



# IMPACT ASSESSMENT STUDY

JULY 2022

PREPARED BY:-



COMMISSIONED BY:



## Context and Background

As per the World Bank's World's Learning Poverty Index 2019, **55% of school-going children in India could not read and understand a short age-appropriate text by class 5. This figure shot up to 70% post-pandemic.** As 66% of school-going children around the world did not have access to internet connectivity, this limited their learning and development opportunities during the pandemic even further.

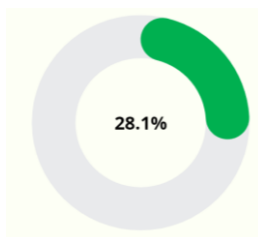
Aside from low learning levels, the lack of school infrastructure has been another pressing problem in the Indian education sector. As per the Unified District Information System for Education Plus (UDISE+) report 2019-20, 6465 schools in India did not have a building and 4417 were under construction. Moreover, as per the National Commission for Protection of Child Rights (NCPCR), 22% of schools across the country operated from old or dilapidated buildings.

The UDISE+ report 2019-20 also highlights a lack of basic facilities within government schools in India. It reports that nearly 20% of government schools did not have a functional electricity connection and that 10% did not have hand wash facilities, leading to unhygienic conditions for students. In addition, a total of 29,967 schools did not have drinking water facilities within the school premises. While 84.1% of schools in India reported to have a library or a reading room, only 69.4% have books. The report also emphasised on the dearth of infrastructure to cater to the needs of disabled students: over 30% of schools did not have ramps and 79% did not have toilets for the disabled.

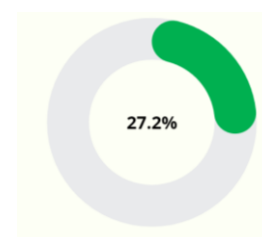
### State of Foundational Learning in India

While quality school infrastructure is a key factor influencing learning, enabling equitable learning outcomes is also essential. According to the ASER report 2018, over **70% of children studying in Grade 3 lacked fundamental arithmetic and reading skills.** The lack of foundational skills leads to wide gaps in learning as it becomes difficult for a child to cope with the rigour and level of future grades. This inability to cope often translates into disinterest which results in a large number of students dropping out from school in India. In addition, as per a UNICEF India report 2021-22, the multiple re-opening and closures of schools in the past two years had caused massive disruptions in the education of crores of school children. The 2020-21 report by Unified District Information System for Education Plus (UDISE+) revealed that the annual dropout rate of secondary school students was 14.6%.

% of Grade 3 students who can subtract



% of Grade 3 students who can read Grade 2 level text



Results of the **National Achievement Survey (NAS) in 2017 and 2021** indicates that the nationwide **education levels decreased by 7%** (54% to 47%). For grades 3, 5, and 8, the mean score in all subjects in NAS 2021 shows a decline compared to NAS 2017. This highlights the need to bridge the gap between the current and expected learning levels of students through remedial learning. To address this problem, the Government of India launched the Samagra Shiksha Abhiyan which focuses on improving education infrastructure, as well as strengthening teacher education and improving the learning outcomes of students.

### **State of education during the Pandemic**

The pandemic had a significant impact on the education sector. The **National Education Policy 2020 (NEP 2020) accords 'highest priority to achieve Foundational Literacy and Numeracy for all students by Grade 3'**, thereby highlighting the importance of foundational education. NEP 2020 also emphasises that the remaining aspects of the policy will be relevant for students only if the basic requirement of foundational learning is achieved. According to UNICEF, **42% of children** between the **ages of 6-13** reported **not accessing any type of remote learning solutions during school closures**. Affordability and connectivity were the major barriers to accessing remote learning. Therefore, it can be observed that the learning gap in children only widened due to the pandemic.

### **P&G Shiksha**

In 2005, P&G introduced its flagship CSR program 'P&G Shiksha' with an aim to provide underprivileged children with access to education. P&G Shiksha is a holistic education program that focuses its efforts on two main areas – improving education infrastructure and improving learning outcomes. As schools remained closed due to the pandemic, P&G Shiksha's focus was to ensure continuity of learning and minimise learning losses in students.

#### **Improving education infrastructure:**

P&G Shiksha is partnering with the NGO Round Table India (RTI) to build and renovate school buildings, classrooms, and playgrounds. Together, they also aim to improve the health and hygiene facilities at school including provision of clean drinking water and separate toilet facilities for boys and girls.

#### **Improving learning outcomes:**

In partnership with Pratham Education Foundation, P&G Shiksha focuses on Early Childhood Education interventions such as developing motor, cognitive, social-emotional, language, and creative skills in children thereby setting them up for success as they start school. Early childhood education is the foundation of a child's development. The exposure that a child receives during these foundational years has a significant impact on their ability to learn when they enter school.

To ensure grade-level learning, P&G Shiksha focuses on addressing existing learning gaps in children through on-ground remedial learning interventions implemented by Pratham.



The use of technology in remedial learning has proven to be effective as it can assess and deliver personalized learning to each student basis their level. For this, P&G Shiksha partners with Educational Initiatives (Ei) to implement Mindspark, a computer-based adaptive learning tool, that integrates pedagogy, teacher instruction, and a learning management system to improve learning outcomes.

## Sattva's approach and methodology

In March 2022, P&G commissioned Sattva Consulting to conduct an impact assessment study of their flagship initiative of P&G Shiksha. The study was conducted at five levels to understand the impact of the program:

The relevance and coherence of the program in assessing the extent to which the program is aligned to the needs of the community and its coherence with national and international priorities.

The rigour of on-ground implementation, stakeholder involvement, and monitoring and evaluation processes are undertaken to ensure the operational effectiveness of the program.

The extent to which the intervention has impacted the lives of the beneficiaries.

The ability of the beneficiaries to sustain the program financially, socially, and environmentally, post the program intervention period.

This report offers an overview of Round Table India (RTI), Education Initiative, and Pratham's education programs and their impact. The study also focused on providing actionable **recommendations** to strengthen the program further.

Sattva adopted a **three-fold design approach** for the study. It incorporated a descriptive cross-sectional design method where data was collected from a representative population of the students and relevant stakeholders to provide a snapshot of the outcome and the characteristics associated with it, at a specific point in time. In addition, the study also incorporated a mixed-method approach consisting of quantitative and qualitative data collected from primary and secondary sources. This helped gather valuable impact-related insights from a 360-degree perspective across the stakeholders involved and was fundamental to providing recommendations towards fine-tuning the model and scaling up in the long term.



## Program: Improving education infrastructure

P&G Shiksha is partnering with the NGO Round Table India (RTI) to strengthen the education infrastructure in India to enable access to education and improve the learning environment for students. The schools identified for the intervention are state-run, trust-funded schools or low-budget private schools across the country.

In 2020-2021, the cumulative reach of this program was **13,508 students**, through **262 classrooms** and **70 projects**.

### Stakeholders & Sampling

The data collection exercise for this impact assessment study was conducted across Himachal Pradesh, Maharashtra, Karnataka, and West Bengal. These districts were sampled based on geography and the beneficiary population in each state. A total of 458 beneficiaries were sampled.

Stakeholders	Survey	FGD/ In-Depth Interview	Mode Of Data Collection
Students	458		On-Field
Teachers		12	On-Field
School Admin Team		2	On-Field
Headmaster/Headmistress (HMs)		5*	On-Field
RTI Table members		4	On-Field and Virtual
RTI National Convenor		1	On-Field
<b>TOTAL</b>	<b>458</b>		

\* In 6 out of 11 of the sampled schools, the Head Masters were either not present on the day of data collection or were just transferred to the school, so they lacked the relevant information.

