

Impact Assessment Report of Five Star

Supported by



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Name of the Project:

Impact Assessment of CSR Initiatives
(Five Star Business Finance Limited)



Project Period :

FY 2023-24



Project Value :

₹24.24 Crore

Sector-wise Allocation:

- Education – ₹18.98 Cr
- Healthcare – ₹2.24 Cr
- Rural Sanitation – ₹1.10 Cr
- Livelihood – ₹1.92 Cr



Key Intervention Area

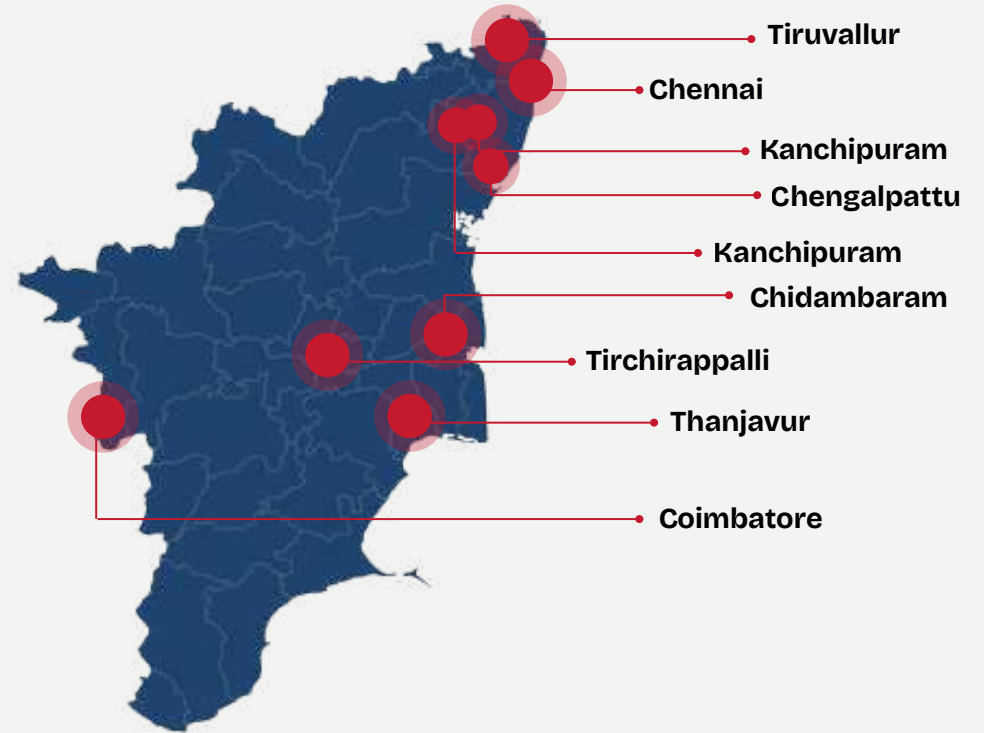
- Education Infrastructure & Scholarships
 - Inclusive Education for Special Children
- Healthcare Strengthening
- Rural Sanitation
- Livelihood Support for Persons with Disabilities



Project Location

Tamil Nadu

(Chennai, Chengalpattu, Kanchipuram, Tiruvallur, Tirchirappalli, Coimbatore, Tindivanam, Thanjavur, Chidambaram)



Sampling Approach:

The research for this impact assessment used a mixed-methods approach. Key stakeholder interviews were conducted to analyse the situation and form an understanding of the environment. Qualitative discussions were validated with quantitative surveys. The survey methods effectively reflect the coverage across the beneficiary universe. By integrating perspectives from multiple stakeholders, the assessment captures nuanced insights while maintaining robustness through statistical validation.

Sl. No	Projects	Stakeholder/ Cohort	Data collection Type	Tools of study	Sample Size
Sai Education Trust					
1	Purchase of Equipments for School on quartely basis	Students (Primary Beneficiaries)	Qualitative	Focus Group Discussion	2 FGD's (8-10 students)
		Students (Primary Beneficiaries)	Quantitative	Paper survey	60 Surveys
		Teachers & School Staff	Qualitative	Key Informant Interview	2 KII's
2	Construction of Classrooms with Indoor Auditorium	School Management / Sai Education Trust	Qualitative	Key Informant Interview/Direct Observation	1 KII & Observation
		Infrastructre Observation	Qualitative	Direct Observation	-
Swamy Vivekananda Rural Development Society					
3	216 Single Teacher Schools	Students (Primary beneficiaries)	Quantitative	Paper Survey	30 Surveys
		Parents & Community Members	Qualitative	Key Informant Interview	6 KII's
		Single Teachers	Qualitative	In-depth Interview	10 IDI's
4	Construction of 211 Bathrooms in Rural Areas of Chennai & Around	Beneficiary Households (Primary Users)	Quantitative	Survey	51 surveys
		Women and Girls	Qualitative	Focus Group Discussion	2 FGD's (8-10 person)
		Community Members / Local Panchayats	Qualitative	Key Informant Interview	1 KII

Sl. No	Projects	Stakeholder/ Cohort	Data collection Type	Tools of study	Proposed Sample Size
Vallurvar Gurukulam (Hindu Mission Hospital)					
5	Construction of Classrooms, Laboratories and Library	Students (Primary Beneficiaries)	Qualitative	Focus Group Discussion	2 FGD's
		Students (Primary Beneficiaries)	Quantitative	Paper survey	60 Surveys
		Teachers & Academic Staff	Qualitative	Key Informant Interview	2 KII's
6	Purchase of Medical Equipments	Hospital Management / Gurukulam	Qualitative	Key Informant Interview/Direct Observation	1 KII & Observation
		Equipment Condition & Usage	Qualitative	Key Informant Interview/Direct Observation	1 KII & Observation
Ramakrishna Mission Student Home					
7 to 11	Education Expenses to Underprivileged Students- 1470 in 4 years	Beneficiary Students	Quantitative	Whatsapp Survey	138 students
		Ramakrishna Mission Home (NGO/Trust)	Qualitative	Key Informant Interview	1 KII

Sl. No	Projects	Stakeholder/ Cohort	Data collection Type	Tools of study	Proposed Sample Size
Tamil Nadu Differently Abled Federation Charitable Trust					
12	Bunk Shell for Physically Disabled Persons To develop 5 disabled (below poverty line) entrepreneurs Create livelihood for 2 disabled families to lead a respectable life in the society.	Beneficiary Entrepreneurs (Physically Disabled Individuals)	Quantitative	Survey	15 Surveys
13	Bunkshell to 22 Disabled Persons	Beneficiaries' Families	Qualitative	In-depth Interview	2 IDI's
14	Bunk Shells - 11 Nos & Auto Rickshaw - 1 Nos for Physically Challenged	NGO/Trust	Qualitative	Key Informant Interview	1 KII
15	Construction of a shed for community activities	Infrastructure Observation	Qualitative	Direct Observation	1 Observation
Hope Public Charitable Trust					
16	Construction of School (NIOS) for Special Children at Annamedu Village, Thiruvallur	Local Community & Parents of Special Children	Qualitative	Focus Group Discussion	1 FGD
		Teachers & Special Educators	Qualitative	Key Informant Interview	2 KII's
		NGO/Trust	Qualitative	Key Informant Interview	1 KII
		Infrastructure Observation	Qualitative	Direct Observation	1 Observation

Sl. No	Projects	Stakeholder/ Cohort	Data collection Type	Tools of study	Proposed Sample Size
Paradise Home					
17	Construction of a Building for Special Children and Teachers	Parents & Caregivers of Children	Quantitative	Telephonic Survey	17 Surveys
		Teachers, Therapists & Support Staff	Qualitative	Key Informant Interview	2 KII's
		NGO/Trust	Qualitative	In-depth Interview/Document review	1 IDI
		Local Government / Education & Disability Department	Qualitative	Key Informant Interview	1 KII
MSSRF					
18	Setting the foundation for basic education and enhanced Learning, Health and livelihoods of Scheduled Irular Tribal families @ Parangipettai, Cuddalore Dist	Irular Children (Primary Beneficiaries)	Qualitative	Focus Group Discussion	2 FGD's (8-10 students)
		Community Members	Quantitative	Survey	17 Surveys
		Irular Parents & Families	Qualitative	Key Informant Interview	5 KII's
		Women of the Irular Community	Qualitative	Focus Group Discussion	2 FGD's (8-10 persons)
		Saminathan Research Foundation (NGO/Trust)	Qualitative	Key Informant Interview	1 KII

