Executive Summary

P&G Shiksha
Impact Assessment Report
2022-2023

Prepared For

P&G

PROCTER & GAMBLE HYGIENE AND HEALTH CARE LIMITED

Prepared By

SoulAce
Path to Sustainability

SOULACE CONSULTING PVT LTD

ISO 27001:2013 Certified

DELHI NCR | MUMBAI | KOLKATA

Website: www.soulace.in;   Email: enquiry@soulace.in
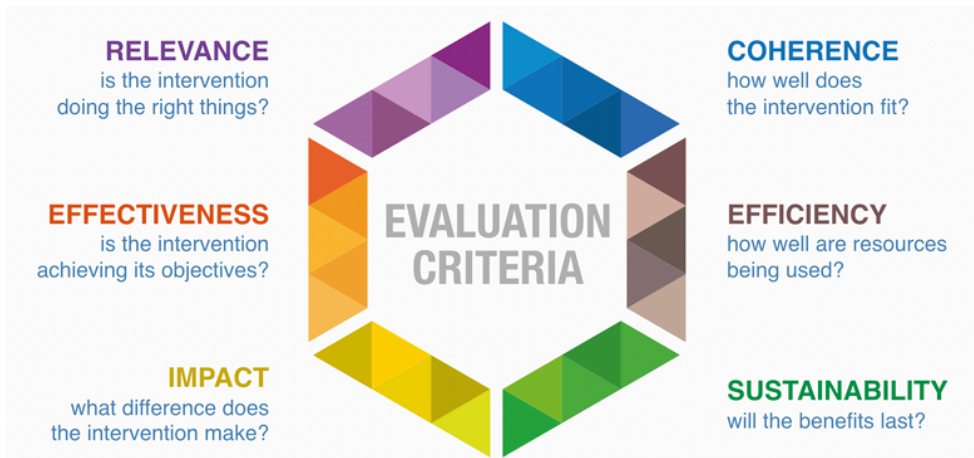
CONTENTS

STUDY OVERVIEW

Background

P&G engaged SoulAce to conduct an impact assessment study to evaluate the outcomes of seven projects implemented during 2022-23 under its flagship education initiative, P&G Shiksha. These projects were aimed at enhancing educational achievements across various age groups, spanning from kindergarten to students pursuing higher education. The main goals were to address socioeconomic and gender disparities among beneficiaries, promote sustained educational success, and drive systemic improvements in the educational sector.

OECD- DAC Evaluation Framework

The research study utilised the OECD-DAC framework for evaluation, ensuring adherence to internationally recognised standards and norms. This framework provided a robust and standardised approach to assess the project's impact, maintaining the credibility and relevance of the research findings.

RELEVANCE
is the intervention
doing the right things?

COHERENCE
how well does
the intervention fit?

EFFECTIVENESS
is the intervention
achieving its objectives?

EVALUATION CRITERIA

EFFICIENCY
how well are resources
being used?

IMPACT
what difference does
the intervention make?

SUSTAINABILITY
will the benefits last?

The Rationale for Rating: The rating criteria used to assess programs using the OECD Framework for evaluation are based on well-defined sub-indicators that provide a comprehensive evaluation. This checklist of sub-indicators has been internally developed by the SoulAce research team and helps ensure a thorough analysis and accurate rating of program performance. Here are a few examples of the sub-criteria for each parameter in the evaluation framework. Please note that the sub-criteria vary a bit based on the context and nature of the project.

Relevance: Resonance with Beneficiary Priorities, Speaking to Relevant Issues, Coverage of the Right Target Group, and Sensitivity to Local Context.

Coherence: Resonance with National Developmental Priorities, Synchrony with International Laws and Commitments, Strategic Alignment (Harmonizing Program Goals with Business Objectives), and Social and Environmental Responsiveness.

Efficiency: Clear definition of roles, optimal utilization of human and material resources, timeliness of delivery, Robust Monitoring and Evaluation Systems and Processes.

Effectiveness: Formulation of SMART objectives, Extent of Achievement of Program objectives, and Progress made against qualitative indicators.

Impact: Community awareness, Buy-in & ownership, Empowerment (individual and community), Acquisition of Transferable Aptitudes and Skills, Evidence of change in socioeconomic conditions of the beneficiaries, and Shift in sociocultural norms.

Sustainability: Knowledge Transfer and Capacity Building, Strengthening Collaborative Institutional Frameworks (material and others), Financial Viability after exit, and Replicability & Scalability.

P&G Shiksha: Freedom Through Education, School Infrastructure Support

Implementing Partner: Round Table India

| Research Methodology				
Year of Implementation	**Type of Beneficiaries**	**Sample Covered**	**Project Location**	**Stakeholders Covered**
2022-2023	Students	267 direct beneficiaries	Pan India	Students, Teachers, Parents & Program team

Project Background

P&G, in collaboration with Round Table India, implemented the Freedom through Education Project under its flagship initiative, P&G Shiksha. The project highlighted the crucial role of good school infrastructure in creating conducive learning environments, which in turn boost attendance and improve learning outcomes. By providing well-equipped, safe, and comfortable spaces, the project aimed to enhance the overall educational experience for students. Between 2022 and 2023, the project achieved the constructed 521 classrooms in 144 schools across 20 states in India, ensuring these schools were furnished with essential amenities to have a far-reaching impact on the quality of education for underprivileged children.