### Key insights from the Impact Evaluation Study



#### Need for the program

The RTI team identified the beneficiary schools based on a thorough evaluation that mapped and studied responses from all the relevant stakeholders.

*Before the RTI intervention, 71% of students reported facing infrastructure-related issues, establishing the need for the intervention.*

- The major infrastructure-related issues highlighted by the beneficiaries included an inadequate number of classrooms, insufficient furniture, and a lack of electricity connection in the classrooms.
- The school staff in Himachal Pradesh, Maharashtra, and West Bengal reported high student-to-classroom ratio ranging from 60:1 to 150:1.
- Students also reported that inadequate infrastructure led to disruptions in their learning at school.
  - 48% of the students reported difficulties in understanding the teacher and reduced concentration in the classroom.
  - 37% of the students reported that they had limited time to learn as multiple classes were held at the same time in a single classroom.
  - 50% of students reported that they did not have adequate furniture in the classroom to sit and study.
  - 49% of the students shared that the rooms before the implementation of the program lacked enough space for everyone to sit and study.



### **Change in the motivation of students**

The program's objective is to equip schools with the facilities required to ensure that students can learn in a comfortable environment.

***98% of the beneficiaries reported that the infrastructure provided motivated them to come to school, resulting in increased attendance and enrolment.***

- 81% of students reported separate classrooms for each grade were the motivating factor, and 60% reported it was the ability to see and use the blackboard. In addition, 49% felt the new furniture in the classroom motivated them to come to school.
- 83% of school staff and RTI team members reported that student enrolment has increased post-intervention.
- 89% of school staff reported that student attendance has increased post-intervention.



### **Change in teaching methods**

The program's goal was to increase access to educational infrastructure so that learning does not get hampered by inadequate infrastructure in schools.

***According to 83% of students, teachers' teaching time has increased, and their teaching methods have improved as a result of the newly built classrooms.***

- All teachers indicated that because of the improved infrastructure, extra classes, scholarship classes, and events could be conducted in the school.
- 71% of the students observed an increase in the frequency of discussions on lessons and related topics while 67% mentioned that the individual attention given to students by teachers had increased.
- Teachers and headmasters reported that the new infrastructure had increased the teacher's motivation as the conflict among children reduced with the increase in space to study.



## Change in access to toilets

The program aimed to reduce the student-to-toilet ratio to 100:1 in schools, and ensure that sanitation facilities were accessible and maintained on the school premises.

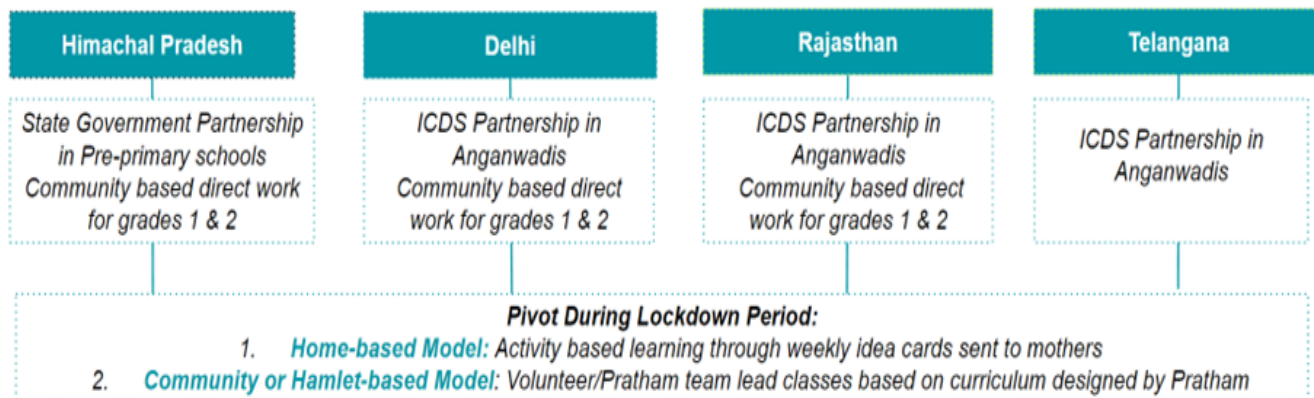
*79% of the students reported that they used the newly constructed toilets post-intervention.*

- 39% of students reported that they faced challenges such as lack of water for drinking and sanitation infrastructure before RTI's intervention. Post-intervention, 81% of the students reported that the toilets were neat, clean, and regularly maintained.
- 49% of students stated that they felt comfortable due to the newly built, gender-specific toilets.
- Additionally, 40% of students said that the restrooms were cleaner than before. 1 in 4 students mentioned that they did not have to wait for school to end to use the toilet.
- The headmasters and teachers mentioned that the construction of toilets led to an increase in the enrolment of female students and decreased their drop-out rate. In addition, the intervention also increased the attendance of girls for whom the lack of well-maintained toilets has previously been a problem.

## Program: Early Childhood Education Program

P&G Shiksha, in partnership with Pratham on the Early Childhood Education (ECE) program aims to improve the quality of pre-primary or early childhood education in India. The ECE program intends to enable children between ages 3 to 8 years to be school-ready for Standard 1 and to have acquired foundational skills by Standard 3. The program develops a child's basic comprehension, numeracy, social, and cognitive skills; thereby empowering them with strong foundational skills that assist them in developing grade-level competencies.

The program was implemented in 4 states and NCT-Delhi. The cumulative reach of this program across all 5 geographies is approximately 1.3 lakh students. For the impact assessment, fieldwork was conducted in 4 out of the 5 locations, and 430 beneficiaries were sampled. The program followed different implementation models in the sampled geographies as below:





## Stakeholders & Sampling

Fieldwork was conducted across Himachal Pradesh, Telangana, Rajasthan, and Delhi. The districts were sampled based on the nature of implementation models, geography, and the beneficiary population in each state.

Stakeholders	Survey	Focus Group Discussion	In-Depth Interview	Data Collection Method
Mothers	430	3	2	On-Field
Smart Mothers (Volunteers)			10	On-Field
Government Stakeholders			4	On-Field
Pratham's State Teams		1	3	On-Field and Virtual
Pratham Field Coordinators			5	On-Field
Pre-Primary & Primary School Teachers			4	On-Field
Pre-Primary & Primary School Principals			2	On-Field
Anganwadi Workers			7	On-Field and Virtual
<b>TOTAL</b>	<b>430</b>	<b>4</b>	<b>35</b>	

## Insights from the Impact Assessment



### Mobilisation of Beneficiaries

The mobilisation efforts by Pratham included door-to-door campaigns in communities to raise awareness regarding Early Childhood Education (ECE) and engage mothers in Pratham's program. Pratham coordinators also worked closely with teachers and Anganwadi workers who further engaged mothers in disseminating the curriculum and learning content.

*Pratham's mobilisation campaigns and connections with the community has helped build the capacity of volunteers, which was pivotal for the program, especially during the pandemic-related lockdown.*

- According to the survey conducted across all states, 94% of the mothers reported that the Pratham team oriented the volunteers on conducting home-based activities.
- 67% of the mothers reported that being oriented by Pratham has helped them understand the home-based curriculum (which is disseminated by Pratham) better. Furthermore, 65% believe that the orientations have increased involvement in their children's education.

- 98% of mothers reported that the Pratham team or volunteers are always available for doubt resolution about the weekly curriculum and activities received over WhatsApp.
- 93% of mothers reported that the Pratham team follows up with them on their child's progress at least once in 30 days.



## Continuity of Education

Pratham pivoted to a home and community-based delivery model across all locations during the pandemic. The aim was to ensure continuity of learning among children during their early years. Dissemination of remote content was supplemented by hamlet-level classes and printed learning materials.