Integrated Free Education, Digital Learning & Infrastructure Strengthening Program

Impact Assessment for
FY 2020-2024

NGO/Trust:
Sri Sathya Sai Institute of Educare



Image 1 :Sri Sathya Sai Institute of Educare Centre

Project Name:

Integrated Free Education, Digital Learning & Infrastructure Strengthening Program

NGO/Trust:

Sri Sathya Sai Institute of Educare

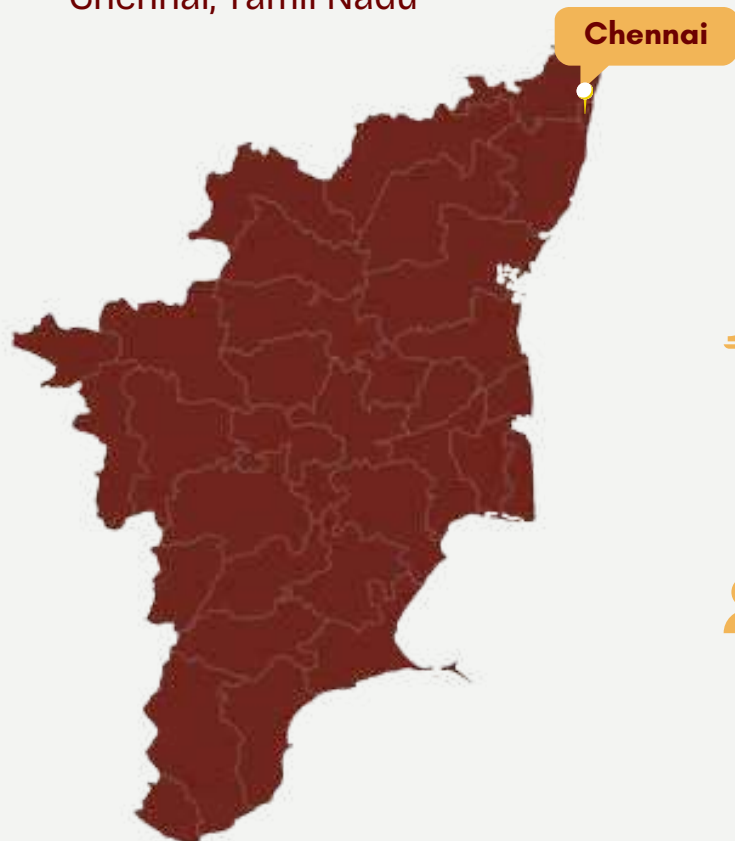
Project Assessment Years:

FY 2020-2024

Project Location:

Chennai, Tamil Nadu

Chennai



Map 1: Tamil Nadu

Total Beneficiaries:

Direct: ~400 students (LKG-XII) annually from economically disadvantaged families.

Additional Direct:

120 students (Classes IX-XII) – digital tablet access.

29 teachers – digital infrastructure support.

Indirect: Parents, school staff, and future student cohorts benefit from expanded infrastructure and improved institutional sustainability.

Project Activities:



Access & Equity

- 100% tuition-free CBSE education for all students.
- Noon meals and residential support (for senior students).



Quality Education & Digital Enablement

- Distribution of 120 tablets for Grades IX-XII.
- Integration of e-learning platforms (DigiSchool, Extramarks, Digital Library).
- Procurement of teacher PCs, classroom computers, and LCD projectors.
- Digital content-based teaching and assessment.



Infrastructure Strengthening

- Construction of new classrooms (Ground + additional floors).
- Development of a permanent auditorium.
- Expansion to accommodate additional primary sections (LKG-V).



Sustainability & Cost Optimisation

- Installation of solar power system (45 kW).
- Reduction in electricity costs and reinvestment into education.

Performance Snapshot



Distinctive Education Model Driving Enrolment: Student inflow is largely driven by transfers from other schools, attracted by the institution's Gurukulam residential system and value-based education model, supported by the provision of free education.



Strong Institutional Trust and Retention: A stable base of long-term students reflects sustained satisfaction with the school's approach, with 31% of students enrolled for more than three years, indicating strong family trust and loyalty.



Educated and Economically Stable Parent Base: The student community largely comes from academically strong households, with 82% of parents holding graduate degrees and 63% engaged in private-sector employment, indicating a supportive educational environment.



Facilitating Educational Mobility: 23% of students are first-generation learners in English-medium/CBSE education, highlighting the institution's role in expanding access to nationally recognised schooling pathways.



Preferred Over Other Private Schools: 87% of students previously studied in private schools, indicating that families choose the institution for its holistic learning environment and value-driven education, rather than purely financial considerations.



Strong Academic Outcomes: 97% of students reported improvement in academic performance, with 62% experiencing significant improvement, reflecting effective teaching practices and strong academic support systems.



Teacher-Led Learning Ecosystem: 80% of students rely primarily on teachers to resolve academic challenges, demonstrating strong teacher-student engagement and personalised guidance.



Effective Integration of Digital Learning: 75% of students use digital tools daily for conceptual learning, revision, and practice assessments, strengthening independent learning and exam preparedness.



Holistic Behavioural and Character Development: Students report notable behavioural improvements, including greater discipline (75%) and increased responsibility (66%), reflecting the impact of the institution's value-based "Educare" philosophy.



Operational Sustainability Through Solar Energy: The 45 kW solar power system has reduced electricity costs and improved power reliability, enabling uninterrupted digital learning while supporting the sustainability of the free education model.

SDG Alignment



What Worked Well



Gurukulam Residential Learning Model: The structured residential environment has enabled strong mentorship, discipline, and peer learning, supporting both academic improvement and personal development among students.



Value-Based “Educare” Approach: The school’s emphasis on character building, responsibility, and ethical values has contributed to noticeable behavioural transformation and improved emotional resilience among students.



Strong Teacher-Student Engagement: Close teacher involvement and personalised academic support have played a key role in improving learning outcomes, reflected in the high proportion of students reporting improved academic performance.



Integration of Digital Learning Tools: The controlled use of tablets and digital resources has enhanced conceptual understanding, self-study habits, and exam preparedness while building students’ digital literacy.



Image 2: Classroom supported by Fivestar CSR

Single School Teachers Program – Supplementary Education & Holistic Development Initiative

Impact Assessment for FY 2021 – 2025

NGO/Trust: Single School Teachers Program-Supplementary Education & Holistic Development Initiative

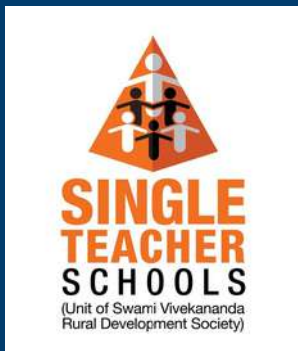


Image 9 : gathering insights from teachers and NGO/Trust

Project Name:

Single School Teachers Program –
Supplementary Education & Holistic
Development Initiative

NGO/Trust:

Single Teachers School Program–
Supplementary Education &
Holistic Development Initiative

Project Assessment Years:

FY 2021 – 2025

Project Location:



216

rural learning centres in the
underserved habitations of
Tamil Nadu

Total Beneficiaries:

Direct: ~5,800–6,000 children (5–12 years) across 216 teachers supporting the village learning centres

Indirect: Parents, siblings, and community members benefit from improved academic support, discipline, and a strengthened community learning environment

Project Activities



Village demographic survey

- Educational gap assessment
- Selection of high-need villages
 - Establishment of accessible STS learning centres within the community



Foundational Learning Support

- Core subjects: Tamil | English | Arithmetic | Basic Sciences
- Focus on homework support, concept clarity, and learning continuity



Holistic Child Development

- Character and value education
Hygiene, punctuality, discipline, yoga, moral values
- Structured daily routines beginning with prayer and the national pledge



Access to Supplementary Learning

- Evening classes (5:00–8:00 p.m., weekdays) with an average of 30 children per centre
- Academic reinforcement aligned with the government school curriculum.



Learning Resources & Enabling Environment

- Provision of teaching-learning materials, library books, solar lighting, first aid kits, and basic sports equipment.



Co-curricular & Exposure Opportunities

- Arts, quizzes, storytelling, and games, sports meets, science exhibitions, and cultural Programs to build confidence and talent.