Guiding Principle
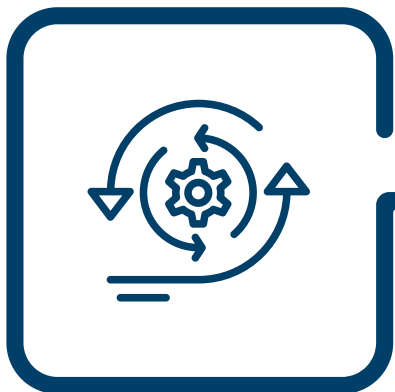
The core principle of the P&G Shiksha: Freedom through Education project is to create a safe and engaging learning environment for disadvantaged children, particularly in public schools.
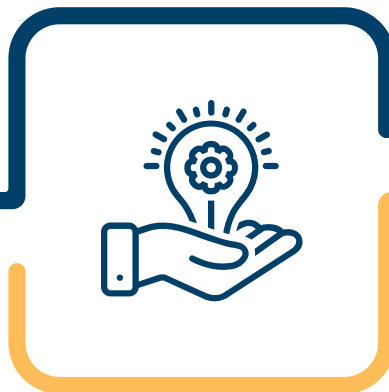
By providing attractive classrooms and essential infrastructure, such as sanitary and hygienic toilet facilities, well-lit and ventilated classrooms, laboratories, and sports amenities, the project aims to boost student enrollment, attendance rates, and retention in the short term.

The long-term objective is to enhance learning outcomes and foster a renewed enthusiasm for education among key stakeholders, including students, teachers, and parents, in remote government schools in rural areas,

Program Design

Findings from Interactions with the Implementing Team and Desk Review of Program Documents.

The Freedom through Education: School Infrastructure Development project under P&G Shiksha utilizes a collaborative grant-based model.

STRATEGIC PARTNERSHIP WITH ROUND TABLE INDIA

Strategic alliance with the ground partner to leverage their expertise and experience, well-organised and decentralised team structure, pooling of resources, and funding to drive maximum outreach and impact.

ENGAGEMENT WITH DISTRICT EDUCATION DEPARTMENT

Engagement with the public delivery system to ensure buy-in and support, efficient identification of infrastructure requirements, and ensuring compliance with educational policies and regulations.

TARGETED SCHOOL IDENTIFICATION

Rigorous selection processes and comprehensive assessment criteria to identify underprivileged schools operating in substandard or inadequate facilities, prioritising those with limited means to undertake substantial infrastructure enhancements.

STAGED IMPLEMENTATION SYSTEM

A meticulous and progressive approach to implementing interventions, characterised by well-planned and phased execution, ensuring efficient utilisation of resources, timely completion of projects, and effective management at each stage.

RIGOROUS MONITORING AND EVALUATION

Robust monitoring and evaluation mechanisms to closely monitor project progress, ensuring adherence to quality benchmarks, optimal allocation of funds, and desired outcomes in terms of uplifted school infrastructure.

Findings of the Study

Outreach and Coverage

| 20 States | 521 Classrooms | 5,21,000 Students |
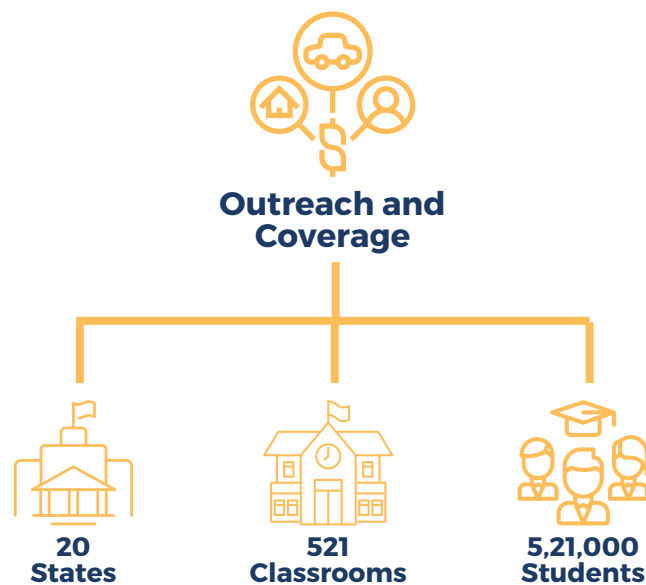
Findings from the Students' Survey