***The program ensured continuity of learning for children during the pandemic by creating and disseminating remote educational content at regular intervals.***

- 70% of mothers reported receiving printed educational content. Of these, 90% indicated that it helped their children practice concepts during school closure.
- 89% of mothers reported receiving "idea cards" containing curriculum to teach and conduct home-based activities for children. Of these, 86% reported that they received this curriculum every week.
- 77% of mothers reported that their children attended the classes conducted at the community level by the Pratham tutors at least 2 to 3 times a week.

***The above data suggests that during the pandemic when schools and Anganwadi centres were closed, the students were able to continue to learn through the program.***



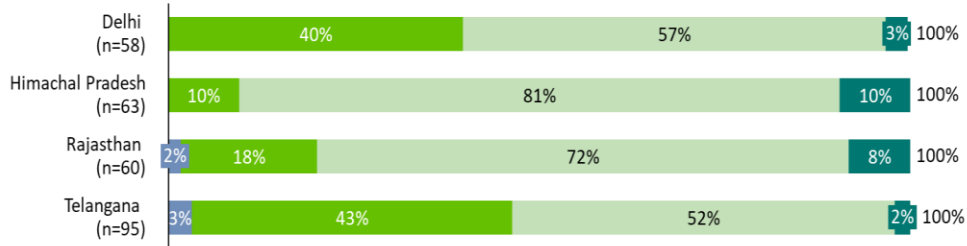
## Foundational Literacy and Numeracy (FLN)

The program focused on equipping students with FLN skills through a home-based curriculum as well as hamlet-level classes. To assess this, Sattva Consulting adopted guidelines laid down by the NIPUN Bharat 2020 report and compared the thresholds for early childhood education with the perceived literacy and numeracy skills of program beneficiaries.

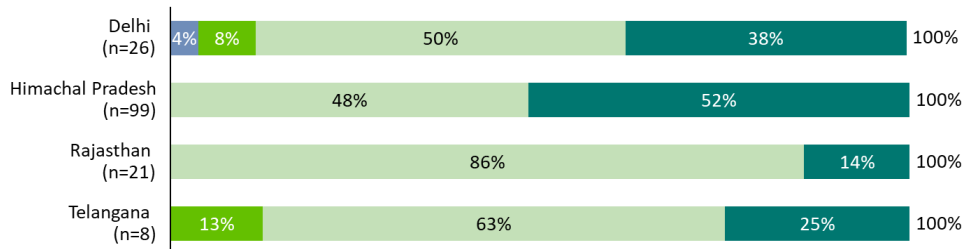
***98% of children have acquired appropriate counting skills, while 88.5% of students aged 6 and above met the minimum thresholds for functional numeracy defined by NIPUN Bharat 2020 guidelines.***

- The below graphs highlight that 98% of students of all ages were reported to have met the minimum thresholds for counting skills, which contribute to foundational numeracy. The minimum expectation for the age group of 5 years and below is to be able to count single-digit numbers. Children of age 6 and above are expected to at least be able to count double digits.

**Perceived Numeracy Skills (Counting)**  
Children aged 5 years and below (n=276)  
Minimum Expectation: Single Digit Counting



**Perceived Numeracy Skills (Counting)**  
Children aged 6 years and above (n= 154)  
Minimum Expectation: Double Digit Counting

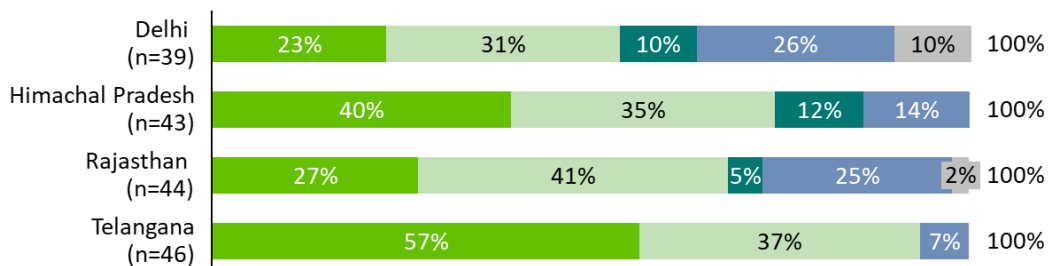


■ Can not count/Do not recollect    ■ Double Digit Counting  
■ Single Digit Counting    ■ Triple Digit Counting and Beyond

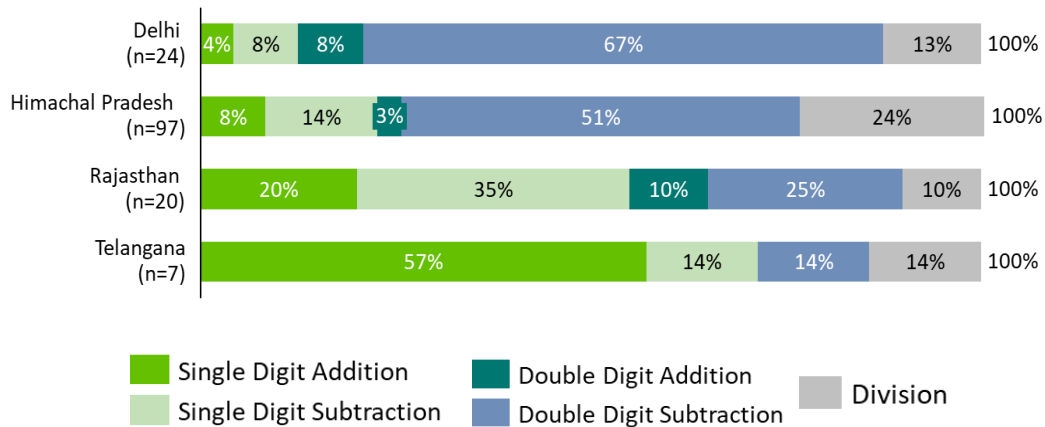
*Note: The represented data is perception based and reported by mothers. The trends in this data have been corroborated qualitatively by multiple stakeholders like teachers, principals, Anganwadi workers, and the Pratham monitoring team.*

- 100% of mothers reported that their children could perform basic mathematical functions like the addition of single-digit numbers. For children in the age group of 6 years and above, 88.5% of mothers reported that their children could perform both addition and subtraction on single-digit numbers. This indicated that they met the minimum threshold defined for functional numeracy.

**Perceived Functional Numeracy Skills**  
Children aged 5 years and below (n=172)  
Minimum Expectation: NA



**Perceived Functional Numeracy Skills**  
Children aged 6 years and above (n=148)  
Minimum Expectation: Single Digit Addition & Subtraction

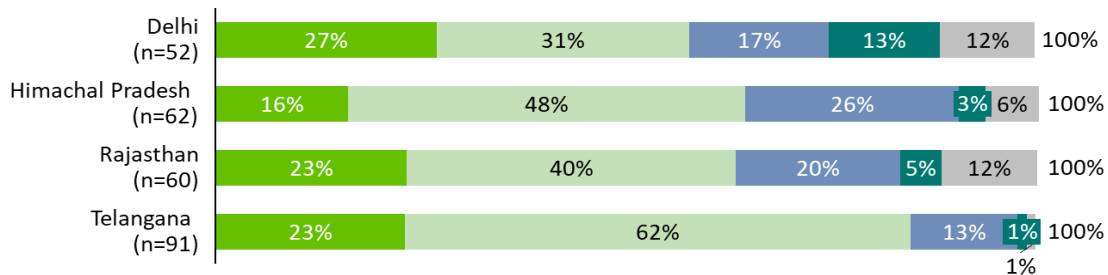


*Note: The represented data is perception based and reported by mothers. The trends in this data have been corroborated qualitatively by multiple stakeholders like teachers, principals, Anganwadi workers, and the Pratham monitoring team.*

**Only 58% of students met the minimum threshold for literacy skills.**

- For children in the age group 5 and below, 73% of mothers across all geographies reported that their child could identify letters. This implies that these children met the minimum thresholds laid down by the NIPUN Bharat guidelines.
- In the age group 6 years and above, only 39% of children indicated to meet minimum thresholds, i.e., were able to read short sentences composed of 4-5 simple words.

