wheeler mechanics in BS-VI servicing and diagnostic techniques.
- Enhanced the technical capabilities of independent and workshop-based mechanics.

### **Livelihood Training on Organic Farming and Semi-Intensive Pisciculture**

- Offered vocational training in organic farming techniques and fishery practices.
- Supported sustainable livelihood generation for rural communities.

## Healthcare Access

### **Mobile Medical Units (MMUs) at Howrah and Raigad**

- Delivered primary healthcare services, diagnostics, medicines and health awareness to underserved rural communities.
- Reached over 28,000 beneficiaries through decentralised mobile outreach.

### **Eye See & I Work Free Eye Vision Screening Programme in Chennai**

- Conducted comprehensive vision screening for members of underprivileged community, identified refractive errors and provided eyeglasses to individuals in need.
- Identified individuals with serious eye conditions, including cataract and referred them to hospitals for further care.

## Nutrition and Child Well-being

### **BASHA Mid-Day Meal Programme**

- Provided nutritional mid-day meals to students at BASHA rural education initiative.
- Improved student health, school attendance and learning engagement.

# Expenditures and SDG Linkages

## Veedol Auto Mechanic Academy (VAMA)



## KARIGARI Programme



## Mobile Medical Units (MMUs) at Howrah and Raigad



## Computer Shiksha Programme



## Free Student Hostel Initiative (AIM for SEVA Dayatirtha Chatralayam for Girls)



## Child Education Programmes, West Bengal (Barnoporichoy, Amader Aangina, Amader Pathshala)



## BASHA Mid-Day Meal Programme



## Child Education Programme, Pune (iTeach RSM School)



## ANKUR Foundational Learning Programme



## Livelihood Training on Organic Farming and Semi-Intensive Pisciculture



## Child Education Programme, Pune (Parijananashram Vidyalaya)



## Livelihood Generation Programme, Mumbai



## Free Eye Vision Screening Programme



## Smart Class Learning Programme



# **Executive Summary**

During FY 2024-25, Veedol Corporation Ltd. implemented fourteen CSR programmes aimed at strengthening education, skill development, healthcare access, livelihood promotion, and child well-being.

The key details and survey-based outcomes of each project are presented below:

1

### Veedol Auto Mechanic Academy (VAMA)

- **Objective:** Technical skilling of tribal, rural, and underprivileged youth.
- **Expenditure:** ₹ 46.07 lakh
- **Key Outcome**



of trainees reported improved employability prospects after the training.



reported actual application of skills in job roles or self-employment.

2

### KARIGARI Programme

- **Objective:** Upskilling two-wheeler mechanics for BS-VI standards.
- **Expenditure:** ₹ 42.48 lakh
- **Key Outcome**



of participants reported enhanced servicing capabilities.



noted increased customer satisfaction and business improvement after the training.

3

### Mobile Medical Units (MMUs) – Howrah and Raigad

- **Objective:** Providing primary healthcare access to underserved communities.
- **Expenditure:** ₹ 55.79 lakh
- **Key Outcome**



of beneficiaries reported easier and more affordable access to healthcare services.

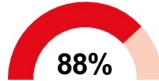


of patients received early diagnosis or preventive advice they would otherwise have missed.

4

#### Computer Shiksha Programme

- **Objective:** Promoting digital literacy among school children across underserved regions in India.
- **Expenditure:** ₹ 13.39 lakh
- **Key Outcome**



of students reported increased confidence in using computers.



demonstrated basic computer literacy skills post-intervention.

5

#### Free Student Hostel Initiative (Dayatirtha Chatralayam for Girls)

- **Objective:** Residential support for rural and tribal girls to continue education.
- **Expenditure:** ₹ 4.00 lakh
- **Key Outcome**



of girls showed regular school attendance and improved academic performance.



reported feeling safer and more motivated to pursue education.

6

#### Child Education Programmes, West Bengal (Barnoporichoy, Amader Aangina, Amader Pathshala)

- **Objective:** Enhancing early literacy and ensuring educational continuity for underprivileged children.
- **Expenditure:** ₹ 4.00 lakh
- **Key Outcome**



of students showed improvement in foundational literacy and numeracy skills.



of parents reported higher school retention and participation rates.

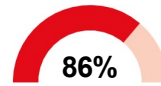
7

### BASHA Mid-Day Meal Programme

- **Objective:** Improving child nutrition to support education for children from economically disadvantaged families enrolled in the BASHA school system.
- **Expenditure:** ₹ 4.00 lakh
- **Key Outcome**



of students reported increased confidence in using computers.



of parents perceived improvement in children's health and energy levels.

8

### Child Education Programme, Pune (iTeach RSM School)

- **Objective:** Academic support for students from low-income urban communities.
- **Expenditure:** ₹ 20.00 lakh
- **Key Outcome**



of girls showed regular school attendance and improved academic performance.



reported feeling safer and more motivated to pursue education.

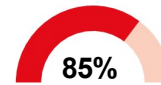
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### ANKUR Foundational Learning Programme

- **Objective:** Early learning support for young first-generation learners from low-income and underprivileged communities in Kolkata.
- **Expenditure:** ₹ 3.00 lakh
- **Key Outcome**



of students demonstrated measurable gains in reading and basic arithmetic skills.



showed enhanced classroom participation.

10

### Livelihood Training on Organic Farming and Semi-Intensive Pisciculture

- **Objective:** Promoting sustainable agriculture and fishery practices and helping marginal and smallholder farmers to enhance their incomes.
- **Expenditure:** ₹ 2.00 lakh
- **Key Outcome**



of farmers adopted new organic farming and pisciculture techniques.



reported supplementary income generation through newly acquired skills.



11

### Child Education Programme, Pune (Parijnanashram Vidyalaya, Karla)

- **Objective:** Academic support for students from low-income communities.
- **Expenditure:** ₹ 20.00 lakh
- **Key Outcome**



of students reported of safety and modern amenities.



of students showed improvement in foundational literacy.

12

### Livelihood Generation Programme

- **Objective:** Increasing financial independence and improving social status by self-employment and enhancing skills.
- **Expenditure:** ₹ 3.80 lakh
- **Key Outcome**



of the beneficiaries reported of using the donated machines for income generation.

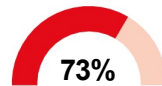


of the household of the beneficiaries reported elevated living standard.

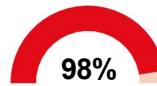
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### Free Eye Vision Screening Programme

- **Objective:** Significantly enhancing the work ability, sustaining income, empowering families and breaking the cycle of poverty.
- **Expenditure:** ₹ 10.00 lakh
- **Key Outcome**



of beneficiaries reported to receive free eyeglasses and preventive advise.



showed enhanced ability to work, study and manage daily activities.

14

### Smart Class Learning Programme

- **Objective:** Introduce and implement a smart class environment to enhance student engagement, improve learning outcomes and enable personalized learning.
- **Expenditure:** ₹ 6.61 lakh
- **Key Outcome**



of students showed better regularity in school attendance.



of students showed enhanced learning capacity.

# Dashboard

## Thematic Areas

- Programmes were categorised under four major themes:
- Education and Digital Literacy
- Skill Development and Livelihood Promotion
- Healthcare Access
- Nutrition and Child Well-being

## CSR Expenditure

 **2.35 crores<sup>1</sup>**

Major investment areas: Healthcare (Mobile Medical Units) and Skill Development (VAMA, KARIGARI).

## Beneficiary Groups

- School children and adolescent girls from disadvantaged families
- Youth from rural and semi-urban areas
- Informal sector workers (mechanics, farmers)
- Low-income patients and community members
- Focus on marginalised communities (ST, SC, OBC) and gender inclusion

## Geographic Reach

### (Programme-Wise Locations)

Project	Location / State(s)
Veedol Auto Mechanic Academy (VAMA)	Jharkhand (Chaibasa), West Bengal (Baruipur, Thakurpukur)
KARIGARI Programme	Pan-India (including West Bengal, Maharashtra, Delhi-NCR, and others)
Mobile Medical Units (MMUs)	West Bengal (Howrah district), Maharashtra (Raigad district)
Computer Shiksha Programme	West Bengal (Howrah, North 24 Parganas, South 24 Parganas, Kolkata)
The Free Student Hostel (Dayatirtha Chatralayam for Girls)	Tamil Nadu (Tiruvannamalai district)
Child Education Programmes, West Bengal (Barnoporichoy, Amader Aangina, Amader Pathshala)	West Bengal (North 24 Parganas, South 24 Parganas)
BASHA Mid-Day Meal Programme	West Bengal (North 24 Parganas)
Child Education Programme, Pune (iTeach RSM School)	Maharashtra (Pune city)
ANKUR Foundational Learning Programme	West Bengal (North 24 Parganas)
Livelihood Training on Organic Farming and Semi-Intensive Pisciculture	North 24 Parganas, West Bengal
Child Education Programme, Pune (Parijnanashram Vidyalyaya, Karla)	Maharashtra (Pune City)
Smart Class Learning Programme	Maharashtra (Andheri West)
Free Eye Vision Screening Programme	Tamil Nadu (Chennai)
Livelihood Generation Programme	Maharashtra (Dahisar East)

## Alignment with Primary Sustainable Development Goals (SDGs)



Good Health and Well-being



Quality Education



Gender Equality



Decent Work and Economic Growth



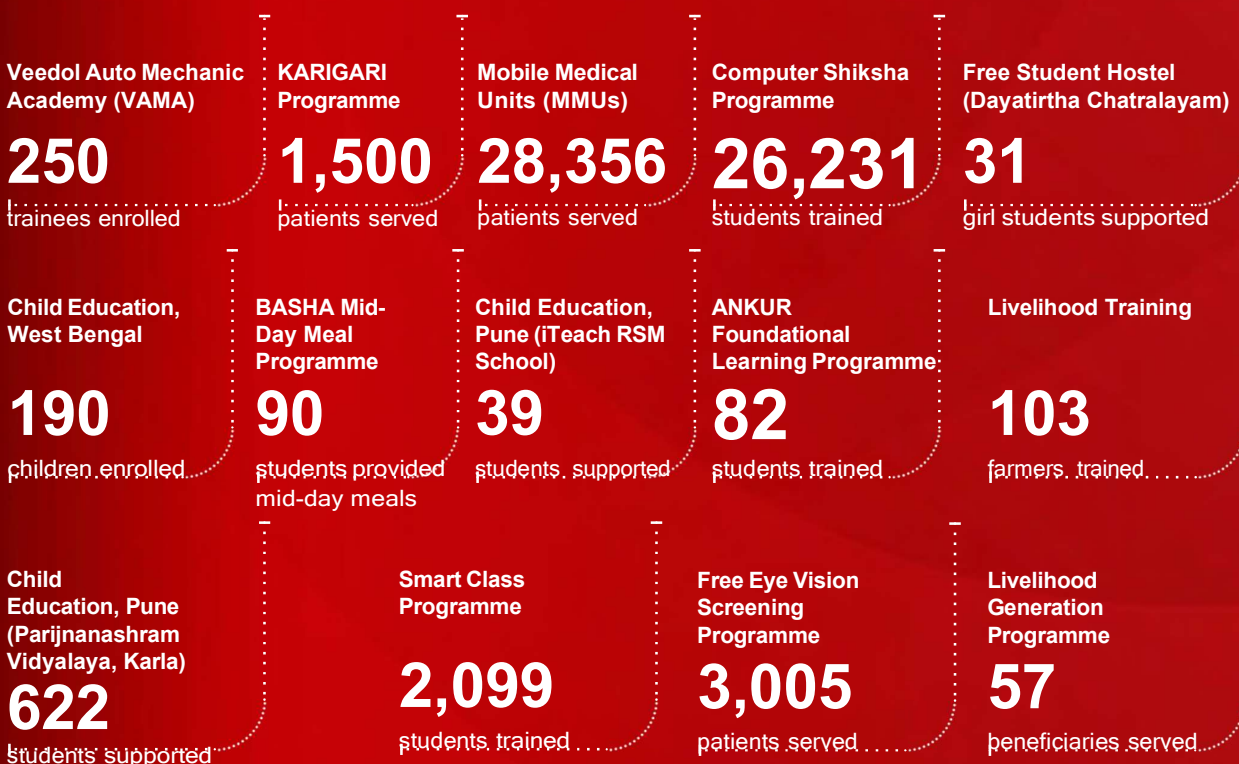
Reduced Inequalities



Responsible Consumption and Production

<sup>1</sup>Project cost only

## Programme Outputs (Project-Wise Beneficiaries)



## Thematic Contribution at a Glance

Thematic Area	Key Programmes	Highlights
Education and Digital Literacy	Computer Shiksha, iTeach (Pune), ANKUR, West Bengal Child Education, Free Student Hostel, Parijnanashram Vidyalaya, Karla, Smart Class Learning.	Over 29,000 students trained; focus on foundational literacy, academic continuity, and girl child education
Skill Development and Livelihood Promotion	VAMA, KARIGARI, Livelihood Training, Livelihood Generation Programme	Over 1900 individuals trained across automotive skills and sustainable farming/fishing practices and benefited from donations.
Healthcare Access	Mobile Medical Units (MMUs), Free Eye Vision Screening	Over 31,000 patients served with primary healthcare and diagnostic services
Nutrition and Child Well-Being	BASHA Mid-Day Meal Programme	About 90 children provided with daily nutritious meals to support health and education

# Our Approach

# Planning: Involving the Stakeholders

The impact assessment was designed to evaluate ten major CSR programmes implemented by Veedol Corporation Ltd. during FY 2024–25. These included initiatives across areas such as education and digital literacy, skill development and livelihood promotion, healthcare access, and nutrition and child well-being.

The assessment covered projects such as:

- Veedol Auto Mechanic Academy (VAMA)
- KARIGARI
- Mobile Medical Units (MMUs)
- Computer Shiksha and child education
- Livelihood

The approach was

- consultative
- context-specific
- aligned with the objectives and implementation frameworks of each programme

A robust stakeholder engagement process was adopted, involving

- trainees
- students
- teachers
- healthcare beneficiaries
- community members
- programme managers
- implementing partners

The assessment methodology involved triangulating evidence from

- field observations
- qualitative interviews
- surveys
- secondary document reviews

Structured and semi-structured tools were developed and validated to capture programme-specific outcomes, aligning with the thematic focus areas.

The study was conducted between **March 2025** and **April 2025**. It included an initial desk review, stakeholder consultations, and the development of survey and interview instruments.

Both onsite and remote methods were employed to conduct in-depth interviews (IDIs), focus group discussions (FGDs), beneficiary surveys, and facility verifications.

Quantitative and qualitative data were systematically compiled, cleaned, and analysed using standard statistical software. The evaluation framework followed global best practices in CSR impact measurement, incorporating logical framework models and SDG mapping for each project intervention.

# Sampling

A stratified purposive sampling method was used to ensure diversity and representativeness across geographies, beneficiary groups, and programme types.

Sampling design aimed for balanced coverage across urban, rural, and semi-urban locations, and among different categories of beneficiaries such as students, mechanics, patients, and farmers.

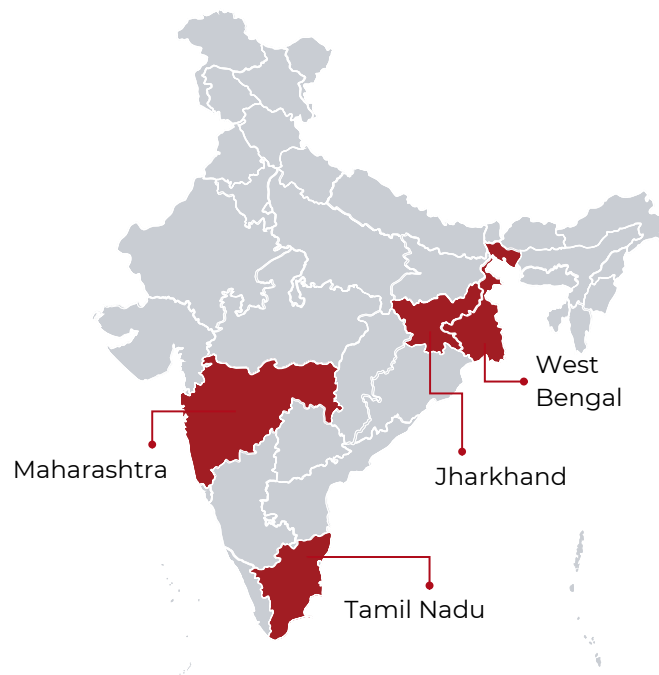
Across all projects,

**~450**  
respondents were engaged

## Methods

- Surveys
- Interviews
- Focus group discussions

## Spanning states



Sampling support and mobilisation were facilitated by Veedol's implementing partners to ensure access to relevant stakeholders and appropriate representation among project participants.

# Bringing Transparency to the Core

All primary data collection was conducted by trained field investigators using pre-tested tools. Secondary data were sourced from official project documents, progress reports, and records shared by Veedol and its implementation partners.

Every effort was made to ensure data credibility, consistency, and neutrality at each stage of the study.

## Quality Assurance Interventions



Review and validation of survey and interview tools to ensure thematic alignment



Scrutiny of the sampling framework to minimise bias and ensure coverage



Training of field teams and real-time supervision during data collection



Random spot checks, audio verifications, and virtual monitoring during surveys



Rigorous data cleaning and validation protocols



Stepwise review of analytical outputs to ensure internal consistency



Final interpretation review by an independent cross-functional team

This systematic and evidence-driven approach ensures that the findings and insights presented in this report are robust, actionable, and aligned with Veedol's long-term CSR goals.