Access to Improved Infrastructure & Space

- All students, comprising 100% of the surveyed population, acknowledged the presence of new and visually appealing classrooms in their schools.
- The availability of good lighting and proper ventilation in classrooms was reported by 90% of students.
- 88% of students expressed satisfaction with the ample space provided in the classrooms, ensuring comfortable seating for everyone.
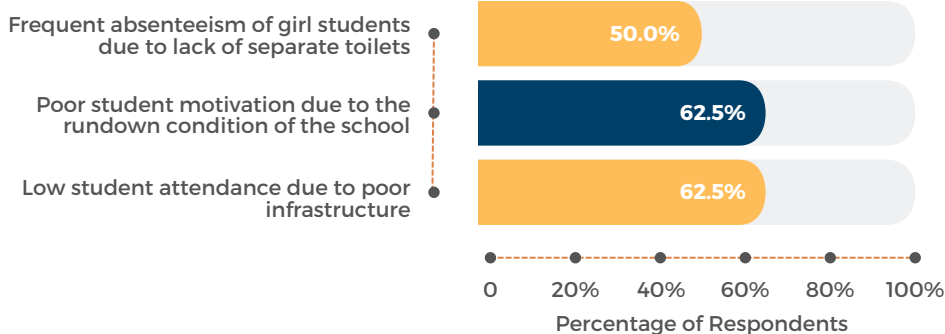
Access to Functional and Clean Toilets

- The newly constructed toilet blocks were utilised by 100% of students, who also commended their cleanliness and hygiene maintenance.
- Among the students, 97% confirmed the presence of running water in the toilet facilities.
- A significant majority (76%) of students reported the presence of wash basins for handwashing.
- As per the feedback received, 90% of students expressed satisfaction with the adequate lighting in the toilet facilities.
- 74% of the students reported a reduction in waiting time for using the toilet, ensuring improved accessibility.
- 96% of the students expressed their appreciation for the open space in the playgrounds, along with swings, slides, and climbing structures.

Findings from the Teacher/ School Heads' Survey

Key Challenges before the Intervention

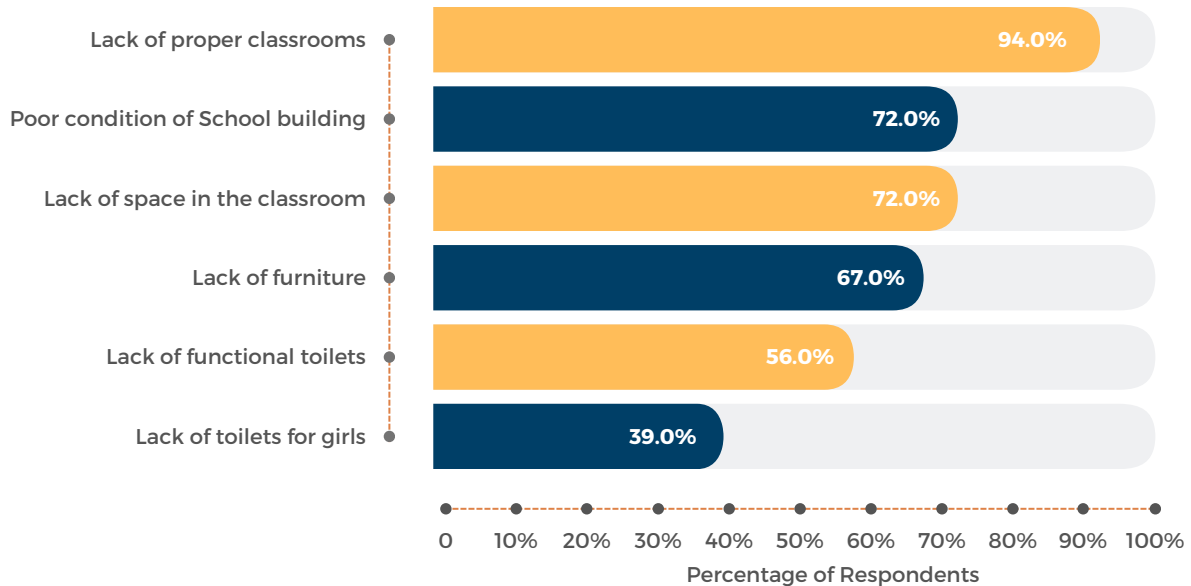| Challenge	Percentage of Respondents
Frequent absenteeism of girl students due to lack of separate toilets	50.0%
Poor student motivation due to the rundown condition of the school	62.5%
Low student attendance due to poor infrastructure	62.5%

Percentage of Respondents

Improvement in Existing Infrastructure/ New Infrastructure

- 100% of the teachers reported the construction of new classrooms in their school.
- Additionally, teachers mentioned other improvements such as the provision of water treatment for safe drinking water, donation of books, installation of interactive digital TVs, slotted angle racks, a park, and a smart digital board.