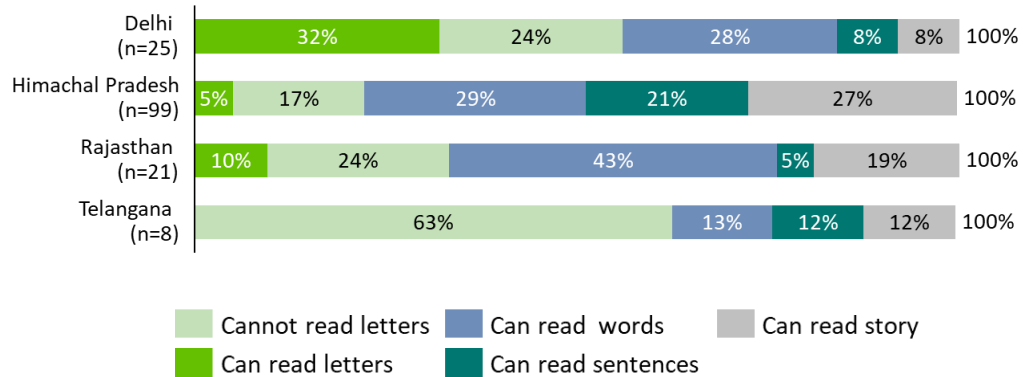
**Perceived Literacy Skills**  
Children aged 5 years and below (n=265)  
Minimum Expectation: Identify Letters



### Perceived Literacy Skills

Children aged 6 years and above (n=153)

Minimum Expectation: Read Sentences



*Note: The represented data is perception based and reported by mothers. The trends in this data have been corroborated qualitatively by multiple stakeholders like teachers, principals, Anganwadi workers, and the Pratham monitoring team.*



## School Readiness of Children

The expected outcome of the Pratham ECE program for children aged 3 to 6 years was to enable children to be 'school ready' upon entering formal schooling in Grade 1.

***There was a positive association between active parent engagement in home-based activities and the children's ability to nurture cognitive functions like pattern recognition, seriation, and classification.***

- 85% of mothers felt that spending time on home-based activities, combined with classes at the community level, has enhanced their child's cognitive and soft skills.
- 87% of mothers reported conducting at least 1 activity each week, and 75% reported spending at least 20 minutes on each activity. Of these, 50% of mothers conducted 3-4 activities each week.
- Volunteers reported that Pratham's 'Play-way' method kept children engaged and promised speedy skill development.

***93% of mothers believed that the acquisition of FLN, cognitive and soft skills have made their children school ready.***

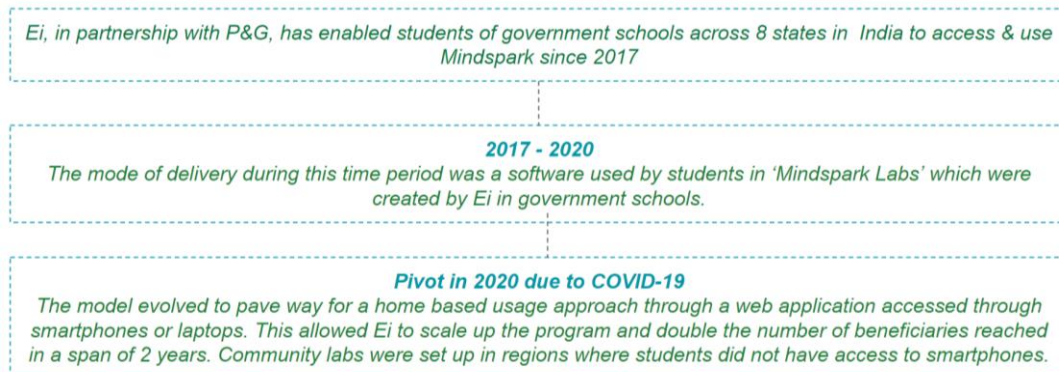
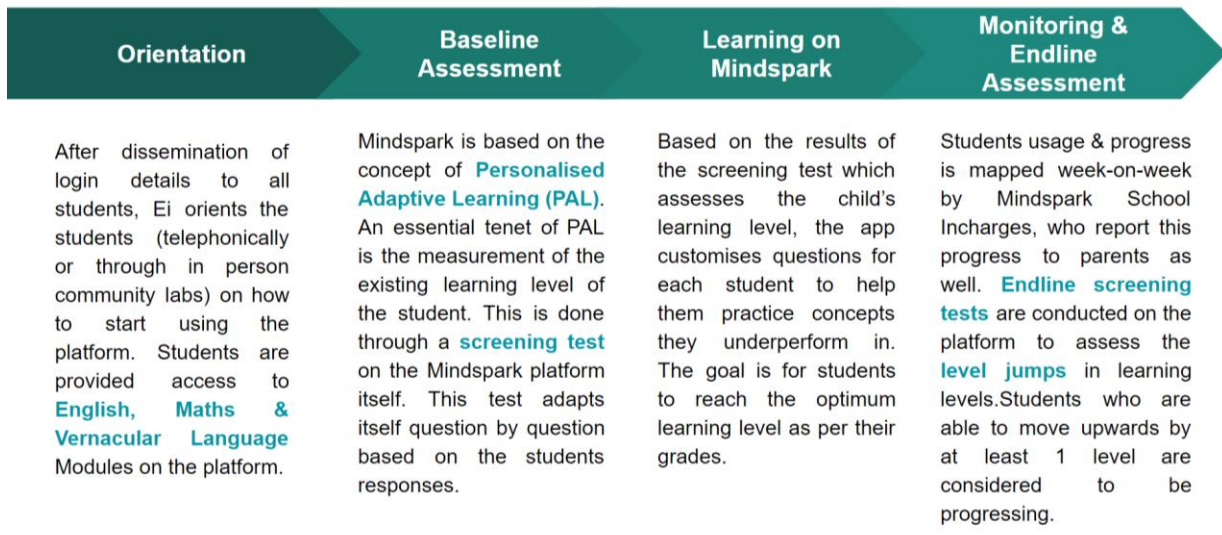
- 99% of surveyed mothers believed that their children were capable of absorbing the school curriculum.

- Anganwadi workers and Pratham’s monitoring team in Delhi indicated that teachers in primary schools were easily able to identify which children come from Pratham’s program as they were able to concentrate and take an interest in what is being taught. They were deemed to be school-ready by primary school teachers.

## Program: Digital remedial learning

In partnership with Educational Initiatives, P&G Shiksha implemented Mindspark, a computer-based adaptive learning tool, that integrates pedagogy, teacher instruction, and a learning management system to improve learning outcomes. The tool assesses the learning level of a student by presenting them with questions of increasing levels of difficulty. It then sets a starting point and creates personalized coursework for every student. If a student answers the question correctly, the next problem is marginally more difficult than the previous one. If a student answers the question incorrectly, they are provided with a step-by-step explanation that gives them a thorough understanding of the concept.

In 2020-2021, the program was implemented **across 93 districts in 8 states**, reaching approximately **1.12 lakh students**.