# Projects

Veedol Auto Mechanic Academy (VAMA)

KARIGARI Programme

Mobile Medical Units (MMUs)

Computer Shiksha Programme

The Free Student Hostel Initiative (Dayatirtha Chatralayam)

Child Education Programmes, West Bengal

BASHA Mid-Day Meal Programme

Child Education Programme, Pune (iTeach RSM School)

ANKUR Foundational Learning Programme

Livelihood Training on Organic Farming and Semi-Intensive Pisciculture





# Veedol Auto Mechanic Academy (VAMA)

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Implemented in collaboration with  
**Tata Steel Foundation**

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# About the Project

The Veedol Auto Mechanic Academy (VAMA) is a flagship skilling initiative of Veedol Corporation Limited, implemented in collaboration with the Tata Steel Foundation. The project aims to empower tribal, rural, and economically disadvantaged youth by providing industry-aligned training in the automotive sector, thereby paving the way for formal employment opportunities.

## VAMA operates across three centres:

### Chaibasa (Jharkhand)

Delivering training for Automotive Service Technician (Two-Wheelers and introductory Three-Wheelers)

### Baruipur (West Bengal)

Offering Automotive Sales Assistant training

### Taratola (Thakurpukur, West Bengal)

Offering additional Automotive Sales Assistant training to batches

## The programme combines:

- Classroom theoretical instruction
- Workshop-based practical training
- Soft skills development (communication, customer service, workplace behaviour)
- Basic IT skills training for sales trainees (MS Word, Excel, PowerPoint)
- Industry exposure through On-the-Job Development (OJD)

Trainees are certified under the ASDC-NSDC framework, enhancing their employability across automotive service centres, showrooms, retail outlets, and allied sectors.

VAMA supports candidates throughout the entire skilling lifecycle — from mobilisation and training to assessment, certification, and placement— contributing to inclusive workforce development and upward social mobility.

The project is especially committed to expanding career opportunities for youth from Scheduled Tribe (ST), Scheduled Caste (SC), and Other Backward Classes (OBCs) communities, while also encouraging the participation of women in non-traditional roles in the automotive industry.

**Input**   
**₹ 46.07 Lakh**

was allocated by Veedol Corporation Limited for implementation through its CSR programme.

The Veedol Auto Mechanic Academy (VAMA) project mobilised the following key resources during FY 2024–25:

## 1 Financial Resources

- ₹46.07 lakh was allocated by Veedol Corporation Limited for implementation through its CSR programme.
- The budget supported training delivery, trainer remuneration, infrastructure usage, mobilisation, certification, OJT facilitation, and placement support activities.

## 2 Training Content and Curriculum

- Training modules were developed in alignment with the Automotive Skills Development Council (ASDC) and National Skill Development Corporation (NSDC) standards.
- Curriculum included:
  - >> Automotive Service Technician (Two-Wheeler and introductory Three-Wheeler) syllabus
  - >> Automotive Sales Assistant syllabus
  - >> Soft skills (communication, grooming, workplace behaviour)
  - >> Basic computer skills (for sales trainees)

## 3 Human Resources

- Certified trainers deployed:
  - >> Manohar Kumar, Souvik Chakraborty, and Vikram Kumar Singh served as lead trainers.
- Project managers from Tata Steel Foundation oversaw quality monitoring, batch management, trainee grievance resolution, and mobilisation efforts.

## 4 Training Infrastructure

- Facilities equipped with:
  - >> Classrooms and whiteboard teaching setups
  - >> Practical workshops with two-wheelers for servicing practice
  - >> Computer laboratories for Automotive Sales Assistant courses
  - >> Audio-visual aids (projectors, PPTs, training videos) to enhance conceptual clarity



## 5 On-the-Job Training (OJT) Partnership

- One-month OJT organised with reputed automotive brands at Chaibasa:
  - >> TVS, Bajaj, Honda, Hero, Royal Enfield (all authorised service centres).
- During OJT, trainees acquired practical skills in:
  - >> Routine maintenance (oil changes, brake adjustments, inspections)
  - >> Diagnostics and troubleshooting using multimeters and diagnostic tools
  - >> Minor engine and transmission repairs
  - >> Electrical system repairs and replacements
  - >> Customer interaction and service communication



## 6 Assessment and Certification Systems

- Final evaluations (written tests, practical demonstrations, and viva sessions) conducted under ASDC-NSDC guidelines.
- Certification awarded to trainees who successfully passed the assessments.

## 7 Placement Facilitation Systems

- Dedicated placement cells worked to connect certified candidates to automotive workshops, showrooms, and retail/service companies.
- Employer engagement involved coordinating direct interviews and providing support throughout the onboarding processes.

# Activities

During FY 2024–25, the Veedol Auto Mechanic Academy (VAMA) project implemented the following structured activities:

## Mobilisation and Selection of Candidates


- Community-level mobilisation drives were conducted across tribal belts, rural villages, and urban slum clusters in Jharkhand and West Bengal.
- Awareness sessions, field visits, and counselling were conducted to inform youth and their families about the training opportunities.
- Candidates were screened based on:
  - Minimum age requirement of 18 years
  - Educational background (at least 10th pass preferred)
  - Financial background (focus on underprivileged families)

## Batch Formation and Enrolment

- **250** candidates were trained across three centres:
  - >> Chaibasa (Jharkhand)
  - >> Baruipur (West Bengal)
  - >> Taratala (Thakurpukur, West Bengal)
- Candidates were assigned to courses based on aptitude:
  - >> Automotive Service Technician (Two-Wheeler and introductory Three-Wheeler) course
  - >> Automotive Sales Assistant course

## Delivery of Training

- Training was delivered as per ASDC-NSDC curriculum standards, covering:
 



  - >> **Automotive Service Technician**
    - ☐ Mechanical maintenance, diagnostics, basic servicing of two-wheelers
    - ☐ Introduction to three-wheeler maintenance (theoretical exposure)
  - >> **Automotive Sales Assistant**
    - ☐ Customer handling, sales management, basic IT skills (Word, Excel, PowerPoint)
- Training structure included:
  - >> Classroom theoretical sessions
  - >> Practical lab sessions (hands-on practice with two-wheelers, sales simulations)
  - >> Audio-visual learning using PPTs, videos, live demonstrations





## Soft Skills and Professional Behaviour Training

- Parallel soft skills modules were delivered covering:
  - >> Communication skills
  - >> Grooming and professional behaviour
  - >> Client interaction techniques
  - >> Basic email and office etiquette (for sales trainees)

## On-the-Job Development (OJT) Facilitation

- One-month On-the-Job Training (OJT) was arranged with automotive service partners such as:
  - >> TVS, Hero, Bajaj, Honda, and Royal Enfield workshops
  - >> During OJT, trainees participated in:
    - ☐ Routine maintenance tasks
    - ☐ Diagnostics and minor repairs
    - ☐ Customer-facing service interactions

## Assessment and Certification Process

- Post-training assessments were conducted in three stages:
  - >> Written examinations
  - >> Practical demonstrations of servicing or sales handling
  - >> Viva voce (oral interviews) to evaluate conceptual understanding
- Assessment process supervised and quality-controlled under ASDC-NSDC frameworks.

## Placement Facilitation

- Placement drives were organised for batches completing the training and assessment phases.
- Employer engagement activities included:
  - >> Scheduling interviews with automotive companies, service centres, and allied BPO sectors
  - >> Preparing candidates through mock interviews and workplace readiness sessions
  - >> Coordinating onboarding formalities for selected candidates



# Outputs

## Trainee Enrolment and Completion

- A total of **269 candidates** were enrolled across all batches at Chaibasa, Baruiapur, and Taratala centres during FY 2024–25.
- **250 candidates** successfully completed their respective training programmes, covering Automotive Service Technician and Automotive Sales Assistant roles.

## Assessment Results

- Out of the 250 completed candidates:
  - >> **237 candidates passed their final assessments**
  - >> **13 candidates failed**

*This data is based on project records as of FY 2024–25.*

## Certification Achievement

- All passed candidates were awarded NSDC-ASDC recognised certifications in their respective fields (Automotive Service or Automotive Sales).



### Placement Outcomes

- **154** candidates have been successfully placed across automotive workshops, dealerships, and allied industries.

- Gender distribution among placed candidates:

**151** males placed (98.05% of placed candidates)

**3** females placed (1.95% of placed candidates)

*This reflects a gender gap in placement outcomes, despite females comprising 21.6% of the overall trainee base, according to survey findings.*

### Training and Skills Delivery

- All trained candidates underwent structured instruction in:
  - >> Automotive mechanical servicing (for technician trainees)
  - >> Automotive sales operations and customer service (for sales trainees)
  - >> Soft skills development (communication, grooming, workplace behaviour)
  - >> Basic IT skills (for sales trainees — Word, Excel, PowerPoint)

### On-the-Job Training (OJT) Completion

- Candidates in Automotive Service Technician roles completed one-month OJT at reputed service centres such as TVS, Bajaj, Hero, Honda, and Royal Enfield.

### Training Infrastructure and Engagement

- Classroom teaching, workshop practice, computer lab sessions, and audio-visual learning methods were utilised consistently across centres.
- Exposure visits and live industry interactions were integrated into the training process for practical learning enhancement.



# Outcomes

## Enhanced Technical and Workplace Skills

- As per survey findings from passed candidates:
  - >> **100% of surveyed passed candidates** reported significant improvement in technical and practical skills relevant to their course.
  - >> Trainees in Automotive Service Technician roles became proficient in basic two-wheeler servicing, diagnostics, and customer handling.
  - >> Automotive Sales Assistant trainees acquired confidence in sales operations, client interactions, and basic IT operations (MS Office).

## Certification and Professional Credibility

- Candidates who successfully passed assessments **received NSDC-ASDC certification**, enhancing their employability and increasing their perceived credibility with employers.

## Placement and Livelihood Improvement

- As per placement records:
  - >> **154 candidates** were successfully placed across automotive workshops, showrooms, and retail service sectors.
- As per survey findings:
  - >> **80% of surveyed passed candidates** who secured employment reported that their technical and soft skills training directly contributed to their job placement.
  - >> **100% of surveyed employed candidates** indicated that their certification positively influenced employers' hiring decisions.



## Gender-Specific Outcomes

- As per placement records:



- As per survey findings, female trainees reported increased confidence in their technical abilities but continued to face external challenges in accessing placement opportunities. This indicates the need for stronger support to ensure gender equity in employment outcomes.

## Perception Change at Community Level

- Successful placements and the growing visibility of certified workers within the community began to challenge negative stereotypes surrounding vocational careers among rural and tribal populations.
- Women's participation, even though numerically smaller, helped break traditional gender taboos in technical fields.





# Expected Impact

## Long-Term Employment Stability

- With certified skills in two-wheeler servicing and automotive sales, passed candidates are expected to secure sustained employment across service workshops, showrooms, and retail sectors.
- As candidates gain work experience, they are likely to secure better income opportunities, which will gradually lead to greater economic stability for their families.

## Growth of a Skilled Workforce in Semi-Urban and Rural Areas

- Through VAMA training, tribal and rural youth who were previously outside the formal workforce, are now better equipped to contribute to professional automotive services ecosystems in smaller towns and semi-urban areas.
- This could help bridge the skill shortage gap in India's expanding automotive servicing and retail industry.

## Entrepreneurship and Local Economic Development

- Candidates, especially those from the Automotive Service Technician stream, have expressed aspirations to open their own two-wheeler servicing units or spare parts retail outlets in the future.
- Over time, such entrepreneurship could generate secondary employment opportunities and stimulate local economic growth in their native regions.

## Empowerment of Women in Non-Traditional Roles

- Although female placement rates are currently low (4.62%), the programme's outreach to women is expected to have a catalytic impact by:
  - >> Challenging traditional gender roles
  - >> Inspiring more young women to consider careers in technical trades
  - >> Creating models of success that can influence future cohorts

## Strengthening of Community Confidence in Skilling Pathways

- As more trainees complete certification and secure employment, trust in formal vocational training (especially among tribal and rural families) is likely to grow.
- This could gradually shift community mindsets from informal employment to structured, skills-based career paths, thereby raising educational and livelihood aspirations.

## Future Readiness for Emerging Industry Trends

- While the current curriculum focuses on two-wheeler servicing and traditional sales, VAMA trainees now possess a foundational skill set that can be adapted to and expanded into emerging domains such as:
  - >> Electric vehicle (EV) maintenance
  - >> Battery-operated vehicles servicing
  - >> Showroom sales for EVs and green technologies
- This adaptability will help maintain the long-term employability of candidates in a changing automotive landscape.



# The KARIGARI Programme

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Implementing Partner

Automotive Skills

Development Council (ASDC)

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## About the Project

The KARIGARI Programme, supported by Veedol and implemented in partnership with the Automotive Skills Development Council (ASDC), is a skill enhancement initiative aimed at upskilling two-wheeler mechanics across India in modern automotive servicing standards, particularly the BS-VI emission standards.

The programme addresses the urgent need to equip grassroots mechanics with updated technical knowledge and diagnostic skills to meet evolving industry demands.

Delivered through intensive one-day training sessions, the programme combines 70% practical demonstrations and 30% theoretical sessions. The training modules cover critical areas including:

- **BS-VI emission standards**
- **Use of diagnostic tools and multimeters**
- **Basic maintenance best practices**
- **Customer service skills (in select modules)**

Training sessions are conducted on-site and are highly hands-on, using audio-visual methods to maximise learning effectiveness. After successful completion, participants receive joint certification issued by ASDC and Veedol, enhancing their professional credibility and marketability.

KARIGARI targets primarily self-employed and service-centre mechanics with varying levels of work experience, most of whom operate independently or in small workshops. Participants are typically first-generation mechanics, many with limited formal education, but significant practical experience. The programme is designed to bridge the skill gap in the informal automotive servicing sector, where access to structured technical training has traditionally been limited.

The overarching goal of KARIGARI is to ensure that mechanics:

- Become proficient in servicing and diagnosing BS-VI compliant vehicles
- Gain confidence to apply modern techniques at their workplaces
- Improve their income prospects and business sustainability
- Enhance their reputation and standing within their communities

By promoting skill development at the grassroots level, Veedol and ASDC seek to build a more resilient, professional, and future-ready automotive repair ecosystem across India.

**Input**   
**₹ 42.48 Lakh**

disbursed by Veedol in FY 2024-25 to support the implementation of the programme.

The KARIGARI Programme, implemented in partnership with the Automotive Skills Development Council (ASDC) and supported by Veedol, mobilised financial, human, technical, and organisational resources during FY 2024-25 to deliver skill enhancement training for two-wheeler mechanics across India.



### Financial Resources

- ₹42.48 lakh was disbursed by Veedol in FY 2024–25 to support the implementation of the programme.
- The financial outlay covered:
  - Design and development of training content and materials
  - Trainer deployment and logistical arrangements
  - Certification issuance jointly by ASDC and Veedol
  - Administrative costs for scheduling, mobilisation, and reporting



### Human Resources

- Certified ASDC trainers with experience in automotive technology were engaged to deliver training sessions.
- Training partner teams provided:
  - Session facilitation
  - Trainee mobilisation and onboarding support
  - Post-training query resolution through dedicated helplines



### Curriculum and Training Content

- Customised one-day training modules were developed, focusing on:
  - BS-VI emission standards and compliance requirements
  - Use of diagnostic tools like multimeters
  - Basics of two-wheeler engine servicing aligned to modern standards
- Training materials included audio-visual content, live demonstrations, and basic handouts for participant reference.



### Training Infrastructure

- Local training venues were arranged with facilities for:
  - Classroom-style theoretical sessions
  - Practical demonstrations using actual vehicle models where feasible
  - Hands-on equipment handling (tools, diagnostic devices)





### Trainee Identification and Mobilisation

- Veedol, in collaboration with ASDC and training partners, curated lists of eligible mechanics based on:
  - Field surveys
  - Partner garage networks
  - Community recommendations
- Mechanics were directly invited through phone calls and in-person outreach to participate.



### Certification and Recognition Systems

- Participants successfully completing the one-day training received a joint certification from ASDC and Veedol, helping to enhance professional credibility in their local markets.



### Monitoring and Feedback Collection Systems

- Immediate post-training feedback from participants was collected to assess:
  - Training effectiveness
  - Trainer performance
  - Participant satisfaction and confidence levels
- Trainer helpline numbers were shared with participants for post-training support queries.





# Activities

During FY 2024–25, the KARIGARI Programme, implemented by the Automotive Skills Development Council (ASDC) with CSR support from Veedol, undertook a structured set of activities to deliver upskilling sessions for two-wheeler mechanics across selected locations in India.



## Identification and Mobilisation of Trainees

- Lists of eligible two-wheeler mechanics were curated using Veedol's field data, garage networks, and market surveys aimed at identifying existing skill gaps.
- Mechanics were mobilised through direct invitations and outreach by training partners.



## Organisation of One-Day Training Sessions

- One-day intensive training sessions were organised at designated local venues in selected regions.
- Each session accommodated approximately 20–30 participants, depending on location capacity.



## Delivery of Theoretical Instruction

- A brief introductory session covered the fundamentals of:
  - BS-VI emission standards and regulatory compliance
  - Basic maintenance practices for two-wheeler vehicles
  - Introduction to diagnostic principles and multimeter usage
- Concepts were explained using audio-visual aids and real-world examples, ensuring the content was accessible to participants from diverse educational backgrounds.



## Practical Demonstrations

- Trainers conducted live demonstrations on:
  - Handling multimeters and basic diagnostic equipment
  - Identifying emission-related issues in BS-VI compliant vehicles
  - Practical repair and maintenance tasks aligned to modern standards
- Participants were given opportunities to observe techniques closely and interactively ask questions.





### Issuance of Joint Certification

- Upon completion of the training, participants were awarded a joint certificate issued by ASDC and Veedol.
- Certificates were distributed immediately after the sessions to ensure formal recognition of newly acquired skills.



### Provision of Post-Training Support

- Trainers shared helpline contact numbers with participants to address post-training doubts and reinforce learning.
- Developing informal support networks among participating mechanics were encouraged to promote continued knowledge sharing.



### Collection of Immediate Feedback

- Feedback was gathered at the end of each session to assess:
  - Training quality
  - Content relevance
  - Trainer effectiveness
  - Participant satisfaction



# Outputs

The KARIGARI Programme, implemented by the Automotive Skills Development Council (ASDC) with CSR support from Veedol, achieved the following measurable outputs during FY 2024–25.