Findings from the Parents' Survey

Key Challenges before the Intervention

Challenge	Percentage
Lack of proper classrooms	94.0%
Poor condition of School building	72.0%
Lack of space in the classroom	72.0%
Lack of furniture	67.0%
Lack of functional toilets	56.0%
Lack of toilets for girls	39.0%

Percentage of Respondents

- 100% of the parents were aware of the infrastructure development programme and found it highly relevant.
- 94% of the parents appreciated the role of the intervention in greatly enhancing the attractiveness and functionality of the classrooms.
- 83% of the parents mentioned that the current toilet facilities in the school are reasonably good.
- 100% of the parents expressed that the construction of toilet blocks was very relevant in improving the school infrastructure.

Impact Created

Perception of the Students

Improvement in Attendance
- Enhanced school infrastructure and attractive classrooms led to a remarkable increase in eagerness to attend school, as reported by 96% of students.
- A significant majority, 95% of students, reported increased attendance and regularity.

Improvement in Academic Performance and Achievement Motivation
- Academic motivation and participation in class activities witnessed a substantial boost, as reported by 93% of students.
- The introduction of playgrounds in schools led to 95% of students feeling motivated to attend school and actively engage in physical activities.

Impact on Teaching-learning and Overall School-Experience
- Teacher support in facilitating student learning was perceived as more effective by 93% of students.
- Notable progress in engagement and learning was acknowledged by 91% of students.
- An overwhelming majority of 74% of students expressed having a significantly better overall school experience.

Perception of Teachers/ School Heads

Improvement in Hygiene and Sanitation Facilities
- 50% of the teachers/school heads from schools where toilets were constructed reported that the load on toilets has reduced after the intervention.
- 38% of the teachers and school heads from schools where toilets were constructed reported a reduction in absenteeism among girls after the construction of the toilet blocks.

Impact on Overall Learning Environment, Student Motivation, and Achievement

- 63% of the teachers reported a significant impact of the intervention on the overall learning environment of the school.
- 75% of the teachers reported a significant to moderate impact of the intervention on the interest and motivation levels of the students.
- 75% of the teachers reported a significant to moderate impact of the intervention on the overall learning outcomes of the students.

Impact on Enrollment, Attendance, and Retention Rates

- 75% of the teachers reported an improvement in enrollment rates as a result of the intervention.
- 88% of them reported significant to moderate improvement in attendance as an outcome of the intervention.
- 88% of them reported improved retention rates due to the intervention.

Perception of Parents

- 83% of the parents reported that their ward's motivation to attend school has significantly increased as a result of the improvement in infrastructure.
- 61% of the parents mentioned that their ward's attendance had increased post-intervention.
- 56% of the parents reported significant improvements in their ward's academic performance.
- 100% of the parents expressed a high level of satisfaction with the current infrastructure of the school.

Rating based on OECD Framework
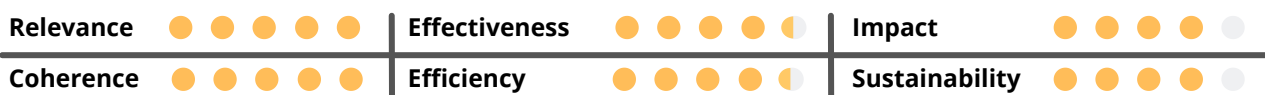
Relevance	●●●●●	Effectiveness	●●●●◑	Impact	●●●●○
Coherence	●●●●●	Efficiency	●●●●◑	Sustainability	●●●●○

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

P&G Shiksha: Hamara Gaon, Remedial Learning Project
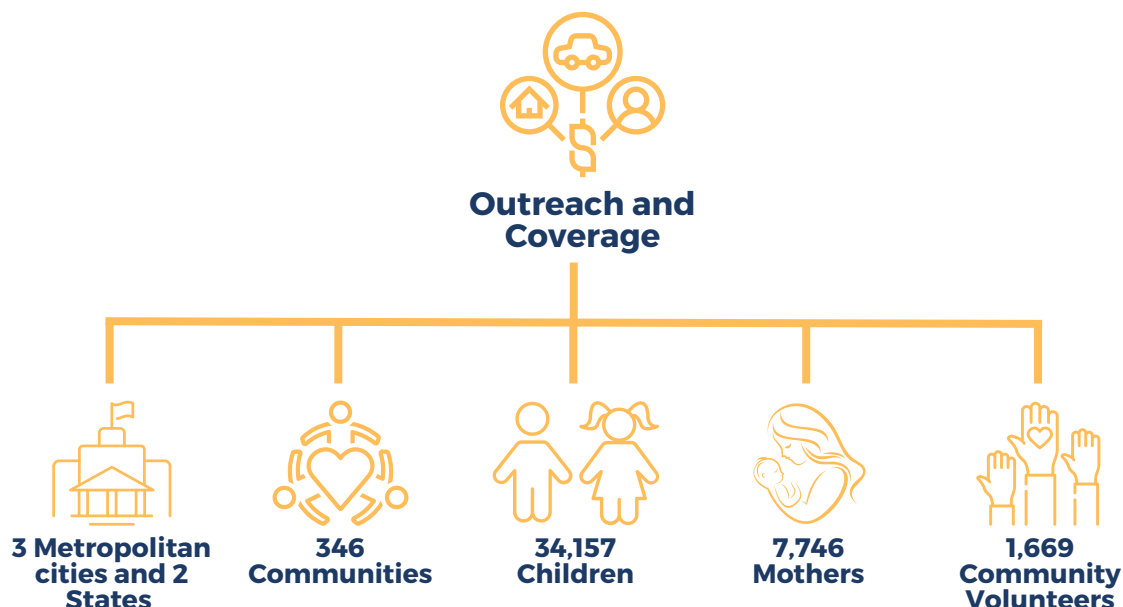
Implementing Partner: Pratham