Performance Snapshot



Bridging Rural Learning Gaps: The STS Program has created a structured evening learning environment for children who previously lacked guided academic support at home due to parental work constraints and limited educational resources.



Strengthening Foundational Learning: The intervention has reinforced core academic skills, with 90% of students reporting improved understanding of school lessons and 60% showing improvement in reading and mathematics, strengthening foundational literacy and numeracy.



Improved Confidence and Classroom Participation: 80% of students reported increased confidence in their regular school classrooms, with many now actively asking questions and participating in discussions.



High Participation of Girls: With 77% female participation, the Program is significantly expanding access to learning opportunities for girls in rural communities.



Strong Student Engagement and Attendance: The Program demonstrates high relevance and acceptance within communities, reflected in 97% regular attendance at evening classes.



Positive Teacher-Student Learning Environment: 100% of students reported that teachers are supportive and approachable, creating a safe and encouraging environment that promotes active learning.



Strengthened Linkages with Formal Schooling: 96.7% of students reported receiving positive feedback from their government school teachers, indicating that the Program effectively complements formal education.



Increased Learning Motivation and Aspirations: Students expressed growing pride in their learning achievements and 100% indicated their desire to continue studying, reflecting strengthened educational aspirations.



SDG Alignment



What Worked Well



Community-Based Evening Learning Model: Locating learning centres within the community made it easier for children—especially girls—to attend regularly and access structured academic support.



Dedicated Single Teacher Support: Consistent mentoring by local teachers helped build trust, encouraged students to ask questions freely, and strengthened conceptual clarity.



Focus on Foundational Literacy and Numeracy: Targeted support in reading, language, and mathematics helped students consolidate core academic skills and better understand school lessons.



Interactive and Holistic Learning Methods: The integration of games, storytelling, recitation, and sports alongside academics kept students engaged and motivated to attend classes regularly.



Image 10 : Community learning space

Toilet-cum-Bathroom Construction

Impact Assessment for FY 2022- 2024

NGO/Trust: Swami Vivekananda Rural Development Society



Image 20: Beneficiaries of the toilet cum Bathroom Project

Project Name:

Toilet-cum-Bathroom Construction

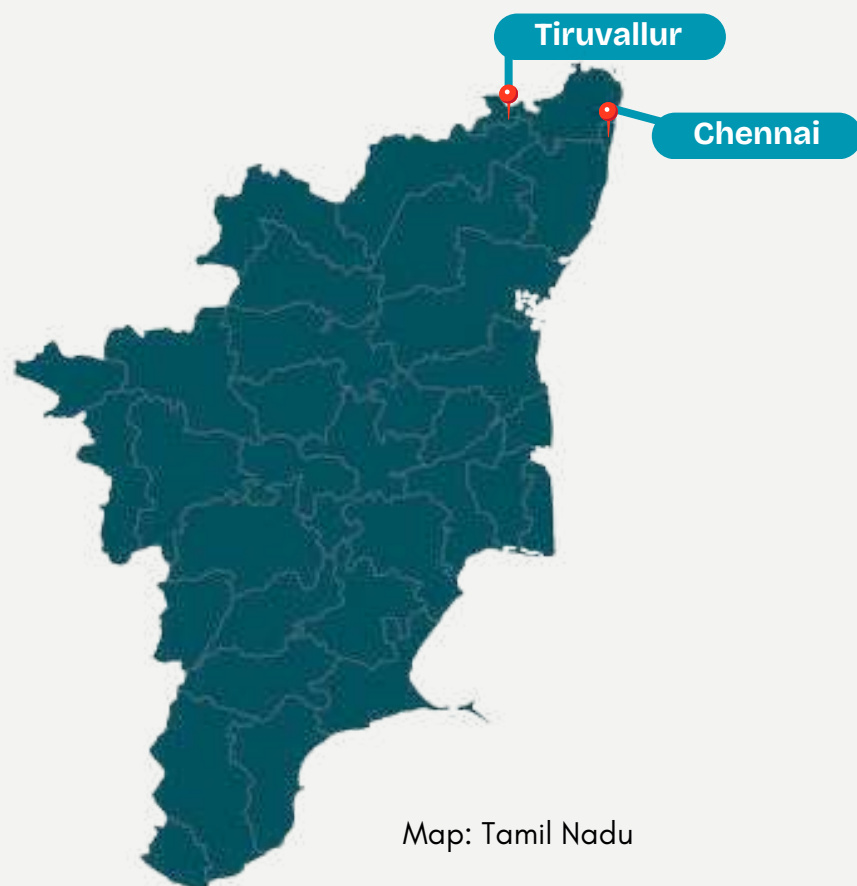
NGO/Trust:

Swami Vivekananda Rural
Development Society
(SVRDS)

Project Assessment Years:

FY 2022- 2024

Project Location: Rural areas of Chennai and surrounding regions, including Tiruvallur district



Total Beneficiaries:

300 individuals

211 household toilet-cum-bathroom units

Project Activities:



Community
consultations and
needs assessment



Identification and
verification of eligible
beneficiary households
through due diligence



Construction of 211
household-level toilet-
cum-bathroom units



Provision of cleaning
and maintenance
materials



Hygiene awareness and
behaviour change
orientation



Convergence with existing
education initiatives for
improved community
outreach and engagement

Performance Snapshot



Addressing Critical Sanitation Infrastructure Gaps:

The intervention provided toilet-cum-bathroom facilities to 51 first-generation user households, directly addressing the absence of sanitation infrastructure that previously forced 100% of households to practise open defecation.



Reaching Excluded and Underserved Households:

The project successfully targeted communities that had remained outside formal sanitation schemes, with 53% unaware of government Programs and 80% never having applied, highlighting the Program's role in bridging access gaps.



Substantial Reduction in Open Defecation: Post-intervention, 63% of households have completely stopped open defecation, while 27% have significantly reduced the practice, demonstrating strong behavioural adoption of the new sanitation facilities.



Improved Household Hygiene and Sanitation Practices:

All beneficiary households reported incorporating regular cleaning and hygiene practices, with 100% maintaining the facility, indicating strong ownership and sustainable usage.



Enhanced Safety, Privacy, and Dignity for Women:

The intervention has significantly reduced gender vulnerabilities, with 100% of respondents reporting elimination of safety concerns, 78% experiencing full privacy, and 92% of women reporting increased self-respect and dignity.



Improved Menstrual Hygiene Management:

86% of women reported that managing menstruation has become easier, highlighting improved health, privacy, and dignity outcomes for adolescent girls and women.



Strong Sustainability and Continued Usage:

92% of households reported no major challenges in maintaining or using the facility, and all respondents indicated willingness to continue usage, demonstrating strong long-term sustainability.



Holistic Improvement in Living Conditions:

Nearly all respondents reported improvements in daily comfort, hygiene, and household dignity, with 100% recommending the intervention to similar households, indicating high community acceptance and perceived value.

SDG Alignment



What Worked Well



Infrastructure-Led Behaviour Change: Providing household toilet-cum-bathroom facilities directly addressed the core barrier to sanitation adoption, enabling households to transition away from open defecation despite prior awareness of its risks.



Community-Centred Implementation Approach: Regular engagement, clear communication, and smooth construction processes built strong trust with beneficiaries and ensured seamless adoption of the facilities.



Focus on Women's Safety and Dignity: The provision of private sanitation significantly improved safety, privacy, and menstrual hygiene management for women and girls, addressing key gender-specific vulnerabilities.



Strong Ownership and Maintenance Practices: Beneficiaries have integrated the facilities into daily household routines, reflected in consistent usage and regular cleaning, ensuring long-term sustainability of the intervention.