## Stakeholders & Sampling

Fieldwork was conducted across Himachal Pradesh, Telangana, and Rajasthan. These districts were sampled based on the nature of implementation models, geography, and the number of beneficiary populations in each state. Sattva Consulting surveyed **428 beneficiaries** across the three states.

Stakeholders	Survey	Assessments	Focus Group Discussion	In-Depth Interview	Mode Of Data Collection
Students	428	Vernacular Language: 208 Math: 263 English:255	9		On-Field Surveys & Virtual Assessments
Teachers				6	On-Field
Principals				4	On-Field
Ei State Teams			2	1	On-Field and Virtual
<b>TOTAL</b>	<b>428</b>		<b>11</b>	<b>11</b>	

## Insights from the Study



### Continuity of Learning

Intensive mobilisation campaigns were conducted to drive usage of the Mindspark app and orient students. This was done through various channels like phone calls, in-person orientation in community labs, and WhatsApp messages. In 2020 during the pandemic, the program pivoted from a lab-based model operational in schools to a home-based model. This ensured uninterrupted access to learning via remote content in the absence of in-person lab classes.

***Mobilisation and orientation campaigns enabled students to successfully transition to online learning through the Mindspark web app during the pandemic.***

- 76% of students reported that the Ei team oriented them on how to use Mindspark. This was supplemented by phone campaigns to drive usage.
- 89% of students reported that they received phone calls from the Ei team and their school teachers encouraged them to use Mindspark. 30% of students reported that they started using the app as a result of encouragement from their teachers.

- 61% of students reported that due to the orientation, they thought they would be able to learn new concepts through Mindspark during the pandemic.
- In Rajasthan, where a community lab-based model had been adopted, access to digital devices (45%) and the promise of incentives like tablets (39%) were the top drivers of Mindspark usage.

***Students were able to leverage EdTech through Mindspark to continue learning during the pandemic.***

- 72% of students have reported that they were able to learn new concepts through the Mindspark app in the absence of classroom teaching.
- This was supplemented by remote educational content shared by Ei through WhatsApp in Himachal Pradesh, and Rajasthan in 2020. 83% of beneficiaries in these states reported receiving remote content. This included practice worksheets (48%) and links to instructional videos on YouTube (42%).
- Approximately, 80% of students reported that they used the Mindspark platform at least 3 times a week. 74% reported using it for a minimum of 30 minutes each time.
- 52% of students believe that using Mindspark during the pandemic has helped improve their learning levels.
- Further, 34% of students reported being able to understand classroom teaching better as a result of practicing concepts on the Mindspark app.

***At least 97% of students believe they have developed a deeper understanding of the subject matter through the usage of Mindspark.***

- 63% of students reported that the mathematics module on Mindspark allowed them to practice grade-appropriate content.
- In a focussed group discussion in rural areas of Shimla, Himachal Pradesh, students highlighted that with conventional means of education like NCERT textbooks, they would only get to practice 4 to 5 questions of each concept. Mindspark enabled the students to practice 40-50 questions on each concept, indicating a tenfold increase in rigour.
- 52% of students reported that the language module on Mindspark helped them learn new concepts and improve their vocabulary. 38% believe it enabled them to practice concepts of grammar and comprehension.
- In a focussed group discussion in Telangana, students indicated that improvement in vocabulary due to Mindspark usage has helped improve their communication skills.



## **Change in Learning Levels**

The personalized adaptive learning model adopted by Mindspark requires students to attempt a baseline screening test on the platform before actively practicing concepts on the application. Sattva Consulting, with support from Ei, used a similar screening test to map the change in learning levels of students in comparison to the baseline learning levels. The below data represents the degree of change in the learning levels of students across grades 5<sup>th</sup> to 9<sup>th</sup> in Vernacular Language, English,



and Mathematics. During the pandemic-related school closure, where the risk of learning loss was high, the focus of the program was to retain or improve the learning of students.

**Out of the total students, 51% of students showed improvement in learning levels and 30% retained their learning levels in the vernacular language.**

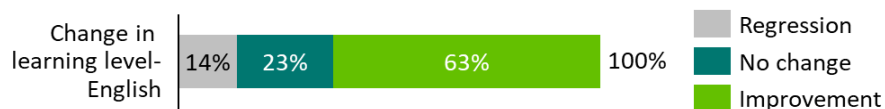
- In Grade 6, 54% of students have retained the same learning levels from baseline.
- In Grade 7, 58% of students have been able to improve by 1 level compared to baseline.
- In Grade 8, 51% of students were able to improve by 1 level from the baseline, 30% of them maintained the same learning levels, and 17% of the students regressed by at least 1 learning level.
- In an in-depth interview (IDI), a secondary school teacher in Himachal Pradesh reported that with continued and frequent usage of the app, almost 70% of the students were able to improve their learning levels.



Learning Level Improvements in Vernacular Language (n=208)												
Change in Learning Level		-5	-3	-2	-1	0	1	2	3	4	5	6
Grade of students	5	0%	20%	0%	0%	0%	20%	20%	40%	0%	0%	0%
	6	0%	8%	8%	23%	54%	8%	0%	0%	0%	0%	0%
	7	0%	2%	3%	11%	15%	58%	6%	3%	2%	0%	0%
	8	3%	3%	1%	10%	30%	33%	16%	1%	0%	1%	0%
	9	2%	2%	0%	16%	43%	13%	20%	2%	0%	0%	4%

**Out of the total students, 63% of students showed improvement in their learning levels and 19% retained their learning level in English.**

- In Grade 6, 63% of the students showed improvement from the respective baseline learning levels, and 19% of students showed no change compared to the baseline learning levels.
- In Grade 9, 77% of the students showed improvement from the baseline learning levels, and 13% showed no change.



Learning Level Improvements in English (n=255)												
Change in Learning Level		-5	-4	-3	-2	-1	0	1	2	3	4	5
Grade of students	5	0%	0%	0%	0%	20%	60%	0%	0%	20%	0%	0%
	6	0%	0%	0%	6%	13%	19%	25%	6%	19%	13%	0%
	7	0%	1%	0%	5%	5%	21%	54%	4%	3%	7%	0%
	8	1%	2%	5%	5%	6%	31%	36%	5%	1%	7%	2%
	9	3%	0%	1%	4%	1%	13%	26%	3%	3%	17%	29%

*Out of the total students, 50% of students showed improvement in learning levels and 29% retained their learning levels in Mathematics.*

- In Grade 6, 43% of the students have shown improvement in their learning levels (when compared to baseline learning levels), and 29% of them showed no change in their learning levels
- In Grade 7, 44% of the students have shown improvement in their learning levels, and 24% of them showed no change.



Learning Level Improvements in Maths (n=263)											
Change in Learning Level		-4	-3	-2	-1	0	1	2	3	4	5
Grade of students	5	0%	0%	0%	0%	50%	25%	25%	0%	0%	0%
	6	7%	7%	0%	14%	29%	29%	7%	7%	0%	0%
	7	0%	1%	8%	24%	24%	25%	6%	11%	2%	0%
	8	0%	3%	7%	12%	20%	30%	12%	10%	3%	1%
	9	1%	1%	8%	10%	28%	25%	17%	6%	3%	0%

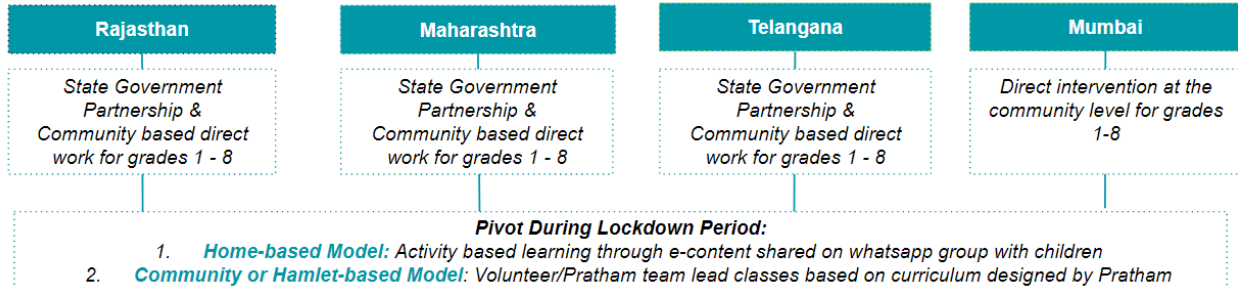
## Program: Remedial Education program

The remedial education program, in partnership with Pratham, assists children between the ages of 6 and 14 to attain grade level competency through teaching at the right grade level. During the pandemic-related school closure, the program shifted focus to assisting children to achieve foundational literacy and numeracy skills by strengthening children's basic reading, writing, and math skills.