## Trainee Participation

- 1500 two-wheeler mechanics were trained across multiple one-day sessions conducted at selected locations.
- 100% of surveyed trainees were existing two-wheeler mechanics, ensuring precise targeting of the intended beneficiary group.

## Demographic Profile of Trainees

- 60% of surveyed trainees had completed 10th-grade education, while 40% had education levels below 10th-grade.
- 60% of surveyed trainees had more than 10 years of work experience; 40% had 6–10 years of experience.
- 80% of surveyed trainees were self-employed workshop owners; 20% worked at service centres.

## Curriculum Delivery and Content

- 100% of surveyed trainees were exposed to:
  - BS-VI emission standards
  - Diagnostic tools and techniques
  - Practical demonstrations involving multimeter usage
- 80% of surveyed trainees additionally received training in vehicle maintenance best practices, and 40% were introduced to customer service basics.

## Certification of Participants

- 100% of surveyed trainees received joint certification from ASDC and Veedol upon completing the training session.

### Training Ratings

- 80% of surveyed trainees rated trainer quality as excellent (5/5); 20% rated it as very good (4/5).
- 80% of surveyed trainees rated the usefulness of practical demonstrations as excellent; 20% rated it very good.
- 60% of surveyed trainees rated the training materials as excellent; 40% rated them very good.
- 100% of surveyed trainees rated the overall organisation of the training as excellent.

### Immediate Skill Application

- 100% of surveyed trainees reported applying the skills acquired (especially BS-VI standards and diagnostic tools) in their daily work after the training.

### Knowledge Sharing

- 100% of surveyed trainees shared the knowledge gained with colleagues and fellow mechanics within their networks, contributing to broader community awareness.

### Immediate Feedback Collection

- Post-training feedback from surveyed trainees highlighted high levels of satisfaction and suggested:
  - A need for longer-duration training
  - Provision of diagnostic tools (e.g., multimeters) to enhance daily application of skills



# Outcomes

The KARIGARI Programme, implemented by the Automotive Skills Development Council (ASDC) with CSR support from Veedol, contributed to measurable short-term outcomes among the surveyed trainees during FY 2024–25. The programme successfully enhanced technical skills, professional confidence, and customer engagement among two-wheeler mechanics.

## Improvement in Technical Skills and Knowledge

- 100% of surveyed trainees reported gaining a better understanding of BS-VI emission standards, including regulatory requirements and servicing techniques.
- 100% of surveyed trainees demonstrated improved familiarity with diagnostic tools such as multimeters and basic electronic testing equipment.
- Mechanics reported increased confidence in diagnosing and repairing modern two-wheeler vehicles that meet BS-VI standards.

## Increased Confidence and Professional Credibility

- 100% of surveyed trainees reported feeling more confident about servicing modern vehicles after the training.
- Possession of a joint ASDC-Veedol certificate was perceived as enhancing their professional image and customer trustworthiness.
- Trainers observed a noticeable increase in trainees' enthusiasm and willingness to upgrade their service offerings after the training.

## Application of Skills at Workplace

- 100% of surveyed trainees confirmed applying newly acquired diagnostic and servicing techniques in their daily work.
- Mechanics reported being able to offer improved services to customers, including better identification of emission-related issues in vehicles.

## Positive Customer Perception

- 100% of surveyed trainees believed that their customers showed greater trust in their skills following the training and certification.
- Trainees noted that explaining technical concepts (e.g., BS-VI maintenance needs) to customers helped build credibility.



### Knowledge Sharing with Peer Mechanics

- 100% of surveyed trainees reported sharing their knowledge with colleagues and peers at their workshops or within their mechanic networks.
- Informal peer-to-peer knowledge transfer was initiated, contributing to a wider awareness of BS-VI standards and updated servicing methods.

### Financial Implications

- While immediate income changes were not uniformly reported, surveyed trainees anticipated that upgraded skills and enhanced customer trust would allow them to gradually:
  - Charge slightly higher rates for specialised BS-VI servicing
  - Increase customer retention and attract new clientele over time
- Some participants expected modest growth in business earnings within six months of consistently applying new skills.

### Perceived Value and Recommendation

- 100% of surveyed trainees stated they would recommend the KARIGARI Programme to fellow mechanics, citing:
  - Relevance of the skills taught
  - Ease of understanding through practical demonstrations
  - Immediate applicability to their existing work environment



# Expected Impact

The KARIGARI Programme, implemented by the Automotive Skills Development Council (ASDC) with CSR support from Veedol, is expected to generate sustained improvements in technical proficiency, business viability, and professional reputation among two-wheeler mechanics trained under the initiative.

Based on the outcomes observed during FY 2024–25, the following long-term impacts are anticipated:

## Enhanced Service Quality and Modernisation of Workshops

- By building competence in BS-VI servicing standards and diagnostic tool usage, trained mechanics are expected to deliver higher-quality, more reliable services.
- The adoption of modern maintenance practices could lead to the gradual modernisation of independent and small-scale workshops across targeted regions.

## Increased Earning Potential and Business Stability

- As customers increasingly prefer mechanics trained in BS-VI and newer vehicle technologies, trained participants are likely to benefit from:
  - Higher customer retention
  - The ability to charge premium rates for specialised services
  - A more stable and diversified customer base over time
- Improved technical skills may enable mechanics to position themselves competitively in a rapidly evolving automotive servicing market.

## Wider Community Awareness and Professional Respect

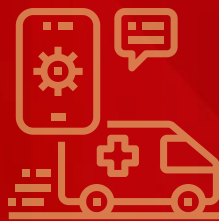
- With 100% of surveyed trainees sharing their knowledge with peers, the programme is expected to trigger a ripple effect, spreading awareness about the importance of upskilling within the mechanic community.
- Enhanced technical skills and formal certification may help elevate the public perception of mechanics from informal workers to skilled service professionals.

## Increased Adaptability to Industry Changes

- As the automotive industry advances toward full BS-VI compliance and the adoption of electric vehicles (EVs), mechanics trained through KARIGARI will be better equipped with the foundational skills needed to adapt to emerging technologies.
- Raising early-stage awareness of emission standards helps cultivate a culture of continuous learning and ongoing professional development.

## Potential for Future Skill Expansion

- Exposure to structured technical training creates a readiness among participants to seek further upskilling opportunities.
- Future rounds of extended or advanced modules (e.g., focused EV servicing training) could be delivered more effectively to an already motivated and semi-skilled base.



# Mobile Medical Units (MMUs) at Howrah and Raigad

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Implementing Partner

**Sevamob**

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## About the Project

The Mobile Medical Unit (MMU) initiative, supported by Veedol through its CSR programme and implemented by Sevamob, is a healthcare outreach intervention designed to extend basic medical services to underserved communities in rural and semi-urban areas. Currently operational in Howrah (West Bengal) and Raigad (Maharashtra), the MMU project aims to improve healthcare accessibility for populations with limited or no access to formal health infrastructure.

In addition to medical consultation, the MMU project integrates health awareness as a key component, with special focus on adolescent health, hygiene practices, and non-communicable disease prevention. The programme also aligns with broader public health efforts by engaging with schools, gram panchayats, and local community leaders.

Each mobile unit is fully equipped to provide essential primary healthcare services and is operated by a multidisciplinary medical team. The project functions through scheduled visits to identified locations, working in coordination with local governance bodies and frontline health workers.

By offering decentralised and mobile service delivery, the MMU initiative seeks to complement existing public healthcare mechanisms and promote long-term health equity in marginalised areas.



Input 

**₹ 55.79 Lakh**

was allocated by Veedol to support the MMU project in FY 2024-25.

The Mobile Medical Unit (MMU) project was implemented by Sevamob with financial support from Veedol under its Corporate Social Responsibility (CSR) programme for FY 2024-25. The initiative mobilised essential financial, human, technological, and logistical resources to deliver decentralised primary healthcare services to underserved communities in Howrah (West Bengal) and Raigad (Maharashtra).





### Financial Resources

- Veedol allocated a total of ₹55.79 lakh to support the MMU project in FY 2024–25.
- This funding covered staff honoraria, medicine procurement, diagnostic supplies, fuel and vehicle maintenance, and health awareness initiatives.



### Human Resources

- A combined field team of 11 personnel was deployed across the two MMUs:
  - 6-member team in Raigad
  - 5-member team in Howrah
- Each unit was staffed with:
  - MBBS doctor
  - GNM nurse
  - Pharmacist
  - Camp coordinator
  - Driver



### Medical Infrastructure and Equipment

- The MMUs were equipped with essential diagnostic tools and portable clinical facilities to conduct:
  - Blood pressure screening
  - Random Blood Sugar (RBS) testing
  - Haemoglobin checks
  - Height and weight measurement
- Onboard medicine storage and examination space enabled basic treatment during field camps.



### Technology and Innovation

- Sevamob deployed AI-enabled tools for:
  - TB screening
  - Personalised diet planning
- A cloud-based data system was used to manage patient records, generate OPD slips, and track follow-up cases.



### Logistics and Camp Mobility

- MMUs were operated according to a pre-planned monthly schedule, covering 22–23 villages per unit.
- Vehicle deployment, fuel planning, and route coordination were managed in consultation with local health and administrative stakeholders.



### Community Partnerships and Coordination

- The programme collaborated closely with:
  - ASHA and Anganwadi workers
  - Gram Panchayat Pradhans
  - School administrators
- Community mobilisation was supported through word-of-mouth networks and local announcements ahead of scheduled camps.



### Awareness and Thematic Outreach Resources

- IEC materials and banners were used for thematic awareness days and school-based activities.
- Provisions were made to organise small-scale health promotion events in alignment with national health observance days (e.g., **World AIDS Day**, **National Girl Child Day**, **Cancer Awareness Week**).



# Activities

The Mobile Medical Unit (MMU) project, implemented by Sevamob with CSR support from Veedol, carried out a structured set of healthcare activities across Howrah (West Bengal) and Raigad (Maharashtra) during FY 2024–25. The activities focused on delivering doorstep healthcare services to underserved rural populations through scheduled field visits, diagnostic screening, counselling, and health awareness campaigns.



## Monthly Camp Scheduling and Deployment

- A monthly camp schedule was prepared and executed for each MMU unit, covering 22–23 villages per location.
- Locations were finalised in consultation with the Chief Medical Officer of Health (CMOH) and local Panchayat leadership.
- Pre-visit coordination was carried out with ASHA and Anganwadi workers to support mobilisation.



## Implementation of Health Camps

- Camps were conducted once a month per village, with each session including:
  - Medical consultation by a qualified MBBS doctor
  - Basic diagnostics, including BP, RBS, Hb%, height, and weight
  - On-site medicine distribution by a licensed pharmacist
  - Referral of complex or chronic cases to nearby government hospitals



## Thematic Health Awareness Initiatives

- Targeted awareness sessions were held around national and local health observances. Notable campaigns in FY 2024–25 included:
  - World AIDS Day
  - National Girl Child Day
  - Cancer Awareness Week
- Campaigns were accompanied by school and community-level sessions on hygiene, nutrition, adolescent health, and menstrual awareness.



## School-Based and Special Camps

- The MMUs facilitated school-based health initiatives, such as:
  - Free iron and multivitamin distribution
  - Eye check-up camps
  - Adolescent reproductive health education
- Activities were conducted in partnership with schools and Anganwadi centres to increase participation among children and adolescent girls.



### Use of AI-Enabled Tools

- AI-driven tools were deployed for:
  - Tuberculosis (TB) screening
  - Customised diet planning
- These technologies supported early detection and personalised health counselling, particularly for patients with chronic conditions.



### Community Engagement and Mobilisation

- Gram Panchayat leaders, school teachers, and ASHA workers played a central role in informing community members about upcoming camps.
- Village-level mobilisation was strengthened through:
  - Word-of-mouth
  - School announcements
  - Banners and posters at local gathering points



### Patient Registration and Record-Keeping

- An online digital platform was used for:
  - Generating OPD slips
  - Maintaining patient histories
  - Flagging follow-up needs, particularly for chronic diseases like hypertension and anaemia



### Referral and Follow-Up Support

- Weekly and monthly follow-up visits were carried out for patients with recurring conditions.
- Some cases requiring secondary or tertiary intervention (e.g., cataract surgeries, angioplasties) were referred to partner hospitals and NGOs.





# Outputs

During FY 2024–25, the Mobile Medical Unit (MMU) project—supported by Veedol and implemented by Sevamob—delivered high-volume, decentralised healthcare services across Howrah (West Bengal) and Raigad (Maharashtra). The following outputs reflect the scale and scope of direct service provision and outreach activities during the year.

## Health Camps Conducted

- Total number of camps held:
  - 243 camps in Howrah
  - 240 camps in Raigad
  - 483 camps conducted cumulatively across both districts
- Camps were organised monthly in 22 villages (Howrah) and 23 villages (Raigad).

## Beneficiary Footfall

- Total individuals reached - **28,356**:
  - **14,206** beneficiaries in Howrah
  - **14,150** beneficiaries in Raigad
- Gender Distribution:
  - Women and adolescent girls constituted approx. 60–65% of all beneficiaries
  - Men and boys accounted for 35–40%
- Age-based disaggregation:
  - Separate tracking of children's and adults' footfall was maintained across both units (data visualised in the MMU ppt).

## Medical Consultations and Diagnostics

- 100% of beneficiaries received doctor consultations.
- Diagnostic services delivered:
  - Blood Pressure (BP) screening
  - Random Blood Sugar (RBS) tests
  - Haemoglobin (Hb%) checks
  - Height and weight measurement
- Cumulative screenings during the year covered thousands of individuals, with follow-up flags generated for chronic cases.

## Medicine Distribution

- 81% of patients received free medicines during camp visits.
- Essential medicines provided addressed:
  - Fever and respiratory symptoms
  - Pain management
  - Gastrointestinal issues
  - Chronic conditions such as hypertension and diabetes

## Specialised Health Services and Campaigns

- Thematic campaigns conducted included:
  - World AIDS Day observance
  - National Girl Child Day
  - Cancer Awareness Week
- Eye check-up camps and school-based iron/multivitamin distribution drives were conducted in both Howrah and Raigad.
- Additional sessions focused on adolescent reproductive health, nutrition, and sanitation.

## Digital Registration and Record Management

- All patients were registered through a cloud-based digital system with:
  - Instant OPD slip generation
  - Creation of unique patient records
  - Historical health data tracking for return visits

## Follow-Up and Referral Support

- Weekly follow-up for patients with chronic diseases such as hypertension, anaemia, and diabetes
- Referrals made for:
  - Cataract surgeries (via partnerships with trusts)
  - Angioplasty (through hospital linkages for patients with cardiac risks)





# Outcomes

The Mobile Medical Unit (MMU) project, implemented by Sevamob and supported by Veedol through its CSR initiative, generated significant health-related outcomes across underserved communities in Howrah and Raigad during FY 2024–25. These outcomes reflect the growing dependence on mobile healthcare, the success of early diagnosis efforts, and improved awareness among hard-to-reach populations.

## Increased Reliance on Mobile Healthcare Services

- 90% of surveyed respondents reported visiting the MMU more than three times in the last three months, highlighting the project's role as a primary access point for healthcare in their locality.
- Repeat visits were especially common among elderly and chronically ill patients, indicating the significance of MMU's role in continuous care.

## Improved Health Outcomes

- 76.2% of respondents reported significant health improvement after MMU consultations.
- The remaining 23.8% noted some improvement; notably, 0% reported no improvement, indicating universal health benefits from the intervention.
- Beneficiaries included chronic disease patients (e.g., diabetic foot ulcer, COPD, shingles), some of whom showed documented recovery or condition stabilisation.

## Effective Management of Common and Chronic Conditions

- Common conditions managed during the year included:
  - Fever, cough, and flu (most frequent)
  - Hypertension and diabetes
  - Osteoarthritis
  - Skin and eye infections
- Routine diagnostics enabled early detection and initiation of treatment at the community level, reducing the need for hospitalisation or specialist care.

## Preventive Health Awareness and Behavioural Change

- 57.1% of respondents received nutrition and diet education; 42.9% gained awareness on non-communicable disease (NCD) prevention.
- Hygiene, adolescent health, and menstrual awareness sessions contributed to better personal health practices, especially among school-going children and adolescent girls.
- Events such as World AIDS Day and Cancer Awareness Week helped normalise public conversations about long-neglected health topics.

## Reduced Dependence on High-Cost Private Healthcare

- In the absence of the MMU, 48% of beneficiaries said they would have visited a distant government hospital and 38% would have opted for private clinics, often at a high financial cost.
- By offering free consultations and partially subsidised medicines, the MMU helped mitigate out-of-pocket expenses, particularly for daily wage earners.

## High Satisfaction and Community Trust

- 100% of beneficiaries said they were very likely to revisit the MMU and would recommend it to others.
- Service ratings remained consistently high:
  - Doctor's consultation: 4.81 / 5
  - Staff behaviour: 4.76 / 5
  - Medicine availability: 4.48 / 5
  - Cleanliness: 4.10 / 5
- The primary concern was waiting time, which scored lowest at 1.81 / 5, but was still seen as manageable by most respondents.

## Emerging Demand for Expanded Services

- Beneficiaries expressed a desire for:
  - ENT and dental services
  - More frequent MMU visits
  - Greater availability of diagnostic tests and full prescription coverage
- These requests indicate rising health literacy and an evolving expectation of higher-quality healthcare services.



# Expected Impact

The Mobile Medical Unit (MMU) initiative, implemented by Sevamob and supported by Veedol through its CSR drive, is expected to generate sustained improvements in healthcare access, awareness, and outcomes among low-income and medically underserved populations in Howrah (West Bengal) and Raigad (Maharashtra). The experience from FY 2024–25 demonstrates strong foundational outcomes with clear indications of longer-term, systemic impact potential.