Image 21: Community Beneficiary in front of the constructed toilet

Strengthening Affordable Healthcare through Advanced Diagnostic and Surgical Equipment Support

Impact Assessment for FY 2021-2023

NGO/Trust: Hindu Mission Hospital



Hindu Mission Hospital
Multi Speciality Quaternary Care Hospital



Image 25: beneficiaries of the strengthening Affordable Healthcare through Advanced Diagnostic and Surgical Equipment Support 19

Project Name:

Strengthening Affordable Healthcare
through Advanced Diagnostic and
Surgical Equipment Support

NGO/Trust:

Hindu Mission Hospital

Project Assessment Years:

2021-2023

Project Location: Chennai, Tamil Nadu (Hospital-based
intervention serving urban and peri-urban
underserved communities)

Chennai

Total Beneficiaries:

Direct: Patients availing services in Ophthalmology, Radiology, and
Urology (including Green Card underprivileged patients)

Indirect: Families of patients and hospital staff benefit from enhanced
infrastructure and service efficiency



Image 27: Computer labs Built to increase service efficiency

Project Activities:



Identification of Critical Equipment (Ophthalmology, Radiology, Urology)



CSR Approval under Five Star Initiative (CAPEX Support)



Procurement & Vendor Negotiation



Installation & Calibration by Biomedical Team



Staff Training (Doctors, Technicians, Nurses)



Integration into OPD / OT / Diagnostic Services



Patient Identification through Colour Card System

- Green Card - Free / 50% Subsidised Services
- Yellow Card - General Patients



Service Delivery

- OCT & Ophthalmic Diagnostics
- Microscope-assisted Eye Surgeries
- High-resolution Ultrasound
- Mammography Screening
- Renal/Urology Diagnostics



Monitoring & Maintenance

- Utilisation Tracking
- Patient Outcomes & Footfall
- AMC & Routine Servicing by Hospital



Image 28: Thermoflo Machine

Performance Snapshot



Strengthened Quaternary Healthcare Infrastructure: CSR-supported capital investments enabled the hospital to procure advanced diagnostic and surgical equipment (OCT, mammography, laparoscopic systems, ophthalmic microscopes), strengthening its capacity to function as a comprehensive quaternary care centre.



Expanded Access to Subsidised Healthcare: The hospital significantly increased financial concessions for vulnerable patients, including 35,775 free eye surgeries in FY 2024-25 and over 30,000 surgeries already in FY 2025-26, alongside expanded dialysis and treatment subsidies.



Improved Affordability for Chronic and Low-Income Patients: Subsidised dialysis sessions increased from 19,443 to 23,257 within one year, reflecting growing support for chronic renal patients who require repeated long-term care.



Enhanced Diagnostic and Early Detection Capacity: The installation of advanced diagnostic systems enabled 1,000+ mammograms, 2,000+ ultrasound scans, and 1,000+ OCT scans, strengthening early detection of diseases and encouraging preventive health-seeking behaviour.



Reduced Surgical Waiting Time and Increased Throughput: The new equipment has reduced surgical bottlenecks, allowing the hospital to schedule and complete procedures faster, particularly in ophthalmology and minimally invasive surgeries.



Structured and Transparent Subsidy Delivery: The Green Card system institutionalised a transparent mechanism for identifying and supporting low-income patients, providing subsidised consultations and diagnostics while ensuring accountability in financial assistance.



Strengthened Institutional Resilience and Service Continuity: Supporting infrastructure such as the genset and blood bag deep freezer improved operational reliability, enabling uninterrupted surgeries, ICU operations, and emergency blood storage capacity.



Gender and Social Inclusion in Healthcare Access: Subsidised mammography and diagnostic services have increased preventive health access for women, while over 2.3 lakh beneficiaries annually receive structured financial concessions, strengthening equitable healthcare access.

SDG Alignment



What Worked Well



Strategic Investment in High-Impact Medical Equipment:

Targeted CAPEX support addressed critical infrastructure gaps, enabling the hospital to expand advanced diagnostics, improve surgical capacity, and reduce patient waiting times.



Institutionalised Subsidy Mechanism through the Green Card System:

A structured and transparent beneficiary identification process ensured that financial assistance reached genuinely vulnerable patients while improving accountability.



Integration of Diagnostics with Preventive Care:

The availability of subsidised mammography, OCT, and ultrasound services encouraged early screening and preventive healthcare utilisation among patients.



Strong Institutional Ownership and Sustainability:

The hospital has demonstrated clear commitment to sustaining the intervention through internal funding of maintenance, biomedical support teams, and continued subsidy provision.



Image 29 : Computer Lab

Strengthening School Infrastructure for Quality Education

Impact Assessment for FY 2022-2025

NGO/Trust: Valluvar Gurukulam



Image 44: Infrastructure of quality education

Project Name:

Strengthening School Infrastructure for Quality Education

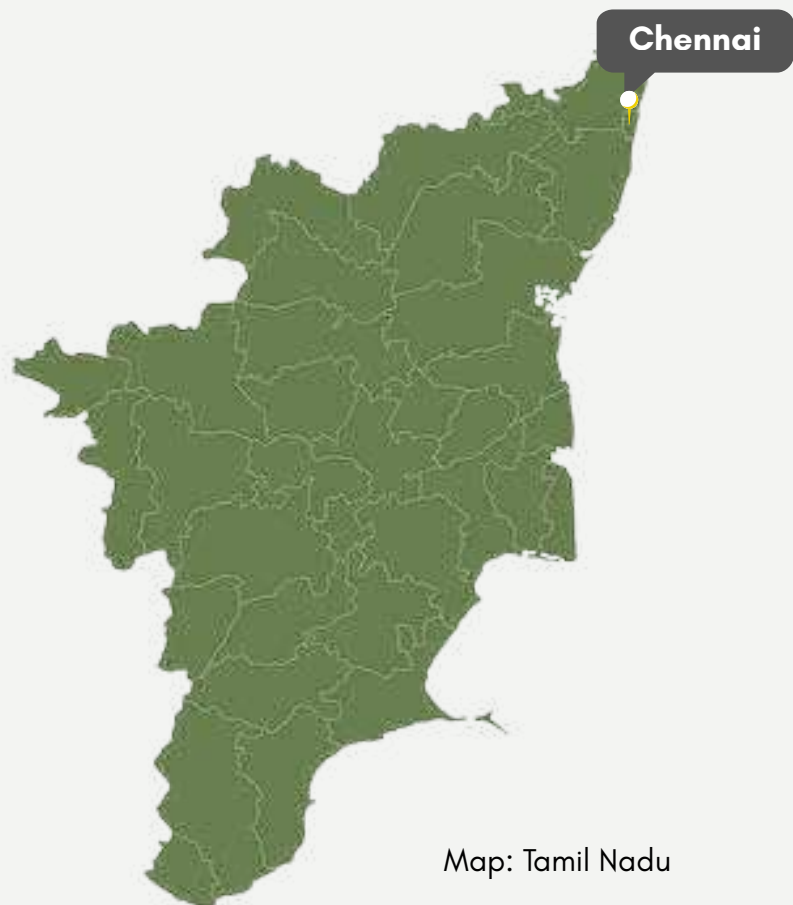
NGO/Trust:

Valluvar Gurukulam

Project Assessment Years:

2022-2025

Project Location: Chennai, Tamil Nadu



Map: Tamil Nadu

Total Beneficiaries:

Direct: 350+ students and teaching staff of Valluvar Gurukulam

Indirect: Families of students and the wider community benefit from improved access to quality CBSE education and enhanced learning opportunities

Project Activities:



Infrastructure Development

- Construction of additional classrooms to address space constraints and support CBSE requirements



Academic Facility Strengthening

- Establishment of fully equipped Physics, Chemistry, and Biology laboratories
- Setting up the Computer Science laboratory



Learning Resource Enhancement

- Construction and furnishing of a school library



Capacity Building & Integration

- Teacher orientation and training on the effective use of laboratory and library facilities
- Integration of practical, lab-based learning into regular curriculum delivery



Institutional Strengthening

- Expansion of school capacity to accommodate increased enrolment
- Creation of a structured, future-ready learning environment aligned with CBSE standards

Performance Snapshot



Strengthened Learning Infrastructure for Quality Education:

The intervention addressed critical infrastructure gaps by constructing additional classrooms and establishing science laboratories, a computer lab, and a library, significantly improving the school's capacity to deliver CBSE-aligned quality education.



Improved Classroom Environment and Learning Comfort:

85% of students reported better seating space and comfort, while many noted improvements in ventilation, cleanliness, and visibility, creating a more conducive and distraction-free learning environment.



Enhanced Student Engagement and Academic Motivation:

Improved learning spaces translated into stronger academic engagement, with 78% of students feeling more comfortable and engaged in class and 57% reporting improved concentration and motivation to attend school regularly.



Transformation in Practical Learning and STEM Exposure:

With well-equipped science laboratories, 83% of students now participate in practical sessions at least once a week, and 95% reported better understanding of science concepts through hands-on experiments.