The program was implemented in **Rajasthan, Maharashtra** (Mumbai has a unique implementation approach), **and Telangana**. The cumulative reach of this program across all 3

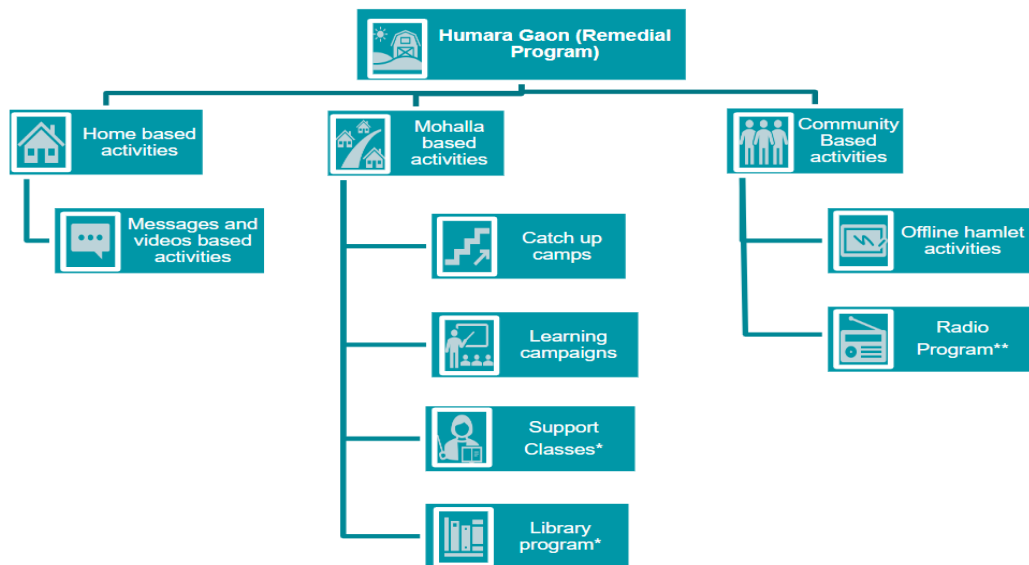
states is approximately **5.56** lakh students. For the impact assessment, all three geographies were considered to arrive at the sample.

The different implementation models for the sampled geographies are discussed below:



Pratham designed the program activities based on the specific needs or limits of the target locations. The activities were classified into three categories: home-based activities, hamlet-based activities, and community-based activities.

Home-based activities required parental or kin engagement. Volunteer-led classes and group activities were conducted at a Mohalla level which made sure that children who could not meet the benchmarks for the ASER assessments were taught the fundamentals of literacy and numeracy. Community-based activities were conducted to mobilise the community and reach children in regions where the team could not reach them in person.



\*Activity specific to intervention in Mumbai, Maharashtra

\*\* Activity specific to intervention in Nagpur, Maharashtra

## Stakeholder and Sampling

The data collection exercise for this impact assessment study was conducted in Rajasthan, Telangana, and Maharashtra. These districts were sampled based on the nature of implementation models, geography, socio-economic profile, and the beneficiary populations in each state.

For quantitative data, surveys were conducted for **336 children**, and ASER assessments were undertaken for **480 children** across locations. For qualitative data collection, FGDs and in-depth interviews were conducted with parents, volunteers, teachers, headmasters, block level officials, Pratham's field team, and Pratham's state and central teams.

Stakeholders	Survey	Assessment	Focus Group Discussion	Interview	Mode Of Data Collection
Students (Grades 3-8)	366	480			On-Field
Parents			1	6	On-Field
Volunteers				10	On Field
Teachers and HM			3	3	On-Field
Sarpanch/Gram Panchayat interviews				1	On-Field
Block Level Official				1	On-Field
Pratham CIMs			2	2	On-Field
Pratham's program team			2		On-Field
<b>TOTAL</b>	<b>366</b>	<b>480</b>	<b>8</b>	<b>23</b>	

## Key insights from the Impact Evaluation Study

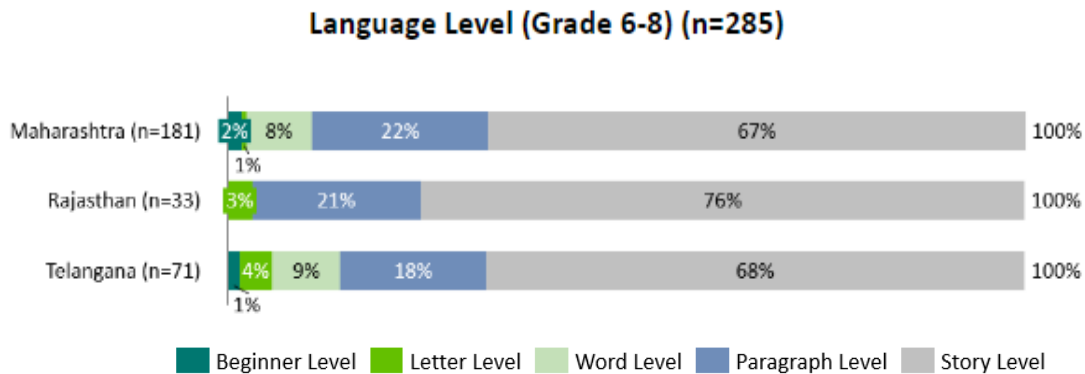
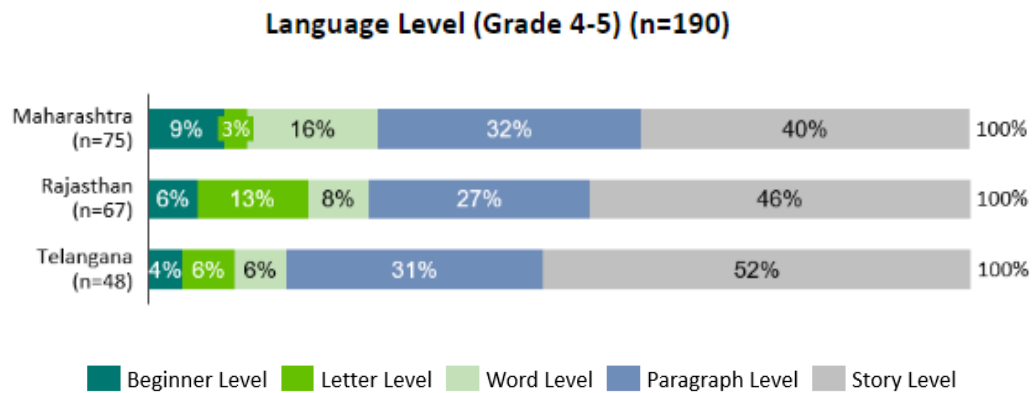


### Change in Learning Levels

The learning camps were traditionally planned for one month as per the program design. Along with learning camps, home-based and community-based activities were also conducted with children to support them in developing the necessary foundational skills. During the pandemic, this model pivoted to enable continuity of learning.