Research Methodology

Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2022-2023	Students	256	Delhi, Rajasthan, Mumbai, Madhya Pradesh, Maharashtra, and Telangana	Students, Teachers, Parents (Mothers) and Program team

Project Background

P&G partnered with Pratham Foundation to implement Hamara Gaon as part of its flagship education initiative, P&G Shiksha. This project emphasises building local capacity and strengthening foundational literacy and numeracy skills by engaging key community stakeholders. It aims to create a supportive learning environment, promote community interaction, raise awareness about education, and improve learning outcomes. In the year 2022-23, the project covered 336 communities, benefiting 34,154 children and 7,746 mothers, and engaging 1,669 community volunteers.

Findings of the Study

Outreach and Coverage

3 Metropolitan cities and 2 States	346 Communities	34,157 Children	7,746 Mothers	1,669 Community Volunteers

Improvement in Reading Proficiency of Students as Compared to the Baseline

Analysis of the student's assessment data revealed a notable upward trend in the proportion of students at higher levels of reading proficiency. Conversely, there was a consistent decline over time in the percentage of students at lower levels of reading proficiency, attributed to a large shift to higher levels.

Change in Reading Proficiency from Baseline-2022 and Endline-2023 to Impact-2024
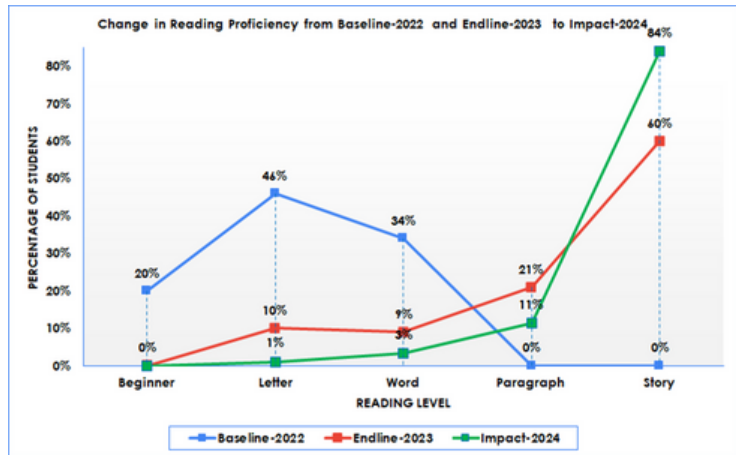
- **Story Level:** The proportion of students proficient in reading a story fluently saw a remarkable surge of 60%, compared to 0% in the baseline. It further increased to an impressive 84% in the assessment conducted in 2024.
- **Paragraph Level:** The percentage of students capable of reading a paragraph fluently experienced a noteworthy increase of 21% compared to the baseline, where none of them were at this level. It dipped down to 11% in the 2024 assessment owing to a large number of students transitioning to the story level.
- **Beginner Level:** The percentage of students unable to read letters witnessed a remarkable decrease of 20% from baseline to endline and continued to stay at 0% in the 2024 assessment.

Improvement in Mathematical Proficiency of Students as Compared to the Baseline

Analysis of the student's assessment data showed a significant increase in the number of students reaching higher levels of mathematical proficiency. At the same time, there was a steady decrease in the percentage of students at lower proficiency levels, due to many students advancing to higher levels.