Growing Interest in STEM Careers: Exposure to laboratory-based learning has influenced student aspirations, with 77% reporting increased interest in pursuing science-related careers.



Strengthened Reading Culture and Independent Learning:

The newly established library improved access to academic resources, with 63% reporting better access to study materials and 85% stating that they now read more frequently, indicating a shift toward self-directed learning.



Improved Academic Performance and Skills Development:

92% of students reported improvement in academic performance, supported by enhanced practical skills, stronger conceptual understanding, and improved collaboration and communication abilities.



Institutional Strengthening and Increased Enrolment:

Improved infrastructure has enhanced the school's reputation, contributing to enrolment growth from 37 students in 2018-19 to over 380 students, indicating increased community trust in the institution.

SDG Alignment



What Worked Well



Comprehensive Infrastructure Development: Simultaneous investment in classrooms, laboratories, and library facilities strengthened the overall academic ecosystem rather than addressing infrastructure gaps in isolation.



Integration of Practical and Experiential Learning: The introduction of science laboratories enabled regular hands-on experiments, significantly improving conceptual understanding and student engagement in STEM subjects.



Promotion of Independent Learning through Library Access: The library created a dedicated space for reading, research, and self-study, encouraging stronger study habits and improving academic confidence.



Strong Institutional Ownership and Utilisation: Regular use of laboratories, classrooms, and library resources, along with positive feedback from students and teachers, indicates effective integration of the infrastructure into the school's daily academic practices.



Image 45: Students In computer Lab

Residential Polytechnic Education & Holistic Support for Underprivileged Youth

Impact Assessment for FY 2021-2025

NGO/Trust: Ramakrishna Mission Students Home



Image 50: Polytechnic Institution

Project Name:

Residential Polytechnic Education & Holistic Support for Underprivileged Youth

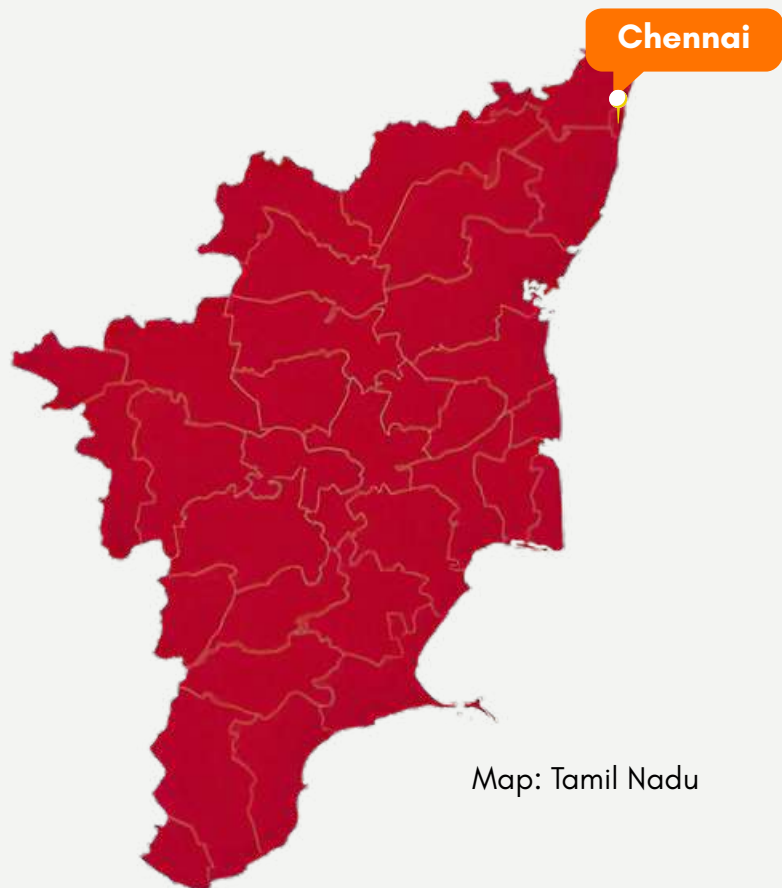
NGO/Trust:

Ramakrishna Mission
Students Home

**Project
Assessment Years:**

2021-2025

Project Location: Chennai, Tamil Nadu

**Total Beneficiaries:**

Direct: 1,470 students supported over four years (approximately 270–300 students annually)

Indirect: Families of students and communities benefiting from improved livelihoods and socioeconomic mobility.

Project Activities:**1. Residential Polytechnic Education (3-Year Diploma)**

- Diploma programs in Mechanical, Automobile, and Computer Engineering
- Classroom teaching with regular semester assessments
- Practical training in fully equipped laboratories and workshops

2. Full Residential Care & Student Support

- Free boarding and lodging
- Provision of study materials, uniforms, books, and stationery
- Medical care and personal support services

3. Skill Development & Industry Readiness

- Advanced technical training through the Vivekananda-BPCL Skill Development Centre
- Exposure to modern tools and industry-relevant technologies
- Soft skills and pre-placement training

4. Holistic Development – Gurukula Model

- Value-based education, discipline, and character building
- Life skills, moral education, and personality development
- Mentorship and structured daily routines

5. Placement & Livelihood Support

- Campus recruitment drives
- Career guidance and employment facilitation to ensure job placement

6. Institutional Support

- Support for faculty, lab assistants, and administrative staff
- Sustaining high-quality technical education for vulnerable youth

Performance Snapshot



Expanding Access to Technical Education for Vulnerable Youth: The Program primarily supports disadvantaged students, with 97% coming from economically or socially vulnerable backgrounds, including single-parent households, orphans, and families below the poverty line, enabling them to pursue technical education that would otherwise be inaccessible.



Removing Financial Barriers to Professional Education: 88% of students identified free technical education as the key enabling factor, while 62% highlighted residential support (free accommodation and food) as critical in allowing them to continue their studies instead of entering low-skilled employment.



Preventing Educational Discontinuity: Without the Program, 30% of students indicated they may have dropped out or entered low-skilled work, demonstrating the Program's role in sustaining higher education pathways for vulnerable youth.



Strengthening Technical Skills and Hands-on Learning: Access to well-equipped laboratories and workshops has significantly enhanced technical competencies, with 97% of students confident in using lab/workshop equipment and 91% confident in applying theory to practical tasks.



High Employment Readiness and Placement Outcomes: The Program demonstrates strong employability outcomes, with 86% of students securing job opportunities through campus placements and 72% expressing strong confidence in securing employment after graduation.



Holistic Development through the Gurukula Education Model: Beyond technical training, the value-based residential model has strengthened discipline, teamwork, communication, and emotional resilience, with over two-thirds of students reporting strong improvement in personal development and character formation.



Promoting Social Mobility and First-Generation Professional Careers: Many students are first-generation learners entering technical education, indicating that the Program serves as a pathway for upward socio-economic mobility and long-term livelihood security.



Strengthening Aspirations and Long-Term Career Goals: The Program has significantly influenced student outlook, with 70% reporting increased confidence in building a career and 25% aspiring to pursue higher technical education, reflecting rising ambitions among beneficiaries.

SDG Alignment



What Worked Well



Comprehensive Financial and Residential Support: The combination of free education, accommodation, and food removed major financial barriers and enabled students from vulnerable backgrounds to pursue professional technical training.



Strong Integration of Practical and Industry-Oriented Learning: Well-equipped laboratories, workshops, and internships provided hands-on exposure that strengthened students' technical confidence and job readiness.



Holistic Gurukula-Based Education Model: The structured residential environment fostered discipline, character development, and peer learning, supporting both professional skills and personal growth.



Effective Placement and Career Support Systems: Dedicated placement preparation, industry exposure, and technical training helped bridge the gap between education and employment, resulting in strong job placement outcomes.