**The program helped an average of 46% of students in Grades 4-5 and an average of 70% of students in Grades 6-8 across states to achieve foundational literacy skills.**

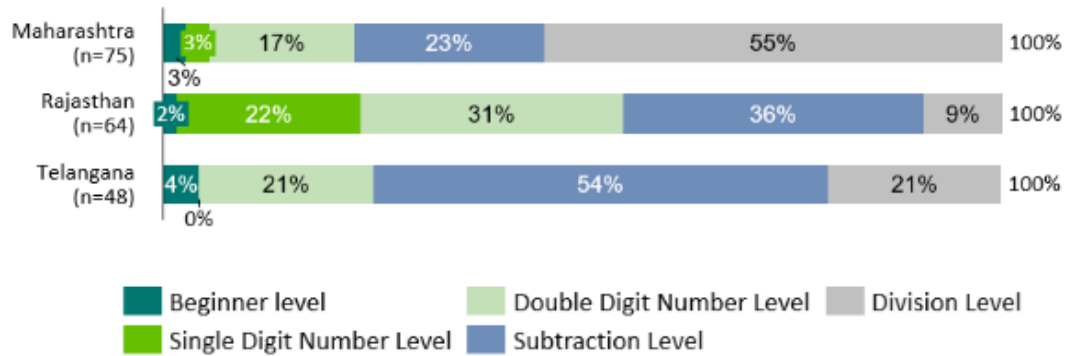
- At least 40% of students across states in grades 4-5 have acquired foundational literacy skills. This implies that at least 40% of students across all states can fluently read a short story composed of 7-8 sentences.
- In grades 6-8, at least 67% of students across all the states have successfully acquired foundational literacy skills.



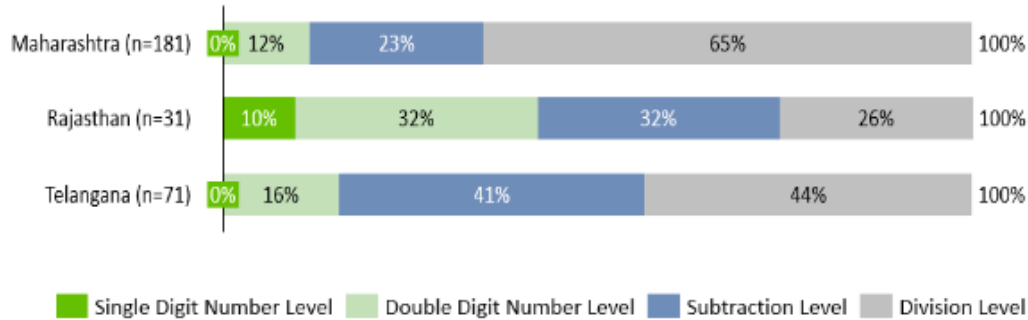
**On average, 28% of students in Grades 4-5 and 26% of students in Grades 6-8 attained foundational numeracy skills.**

- A significant variation is observed in numeracy levels across all states.
- A minimum of 26% of students in grades 6-8 have acquired foundational numeracy skills. A variation is observed in these grades as well.

### Arithmetic Level (Grade 4-5) (n=187)



### Arithmetic Level (Grade 6-8) (n=283)



## Post pandemic school reopening | Readiness of Children

Through activity-based learning in Pratham team-led classes, the remedial program also aimed to help children become school-ready by developing their interest in learning as well as their Foundational Literacy Numeracy (FLN) and communication skills.

**96% of the children who participated in the study stated that they felt confident about getting back to school due to the remedial program.**

- All the children during the interviews across 3 states mentioned that Pratham's remedial program helped them develop language and numeracy skills which made learning at school easier.
- Children also mentioned that during the classes, the use of activity-based learning methodology helped them gain a better understanding and clarity of the content taught.
- During qualitative interviews and discussions, teachers indicated that the enrolment and attendance has increased after Pratham's intervention.
- Teachers and headmasters also mentioned that the children have a newfound interest in education and were regular at the school.

***95% of the children said the Pratham program helped them develop their communication skills.***

- All the stakeholders including children, volunteers, trainers, parents, and school staff, mentioned that the Pratham remedial program has improved the communication skills of children. The reasons shared were as follows-
  - i. 88% of the children reported that they regularly received printed educational support materials for practice.
  - ii. 68% of the children reported attending the learning camps at least 4-5 times a week which also focused on their speaking and listening skills.
  - iii. Children performed group activities in the classes conducted by Pratham team members ensuring that they interact with children at a similar skill level.
  - iv. According to the Pratham volunteers, certain activities encouraged children to approach local elderly people for answers, which enhanced their communication skills and lessened their fear of speaking up.
  
- 100% of the school staff in Rajasthan and Chandrapur, Maharashtra shared that the confidence of children has increased after Pratham's intervention. They were less fearful in school and were more expressive.

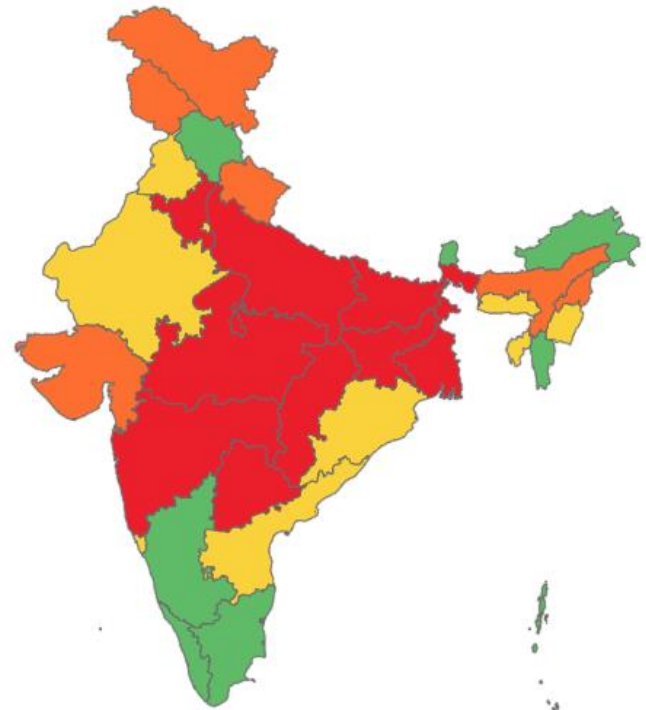
## P&G's Healthcare Projects

### Context and background

**Landscape review of the health infrastructure in India especially during the Covid - 19 pandemic**

**In February 2021, the second wave of COVID-19 brought an upsurge of new cases. As a result, the health infrastructure was overwhelmed, and hospitals faced acute shortages of beds, drugs, medical equipment, and oxygen for the increasing number of cases across the country. The fragmented nature of the healthcare system also made it difficult for people to identify the right channels to access critical medical supplies, equipment, and care. As per official records, India approached 3 million active cases of coronavirus and 200,000 lives had been lost by June 2021.**

While the pandemic brought with its large-scale uncertainty, the problem of insufficient health infrastructure was not a new one. The rampant positive cases of Covid-19 only heightened it and brought it to the surface. Moreover, as per the Central Bureau of Health Intelligence, in 2019, India had 0.55 beds per 1000 population. Some states like Jharkhand, Assam, Haryana, Bihar, Gujrat, Odisha, Madhya Pradesh, Maharashtra, and Manipur, which are home to more than 70% of the total Indian population, had a population-to-bed ratio even lower than the national average. The general inadequacy of healthcare infrastructure along with the COVID-19 pandemic contributed to the spiralling shortage of medical supplies and equipment.