## Strengthened Community-Based Primary Healthcare

The MMU model is helping to establish a reliable, decentralised healthcare access system in areas with limited public infrastructure. Continued operations are likely to:

- Reduce patient load on overburdened public hospitals
- Position mobile services as a first point of contact for routine and preventive care
- Promote community-level ownership of health-seeking behaviours through consistent outreach and local mobilisation efforts

## Improved Long-Term Health Outcomes

With regular screening and follow-up for chronic illnesses such as hypertension, diabetes, anaemia, and arthritis, the MMU is enabling early diagnosis and long-term condition management. Sustained engagement can:

- Prevent complications through timely intervention
- Enhance medication adherence through regular follow-up visits and targeted counselling sessions
- Reduce morbidity rates among elderly and high-risk populations

## Reduction in Financial Burden

By offering free consultations, basic diagnostics, and partial medicine support, the MMU is already reducing out-of-pocket expenditure. Over time, this can:

- Improve healthcare equity among vulnerable groups
- Decrease reliance on high-cost private clinics and informal providers
- Enhance household resilience to health-related financial shocks





### Positive Health Behaviour and Awareness

The project's thematic campaigns—such as adolescent health awareness, nutrition counselling, and observance of World AIDS Day and Cancer Awareness Week—have begun to shift attitudes. Over the long term, this is expected to:

- Embed preventive health practices in daily routines
- Increase knowledge and reduce stigma around non-communicable and reproductive health issues
- Empower young people and women to make informed health decisions

### Inclusive Health Access for Vulnerable Groups

The MMU has improved access for groups typically underserved by static facilities, including:

- Elderly patients with mobility limitations
- Women and adolescent girls seeking confidential, respectful care
- Children and low-income families who cannot afford routine health check-ups

### Community Trust and System Readiness for Scaling

With 100% of surveyed beneficiaries willing to revisit and recommend the service, the MMU model has established a solid foundation of trust. Its consistent scheduling, community engagement, and local coordination mechanisms make it:

- Scalable to other blocks or districts with minimal adaptation
- Complementary to government schemes like the Health & Wellness Centres (HWCs)
- A model for private-public partnerships in last-mile healthcare delivery





# The Computer Shiksha Programme

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Implementing Partner

**Computer Shiksha**

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# About the Project

The Computer Shiksha Programme, supported by Veedol through its CSR initiative, aims to build foundational digital literacy among school children across underserved regions in India. Implemented by the NGO Computer Shiksha, the initiative aims at providing structured, self-paced computer education to students who otherwise have limited or no access to digital learning resources.

In FY 2024–25, the programme reached 102 schools across 8 states, covering approximately 26,231 students. The majority of beneficiary schools are low-income private institutions serving children from economically disadvantaged backgrounds. The programme is designed to address the stark digital divide by offering basic computer literacy skills before students transition to higher levels of education or enter the workforce.

Through this initiative, Veedol and Computer Shiksha aim to ensure that no child is left digitally illiterate due to socio-economic barriers. The project not only supports students but also enhances the capacity of schools by supplying hardware, structured training materials, and providing regular monitoring and support. It is a step towards bridging India's digital divide and preparing the next generation for a future where digital competence is indispensable.

Computer Shiksha adopts a self-learning video-based model, where students are taught through custom-designed videos covering practical, day-to-day computer skills. Key modules include Paint, Writer (equivalent to MS Word), Impress (equivalent to MS PowerPoint), Calc (equivalent to MS Excel), and Internet and Email fundamentals. The focus is on ensuring that students grasp core skills like file management, document creation, basic spreadsheets, presentations, and safe internet usage—fundamental competencies for thriving in the digital age.

The approach is distinctly inclusive and adaptive. Infrastructure challenges—such as limited access to computers, internet connectivity issues, and irregular electricity supply—are factored into programme design by incorporating innovations like MagicBox (pre-loaded content for offline learning) and modular, grade-specific curricula. Every child progresses at their own pace, irrespective of their prior exposure to technology.

## Input



Veedol provided a total of

**₹ 13.39 Lakh**

under its CSR initiative for FY 2024–25,

The Computer Shiksha programme, implemented by Computer Shiksha with financial support from Veedol under its CSR initiative for FY 2024–25, mobilised critical resources to facilitate digital literacy among students in underserved schools. The inputs comprised financial, technological, human, and infrastructural support elements necessary to deliver foundational computer education effectively.





### Financial Resources

- Veedol provided financial assistance of Rs 13.39 lakh towards
  - Deployment of computer hardware
  - Maintenance and replacement of non-functional equipment
  - Production and distribution of self-learning educational content
  - Monitoring, coordination, and technical support services across project schools



### Human Resources

- A team of Computer Shiksha trainers, technical support staff, and monitoring coordinators was deployed to:
  - Train local teachers and facilitators
  - Support school staff during implementation
  - Monitor programme progress through monthly calls and field visits



### IT Infrastructure

- 1,133 computers were installed across the participating schools to support student learning.
- 92 projectors were operational, enabling video-based self-learning sessions.
- 9 MagicBox units were deployed to replace non-functioning projectors, providing access to offline video content without requiring internet connectivity.



### Curriculum and Learning Materials

- A complete self-learning courseware was provided, tailored to children's grade levels, including modules such as:
  - Paint I & II
  - Writer I, II & III (equivalent to MS Word)
  - Impress I & II (equivalent to MS PowerPoint)
  - Calc I & II (equivalent to MS Excel)
  - Internet and Email Basics
- Each module included video lessons, practice exercises, and simple assessments to support gradual, independent skill-building.



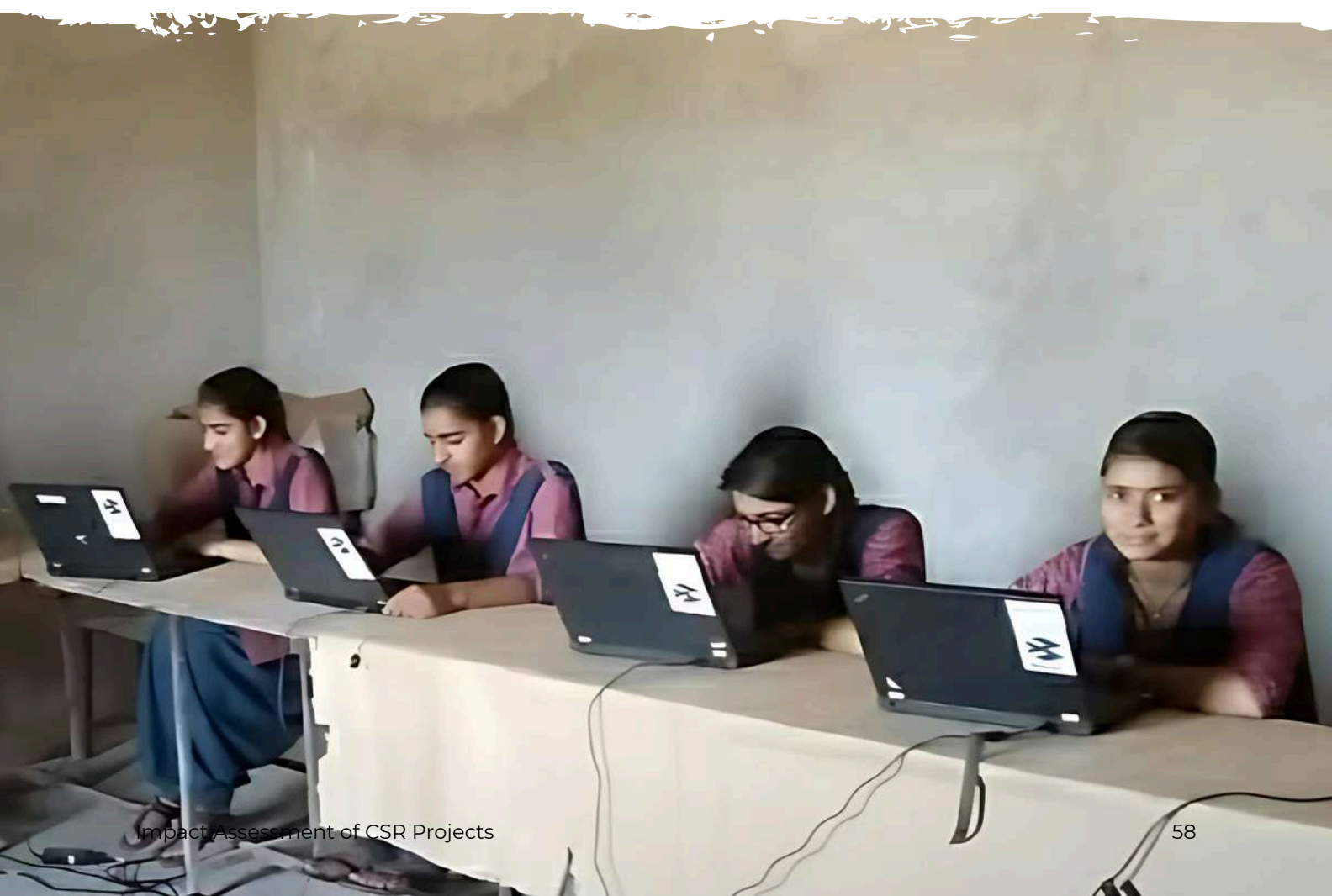
### Monitoring and Feedback Systems

- A structured monitoring process was established through monthly calls with schools to track:
  - Programme progress
  - Functionality of IT equipment
  - Feedback from teachers and students
- Although detailed attendance registers were not maintained centrally, schools provided updates during regular check-ins.



### School-Level Collaboration

- Schools were responsible for:
  - Allocating dedicated space for computer classes
  - Integrating computer sessions into weekly timetables (1–2 sessions per week)
  - Ensuring basic maintenance of provided equipment



# Activities

During FY 2024–25, the Computer Shiksha Programme undertook a structured set of activities to deliver foundational digital literacy training across multiple states. These activities were designed to ensure that students gained basic computing skills through a self-paced, guided learning approach tailored to the specific conditions of local schools.



## Deployment of IT Infrastructure

- Computers, projectors, and MagicBox units were installed and made operational in participating schools.
- Non-functional projectors were replaced to maintain uninterrupted access to educational content.
- Schools were supported in setting up basic computer labs to facilitate regular, structured learning sessions.



## Orientation of School Staff

- Local teachers and designated facilitators received orientation sessions on:
  - Operating the video-based learning system
  - Supporting students during practice sessions
  - Managing technical issues and communicating with Computer Shiksha coordinators for troubleshooting



## Rollout of Self-Learning Computer Classes

- Schools scheduled one to two computer classes per week, depending on grade levels and timetable feasibility.
- Students engaged with self-learning video modules on:
  - Basic operations (e.g., turning a computer on/off, file handling)
  - Using applications like Paint, Writer (MS Word equivalent), Impress (PowerPoint equivalent), Calc (Excel equivalent), and basic Internet skills
- Hands-on practice followed each video lesson to reinforce learning.



## Monitoring and Support

- Monthly telephonic calls were conducted with school heads or focal teachers to:
  - Track course progress
  - Identify any technical issues (e.g., non-working computers, projectors)
  - Capture feedback on student participation and interest
- Technical support was provided remotely and, when required, field visits were organised to resolve persistent equipment issues.



### Assessments and Certification

- Students participated in modular assessments after completing specific stages of the curriculum.
- Question papers related to modules like Paint, Writer, Impress, and Calc were administered to evaluate learning.
- Students who demonstrated proficiency were awarded certificates of completion.



### Collection of Feedback

- Feedback was gathered informally through interactions with school principals, teachers, and students during monitoring calls.
- Suggestions related to content pacing, hardware maintenance, and additional support needs were recorded to refine programme delivery.



# Outputs

The Computer Shiksha Programme, supported by Veedol during FY 2024–25, achieved a range of tangible outputs, demonstrating the extent of digital literacy outreach among schoolchildren across multiple states.

## Reach and Coverage

- 26,231 students were actively engaged in the computer literacy programme across participating schools.
- 102 teachers were associated with the programme to provide guidance and facilitate classroom implementation.

## IT Infrastructure Installed and Operational

- 1,133 computers were installed and made available for student use.
- 92 projectors were functional in classrooms, facilitating video-based instruction.
- 9 non-functional projectors were replaced with MagicBox units to ensure continuity of offline learning without reliance on internet connectivity.

## Computer Literacy Modules Delivered

- Students gained structured exposure to foundational digital skills through self-learning modules covering:
  - Paint I and II
  - Writer I, II, and III (equivalent to MS Word)
  - Impress I and II (equivalent to MS PowerPoint)
  - Calc I and II (equivalent to MS Excel)
  - Internet and Email basics
- Class schedules typically included one to two computer sessions per week, each lasting 45 minutes to 1 hour.

## Student Certification

- 3,546 certificates were awarded to students who successfully completed module assessments during the reporting period.
- On an average, about 20% of participating students achieved certification status based on assessment outcomes.

## Assessment Administration

- Formal assessments were conducted using structured question papers developed for modules such as Paint, Writer, Impress, and Calc.
- Assessments tested practical knowledge application, including skills like document formatting, basic spreadsheet functions, and internet safety awareness.



## School-Level Monitoring and Feedback

- Monthly telephonic follow-ups with school representatives captured:
  - Progress updates on module completion
  - Technical challenges faced
  - Student and teacher feedback on course delivery and content engagement
- Feedback consistently indicated positive reception, improved attendance, and enhanced student interest in digital learning.





# Outcomes

The Computer Shiksha Programme, implemented during FY 2024–25 with CSR support from Veedol, achieved defined learning outcomes among participating students, closely aligned with the curriculum modules covered during the period. Outcomes have been derived from student and teacher feedback, course assessments, and qualitative survey findings.

## Completion of Foundation-Level Modules

- Students across the participating schools engaged with foundation-level modules including Paint I, Writer I & II, Impress I, and Calc I.
- According to feedback from teachers, students were able to successfully operate Paint tools, create and save documents in Writer, prepare basic presentations in Impress, and enter data in Calc spreadsheets after completing the prescribed video-based sessions.

## Skill Application in Academic Activities

- 87% of students reported using Writer for typing assignments, preparing project front pages, and creating simple documents for schoolwork.
- 71% of students stated they could use Paint independently to create diagrams and visual representations for academic projects.
- Teachers indicated that the basic use of Calc for mathematical calculations and tabular data entry was understood by around 65% of students who had reached the Calc module.

## Development of Typing and Document Formatting Skills

- 81% of students expressed confidence in typing documents and applying formatting tools (bold, italics, underline, font change) within Writer.
- Students indicated that typing speed and accuracy improved during the training, particularly during the Writer I and II modules.

## Increased Confidence in Using Computers

- 92% of students reported that they now feel comfortable operating a computer independently for basic tasks such as opening applications, saving files, and shutting down safely.
- 84% of students confirmed that they could now troubleshoot minor issues such as incorrect file saves or opening the wrong application, with limited or no assistance.

## Basic Internet and Digital Safety Awareness

- Based on survey responses, 78% of students who had completed the Internet and Email basics module understood:
  - The importance of setting strong passwords
  - Avoiding suspicious websites
  - Protecting personal information online
- Students demonstrated the ability to perform safe basic browsing and search academic topics relevant to their coursework.

### Use of Digital Tools for Research and Learning

- 69% of students reported using internet search engines (where facilities were available) for finding information related to school projects, especially in subjects like Science, Social Studies, and Mathematics.
- Students indicated that using educational videos and online resources supported easier understanding of academic topics.

### Certification Achievement

- Out of the total students engaged, 3,546 students (approximately 13.5%) received certificates for successfully completing assessments aligned with Paint, Writer, Impress, and Calc modules during FY 2024–25.
- Certification was awarded based on demonstrated competencies in practical exercises and basic module assessments.

### Strengthening of Logical Thinking and Presentation Skills

- Teachers reported that 73% of students improved their logical structuring skills while working with Word documents and PowerPoint slides.
- Students showed better organisation of thoughts while preparing content and visual layouts for academic submissions.



# Expected Impact

The Computer Shiksha Programme, supported by Veedol during FY 2024–25, is expected to generate long-term improvements in students' academic preparedness, digital competence, and future employability. The foundational digital literacy imparted through the programme aligns closely with the evolving educational and occupational requirements of the digital economy.

## Improved Digital Readiness for Higher Education

- Completion of modules covering basic document creation, presentations, spreadsheet use, and internet fundamentals equips students with core competencies necessary for secondary and senior secondary education.
- Students who have acquired typing proficiency, formatting skills, and internet browsing capabilities are expected to transition more easily to technology-integrated academic environments.

## Enhanced Employability Skills for Entry-Level Jobs

- Students gaining proficiency in Writer, Impress, and Calc applications will have the basic digital skills required for clerical, administrative, and data entry roles that demand familiarity with office productivity tools.
- Early exposure to file management, document editing, and safe internet practices is likely to strengthen students' ability to meet minimum digital literacy expectations in future job markets.

## Contribution to Digital Inclusion

- By reaching students from low-income backgrounds, where access to personal computers is limited, the programme directly addresses barriers to digital inclusion.
- Students from schools covered under the programme will have a stronger foundational level of digital literacy compared to peers without similar interventions, helping to narrow the technology access gap.

## Strengthened Logical Thinking and Organisational Skills

- Engagement with modules such as Calc and Impress introduces students to logical structuring, sequencing, and data representation techniques.
- These skills are expected to enhance students' ability to organise information, present ideas systematically, and apply logical reasoning across academic and practical contexts.

### Increased Awareness of Online Safety and Responsible Internet Use

- Students familiar with online safety basics, such as password protection and avoidance of unsafe websites, are better prepared to navigate digital spaces responsibly.
- Over time, greater awareness of cybersecurity practices is expected to reduce risks associated with misuse of digital platforms among participating students.

### Positive Influence on School Attendance and Learning Motivation

- Exposure to computer education is associated with observed improvements in school attendance and student engagement in FY 2024–25.
- Continuation of such programmes is expected to reinforce students' motivation to attend school regularly and elevate their enthusiasm for learning across disciplines.