Image 51: Class pathway

Stand Without Legs – Livelihood Support for Persons with Disabilities

Impact Assessment for FY 2023-2025

NGO/Trust: Tamil Nadu Differently
Able Federation Charitable Trust
(TNDFCT)



Image 56: Bunk shops set up for disabled people

Project Name:

Stand Without Legs – Livelihood
Support for Persons with Disabilities

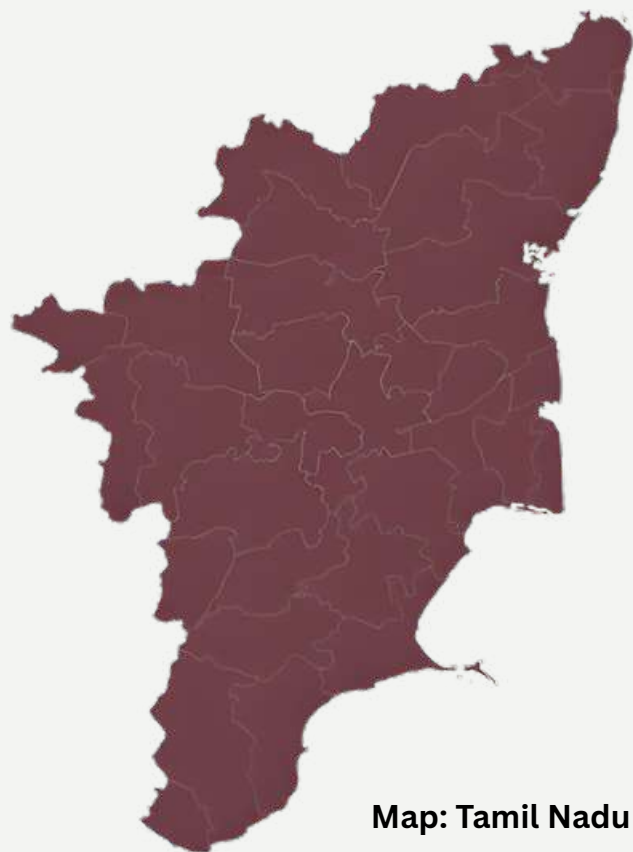
NGO/Trust:

Tamil Nadu Differently Abled
Federation Charitable Trust
(TNDFCT)

Project Assessment Years:

FY 2023–2025

**Project Location: Multiple districts
across Tamil Nadu**



Map: Tamil Nadu

Total Beneficiaries:

Direct: 40 persons with disabilities supported during 2023–2025 through bunk shops and one auto-rickshaw

Indirect: Family members dependent on beneficiary income and local communities accessing essential goods and services

Project Activities:

The project was implemented through a phased approach aimed at enabling sustainable livelihood opportunities for persons with disabilities from Below Poverty Line (BPL) households. In the initial phase, eligible beneficiaries were identified through district-level federations and partner networks. Their motivation, physical ability, and livelihood feasibility were assessed to ensure suitability for micro-enterprise activities. Based on local demand and beneficiary interest, appropriate product categories—such as Aavin milk distribution, groceries, vegetables, tea and snacks, tailoring, and petty trade—were identified. Beneficiaries also received entrepreneurship training covering basic business management, inventory control, pricing, and customer handling.

In the second phase, customised bunk shops were fabricated and installed at approved vending locations, incorporating accessibility-friendly design adaptations. Beneficiaries were supported with initial working capital or merchandise to help initiate operations. The bunk units were branded with donor and TNDFCT logos to ensure visibility and accountability.

The final phase focused on enterprise stabilisation through continuous hand-holding, mentoring, and monitoring support. Regular follow-ups helped address operational challenges and track enterprise performance, including sales and income generation. In applicable cases, asset ownership of the bunk shops was gradually transferred to beneficiaries upon completion of interest-free repayments, promoting long-term ownership and sustainability.

Performance Snapshot



Addressing Livelihood Barriers for Persons with Disabilities: The intervention targeted individuals facing severe economic and mobility constraints, many of whom previously relied on irregular low-income work due to limited employment opportunities suited to their physical abilities.



Significant Increase in Beneficiary Income: Prior to the intervention, 73% of beneficiaries earned below ₹6,000 per month, with many earning less than ₹3,000. After establishing bunk shop enterprises, 73% now earn more than ₹12,000 per month, reflecting a substantial improvement in income stability.



High Enterprise Sustainability and Operational Continuity: 93% of beneficiaries operate their shops regularly, and most have sustained their enterprises for more than one year, indicating strong business viability and integration into daily livelihood routines.



Improved Household Financial Stability: Increased earnings have strengthened household well-being, with 87% of beneficiaries using income for daily household expenses and 67% supporting children's education, demonstrating positive spillover benefits for families.



Enhanced Financial Planning and Entrepreneurial Behaviour: The Program has encouraged stronger financial management practices, with 80% of beneficiaries planning expenses more carefully and 73% actively managing stock and sales, indicating the emergence of entrepreneurial mindsets.



Strengthened Independence and Social Dignity: The intervention has improved beneficiaries' sense of self-worth and social inclusion, with 73% reporting greater independence and 67% feeling more respected and dignified after becoming shop owners.



Strong Ownership and Sustainability of the Model: High repayment discipline (87% repaying instalments regularly) and 100% confidence in continuing the enterprise demonstrate strong ownership and long-term sustainability of the livelihood model.



SDG Alignment



What Worked Well



Accessible Livelihood Design Aligned with Physical Abilities: The fixed-location bunk shop model reduced mobility barriers and enabled persons with disabilities to operate businesses comfortably within their physical capacity.



Combination of Asset Support and Entrepreneurship Training: Providing both the enterprise asset and guidance on stock management, pricing, and customer interaction helped beneficiaries manage their businesses effectively.



Strong Sense of Ownership through the Repayment Model: The interest-free repayment structure encouraged responsibility, financial discipline, and long-term commitment to sustaining the enterprise.



Visible Economic Participation Strengthening Social Inclusion: Operating a shop within the community enhanced beneficiaries' confidence, social interaction, and recognition as entrepreneurs rather than dependents.



Image 58 : People Purchasing utilities form bunk shop

NIOS Open School for Children with Special Needs – Inclusive Education & Functional Development Initiative

Impact Assessment for FY 2024-25

NGO/Trust: Hope Public Charitable Trust (HOPE)



Project Name:

NIOS Open School for Children with Special Needs – Inclusive Education & Functional Development Initiative

NGO/Trust:

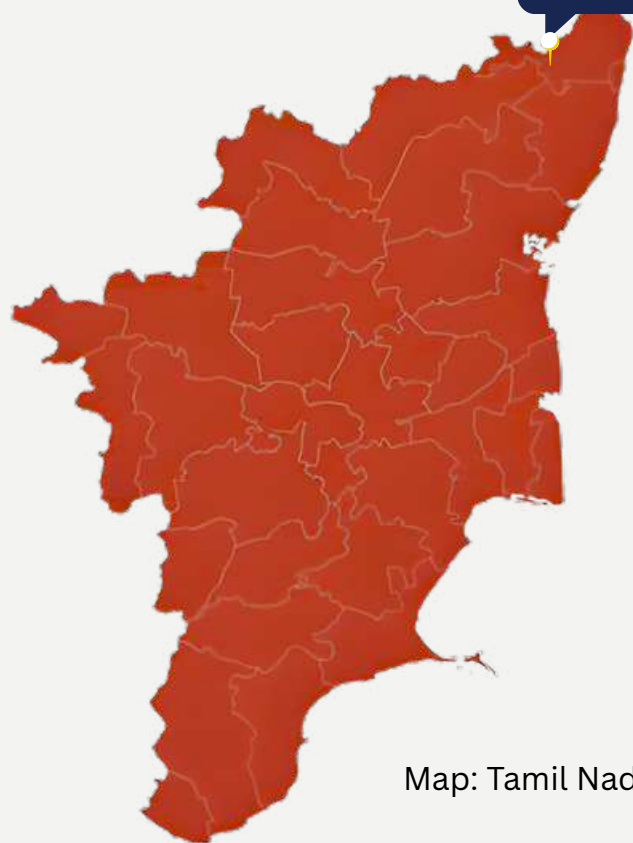
Hope Public Charitable Trust
(HOPE)

Project Assessment Years:

FY 2024-25

**Project Location: Annambedu Village,
Thiruvallur District, Tamil Nadu**

Thiruvallur



Map: Tamil Nadu

Total Beneficiaries:

Direct: 89 children and youth with intellectual disabilities, autism, learning disabilities, and other special learning needs (expected to scale to ~200 students)

Indirect: Families and caregivers of enrolled children; 15-17 educators and special educators; community members across Annambedu and neighbouring villages

Project Activities:

- Establishment of barrier-free NIOS Open School infrastructure including classrooms, computer lab, library, accessible washrooms, and recreational spaces
- Enrolment of children with special needs from surrounding villages and baseline functional assessments
- Delivery of NIOS-aligned academic instruction (Open Basic and Secondary levels) through individualized and group learning
- Special education support focusing on literacy, numeracy, communication, and functional academics
- Provision of therapy services including occupational therapy, speech therapy, and behavioural interventions as required
- Digital learning exposure through computer lab-based learning
- Co-curricular activities such as arts, music, sports, and life-skills training for holistic development
- Caregiver counselling and community awareness sessions on inclusive education and disability rights
- Individual Education Plans (IEPs), monthly progress tracking, attendance monitoring, therapy logs, and annual reporting

Performance Snapshot



Bridging Critical Gaps in Inclusive Education: The NIOS Open School initiative addressed the absence of structured education opportunities for children with intellectual disabilities and autism in Annambedu and nearby villages, where many children had previously dropped out or remained excluded from formal schooling.