Change in Mathematical Proficiency from Baseline-2022 and Endline-2023 to Impact-2024
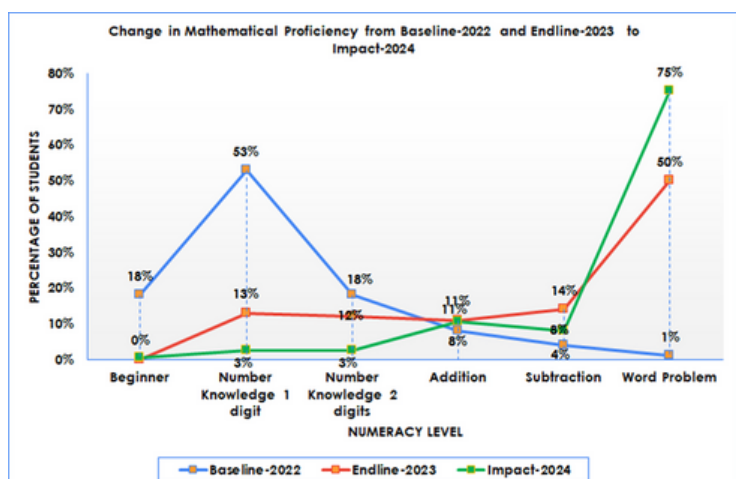
- **Word Problem Level:** The proportion of children able to solve word problems saw a remarkable jump from a baseline of 1% to an endline of 50% and further rose to 78% in the 2024 assessment.
- **Operations on Numbers Level:** The proportion of children who were only able to add successfully rose from a baseline of 8% to an endline of 11% and remained the same in the 2024 assessment. Further, the proportion who were able to subtract rose from 4% to 14% in the endline and then dipped to 8% in the 2024 assessment owing to a segment of these students advancing to a higher level.
- **Number Knowledge (2-Digits) Level:** The proportion of students who were only able to demonstrate knowledge of double-digit numbers also dipped from 18% to 12% from the baseline to the endline, and further dipped to 3% in the 2024 assessment.
- **Number Knowledge(1-Digit) Level:** The proportion of students who were only able to demonstrate knowledge of single-digit numbers plummeted from 53% at baseline to 13% at the endline, and further down to 3% in the 2024 assessment.
- **Beginner Level:** The proportion of students who did not even have number knowledge dropped to 0% in the endline as compared to 18% in the baseline and remained at that in the 2024 assessment.

Findings from the students and Teachers/School Heads' survey

- Students unanimously reported that they thoroughly enjoyed participating in the learning camps, particularly group activities, storytelling sessions, practice exercises and worksheets.
- All the students also mentioned that they received enough support and guidance from the program team and their teachers to improve their learning.
- 100% of the teachers reported that light touch activities were conducted in the remedial camps, 83% reported engagement with mothers and provision of level-appropriate instructional input for children, and 33% mentioned the conduction of volunteer-led community activities.
- 100% of the teachers reported that Teaching at the Right Level (TaRL) and cooperative learning pedagogies and manipulatives were utilised in the remediation camps, and 83% of teachers mentioned that differentiated instruction was employed.

Findings from Mothers/Anchor Mothers & Community Volunteers & Opinion Leaders Survey

- All the mothers reported that they received training for supporting their child's learning at home, which included weekly instruction materials and resources through WhatsApp.
- As a result, 100% of mothers reported that they are able to conduct home-based activities to promote school readiness.

- 93% of the mothers reported that they received consistent support from the program team in negotiating challenges such as lack of time and understanding of instructional resources provided.
- All the mothers unanimously rated their overall program experience as very good and mentioned that they actively advocate for the program.
- All the community volunteers underwent training that provided them with the necessary skills, knowledge, and confidence to support children's learning and understand the primary goals of the program.
- Among the volunteers, 88% reported specific roles such as facilitating learning sessions for children or mothers' groups and assisting in organising community events or melas (13%).
- 88% of community volunteers regularly interacted with the program team on a weekly basis to exchange information and updates on the program's progress.
- All the opinion leaders acknowledged the project's high relevance for the needs of children and highlighted the criticality of involving mothers as they play an important role in their children's early development and learning.
- 100% of opinion leaders expressed their active role in promoting the project within the community.
- All opinion leaders reported receiving project information and updates through community meetings, project team meetings with the panchayat and community-based events. They deemed the frequency of information exchange with the project team as adequate and sufficient.

Impact Created

Perception of the Students

- 100% of the students said the program has made learning more enjoyable, and as a result, they feel motivated to go to school and that their attendance has improved.
- All the students stated that the learning camps had a profound impact on their math and reading skills, enhancing their learning experience, making it enjoyable and interesting, and ultimately transforming them into better learners prepared for the future.

Perception of Teachers/ School Heads

- All teachers unanimously reported a substantial improvement in students' motivation and interest in learning mathematics.
- 83% of teachers noted a high increase in student attendance since the program's implementation.
- 100% of teachers observed a significant improvement in students' learning after participating in the remediation program.

Perception of Mothers, Community Volunteers

- A significant 93% of mothers reported a notable increase in their involvement in their child's development through participation in the mother's group and expressed a high level of satisfaction with the support and resources provided by the intervention.
- An informative and empowering experience was reported by 93% of mothers as a result of mother's group meetings and the activities conducted therein and 100% of mothers reported feeling more equipped and confident in supporting their child's learning and development at home.

- 93% of mothers reported that they have noticed an increase in their child's motivation to learn and their performance has also seen improvement.
- All volunteers unanimously agreed that the program has made a significant improvement in children's learning outcomes.
- 100% of the opinion leaders said mother's group and community-based activities empowered mothers to support their children's learning by increasing knowledge and awareness.