### Potential for Future Upskilling

- Students who complete the foundational programme are likely to demonstrate readiness for advanced digital learning in areas such as coding, graphic design, digital marketing, and online research methodologies.
- Early familiarisation with structured computer learning environments can encourage higher enrolment in specialised vocational courses or further ICT certifications at higher education levels.







# The Free Student Hostel Initiative

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Implementing Partner  
**AIM for SEVA**

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# About the Project

The Free Student Hostel initiative supported by Veedol Corporation Ltd. as part of its CSR commitment in FY 2024–25, is implemented in partnership with AIM for SEVA.

Located in Vellore, Tamil Nadu, the AIM for SEVA Dayatirtha Chatralayam for Girls provides a safe, nurturing, and academically supportive residential environment for underprivileged girls from rural and tribal communities.

The hostel not only offers free accommodation and meals, but also focuses on holistic development through value-based education, regular mentoring, extracurricular activities, and health and wellness programmes. By reducing the burden of travel and financial stress on families, the initiative aims to create equitable access to education and help these students realise their academic and personal potential.



**Input** 

**₹ 4.00 Lakh**

was provided by Veedol as part of its CSR commitments.

The Free Student Hostel initiative is sustained through a combination of strategic financial and non-financial inputs. In FY 2024–25, the following key inputs were mobilised.



### **Financial Support from Veedol Corporation Ltd.**

As part of its CSR commitments, Veedol provided a total of ₹4 lakhs as financial assistance to AIM for SEVA. This funding has been disbursed across three quarters (₹2 lakhs in Q1, ₹2 lakhs in Q3), as per the CSR Activity Reports. These funds support the day-to-day operations of the girls' hostel, including food, lodging, tutoring, health check-ups, and activity-based learning.



### **Residential Infrastructure by AIM for SEVA**

The AIM for SEVA Dayatirtha Chatralayam in Vellore is a purpose-built residential facility offering safe and secure accommodation to underprivileged girl students. The infrastructure includes dormitories, classrooms, kitchen facilities, bathrooms, and recreational spaces.



### **Academic and Pastoral Staff**

The hostel engages a dedicated team of wardens, tutors, and mentors who facilitate daily learning, academic support, personal care, and emotional well-being of the students.



### **Affiliation with Local Schools**

The girls are enrolled in nearby government or recognised private schools. The hostel team maintains coordination to monitor attendance and academic performance.



### **Nutrition and Health Support**

The hostel provides three nutritious meals daily, in accordance with government dietary norms. Health and wellness inputs include periodic medical check-ups and hygiene monitoring.

These inputs collectively lay the foundation for providing quality, holistic residential support to young girls from disadvantaged communities, empowering them to pursue education in a safe and conducive environment.

# Activities

The key activities carried out at the hostel with Veedol's CSR support include:



## Daily Academic Support and Tutoring

After-school tutoring sessions are conducted to reinforce school learning and help students with homework, exam preparation, and subject-specific support.



## Value-Based Education and Mentoring

The hostel provides structured mentoring and life-skills education, focusing on values such as discipline, empathy, perseverance, and responsibility, to shape well-rounded individuals.



## Health and Wellness Programmes

Students receive regular health check-ups and basic medical care, complemented by wellness initiatives such as yoga sessions, hygiene education, and counselling support to promote overall well-being.



## Extracurricular Activities

The hostel organises sports, cultural events, and creative activities - including arts, music, and drama - which contribute significantly to the holistic development of the girls.



## Nutritional Meal Services

Nutritious meals are provided to all resident students, ensuring food security and supporting their physical development in alignment with government standards.



## Monitoring of Academic Progress

Hostel staff regularly track student performance, liaise with school teachers, and provide personalised support where needed.

# Outputs

The project has delivered multiple tangible outputs during the reporting period, aligned with its core objective of supporting girls from low-income households by providing safe accommodation, nutritional support, and educational opportunities. These outputs are detailed below.

## Provision of Safe and Comfortable Residential Accommodation

- All resident students were provided year-round accommodation with access to basic amenities, including clean dormitories, toilets, and study areas.
- Supporting Findings from Student Interviews:
  - 100% of students confirmed the availability of basic amenities.
  - 90% rated the hostel as “very comfortable”; 10% as “comfortable”.
  - 100% reported feeling “always safe” in the hostel.
  - 90% rated the hostel as “very clean”; 10% as “somewhat clean”.

## Daily Nutrition through Mid-Day Meal Services

- All students received three nutritious meals per day, aligned with government dietary norms.
- Survey Responses:
  - 60% rated the food quality as “good” and 40% as “excellent”.
  - 100% said the quantity of food provided was always sufficient.
  - 100% confirmed receiving a daily variety of food.
  - 100% felt the meals kept them healthy and energetic.
  - 100% reported no illness caused by hostel food.
  - 100% expressed satisfaction with current food services; no improvements suggested.

## Academic Support and Learning Environment

- Regular academic support was provided through tuition, mentoring, and supervised study hours.
- Learning materials, including books and stationery, were made consistently available.
- Survey Findings
  - 100% of students confirmed always receiving academic support in the hostel.
  - 100% rated the study environment as “excellent”.
  - 100% reported that hostel stay had improved their academic performance.
  - 100% stated they had adequate access to study materials.

### **Holistic and Co-curricular Activities**

- The hostel conducted regular sessions in yoga, value education, and extracurricular activities such as gardening, dance, and celebrations.
- Student Feedback:
  - 50% cited yoga and morning prayer as the most liked activities.
  - 30% specifically mentioned chanting of the Bhagavad Gita.
  - 40% appreciated academic pursuits; 20% mentioned gardening.
  - 10% each highlighted activities like dancing, computer classes, hostel duties, and daily routines.

### **Promotion of Social Well-being and Peer Integration**

- The hostel ensured a socially nurturing environment with time allotted for play, rest, and social bonding.
- According to Students:
  - 100% reported feeling very happy and supported in the hostel.
  - 100% confirmed making good friendships.
  - 100% felt they had sufficient time for play and relaxation.
  - 100% reported that staff always supported them when needed.

### **Voice of the Students and Improvement Feedback**

- The hostel actively sought student feedback and recorded a high level of satisfaction.
- Survey Results (n=10):
  - 100% reported no challenges or problems in hostel life.
  - 80% said no improvements were needed.
  - 10% suggested increasing support to rural children.
  - 10% recommended increasing the number of students admitted.

These outputs, supported by 100% participation in the feedback exercise, demonstrate a consistently high standard of service delivery and strong student satisfaction across all domains—residential care, food, academics, personal development, and emotional well-being.



# Outcomes

The Free Student Hostel initiative has brought about a range of short-term and intermediate changes in the lives of resident students, particularly in the areas of education, health, personal development, and aspiration-building.

The following key outcomes observed during FY 2024–25 include:

## Improved Academic Performance

All students reported a noticeable improvement in their academic achievements since joining the hostel. Among Class 10 students, every participant is reported to have passed their board exams. 100% of students interviewed stated that academic support in the hostel helped them perform better in school.

## Continuity in Education and Transition to Higher Levels

The hostel enabled uninterrupted schooling and successful transitions:

- All 10th-grade students advanced to Class 11 are pursuing Commerce or Science streams.
- All 12th-grade students passed their board exams; two joined Swami Dayananda College of Arts & Science, Manjakkudi, for undergraduate studies.

## Strengthened Educational Aspirations

Hostel life has encouraged all students to aim higher in their educational journeys:

- 100% of students reported a positive shift in their future goals.
- All students expressed a strong desire to pursue further studies, marking a significant transformation from their pre-hostel circumstances.

## Enhanced Self-Confidence and Social Integration

Living in a structured and supportive environment has strengthened students' confidence, emotional security, and social bonds:

- 100% of students felt “very happy” in the hostel.
- All students had built strong friendships and social networks.
- Students spoke positively of their participation in spiritual practices, daily duties, and cultural events—contributing to a sense of belonging and purpose.

### Health, Safety, and Well-Being Improvements

Students received regular meals and medical support, which has contributed to their improved health and energy levels:

- 100% of students said the food kept them healthy and energetic.
- None of them reported falling ill due to hostel food.
- Every student felt safe, cared for, and emotionally supported by hostel staff.

### High Retention and Zero Dropouts

No cases of dropout or disengagement were reported during the reporting period—a strong indicator of satisfaction and stability.



# Expected Impact

Over the long term, the Free Student Hostel project is expected to bring about transformative changes in the lives of marginalised girls and the communities to which they belong. The anticipated broader impacts include:

## **Increased Educational Attainment Among Rural Girls**

By eliminating barriers such as distance, safety concerns, and financial hardship, the hostel enables girls to complete secondary and higher secondary education—paving the way for higher education and skilled employment opportunities.

## **Intergenerational Social Mobility**

Exposure to a stable, resource-rich, and value-based environment promotes not only academic success, but also life skills, decision-making capacity, and ambition—laying the foundation for upward social and economic mobility for the students and their families.

## **Empowerment and Gender Equity**

This intervention directly addresses gender disparities in education. Empowered with knowledge, skills, and confidence, the girls are likely to become role models and change agents within their communities, challenging traditional gender norms and inspiring younger cohorts.

## **Holistic Well-being and Citizenship**

By integrating academic learning with value-based education, health, and co-curricular engagement, the hostel nurtures physically healthy, emotionally resilient, socially aware, and ethically grounded individuals. These attributes are essential for active, responsible citizenship.

## **Strengthening the Ecosystem for Rural Education**

Through its successful implementation, the Free Student Hostel model sets a precedent for other CSR, government, and philanthropic actors to invest in integrated residential education for girls—especially in underserved regions.



# Child Education Programmes, West Bengal

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Implementing Partner

**Purnima Foundation**

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# About the Project

The Child Education Programme in West Bengal, supported by Veedol through its CSR initiative and implemented by the Purnima Foundation, seeks to provide foundational education and offer holistic development opportunities to underprivileged children through three dedicated centres:

- **Barnoporichoy**
- **Amader Aangina**
- **Amader Pathshala**

**Location of Child Education Programme**

- South 24 Parganas district of West Bengal

**Each centre has a distinct focus:**

**Barnoporichoy** focuses on the holistic development of students through play-based learning and extracurricular activities such as sports, singing, and dance, with an emphasis on building foundational skills like reading, writing, and numeracy.

**Amader Aangina** combines advanced learning methods with creative and physical activities to promote academic excellence and holistic personal development among children from financially and socially disadvantaged backgrounds.

**Amader Pathshala** follows an inclusive education model, offering learning opportunities without discrimination based on caste, colour, or economic background. It integrates academic instruction with arts, sports, and cultural activities to nurture confidence, teamwork, and creativity in students.

Across all three centres, the curriculum places a strong emphasis on literacy, numeracy, and social-emotional development, supported by Teaching-Learning Materials (TLMs) and audio-visual education methods. Students are engaged through a combination of structured lessons and participatory activities designed to make learning both enjoyable and meaningful.

The programme also actively involves parents and communities to raise awareness about the importance of education and to encourage consistent student attendance. By bridging the gap between marginalised children and the formal education system, the Child Education Programme helps create pathways for improved educational continuity, life skills development, and social integration for children from disadvantaged backgrounds.

**Input**   
**₹ 4 Lakh**

contribution from Veedol mobilised essential financial, human, material, and operational resources during FY 2024-25 to ensure delivery of foundational education to children from disadvantaged backgrounds.





### Financial Resources

- ₹4 lakh was disbursed by Veedol to support the implementation of the programme across the three centres.
- The funding was utilised to cover educational materials, staff salaries, infrastructure maintenance, and student engagement activities.



### Human Resources

- The programme was delivered by a team comprising:
  - Trained teachers and facilitators for academic instruction and co-curricular engagement
  - Centre coordinators responsible for daily operations, monitoring attendance, and liaising with families
- Teachers participated in periodic capacity-building sessions aimed at strengthening child-centred pedagogical approaches.



### Learning Materials and Teaching Aids

- Provision of Teaching-Learning Materials (TLMs), including books, stationery, educational charts, and audio-visual content.
- Supply of classroom aids aimed at reinforcing foundational skills in reading, writing, numeracy, and creative expression.



### Infrastructure and Facilities

- Basic infrastructure was maintained at each of the three centres to provide:
  - Classrooms with seating and writing surfaces
  - Access to basic amenities such as toilets and drinking water (with noted variations across centres)
  - Spaces for extracurricular activities such as sports, dance, and music



### Curriculum and Programme Design

- A flexible curriculum tailored to the needs of first-generation learners was developed, integrating:
  - Basic literacy and numeracy instruction
  - Play-based and experiential learning methods
  - Regular assessments to track student progress



### Monitoring and Parent Engagement Systems

- Routine monitoring of student attendance, participation, and learning outcomes was conducted by centre staff.
- Home visits and parent meetings were organised to enhance parental involvement and reinforce the value of education within families.



# Activities

During FY 2024–25, the Child Education Programme at Barnoporichoy, Amader Aangina, and Amader Pathshala, implemented by the Purnima Foundation with CSR support from Veedol, conducted a structured set of educational and developmental activities aimed at facilitating the foundational learning and holistic growth of children from economically disadvantaged communities.

## ● Student Enrollment and Orientation

- New students were identified and enrolled through community mobilisation efforts, prioritising children from low-income and first-generation learner families.
- Orientation sessions were conducted for students and parents to familiarise them with the centre activities and attendance expectations.

## ● Delivery of Academic Instruction

- Regular classes were conducted focusing on:
  - >> Literacy development (reading and writing in Bengali and English)
  - >> Basic numeracy skills development, including arithmetic and practical math applications
- Teaching-Learning Materials (TLMs) and audio-visual aids were incorporated into lessons to enhance student engagement.

## ● Implementation of Play-Based and Experiential Learning Methods

- Lessons were supplemented with games, storytelling, and creative exercises to make learning interactive and enjoyable.
- Activities included group discussions, drawing, craft-making, and role-play exercises.

## ● Conduct of Extracurricular Activities

- Centres organised regular extracurricular sessions including:
  - >> Dance
  - >> Singing
  - >> Sports and physical education
  - >> Drawing and art activities
- These activities were designed to support children's physical development, encourage creativity, and enhance social skills.



### ● **Assessment and Progress Monitoring**

- Periodic student assessments were conducted to measure improvements in reading, writing, and numeracy.
- Teachers maintained individual learning profiles and recorded observations on student progress.

### ● **Teacher Training and Capacity Building**

- Facilitators participated in periodic training sessions aimed at:
  - >> Strengthening child-centred teaching methodologies
  - >> Learning new engagement techniques and remedial strategies

### ● **Parental Engagement and Home Visits**

- Parent-Teacher Meetings (PTMs) were organised to share student progress and discuss educational goals.
- Home visits were conducted for students with irregular attendance to encourage consistent learning and stronger family engagement.

### ● **Infrastructure Maintenance**

- Basic maintenance activities were carried out across all centres to ensure safe and functional learning environments, including the upkeep of classrooms and common areas.



# Outputs

The Child Education Programme at Barnoporichoy, Amader Aangina, and Amader Pathshala, implemented by the Purnima Foundation with CSR support from Veedol, achieved the following tangible outputs during FY 2024–25:

## Student Enrolment and Attendance

- **275** students were enrolled across the three centres

### Barnoporichoy

**100**

students

### Amader Aangina

**82**

students

### Amader Pathshala

**93**

students

- Regular attendance was recorded for over 90% of students across the centres, based on mid-year survey findings.

## Delivery of Academic Sessions

- Structured literacy, numeracy, and foundational education classes were conducted at all the three centres throughout the year.
- Teaching-Learning Materials (TLMs) and audio-visual aids were regularly used during instruction to enhance engagement and comprehension.

## Conduct of Extracurricular Activities

- Regular extracurricular sessions were organised, including:
  - Dance
  - Singing
  - Sports and games
  - Drawing and art
- Participation in extracurricular activities was reported to be high, with more than 80% of students actively engaging.

## Student Assessment and Progress Tracking

- Baseline and periodic assessments were carried out to monitor academic growth in reading, writing, and numeracy.
- Individual learning profiles were maintained for students to support customised instruction and remedial planning.



### Teacher Training and Development

- Teachers and facilitators participated in scheduled training workshops focused on child-centred pedagogy and play-based learning methods.
- Classroom observations and regular feedback sessions were organised to support continuous improvement in teaching practices.

### Parental Engagement

- Parent-teacher meetings (PTMs) were conducted at least twice during the year at each centre.
- Home visits were conducted for students with irregular attendance to identify and address barriers hindering regular schooling.

### Infrastructure Support and Learning Resources

- Basic learning infrastructure, including classroom spaces, seating arrangements, and writing boards, was maintained across centres.
- Learning materials (books, stationery, charts) were provided periodically, though availability remained inconsistent at certain centres, as indicated by survey responses.



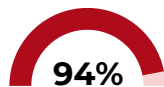
# Outcomes

The Child Education Programme at Barnoporichoy, Amader Aangina, and Amader Pathshala, implemented by the Purnima Foundation with CSR support from Veedol, achieved the following outcomes during FY 2024–25, as indicated by monitoring data and feedback from students and teachers:

## Improvement in Academic Skills

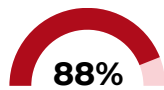
### ● Reading and Writing:

#### Barnoporichoy



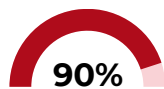
of students reported feeling very confident in reading and writing.

#### Amader Aangina



of students reported feeling very confident in reading and writing.

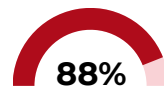
#### Amader Pathshala



of students reported feeling very confident in reading and writing.

### ● Numeracy Skills:

#### Barnoporichoy



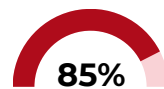
reported confidence in mathematics.

#### Amader Aangina



reported confidence in mathematics (lower compared to the other centres).

#### Amader Pathshala



reported confidence in mathematics.

## High Levels of Attendance and Retention

- Over 90% of enrolled students attended school regularly across all the three centres.
- Home visits and parental engagement strategies contributed to maintaining consistent attendance levels despite financial and logistical challenges.