Expanded Access to Education for Previously Excluded Learners: The Program has enrolled 89 students, with infrastructure designed to accommodate up to 200 learners, providing barrier-free classrooms, accessible facilities, and safe learning environments for children with diverse needs.



Flexible Learning Pathways through NIOS Education: The adoption of the NIOS open schooling model, combined with Individual Education Plans (IEPs) and specialised teaching methods, enables students who could not adapt to mainstream schools to continue structured learning and progress academically.



Functional and Skill-Oriented Learning Approach: The curriculum integrates literacy, numeracy, life skills, and creative activities such as art, music, gardening, and crafts, promoting experiential learning and practical skill development suited to children with mild intellectual disabilities.



Improved Student Engagement and Behavioural Development: Teachers and parents reported noticeable improvements in attention span, communication skills, and participation in classroom activities, indicating early progress in educational reintegration.



Strengthened Parental Awareness and Community Inclusion: The initiative has improved parental understanding of the educational potential of children with disabilities, while community outreach efforts have helped identify and enrol previously excluded learners.



Institutional Innovation in Special Needs Education: The Program represents an early example of a NIOS-based open schooling model for children with special needs in Tamil Nadu, creating alternative pathways for continued education, vocational training, and future employment.



Strong Community Demand and Potential for Scale: High parental interest and increasing enquiries indicate strong community demand, positioning the school as a sustainable and scalable model for inclusive education in underserved regions.

SDG Alignment



What Worked Well



Flexible NIOS-Based Learning Model: The open schooling approach allowed children with learning challenges to pursue education at their own pace through adaptive curriculum and personalised learning plans.



Barrier-Free Infrastructure and Safe Learning Environment: Accessible classrooms, sanitation facilities, and activity spaces reduced physical barriers and created a supportive environment for children with diverse needs.



Activity-Based and Skill-Oriented Teaching Methods: Integrating functional academics with creative and practical activities improved student engagement, confidence, and learning participation.



Strong Community Outreach and Parent Engagement: Continuous counselling, awareness efforts, and local mobilisation helped identify out-of-school children and encouraged families to enrol them in the Program.



Image 78: Parents of the Children enrolled in the programme

Infrastructure Development for Paradise Home – Residential Care & Special Education Facility for Persons with Intellectual Disabilities

Impact Assessment for FY 2024-25

NGO/Trust: Paradise Home



Image 89: School of residential Care & Special Education Facility for Persons with Intellectual Disabilities

Project Name:

Residential Care & Special
Education Facility for Persons with
Intellectual Disabilities

NGO/Trust:

Paradise Home

Project Assessment Years:

FY 2024-25

Project Location: Muttukadu (near
Chennai), Tamil Nadu

Chennai

Map: Tamil Nadu

Total Beneficiaries:

Direct: ~120 residents including children and adults with intellectual disabilities and cerebral palsy, along with teachers, therapists, caregivers, and support staff

Indirect: 1,000+ beneficiaries including families of residents, local community members, interns/trainees, NGOs, government departments, and local service providers

Project Activities:

- Completion of a new multi-level building to support residential care and special education services
- Construction and fitting of additional special classrooms for structured learning and therapy sessions
- Development of separate dormitories for children and adults with improved ventilation, hygiene, and safety
- Establishment of on-site staff quarters for teachers and caregivers to ensure continuous care and emergency response
- Installation of an accessibility lift and barrier-free features to support residents with limited mobility
- Installation of solar panels and solar water heating systems to improve energy efficiency and ensure hot water access
- Creation of a temporary canteen structure, exterior finishing, painting, and overall facility enhancement
- Strengthening institutional capacity to expand admissions and comply with government regulations

Performance Snapshot



Transformation from Basic Shelter to Structured Care Environment: The infrastructure upgrade enabled Paradise Home to transition from a space-constrained shelter to a well-organised residential and therapeutic campus, improving facilities for care, education, and rehabilitation for individuals with intellectual disabilities.



Improved Opportunities for Learning, Care, and Development: 100% of caregivers reported improvements in learning, care, and social development opportunities, with 65% observing significant improvement following the facility upgrade.



Enhanced Resident Wellbeing and Behavioural Stability: A majority of caregivers (94%) observed improvements in residents' overall wellbeing, while 82% reported better adherence to daily routines and 65% noted calmer emotional behaviour, reflecting the positive impact of structured environments.



Improved Hygiene, Safety, and Living Conditions: Upgraded dormitories, sanitation facilities, and ventilation significantly improved living standards, with 94% of parents satisfied with cleanliness, safety, and overall living conditions in the new campus.



Strengthened Quality of Care and Dignified Treatment: The new infrastructure has improved supervision and caregiving practices, with 94% of respondents rating care as good or excellent and 100% confirming that residents are treated with greater dignity and respect.



Reduced Caregiver Stress and Improved Family Wellbeing: The intervention has had strong indirect benefits for families, with 100% of caregivers reporting reduced stress and greater peace of mind regarding their child's safety and wellbeing.



Institutional Strengthening for Specialized Care Delivery: Dedicated classrooms, therapy spaces, staff quarters, and accessibility features have strengthened the institution's operational capacity, enabling more structured caregiving, learning, and rehabilitation services.



Sustainability through Energy Efficiency and Institutional Trust: Solar energy systems have reduced electricity costs by over 45% annually, while increased caregiver trust and satisfaction indicate strong long-term institutional credibility.

SDG Alignment



What Worked Well



Infrastructure Designed for Special Needs Care: The development of specialised classrooms, therapy spaces, and safe residential facilities created an environment that supports structured routines, therapy, and holistic care for individuals with intellectual disabilities.



Integrated Care and Learning Ecosystem: Combining residential care with dedicated spaces for education and rehabilitation enabled more consistent therapy, structured activities, and improved behavioural outcomes.



Strong Family Engagement and Trust: Positive feedback from parents and caregivers reflects strong confidence in the institution's care standards and its ability to provide a safe, dignified environment for residents.



Sustainable Infrastructure Investments: Renewable energy systems and well-planned facilities have strengthened operational sustainability while allowing the institution to allocate more resources toward caregiving and therapeutic services.