#### Healthcare infrastructure risk



### Program: Hospital Expansion Project

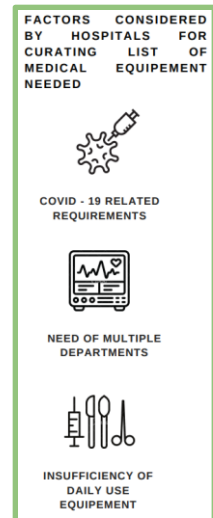
Tata Education and Development Trust (TEDT) was set up in 2008, to carry out activities that are multi-faceted and promote social welfare, while placing considerable importance on national development.



## P&G Suraksha and TEDT

**P&G under its COVID-19 response and relief program, ‘P&G Suraksha India’, partnered with Tata Education and Development Trust (TEDT) to expand the hospital capacity of 14 hospitals across India.** This supported and enhanced the urgent healthcare facilities needed in the fight against the COVID-19 pandemic. Based on the individual hospital needs, an assessment was conducted by TEDT post which the hospitals were provided with critical care capabilities, radiological equipment, life-saving machines like ventilators, and more. This aided in not only meeting the immediate needs of the hospital but also equipped them to provide for the communities in the longer term.

For the impact assessment, fieldwork was conducted in 4 states (Himachal Pradesh, Telangana, Rajasthan, and Madhya Pradesh) and **31 stakeholders** were interviewed.



## Stakeholders & Sampling


The data collection exercise for this impact assessment study was conducted across Himachal Pradesh, Telangana, Madhya Pradesh, and Rajasthan. These districts were sampled based on geography and the number of beneficiary populations in each state.

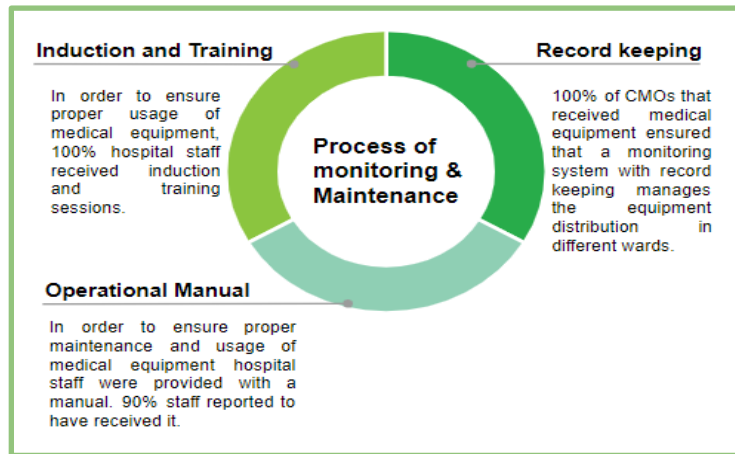
Stakeholders	In-Depth Interview	Mode Of Data Collection
CMO/BMO	4	On-Field
Hospital Procurement Team	6	On-Field
Patient	11	On-Field
Hospital Staff	10	On-Field
<b>TOTAL</b>	<b>31</b>	


\* Total Sample of 31 stakeholders across 7 hospitals was covered through qualitative surveys.


## Key insights from the Impact Evaluation Study


The Impact Assessment conducted by Sattva focused on understanding the relevance and effectiveness of the hospital expansion program. Sattva emphasised on gauging whether the hospitals had standardised structures and processes in place to ensure good use of the equipment provided especially in case of unforeseen medical emergencies such as the second wave. Given the timeline of the installation of the equipment, the aim of the impact assessment was limited to evaluating whether established mechanisms to use the equipment had been developed.

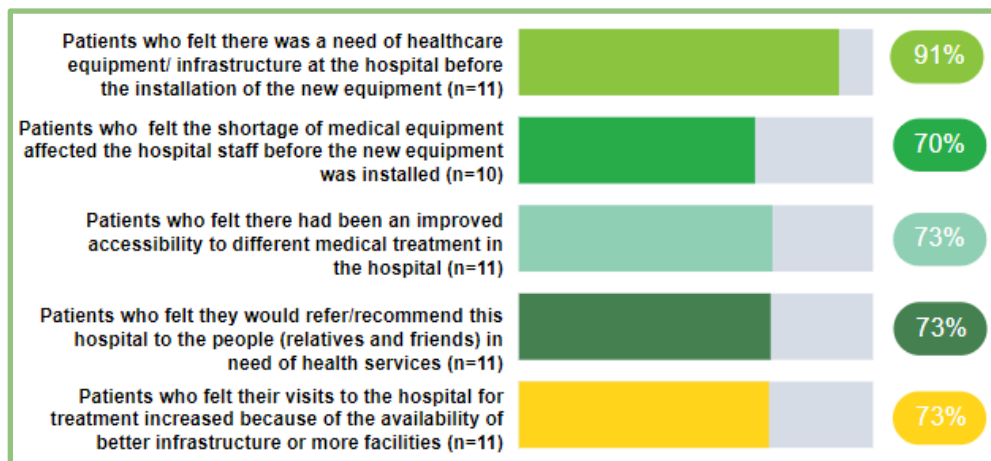
- 
 The program ran efficiently and there was a set mechanism for record keeping and maintenance of equipment.



- 
 100% of the Procurement Team emphasised the fact that the installation of medical equipment has improved the healthcare facilities in the hospital.

- 
 100% of CMOs had reported improved diagnostic services at their hospitals due to the availability of adequate medical equipment.

- 
 The majority of patients reported a high need for medical equipment provided and experienced better accessibility to tests and diagnosis post availability of equipment:



## Case Study of Gandhi Medical College - Hamidia Hospital, Bhopal

### CHALLENGES

- As the hospital prepared itself for the third wave of COVID-19 that could affect children more severely, the hospital team focused on building special pediatrics ward that would cater to the needs of the children affected.
- The hospital team also considered the need for other equipment such as a multiparameter, ABG machine, that may aid in prompt diagnosis, which was previously unattainable in the hospital and required referral to other diagnostic centres in the city.
- Keeping in mind the above reasons, hospital curated a list of medical equipment that they required from TEDT.



### A Case Study of Gandhi Medical College - Hamidia Hospital, Bhopal

Gandhi Medical College is a medical college located in Bhopal, Madhya Pradesh, India. It is further affiliated to Hamidia Hospital, a multispeciality tertiary care teaching hospital which is located on the same premises as the college. P&G with TEDT donated ten kinds of medical equipment to Gandhi Medical College to strengthen their existing healthcare systems.

### OUTCOMES & IMPACT

- The installation of medical equipment has led to the establishment of Special Pediatrics and High-Density Ward in the hospital.
- The hospital staff stated that equipment has bridged the distance between the hospital and the inpatients who required these services. The hospital and its staff can now accommodate more patients than before.
- Several Diagnostic services like ABG Machine that measures oxygen and carbon dioxide levels in the blood have accelerated arterial blood gas testing in the hospital. This led to timely detection while ensuring reduction in cost as the need for visiting other diagnostic centres reduced.

### Pictures from the ground



Rajasthan



 **Maharashtra**



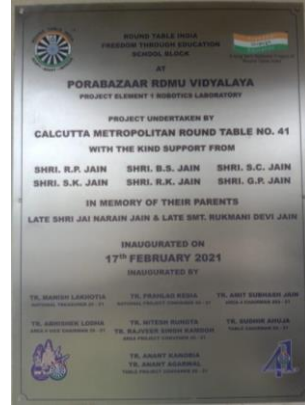
 **Telangana**



 **Himachal Pradesh**



 **West Bengal**



 **Karnataka**