## Holistic Development through Extracurricular Participation

### Barnoporichoy



of students participated regularly in extracurricular activities (dance, singing, sports).

### **Amader Aangina**




of students participated regularly in extracurricular activities.

### **Amader Pathshala**




of students participated regularly in extracurricular sessions.

-  These activities contributed to enhanced communication skills, creativity, and physical fitness.



## Improved Social-Emotional Wellbeing

-  Sense of Safety and Comfort:




- **Barnoporichoy:** 100% of students reported always feeling safe and comfortable with classmates and teachers.
- **Amader Aangina:** 64.7% always felt safe, while 35.3% felt safe sometimes (likely due to poor access to clean drinking water, average infrastructure, and long travel distances to school). Limited parental involvement, financial instability, and inconsistent teacher support may also contribute to a reduced sense of emotional and physical security. Addressing these issues could significantly improve students' comfort and well-being.
- **Amader Pathshala:** 95% always felt safe.

-  Participation in group activities and supportive classroom environments contributed to greater confidence and interpersonal skills among students.

## Strengthened Parental Awareness and Engagement

-  Parent-teacher meetings and home visits led to increased parental interest in their children's education, especially at Amader Pathshala where regular discussions on children's progress were reported.
-  However, parental involvement remained limited in Amader Aangina, highlighting an area for further focus.

## Positive Student Perception of School Support

-  **Barnoporichoy:** Only 18.8% of students indicated they would recommend the programme, citing issues like inadequate water supply and limited learning materials.
-  **Amader Aangina:** 100% of students said they would recommend the programme and felt strongly supported in achieving their dreams.
-  **Amader Pathshala:** 85% of students expressed their willingness to recommend the programme, with 95% acknowledging that the school has supported them in working towards their aspirations.

# Expected Impact

The Child Education Programme at Barnoporichoy, Amader Aangina, and Amader Pathshala, implemented by the Purnima Foundation with CSR support from Veedol, is expected to create long-term positive impacts on the lives of participating children, their families, and the broader community.

**Based on the outcomes achieved during FY 2024–25, the following future impacts are anticipated:**

## **Smoother Transition Into Formal Education Systems**

- By strengthening foundational skills in reading, writing, and numeracy, students completing the programme will be better prepared to transition into higher grade levels in government and private schools.
- Students who have acquired early literacy and numeracy skills through the programme are expected to demonstrate improved academic performance and higher retention rates in mainstream education.

## **Reduction in Dropout Risks Among First-Generation Learners**

- By providing early academic support alongside consistent parental engagement, the programme reduces the risk of early dropout, especially among children from families with no prior experience of formal education.
- Regular attendance and exposure to structured learning environments will help children internalise education as a long-term goal.

## **Improved Life Skills and Confidence**

- Participation in extracurricular activities such as dance, sports, and singing is expected to enhance students' communication skills, teamwork, and self-expression.
- Exposure to group activities and classroom leadership opportunities will contribute to improved self-esteem and emotional resilience.

## **Enhanced Parental Value for Education**

- Regular parent-teacher meetings and home engagement efforts have already begun to positively influence parental attitudes towards education.
- In the long term, increased parental involvement is expected to result in higher levels of school continuity and educational achievement for children.



### Holistic Child Development

- With a focus not only on academics but also on physical, creative, and emotional development, the programme prepares children for well-rounded growth.
- This multidimensional approach is likely to help children develop into socially and emotionally capable individuals better equipped for future academic, vocational, and personal challenges.

### Contribution to Breaking Intergenerational Cycles of Poverty

- By equipping students with foundational education, life skills, and social confidence, the programme increases their likelihood of pursuing higher education or vocational training, thereby improving their prospects of entering the formal employment sector.
- Over time, educational advancement driven by interventions like these can help break cycles of poverty and social exclusion within marginalised communities.







# BASHA

## Mid-Day Meal Programme

Implemented by

Health Energy And Rehabilitation  
Trust (HEART)

# About the Project

The BASHA Mid-Day Meal Programme, supported by Veedol through its CSR initiative, was conceptualised to provide nutritious, hygienic, and consistent mid-day meals to children enrolled in the BASHA school system.

The BASHA schools primarily serve children from economically disadvantaged families, where parents are typically employed as daily wage labourers, private sector workers in low-paying occupations, or small-scale self-employed individuals. The majority of students are in nursery to primary school grades, with a smaller group participating in open schooling options at the secondary and higher secondary levels.

The mid-day meal initiative is implemented by the Health Energy And Rehabilitation Trust (HEART). HEART is responsible for the design and operational management of the meal programme, including menu planning, procurement, preparation, and distribution of meals to BASHA students.

The implementation emphasises adherence to hygiene standards, food safety protocols, and nutritional balance ensuring that children receive meals that significantly contribute to their overall well-being.

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**The programme aims to support children's health, improve their energy levels, enhance their academic engagement, and encourage regular school attendance by ensuring access to a wholesome daily meal.**

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Prior to the launch of the programme, many students brought meals from home, but the quality and quantity of these meals varied widely, often impacting children's concentration and participation in school activities.

The BASHA Mid-Day Meal Programme was introduced to address this gap as a preventive and developmental intervention to promote better health, improved academic focus, and consistent school attendance.

Through its collaboration with HEART and the BASHA school system, Veedol aims to address barriers related to hunger and nutrition while supporting the holistic development of children in a safe, nurturing, and inclusive educational environment.

## Input



# ₹ 4.00 Lakh

was disbursed by Veedol as its CSR initiative for the BASHA Mid-Day Meal Programme, implemented by the Health Energy And Rehabilitation Trust (HEART) to mobilise key financial, human, infrastructural, and operational resources during FY 2024-25, ensuring the consistent delivery of nutritious meals to students enrolled in BASHA schools.

## ● Financial Resources

- ₹4 lakh was disbursed by Veedol during FY 2024–25 to support the implementation of the mid-day meal programme.
- The financial outlay covered costs related to food procurement, cooking, meal service logistics, monitoring activities, and adherence to food hygiene and safety standards.

## ● Human Resources

- A dedicated team under HEART was responsible for:

Procurement and storage of raw materials

Daily meal preparation following hygienic practices

Distribution of cooked meals to students

Oversight of quality control and adherence to meal preparation protocols

## ● Nutritional and Menu Planning

- HEART developed structured meal plans designed to:

Meet basic daily caloric and nutritional requirements suitable for school-age children

Incorporate balanced proportions of carbohydrates, proteins, vegetables, and fats

Maintain taste variety to ensure consistent student consumption

- Menus were adapted to local dietary preferences and seasonal availability of ingredients

## ● Infrastructure and Kitchen Facilities

- Existing cooking and meal distribution facilities managed by HEART were leveraged to deliver meals safely and efficiently to the BASHA schools.
- Basic kitchen equipment and utensils necessary for large-scale meal preparation were maintained as part of operational readiness.

## ● Monitoring and Quality Assurance Mechanisms

- Daily meal service records were maintained to track the number of meals served.
- Field staff conducted regular checks on food quality, hygiene conditions, and compliance with preparation protocols.
- Feedback from school staff was gathered informally to assess satisfaction and identify any necessary operational adjustments.

# Activities

During FY 2024–25, the BASHA Mid-Day Meal Programme, implemented by the Health Energy And Rehabilitation Trust (HEART) with CSR support from Veedol, carried out a structured series of activities to provide daily nutritious meals to children attending BASHA schools.

## ● Menu Planning and Nutritional Design

- Menus were designed to meet the basic caloric and nutritional requirements appropriate for school-age children.
- Meal plans incorporated locally available ingredients and ensured a balance of carbohydrates, proteins, vegetables, and fats.
- The menu was periodically reviewed and adjusted to maintain variety and align with seasonal availability of food items.

## ● Meal Preparation and Cooking

- Meals were prepared daily in hygienic conditions following safety and sanitation protocols.
- Cooks and kitchen staff adhered to best practices in food handling, preparation, and storage to ensure the safety and palatability of meals.

## ● Monitoring of Food Quality and Hygiene

- Daily quality checks were conducted by HEART field staff to verify:
  - >> Food freshness
  - >> Hygiene in cooking and serving processes
  - >> Correct portioning and menu compliance
- In cases where feedback indicated areas for improvement, corrective actions were initiated promptly.

## ● Procurement of Food Materials

- Raw materials, including grains, pulses, vegetables, spices, and cooking oil, were sourced from approved vendors to maintain quality standards.
- Procurement schedules were aligned to support daily cooking needs while minimising storage losses.

## ● Meal Distribution to Students

- Freshly cooked meals were distributed directly to students within school premises during designated lunch hours.
- Standardised serving portions were maintained to ensure consistency and equity for all students.

## ● Record-Keeping and Tracking

- Daily records of the number of meals served were maintained at the school level.
- Informal feedback mechanisms were established with school authorities to address any concerns related to food quality, quantity, or student satisfaction.

# Outputs

The BASHA Mid-Day Meal Programme, implemented by the Health Energy And Rehabilitation Trust (HEART) with CSR support from Veedol, achieved the following tangible outputs during FY 2024–25:

## ● **Provision of Nutritious Mid-Day Meals**

- Daily mid-day meals were prepared and served to enrolled students at BASHA schools during the academic year.
- Meals were freshly cooked and distributed during school hours, ensuring timely access to nutrition for all attending students.

## ● **Meal Coverage**

- Meals were served consistently to approximately 160 children attending the BASHA schools.
- Lunch was provided on all operational school days except during holidays, examination breaks, and days when the school remained closed.

## ● **Implementation of Standardised Meal Practices**

- Balanced and hygienic meals were delivered according to pre-planned menus developed by HEART.
- Meals included components such as rice or roti, pulses, vegetables, and occasional supplementary items like fruits.

## ● **Monitoring and Quality Control**

- Daily logs of the number of meals prepared and served were maintained by kitchen staff and reviewed periodically.
- On-site monitoring of cooking practices, food quality, and hygiene conditions was conducted by HEART's operational team to ensure compliance with food safety standards.

## ● **Adaptation Based on Feedback**

- Informal feedback gathered from school staff and observations during monitoring visits were used to make minor adjustments to menu items and meal presentation where needed, ensuring continued student satisfaction.



# Outcomes

The BASHA Mid-Day Meal Programme, implemented by the Health Energy And Rehabilitation Trust (HEART) with CSR support from Veedol, contributed to several early outcomes related to student well-being, school engagement, and nutritional access, as reflected in survey findings and feedback from students and school authorities.

## ● Increased Student Satisfaction with Mid-Day Meals

- Survey responses indicated that 84% of students were satisfied with the taste and quality of the mid-day meals served.
- Students expressed their appreciation for the meals being fresh, well-cooked, and consistently provided.

## ● Improved Consistency of Mid-Day Nutrition

- Prior to the programme, a majority of students reported bringing food from home, with variability in both quality and quantity.
- With the implementation of the mid-day meal programme, 100% of students reported receiving a full, cooked lunch at school, reducing dependence on inconsistent home meals.

## ● Positive Impact on Energy Levels and Classroom Participation

- 82% of students reported feeling more energetic after eating the mid-day meal, enabling them to maintain a better focus during afternoon school sessions.
- Teachers informally observed that students showed better classroom engagement following the introduction of regular, nutritious meals.

## ● Improved Regularity of School Attendance

- While baseline attendance at BASHA schools was already relatively high, school authorities noted that provision of mid-day meals contributed to sustaining regular attendance among enrolled students.
- No cases of absenteeism linked to lack of lunch availability were reported during the programme period.

## ● Promotion of Healthy Eating Habits

- Through the provision of balanced meals that included pulses, vegetables, and staple grains, students were introduced to healthier food options than those they may have consistently had access to at home.
- Feedback from students indicated an increased acceptance of foods like dal, vegetables, and rice as part of their daily diet.

# Expected Impact

The BASHA Mid-Day Meal Programme, implemented by the Health Energy And Rehabilitation Trust (HEART) with CSR support from Veedol, is expected to contribute meaningfully to the long-term educational and health outcomes of students attending BASHA schools

**Based on the structure of the programme and early observations, the following impacts are anticipated:**

## **Sustained Improvement in Nutritional Status**

- Regular access to balanced, cooked meals during the school day is likely to help address gaps in daily nutrition intake for children from low-income households.
- Over time, improved nutrition is expected to contribute to better overall physical health, reducing risks associated with undernutrition such as fatigue, stunting, and micronutrient deficiencies.

## **Enhanced Learning Readiness and Academic Engagement**

- Consistent mid-day nutrition can help students maintain energy levels throughout the school day, improving attention spans and classroom participation.
- In the long term, improved classroom engagement may have a positive impact on learning outcomes across subjects.

## **Increased School Attendance and Retention**

- The availability of daily meals serves as an incentive for school attendance, particularly for families facing economic hardship.
- Continued provision of mid-day meals is expected to help sustain or improve school attendance rates and reduce the likelihood of dropouts at the primary level.

## **Positive Influence on Dietary Practices**

- Regular exposure to nutritious and balanced meals at school may promote healthier food habits among students.
- Students accustomed to eating a variety of pulses, vegetables, and balanced meals at school are more likely to value and replicate healthier eating patterns outside school.

## **Support for Holistic Child Development**

- Addressing hunger during the school day eliminates a critical barrier to children's social, emotional, and cognitive development.
- Stable access to nutrition is fundamental in ensuring that students can fully benefit from the academic, co-curricular, and psychosocial learning opportunities provided by BASHA.



# Child Education Programme, Pune

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Implementing Partner  
**iTeach Schools**

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# About the Project

The Child Education Programme in Pune, supported by Veedol through its CSR initiative, is designed to provide holistic academic and co-curricular education to students from highly disadvantaged backgrounds. The project is implemented by iTeach Schools at the iTeach Rajarshi Shahu Maharaj (RSM) School in Mundhwa, Pune, Maharashtra.

iTeach RSM is a transformative public-private partnership (PPP) school model operating within government premises, aimed at bridging a critical gap in access to secondary education.

The programme is specifically designed to equip students with the skills and mindsets essential for success in college, career, and citizenship. It offers a structured curriculum that combines academic rigour in core subjects - English, Mathematics, Science, Social Studies, Marathi, Hindi - with intensive co-curricular programmes focused on sports, debate, robotics, and personal development.

This holistic approach recognises the multi-dimensional challenges faced by students, many of whom come from families grappling with economic hardship, unstable housing, and low levels of parental education.

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**In Pune, English medium government schools typically operate only up to Grade 7, resulting in high dropout rates among students from low-income families who are unable to afford private schooling. The iTeach model bridges this gap by offering high-quality education from Grades 8 to 10, ensuring that students from marginalised communities can continue their English-medium education and pursue their academic aspirations without interruption.**

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With Veedol's support during FY 2024–25, iTeach RSM was able to strengthen academic delivery, expand co-curricular programming, and enhance parental and community engagement - providing a stable, nurturing educational pathway to some of Pune's most vulnerable youth.

## Input

# ₹ 20 Lakh

was disbursed by Veedol as its CSR support for the programme to mobilise financial, human, infrastructural, and curricular resources during FY 2024–25 to enhance educational opportunities for disadvantaged students.



### Financial Resources

- ₹20 lakh was disbursed by Veedol towards the programme during FY 2024–25
- The funding supported academic operations, co-curricular programme delivery, staff salaries, classroom resources, and student support activities for an entire grade cohort at iTeach RSM.



### Human Resources

- The teaching team consisted of:
  - Core academic teachers covering English, Mathematics, Science, Social Studies, Hindi, and Marathi.
  - Co-curricular instructors facilitating modules in sports, debate, robotics, art, and leadership.
- A school leadership team, including a School Leader (equivalent to a Principal) and Deans, oversaw academic quality, student development, and community engagement.



### Curricular and Co-Curricular Programmes

- Academic programming was aligned with Maharashtra SSC Board standards, with additional enrichment tailored for English-medium learners from low-income backgrounds.
- A structured co-curricular framework complemented academics, focusing on:
  - Communication skills
  - Critical thinking
  - Sports and fitness
  - Citizenship values
- Remedial classes and academic interventions were scheduled based on diagnostic assessments.



### Infrastructure and Learning Environment

- The project leveraged government school infrastructure (PM Shri P.M.C. School No. 53 B English, Mundhwa, Pune), supplemented by:
  - Classroom enhancements (whiteboards, furniture, basic teaching-learning materials)
  - Dedicated spaces for co-curricular activities wherever feasible within the premises





### Monitoring and Reporting Systems

- Internal monitoring included:
  - Regular academic assessments (baseline, midline, endline)
  - Student growth tracking across academic and co-curricular domains
  - Parent-teacher meetings and progress reporting
- Progress updates and impact reporting mechanisms were established to keep CSR partners informed about the utilisation and effectiveness of resources.



### Community and Parental Engagement Resources

- Structured communication channels were established with parents, including orientation meetings, workshops, and counselling support, to enhance family involvement in students' academic journeys.

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**English Medium Secondary School**  
Established in 2017

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Impact Assessment of CSR Projects

# Activities

During FY 2024–25, the Child Education Programme at iTeach RSM School, Mundhwa, Pune, supported by Veedol, undertook a series of structured activities aimed at offering holistic academic and personal development opportunities to students from economically disadvantaged backgrounds.



## Academic Instruction Delivery

- Core subject classes were conducted daily in:
  - English
  - Mathematics
  - Science
  - Social Studies
  - Hindi
  - Marathi
- Classes followed a structured timetable aligned with the Maharashtra SSC Board curriculum, incorporating differentiated instruction tailored to student proficiency levels.



## Diagnostic Assessments and Remediation

- Baseline assessments were administered at the start of the academic year to identify learning levels.
- Based on diagnostic results, targeted remedial classes were organised for students requiring additional academic support in core subjects.



## Co-Curricular Programme Implementation

- Students participated in weekly co-curricular activities designed to promote all-round development, including:
  - Sports and fitness sessions
  - Debate and public speaking modules
  - Robotics workshops and STEM activities
  - Leadership and life skills training
- Activities aimed at building communication, critical thinking, teamwork, and creativity alongside academics.