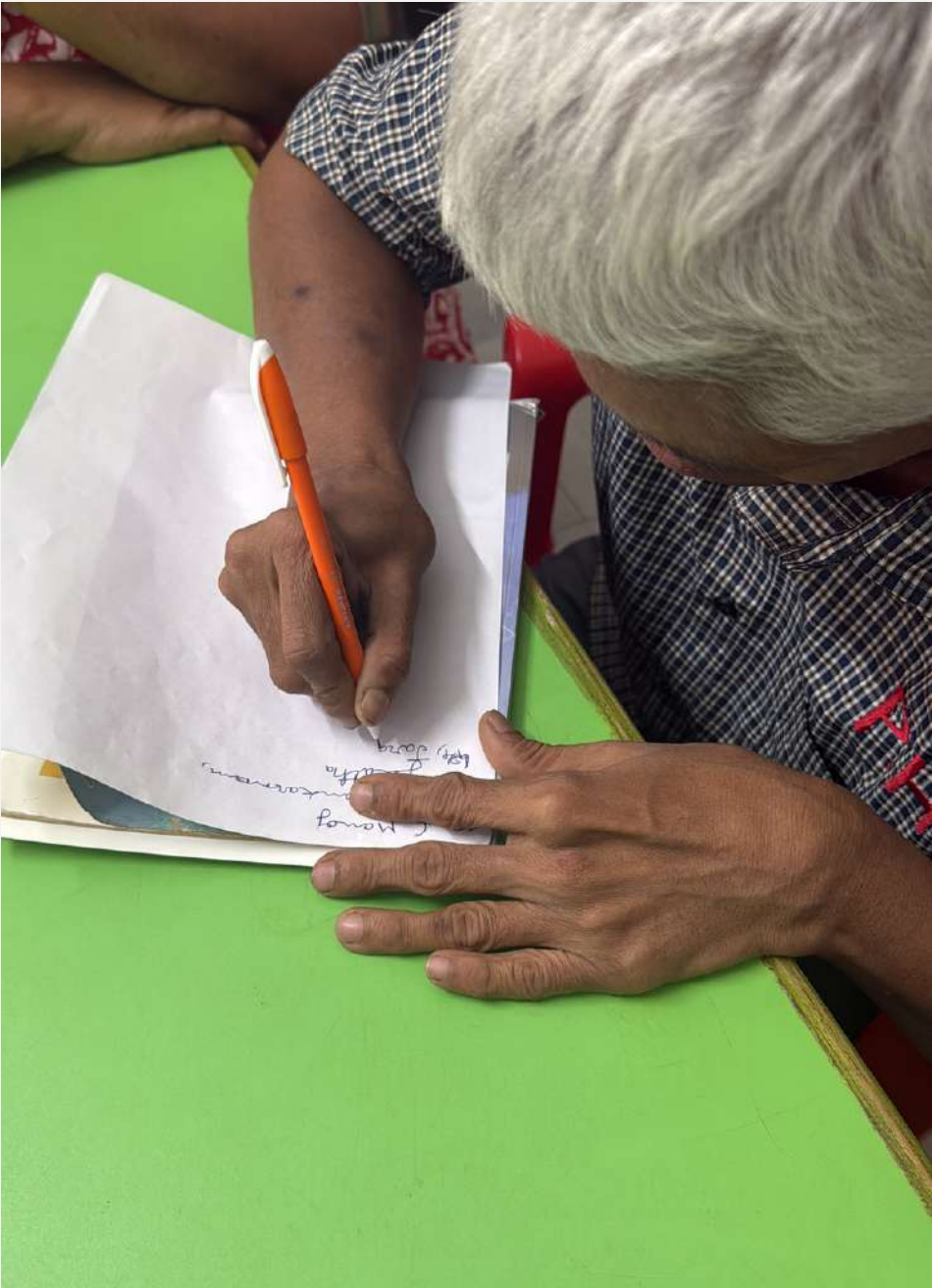


Image 91: people in the residential care performing day to day activities

Integrated Education, Health, and Livelihood Support for Scheduled Irular Tribal Families

Impact Assessment for FY 2021-25

NGO/Trust: M S Swaminathan Research Foundation (MSSRF)



Image 105: beneficiaries from Irula community

Project Name:

Integrated Education, Health, and
Livelihood Support for Scheduled Irular
Tribal Families

NGO/Trust:

M S Swaminathan Research
Foundation (MSSRF)

Project Assessment Years:

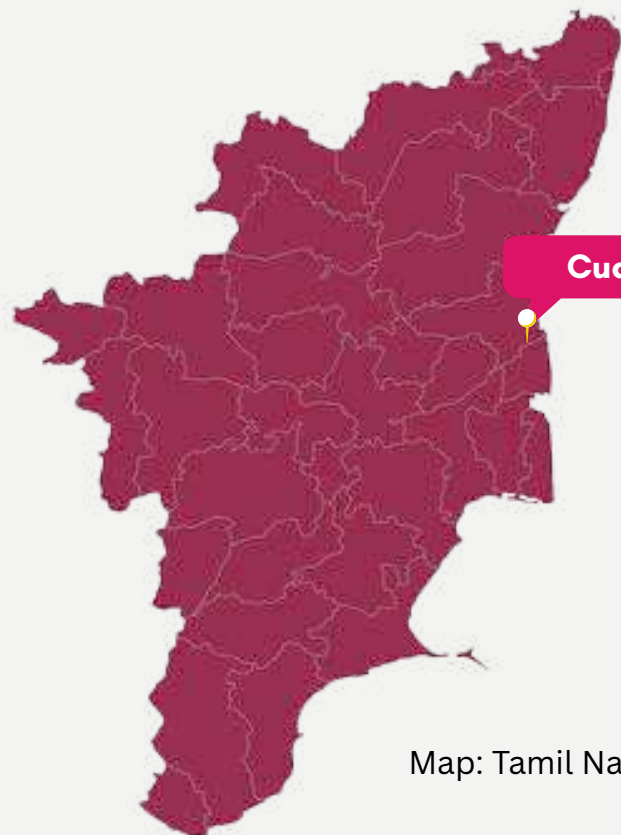
FY 2021- 2025

Project Location: Five Irular tribal
settlements in Parangipettai Block,
Cuddalore District (near
Chidambaram), Tamil Nadu

Total Beneficiaries:

Direct: ~1,880 individuals including ~500 Irular households, 150 school-going children, women engaged in mangrove fishing, and tribal youth

Indirect: Teachers, community volunteers, elderly members, and the wider tribal community benefiting from improved services and resilience systems



Map: Tamil Nadu



Image 107: students benefitted from the project

Project Activities



Education & Learning

- Establishment of evening tuition centres across five villages
- Implementation of ECAS (Every Child A Scientist) sessions to promote scientific thinking
- Engagement of trained teachers to strengthen foundational literacy and numeracy
- Provision of access to village libraries and digital learning resources



Livelihood Enhancement

- Skill training for youth and women in improved fishing practices, navigation, gear handling, and alternative livelihood options
- Distribution of fishing gear and protective equipment for safer mangrove fishing
- Facilitation of forward and backward market linkages to support sustainable income



Health & Nutrition

- Promotion of household and community Nutri Gardens to improve dietary diversity
- Organization of medical and occupational health camps
- Nutrition awareness and wellness education for families, especially women



Community Knowledge & Digital Access

- Establishment and operation of Village Knowledge Centres (V KCs) with ICT facilities
- Digital literacy training for youth and community members
- Provision of real-time information on weather advisories, fishing conditions, and government schemes
- Strengthening disaster preparedness and occupational safety



Image 108: activities undertaken for livelihood enhancement

Performance Snapshot



Addressing Multi-Dimensional Vulnerability in Irular Tribal Communities: The intervention responded to interconnected challenges in livelihoods, education access, health awareness, and information gaps among Irular tribal households largely dependent on seasonal fishing.



Strengthened Livelihood Security and Income Stability: Skill development initiatives such as boat engine maintenance, mangrove crab fattening, and hygienic fish processing improved economic resilience, with 75% of households reporting improved income levels.



Improved Occupational Safety and Confidence Among Fishers: Training and safety measures enhanced self-reliance and reduced operational risks, enabling fishers to manage technical issues independently and make safer livelihood decisions.



Enhanced Educational Engagement and Aspirations: Education support Programs, including evening tuition and ECAS (Every Child A Scientist) sessions, strengthened foundational learning, with 87% of households reporting increased importance of education for their children.

Strengthened Women's Agency and Economic Participation: Women reported greater involvement in household decision-making (71% increase) and safer participation in fishing-related activities due to protective equipment and safety training.



Improved Community Health Awareness and Nutrition Practices: Health camps and Nutri Garden initiatives enhanced preventive health awareness, with 100% of respondents noting reduced health problems and improved dietary diversity among participating households.



Technology-Enabled Disaster Preparedness and Information Access: Village Knowledge Centres (VKCs) improved access to weather advisories and government information, with 76% of fishers using VKC alerts to make safer fishing decisions.



Emerging Community Resilience and Ownership: The integration of livelihood skills, education support, health awareness, and digital access has strengthened community confidence and laid the foundation for long-term socio-economic resilience.

SDG Alignment



What Worked Well



Integrated Community Development Approach: Addressing livelihoods, education, health, and information access simultaneously helped tackle the structural drivers of vulnerability in the tribal community.



Skill-Based Livelihood Interventions: Practical training aligned with existing occupations improved income opportunities while strengthening occupational safety and self-reliance.



Community-Based Education Support for Children: Evening tuition centres and science learning Programs increased children's engagement with education and strengthened parental support for schooling.



Village Knowledge Centres as Information Hubs: Providing access to weather alerts, government schemes, and digital information significantly improved safety, awareness, and decision-making among fishing households.



Image 109: Showcasing integrated community development

Thank you!

Impact Assessment Report of Five Star

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Report prepared by **Chrysalis Services**

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March 2026