Rating based on OECD Framework

| Relevance | ● ● ● ● ● | Effectiveness | ● ● ● ● ◐ | Impact | ● ● ● ● ○ |
| Coherence | ● ● ● ● ● | Efficiency | ● ● ● ● ◐ | Sustainability | ● ● ● ● ◐ |

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

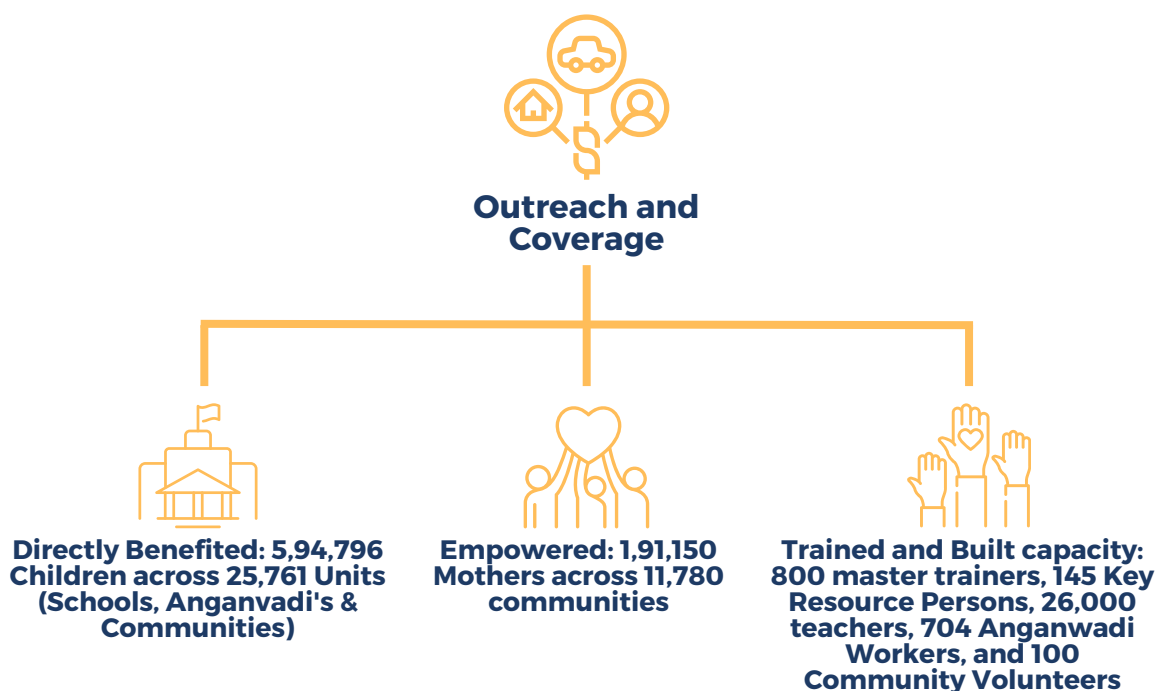# P&G Shiksha - Early Childhood Education Project
Implementing Partner: Pratham

Research Methodology				
Year of Implementation	**Type of Beneficiaries**	**Sample Covered**	**Project Location**	**Stakeholders Covered**
2022-2023	Students	304	Delhi, Himachal Pradesh, Madhya Pradesh, Maharashtra, Rajasthan, and Telangana	Teachers, Parents (Mothers), ICDS Workers, and Program team

Project Background

The Early Childhood Education Project, spearheaded by the Pratham Foundation under the P&G Shiksha initiative, is dedicated to enhancing early childhood education in India's underprivileged communities. By collaborating with the government and key stakeholders, the project aims to establish a robust foundation for children's development. This initiative encompasses curriculum development, capacity building, community engagement, and rigorous monitoring to ensure a comprehensive and inclusive educational experience. Functioning within the government framework, the project strengthens existing structures to ensure long-term sustainability and strives to improve access to quality education for all children across India.

Findings of the Study

Outreach and Coverage

- **Directly Benefited: 5,94,796 Children across 25,761 Units (Schools, Anganvadi's & Communities)**
- **Empowered: 1,91,150 Mothers across 11,780 communities**
- **Trained and Built capacity: 800 master trainers, 145 Key Resource Persons, 26,000 teachers, 704 Anganwadi Workers, and 100 Community Volunteers**