## Parental and Community Engagement

- Parent Orientation Sessions were conducted to:
  - Introduce the school's expectations and support systems
  - Emphasise the crucial role of parental involvement in student success
- Regular Parent-Teacher Meetings (PTMs) were held to discuss academic progress, attendance, and socio-emotional development of the students.
- Home visits were conducted for students with irregular attendance or academic challenges.



### Student Growth Monitoring

- Mid-year and end-year academic assessments were conducted to measure learning progress.
- Co-curricular skill development was tracked through rubrics and participation logs.
- Individual student reports were prepared and shared with parents during PTMs.



### Social and Emotional Learning (SEL) Integration

- Classroom activities incorporated aspects of SEL, such as:
  - Building self-awareness
  - Managing emotions
  - Setting goals
  - Establishing positive relationships
- Teachers received internal training and ongoing support to weave SEL practices into daily instruction.



### Teacher Capacity Building

- Teachers participated in internal workshops on:
  - Student-centric pedagogy
  - Remediation techniques
  - Inclusive classroom management
- Collaborative planning and peer observation cycles were implemented to promote instructional quality.



# Outputs

The Child Education Programme at iTeach RSM School, Mundhwa, Pune, supported by Veedol during FY 2024–25, resulted in the following direct and measurable outcomes from both academic and co-curricular interventions:

## Student Enrollment and Engagement

- 50 students were enrolled who regularly attended academic and co-curricular sessions under the supported grade cohort.
- Daily attendance averaged above 90%, based on school monitoring data during the reporting period.

## Baseline and Mid-Year Assessments

- Baseline assessments were administered at the beginning of the academic year to measure student readiness and learning levels.
- Mid-year assessments were conducted to track academic progress, with student performance categorised into proficiency bands to guide further instruction and remediation planning.

## Academic Instruction Delivery

- Core subject instruction (English, Mathematics, Science, Social Studies, Hindi, and Marathi) was delivered consistently across the academic year.
- Students received approximately 5–6 hours of subject-specific instruction daily, following a structured timetable.

## Remedial Support

- Targeted remedial sessions were organised for students identified through diagnostic testing as requiring additional support, particularly in English and Mathematics.
- Remediation was delivered through small group instruction and differentiated worksheets.

## Co-Curricular Activities Delivered

- Students participated in structured co-curricular sessions at least twice a week, covering:
  - Sports and fitness activities
  - Robotics and STEM learning modules
  - Debate and public speaking workshops
  - Arts and leadership development projects
- Co-curricular attendance remained consistently high, with over 90% participating across all offered activities.



## Parental and Community Interaction

- At least two parent-teacher meetings (PTMs) were conducted during the reporting period.
- Orientation sessions and home visits were organised for families of students showing attendance or academic concerns.

## Teacher Professional Development

- Teachers assigned to the supported grade participated in internal professional development sessions on instructional practices and classroom management.
- Collaborative planning meetings and observation-feedback cycles were implemented monthly to sustain instructional quality.

## Student Tracking and Reporting

- Individual academic growth reports were prepared based on baseline and mid-year data.
- Skill progress in co-curricular domains was tracked through structured rubrics maintained by teachers.

RC TRACKER 2024-25

Area of the project	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000
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## RC TRACKER 2024-25

Name of the student	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	29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## RC TRACKER

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# Outcomes

The Child Education Programme at iTeach RSM School, Mundhwa, Pune, supported by Veedol, during FY 2024–25, generated the following outcomes based on mid-year reporting, school records, and field observations:

## Sustained Student Attendance and Engagement

- Regular attendance remained consistently high across the supported grade, with daily attendance generally above 90%, as recorded by the school.
- Students consistently participated in both academic and co-curricular sessions scheduled during the reporting period.

## Structured Academic Progress Monitoring

- Baseline and mid-year assessments were conducted for the enrolled students.
- Student academic progress was monitored through subject-specific internal assessments, with differentiated support provided as needed.
- Remedial sessions were implemented for students identified through diagnostic assessment, especially in English and Mathematics.

## Holistic Participation in Co-Curricular Activities

- Students actively participated in co-curricular programmes including sports, debate, leadership activities, and robotics sessions as part of their regular timetable.
- High participation rates were maintained across sports and enrichment activities, as reflected in session attendance records.

## Improved Student Confidence and Skill Development

- Teachers reported noticeable improvement in students' communication, collaboration, and critical thinking skills during classroom observations and co-curricular activities.
- Students showed greater willingness to engage in classroom discussions, leadership tasks, and team projects compared to the beginning of the academic year.

## Strengthened Parental Engagement

- Parent-teacher meetings (PTMs) were held, with strong attendance rates.
- Increased parental awareness on the significance of regular schooling and academic follow-up was noted during PTMs and home visits.

## School Continuity Supported for Economically Disadvantaged Students

- By offering an English-medium education pathway at the secondary level (Grades 8–10), the programme enabled students who might have otherwise dropped out after Grade 7 to continue their formal education.

# Expected Impact

The Child Education Programme at iTeach RSM School, Mundhwa, Pune, supported by Veedol, is designed to create lasting improvements in educational access, academic readiness, and life opportunities for students from economically disadvantaged backgrounds. Based on the structured academic and co-curricular interventions delivered during FY 2024–25, the programme is expected to generate the following long-term impacts:

## Continued Access to English-Medium Secondary Education

- The programme ensures that students from low-income families, who might otherwise face the risk of discontinuing education after Grade 7, are able to pursue their English-medium education through to Grade 10.
- Sustained engagement in an English-medium curriculum is expected to enhance students' academic prospects for higher secondary education and vocational training.

## Improved Readiness for Higher Studies and Vocational Pathways

- Consistent academic instruction in core subjects, supported by structured remedial programmes, is expected to strengthen students' foundational knowledge.
- This academic preparedness is likely to improve students' ability to successfully transition into higher secondary schooling and later, pursue college education or skill-based employment opportunities.

## Development of Essential Life Skills

- Participation in co-curricular programmes such as debate, robotics, leadership activities, and sports is expected to facilitate the development of critical life skills including:
  - Communication
  - Teamwork
  - Problem-solving
  - Goal-setting
- These competencies are crucial for students' long-term adaptability in both educational and employment settings.

## Strengthening of Student Confidence and Motivation

- Classroom observations have indicated early signs of improved confidence among students.
- Continued reinforcement through structured academic and enrichment activities is expected to inspire students to set higher academic and career aspirations over time.

### Parental and Community Reinforcement of Education

- Enhanced engagement between the school and families through regular PTMs and home visits is likely to reinforce the value of sustained education within students' home environments.
- Increased parental involvement is expected to lead to improved attendance, reduced dropout rates, and stronger academic support at the family level.

### Potential Contribution to Socio-Economic Mobility

- By supporting students to stay in education through a critical transition phase, the programme enhances their potential to pursue higher studies, skill development programmes, and formal sector employment opportunities in the future.
- This approach can gradually contribute to improving the long-term socio-economic conditions of participating students and their families.





# ANKUR

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Implementing Partner

**Monoharpukur Proyaash**

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## About the Project

ANKUR is an early childhood and foundational learning programme run by Monoharpukur Proyaash and supported by Veedol through its CSR initiative. It is designed to provide structured and inclusive education to children from low-income and underprivileged communities in Kolkata.

The project adopts the play-way method, incorporating storytelling, music, role play, art, and activity-based learning to build literacy, numeracy, and emotional intelligence. The curriculum is supported by detailed lesson plans and thematic activities tailored to the developmental needs of young learners.

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Emphasising learning through play, the programme caters to children from Nursery to Class 1, combining academic readiness with motor skill development, social behaviour, and life skills education.

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With small class sizes and a committed team of trained educators, ANKUR not only focuses on foundational learning but also on the development of hygiene, discipline, and empathy.

The programme has led to noticeable improvements in children's behaviour, school readiness, and parental involvement, and is widely appreciated by families for making quality early education accessible to those traditionally excluded from formal systems.

**Input**   
**₹3.00 Lakh**

was received as a grant from Veedol, who supported the programme through its CSR initiative, facilitating the mobilisation of essential educational, human, and infrastructural resources.



The key inputs that supported the successful delivery of the programme are as follows:

- 1 Financial Resources**  
 A CSR contribution of ₹3 lakh, which entirely funded programme requirements for the year, including staffing, materials, and operational overheads.
- 2 Human Resources**  
 A team of five trained educators with diverse qualifications in Montessori education, music, visual arts, and physical activity.
 

**1:20 to 1:25**  
 student-teacher ratios across age groups
- 3 Curriculum and Teaching Materials**  
 Well-structured, class-wise lesson plans were developed for Nursery to Class 1, aligned with CBSE competencies.  
 These included learning resources designed to support early childhood cognitive and motor development using **play-based pedagogy**.
- 4 Instructional Aids and Supplies**  
 Procurement and use of age-appropriate educational aids such as flashcards, activity kits, musical instruments, and charts.  
 Materials were curated to support foundational literacy, numeracy, and concept recognition.
- 5 Learning Infrastructure**  
 Programme delivery was supported by indoor classroom space and designated zones for creative and physical activities.  
 Existing infrastructure was optimised for child safety and accessibility.
- 6 Evaluation Tools and Documentation**  
 Resources were allocated for maintaining student progress records, feedback documentation, and structured evaluation formats for internal monitoring.
- 7 Community Engagement Mechanisms**  
 Systems were established to engage parents and guardians through feedback forms, meetings, and structured communication, contributing to stronger school-family partnerships.

# Activities

The ANKUR programme, implemented by Monoharpukur Proyaash and supported by Veedol through its CSR initiative, was delivered through a series of structured and child-centric educational activities aimed at enhancing early learning experiences for children from Nursery to Class 1.

These activities were carefully designed and scheduled across terms to facilitate holistic development through play, participation, and parental involvement.



## Enrolment and Class Formation

- Identification and enrolment of children from underprivileged backgrounds in the local area.
- Formation of age-appropriate classroom groups: Nursery 1, Nursery 2, KG, and Class 1.



## Lesson Planning and Curriculum Delivery

- Development and implementation of detailed lesson plans across all four class levels, incorporating:
  - Basic numeracy
  - Sensory learning
  - Environmental awareness
  - Language development
- Term-wise academic calendars structured around the play-way method and CBSE-aligned competencies.



## Implementation of Play-Based Activities

- Execution of a wide variety of indoor and outdoor activities to reinforce learning concepts:
  - Alphabet and number games (e.g., balloon pop, dice counting)
  - Fine motor activities (e.g., tracing, object sorting)
  - Creative expression (e.g., drawing, diya-making, singing, clay modelling)
  - Physical exercises (e.g., ring toss, ball aiming, hop-and-sort)



### Thematic and Skill-Based Interventions

- Thematic sessions focused on:
  - Hygiene and personal care (e.g., hygiene drama)
  - Social and emotional skills (e.g., “Introduce and Pass” activity)
  - Communication and confidence building (e.g., role play, storytelling)
  - Conceptual skills like matching, sorting, classification, and sequencing



### Classroom Environment and Material Use

- Classroom layouts were adapted to allow movement and interaction.
- Educational aids, craft supplies, and manipulatives were routinely integrated into learning sessions.



### Teacher Training and Peer Collaboration

- Internal coordination among educators to ensure uniformity in delivery.
- Continuous reflection on classroom strategies and review of student engagement practices.



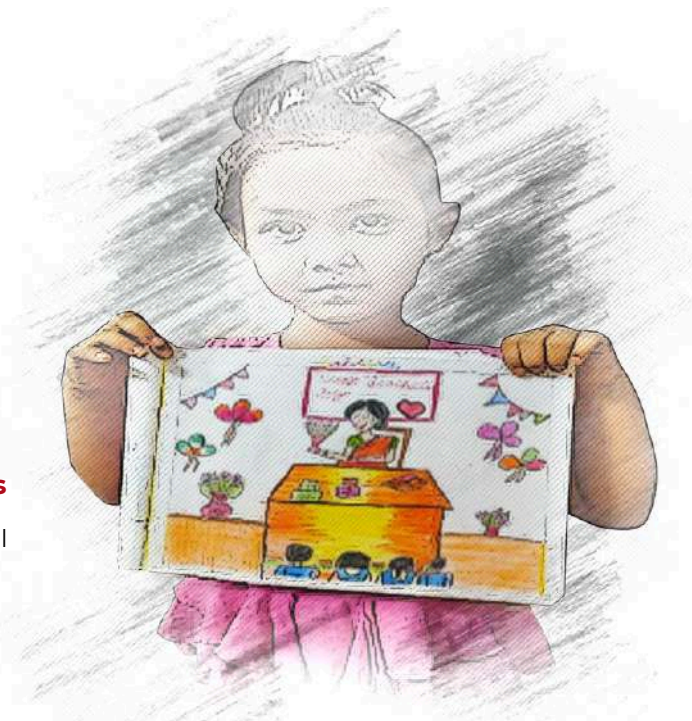
### Monitoring and Feedback Collection

- Ongoing documentation of class-level activities and attendance.
- Regular interaction with parents through meetings and informal discussions.
- Use of observation notes and classwork samples for formative review.



### Celebrations and Extra-Curricular Events

- Celebration of national festivals and special days with inclusive student participation.
- Organisation of art, music, and dance sessions as part of the curriculum to support joyful learning.



# Outputs

The implementation of the ANKUR programme in FY 2024–25 with CSR support from Veedol resulted in a range of tangible outputs that reflect the scale and scope of educational services delivered to underprivileged children in Kolkata.

The programme was designed to strengthen early childhood learning across four class levels—Nursery 1, Nursery 2, KG, and Class 1—through structured classroom sessions, creative interventions, and parental engagement.

## Total Student Reach

**82** children were enrolled and regularly engaged across the academic year.

## Student–Teacher Ratio

- Maintained optimal ratios across classes:

**Nursery 1**  
**1:25**

**Nursery 2**  
**1:24**

**KG**  
**1:23**

**Class 1**  
**1:20**

- These ratios ensured individualised attention and facilitated active participation in classroom activities.

## Lesson Plans and Term-Wise Curriculum Execution

- Complete delivery of lesson plans prepared for:
  - Nursery to Class 1**, including subject-specific modules and thematic term plans.
  - Learning was delivered through activity-integrated lessons, aligned with play-way pedagogy and CBSE standards.

## Activity Implementation

- Execution of over 30 structured learning activities during the academic year, including:
  - Literacy and numeracy games (e.g., balloon pop, lock & key, counting dice)
  - Creative arts (e.g., diya making, drawing, clay modelling)
  - Physical and sensory development (e.g., ring toss, jump and choose, fishing game)

## Motor Skill and Conceptual Development Interventions

- Specific activities were delivered to improve:
  - **Fine and gross motor skills** (e.g., object sorting, hopping games, ball throws)
  - **Shape and colour recognition, alphabet matching, and counting** using tactile and visual tools
- Sessions were documented and aligned with learning outcome frameworks.

## Parental Engagement

- Monthly parent-teacher meetings were conducted to:
  - Discuss children's progress
  - Share feedback on school readiness, hygiene, and behavioural development
- Parents completed feedback forms, which were collated and analysed as part of the programme's internal review.

## Child Assessment and Tracking

- All students were monitored through:
  - Monthly evaluations
  - Three-term performance reviews
  - Observation checklists covering literacy, numeracy, behaviour, hygiene, and participation
- Teachers held individual discussions with children to assess engagement and learning retention.

## Learning Environment

- Classrooms were equipped with materials and layouts supportive of:
  - Play-based learning
  - Interactive group activities
  - Cultural and creative expression
- Child-friendly physical spaces facilitated integrated academic and extra-curricular engagement.





# Outcomes

The ANKUR programme, implemented by Monoharpukur Proyaash and supported by Veedol through its CSR initiative, showed measurable progress in students' school engagement, foundational learning, and classroom behaviour. These outcomes reflect positive short- to medium-term changes in the knowledge, confidence, and emotional development of children from underprivileged communities.

## 1 Improved Attendance and Regular Participation

- **100% of students** surveyed reported attending school every day at the time of the survey, indicating full enrolment and daily participation.
- This marked a slight improvement from their previous school experiences, where **96%** reported daily attendance.
- However, year-round attendance data showed that only **1 out of 27 students** had perfect attendance, while **10 students** maintained **above 90%**, and **4 students** had **less than 75%** attendance—highlighting the need for ongoing attendance support.

## 2 Increased Enjoyment and Motivation

- **64%** of students reported they “like school a lot”
- **36%** of students reported they “sometimes like it”
- **Key motivators included:**
  - **44%** Learning new things
  - **40%** Playing with friends
  - **16%** Activities like drawing and singing
- Students also showed enthusiasm for their future careers—most commonly aspiring to be teachers, doctors, engineers, police officers, and artists.

## 3 Early Learning Achievements in Literacy and Numeracy

- **92%** of students said reading and writing was “very easy”
- **8%** reported occasional difficulty
- In numeracy:
  - **96%** found basic maths (e.g., addition/ subtraction) “very easy”
  - **4%** indicated some difficulty
- These self-reported gains align with teacher assessments, which showed foundational competency in Bengali, English, and Mathematics.

# 4

## Perceived Learning Progress

- **80%** of students stated they had “learnt a lot” since joining the school
- **20%** of students stated they had “learnt a little”
- **100%** of students experienced academic growth during their time in the programme.

# 5

## Strong Teacher Support and Positive Relationships

- **92%** of students said their teachers “always help” when they do not understand something
- **8%** said they “sometimes” receive help.
- **84%** described their teachers as “very nice,”
- **16%** said “sometimes nice”
- No student reported fear or discomfort with teachers.
- Teachers were seen as key facilitators of both academic success and emotional safety

# 6

## Safe, Supportive, and Enjoyable Learning Environment

- **92%** of students reported they “always” feel safe and happy at school
- **8%** said they “sometimes” do.
- **100%** said they would recommend the school to a friend.
- Students identified classroom interactions, peer friendships, and teacher support as their favourite aspects of school life.

# 7

## Access to Learning Materials

- **100%** of students reported having adequate books and notebooks.
- This confirms that basic learning materials were fully available, removing a key barrier to participation and comprehension.

## 8

### Peer Interaction and Social Confidence

- **100%** of students reported having friends at school
- **80%** said they had “many friends”
- **20%** had “a few friends”
- Role play, group games, and teacher-led discussions supported positive peer interaction and social development.

## 9

### Gap in Recreational Infrastructure

- **96%** of students reported that they do not have a place to play at school.
- The absence of a playground or regular physical activity was one of the most consistent suggestions for improvement, raised by both students and teachers.



# Expected Impact

The ANKUR programme, implemented by Monoharpukur Proyaash and supported by Veedol through its CSR initiative, has laid a strong foundation for long-term educational and social transformation among children from marginalised communities in Kolkata. With its emphasis on early childhood development, inclusivity, and play-based pedagogy, the programme is poised to yield a range of lasting impacts if sustained and expanded in future years.

## ● **Enhanced Transition to Formal Schooling**

By equipping children with early literacy, numeracy, classroom behaviour, and communication skills, ANKUR is expected to improve students' school readiness and adaptability in mainstream academic environments. Students completing the programme are more likely to integrate successfully into formal primary schools and perform confidently in structured academic settings.

## ● **Improved Long-Term Educational Retention**

The programme's success in building positive associations with learning—as reflected in 100% daily attendance during the survey period and 80% of students reporting they "like school a lot"—suggests a strong potential for sustained engagement in education. Early academic success and a sense of belonging in school can significantly reduce the risk of dropouts in later years.

## ● **Intergenerational Impact on Educational Aspiration**

ANKUR's child-centred model promotes visible behavioural and cognitive changes that extend to the households, creating a ripple effect. As parents witness their children's learning, hygiene, and discipline, they begin to place higher value on education. This is expected to lead to greater parental support for schooling, especially in families where education has not traditionally been prioritised.

## ● **Strengthened Foundational Competencies**

With 92% of students reporting reading and writing as "very easy" and 96% finding basic mathematics simple, the programme is expected to lead to stronger foundational learning outcomes. These competencies will have a compounding effect, enabling smoother progression through the formal education system and reducing early learning gaps.



### ● **Social Confidence and Aspirational Growth**

Through role play, group activities, and teacher mentorship, children are developing confidence, teamwork skills, and self-expression. Students are already aspiring to become teachers, doctors, police officers, and artists. As they continue to receive encouragement and perform well in school, these aspirations are more likely to mature into realisable goals, particularly among first-generation learners.

### ● **Shift in Gender Norms and Child Empowerment**

In a context where 84% of mothers are homemakers and few families have access to early learning resources, the programme contributes to a broader shift in how children—especially girls—are valued and supported. Regular school attendance, positive reinforcement, and inclusive classroom practices are expected to enhance girls' empowerment and parental investment in their long-term education.

### ● **Potential for Replication and Systems Integration**

If equipped with additional financial and infrastructural support (e.g., improved play facilities, expanded classroom space), ANKUR's model could serve as a scalable intervention for early childhood education in low-resource settings. Its low-cost, high-touch approach makes it an ideal model for replication in other urban and peri-urban communities facing similar challenges.







# Livelihood Training

## on Organic Farming and Semi-Intensive Pisciculture

Implementing Partner

**Birati Globe Vision Society**

# About the Project

The Livelihood Training on Organic Farming and Semi-Intensive Pisciculture is a rural development initiative implemented by Birati Globe Vision Society in the remote and ecologically sensitive regions of Dwarir Jangal and Sandeshkhali, located in the Sundarbans. The project is supported by Veedol through its CSR initiative.

Grounded in a hands-on, field-based pedagogy, the training was designed to strengthen grassroots capacities in two high-potential livelihood domains:

## Organic Farming

Participants were introduced to natural composting methods, pest management without chemicals, and seasonal crop planning using traditional and improved techniques.

## Semi-Intensive Pisciculture

Farmers were trained in managing water quality, preparing cost-effective fish feed, and maintaining healthy aquatic ecosystems to support fish growth without relying on synthetic inputs.

The programme was designed to equip marginal and smallholder farmers with sustainable, eco-friendly, and locally viable agricultural and fishery practices, with the dual goal of enhancing incomes and building resilience against environmental and economic vulnerabilities.



Input 

**₹ 2.00 Lakh**

contributed by Veedol under its CSR portfolio for FY 2024-25.

The training, with Veedol's CSR support, was implemented by Birati Globe Vision Society, a grassroots organisation with prior experience in community-based livelihood promotion.

The key inputs that enabled the delivery of this programme are categorised below:

- 1 **Financial Resources**
  - Veedol provided ₹2 lakh in funding, covering all operational aspects of the training programme.
  - This included costs related to mobilisation, trainer honorarium, training materials, logistical arrangements, documentation, and post-training engagement.
- 2 **Human Resources**
  - A team comprising training supervisors, subject matter experts, and community mobilisers was deployed to plan and deliver the programme.
  - Facilitators had prior experience in sustainable farming and small-scale aquaculture, ensuring contextual relevance in instruction.
- 3 **Infrastructure and Facilities**
  - Local community spaces were utilised for classroom-style sessions.
  - Demonstration plots and community ponds served as hands-on learning sites for organic farming and pisciculture, respectively.
  - The use of visual aids, including posters, charts, and AV materials (where available), supported experiential learning.
- 4 **Training Curriculum and Materials**
  - The curriculum was tailored to local needs and designed to balance theoretical learning with practical demonstrations.
  - Topics included organic composting, eco-friendly pest management, preparation of fish feed, pond hygiene, and water quality management.
  - Materials were prepared in the local language to enhance accessibility and engagement.
- 5 **Local Resource Utilisation**
  - Training leveraged existing village assets such as community ponds, small agricultural plots, and traditional farming knowledge.
  - This not only reduced costs but also ensured that the training was embedded in local contexts and could be applied immediately in real-world settings.
- 6 **Participant Mobilisation**
  - Participants were identified through door-to-door outreach and village meetings, with a focus on small and marginal farmers already engaged in farming or fisheries.
  - No financial contribution or registration fee was required from participants, ensuring the training remained inclusive and easily accessible to all.

# Activities

The Livelihood Training on Organic Farming and Semi-Intensive Pisciculture was delivered through a series of structured, field-based interventions aimed at improving the practical knowledge and livelihood capabilities of small and marginal farmers in Dwarir Jangal and Sandeshkhali. With financial support from Veedol and technical implementation by Birati Globe Vision Society, the following key activities were undertaken:



## Community Mobilisation and Participant Enrolment

- Outreach was conducted through local meetings and house visits to inform residents about the training.
- Small and marginal farmers engaged in agriculture or fishery were prioritised for enrolment.
- All enrolments were done free of cost, ensuring full accessibility for economically vulnerable households.



## Training Design and Planning

- Separate training modules were designed for organic farming and semi-intensive pisciculture, balancing theoretical content with hands-on learning.
- Schedules were designed to align with seasonal cycles and participant availability, ensuring high levels of participation and retention.



## Delivery of Classroom Training

- Training sessions were conducted in community spaces using local language instruction.
- Visual and instructional materials—such as charts, posters, and printed guides—were actively used to aid understanding.
- Topics covered included soil health, crop planning, pest control, water quality management, and safe fish feed practices.



## Demonstration-Based Field Training

- Practical sessions were held on locally available agricultural plots and community-managed ponds.
- In organic farming modules, farmers practised composting, preparing natural fertilisers, and implementing pest-repellent techniques.
- In pisciculture modules, participants were trained in preparing homemade fish feed, monitoring pond conditions, and stocking and maintaining fish (e.g., Catla, Rohu, Tilapia, Vetki, Prawn).





### Application of Local Inputs and Practices

- Participants were guided in using tools and inputs that were locally available or affordable, such as organic compost, local seed varieties, and traditional feed ingredients.
- Emphasis was placed on replicability within their own settings, promoting resource efficiency and low-cost scalability.



### On-Site Support and Monitoring

- Trainers and supervisors visited fields and ponds during and after the training to observe progress, offer guidance, and reinforce learning.
- Group discussions and informal review meetings were used to address emerging challenges and share peer experiences.





# Outputs

The implementation of the livelihood training programme led to several direct and tangible outputs that reflect the scale and reach of the intervention. These outputs are the immediate results of the mobilisation, training delivery, and on-field engagement conducted by Birati Globe Vision Society with financial support from Veedol.

1

## Participant Reach

- A total of 103 individuals were directly engaged through group sessions, focus group discussions, and individual interviews.
- All participants were male farmers aged between 25 and 55 years, primarily engaged in small-scale agriculture or fishery prior to the training.
- Participants were drawn from Dwarir Jangal and Sandeshkhali, two villages located in the Sundarbans region of West Bengal.

2

## Training Sessions Conducted

- Structured training sessions were held for both:
  - Organic Farming: covering soil health, natural composting, eco-friendly pest control, and crop planning.
  - Semi-Intensive Pisciculture: covering fish feed preparation, pond management, water quality monitoring, and species selection
- Each training module included both classroom-style theory sessions and hands-on field demonstrations.

3

## Demonstration Sites Established

- Agricultural demonstration plots were prepared in community-identified locations to facilitate the practical application of organic farming techniques.
- Community ponds were used as live demonstration sites to showcase low-cost, chemical-free pisciculture practices.

4

## Learning Materials Used

- Locally adapted visual materials such as posters, charts, and printed handouts were used during classroom sessions.
- Instruction was delivered in the local language, ensuring accessibility and comprehension.



## 5 Technical Practices Demonstrated

- Organic Farming:
  - Preparation and use of vermicompost and natural fertilisers
  - Identification and control of pests using non-chemical methods
- Pisciculture:
  - Production of homemade fish feed
  - pH testing and water quality management
  - Species selection (Catla, Rohu, Tilapia, Vetki, Prawn)

## 6 Field Support and Monitoring Conducted

- Post-training field visits were conducted by trainers and supervisors to monitor implementation and provide on-the-spot troubleshooting support.
- Informal group discussions and review meetings were held to reinforce the knowledge gained and encourage peer-to-peer exchange.



# Outcomes

The Livelihood Training on Organic Farming and Semi-Intensive Pisciculture resulted in several short- to medium-term improvements in the knowledge, practices, and confidence of participating farmers. While the programme, implemented by Birati Globe Vision Society and supported by Veedol, succeeded in stimulating behavioural shifts and generating modest economic gains, the outcomes also highlight areas that require sustained support to achieve lasting impact.

1

## Skill Application and Productivity Gains

- 100% of participants reported applying the skills they learnt, with 26.92% using them regularly and 73.08% doing so occasionally.
- Correspondingly, 100% experienced productivity improvements; though only 26.92% reported consistent improvements, 73.08% noted them occasionally.
- The regularity of application was higher among those with prior experience in the domain and access to resources for immediate implementation.

2

## Perceived Usefulness and Training Satisfaction

- 100% of participants found the training useful: 34.62% rated it as "Very useful" and 65.38% as "Somewhat useful."
- Among organic farming participants, 70% found the training "Very useful," while among pisciculture participants, only 12.5% did—pointing to the need for more practical sessions in pisciculture to enhance perceived effectiveness.

3

## Income-Related Outcomes

- 53.85% of participants experienced an increase in income after the training:
  - 42.31% reported a slight increase
  - 11.54% reported a significant increase
- However, 100% of participants remained in the "Destitute" income category (below ₹1,25,000 per annum), indicating that while income gains occurred, they were not yet sufficient to lift participants above the poverty threshold.

4

## Market Access and Economic Activity

- 46.15% of participants gained access to new markets, while 53.85% continued selling in traditional markets.
- All participants who gained new market access reported income increases, indicating a positive correlation between market diversification and income improvement.
- However, 100% of sales remained within local markets, particularly Dhamakhali Bazar, showing limited regional or external market integration.



## 5 Confidence and Empowerment

- 50% of participants felt "Very confident" and the remaining 50% felt "Somewhat confident" in their farming/fishery skills post-training.
- Among organic farming participants, 60% felt "Very confident," compared to 43.75% among pisciculture trainees.
- Increased confidence was linked to more consistent application of skills and greater knowledge-sharing within communities.

## 6 Knowledge Sharing and Peer Learning

- 100% of participants shared their learning with others:
  - 50% shared with family members
  - 50% shared with friends or neighbours
- This peer-to-peer diffusion of knowledge suggests that the programme has begun to create a ripple effect beyond direct beneficiaries.

## 7 Interest in Continued Learning

- 100% of participants expressed a desire for advanced or follow-up training.
- Requests included longer training duration, more practical sessions, and audio-visual learning tools.

## 8 Challenges and Barriers to Adoption

- 100% of participants faced some form of challenge in applying skills, including:
  - 23.08% citing lack of access to medicine-related inputs
  - 19.23% each citing insufficient field practice, pest issues, or need for additional hand-holding
- Financial constraints were widespread:
  - 53.85% needed subsidies
  - 50% required loans
  - 46.15% lacked access to quality seeds or fish feed
- These findings point to critical areas where external support is needed to sustain and build upon the early gains achieved.



# Expected Impact

The programme, implemented by Birati Globe Vision Society in the remote villages of Dwarir Jangal and Sandeshkhali, lays the groundwork for several long-term, systemic impacts in the Sundarbans region. While the current data indicates early-stage shifts in practices and modest economic improvements, the project, supported by Veedol, has initiated important behavioural and social changes that are expected to deepen over time with appropriate follow-up support.

- 1 Enhanced Livelihood Resilience in Ecologically Vulnerable Areas**  
 By equipping marginal farmers with sustainable and resource-efficient agricultural and aquaculture practices, the project has introduced livelihood models that are better suited to the flood-prone and resource-scarce conditions of the Sundarbans. Over time, these practices are expected to reduce dependency on external inputs and improve the ecological sustainability of local food production.
- 2 Reduction in Seasonal Migration**  
 Through improved productivity and modest income gains, the training encourages more stable on-farm livelihoods. With further consolidation, this has the potential to ease the economic pressure that often compels youth and working-age men to migrate seasonally in search of income, thereby helping to retain the local workforce and strengthen family cohesion.
- 3 Transition Towards Knowledge-Based Farming and Fishery**  
 The widespread interest in follow-up and advanced training (expressed by 100% of participants) and the universal practice of knowledge-sharing within families and communities signal a cultural shift towards continual learning and peer-supported development. Over time, this can lead to more informed and autonomous decision-making in farming and fishery practices.
- 4 Community-Level Multiplier Effects**  
 The 100% knowledge-sharing rate observed among participants indicates the early development of informal community-based learning systems. As these networks deepen, they are likely to enable broader uptake of sustainable practices among non-participants, leading to increased community-wide productivity and collective economic improvement.
- 5 Improved Wellbeing Through Income Diversification**  
 While 53.85% of participants reported income improvements, consistent application of the acquired skills—especially among those currently applying them only occasionally—could lead to more stable earnings, improved nutrition, better access to education and healthcare, and a positive shift in long-term household economic trajectories.
- 6 Increased Social Confidence and Agency**  
 With 100% of participants reporting increased confidence in their livelihood skills and decision-making, the training is likely to yield long-term impacts on farmer identity, personal autonomy, and social recognition within their communities. This is particularly significant in underserved rural areas, where increased confidence can lead to more proactive engagement with government schemes, markets, and institutions.



# Lessons Learnt and Way Forward

# Lessons Learnt

The assessment of the ten CSR programmes implemented by Veedol Corporation Ltd. during FY 2024–25 surfaced several important insights:

- **Peer Learning Amplifies Impact**  
Programmes that encouraged knowledge sharing among beneficiaries created a ripple effect, extending benefits beyond direct participants to the wider community.
- **Practical, Hands-On Training Enhances Application**  
Interventions that incorporated demonstrations and field-based learning, particularly in vocational skilling and organic farming, proved more effective in translating knowledge into practical application.
- **Income Gains Require Sustained Support**  
While initial livelihood training led to modest income improvements for many participants, significant economic mobility was limited. This highlights the need for longer-term handholding and support structures.
- **Confidence Building is Critical**  
Across education, skilling, and livelihood programmes, increase in self-confidence emerged as a key driver of positive outcomes, including greater skill application, participation, and educational continuity.
- **Infrastructure Gaps Constrain Outcomes**  
Limited access to physical resources such as teaching-learning materials, farming inputs, and digital devices constrained the full impact of certain initiatives.
- **Strong Demand for Continued Learning**  
Participants across multiple programmes expressed interest in advanced training, refresher courses, and ongoing support, underscoring the appetite for continuous skill enhancement.

# Way Forward

Based on the lessons drawn from the field, the following strategic directions are recommended:

- **Enhance Practical Learning Approaches**  
Future programmes, especially in skill development and sustainable agriculture, should enhance field-based training and live demonstrations to maximise learning outcomes.
- **Introduce Advanced Modules and Alumni Networks**  
Creating pathways for advanced learning, alumni engagement, and refresher training will help sustain interest and continuously strengthen skillsets over time.
- **Strengthen Market Linkages and Access to Resources**  
Livelihood programmes should actively connect beneficiaries to wider markets and facilitate access to critical inputs, financing options, and support services to maximise economic returns.
- **Expand Monitoring and Mentorship Support**  
Regular follow-ups, mentoring systems, and real-time monitoring should be integrated to assist beneficiaries in overcoming challenges and applying new knowledge effectively.
- **Invest in Ecosystem Development**  
Strengthening family involvement, community-based support structures, and partnerships with local institutions will be crucial for programme sustainability and broader social change.
- **Replicate and Scale Proven Models**  
Successful interventions such as the mobile medical units and community-based education centres should be considered for expansion to other locations, with careful adaptation to local contexts.
- **Develop Local Leadership Capacities**  
Training local facilitators, peer educators, and youth leaders will help embed programme benefits within communities and promote long-term ownership beyond the project's life cycle.

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