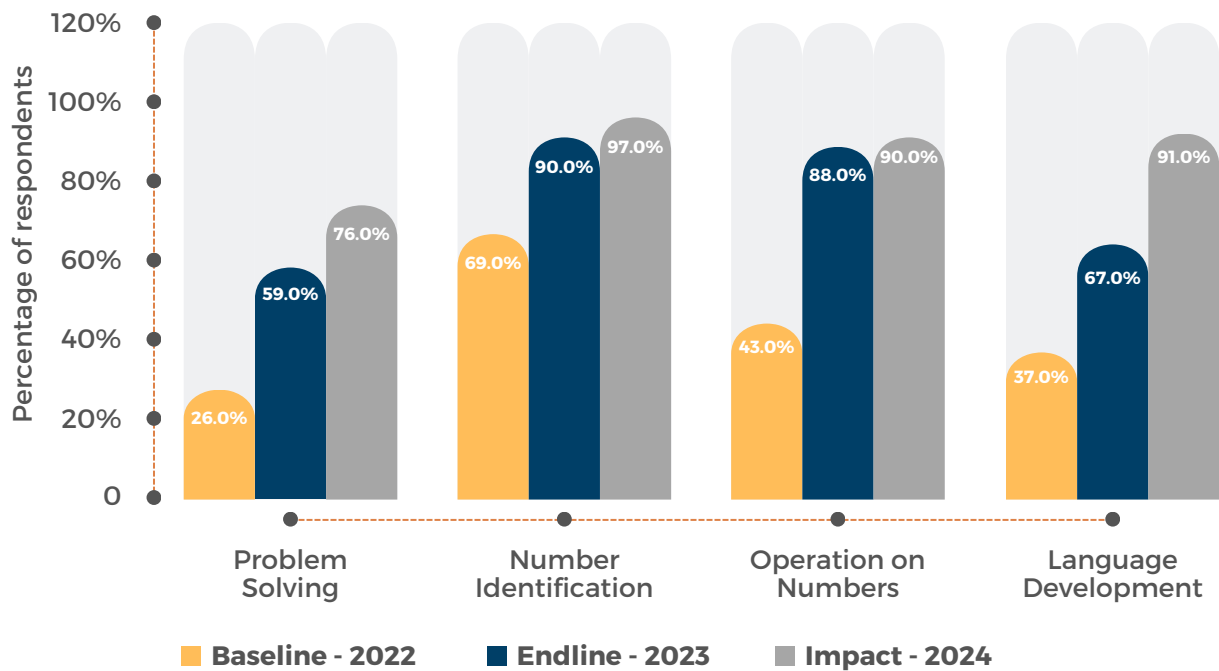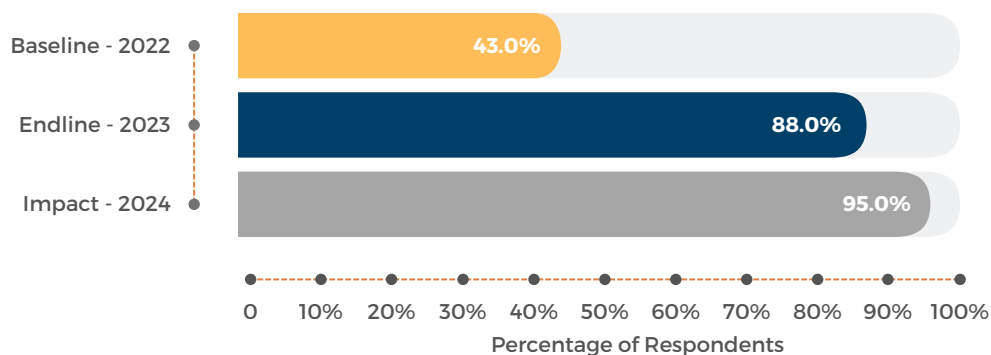## Findings of the Student Assessments

Proportion of Children at Level 2 or above in the learning demain related to Cognitive Development

Legend: Baseline - 2022 | Endline - 2023 | Impact - 2024

- **Problem Solving:** The proportion of students performing at grade-level proficiency in problem solving saw a steep increase from the baseline to the endline, and further in the impact assessment. This proportion rose to 59% in the endline and further jumped to an impressive 76% in the assessment conducted in 2024.
- **Number Identification:** An increasing trend was registered in the proportion of students performing at grade-level proficiency in number identification, with 69% in the baseline, 90% in the endline and 97% in the assessment conducted in 2024.
- **Operations on Numbers:** A similar trend was observed for the proportion of students performing at grade-level proficiency in operations on numbers, with the proportion jumping to 88% in the endline as compared to the baseline, and further rising to 90% in the assessment conducted in 2024.
- **Language Development:** The proportion of children performing at grade-level proficiency in language also showed an increasing trend from the baseline, through the endline, and up to the assessment in 2024. The scores rose consistently from 37% to 67% to 91%.

Proportion of Children at Level 2 or above in Socio-Emotional Development

Baseline - 2022	43.0%
Endline - 2023	88.0%
Impact - 2024	95.0%

0   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Percentage of Respondents

Socio-Emotional Development: The proportion of children performing at grade-level expectations in socio-emotional development saw a significant increase, jumping from a baseline of 43% to an endline of 88%, and further rising to 95% in the assessment conducted in 2024.

Findings of the Mothers' Survey

- 100% of the mothers participated in the Anganwadi project and reported receiving training for supporting their child's learning at home, and 58% actively participated in community-based mothers' groups.
- 75% of mothers reported consistent receipt of weekly instructional materials and resources, with 83% finding them very helpful in supporting their child's learning at home by conducting school-readiness activities.
- 58% of mothers expressed high satisfaction with the support and resources provided by the project for their child's early development.

Findings of the Anganwadi Workers' Survey

- 100% stated that the project is relevant in addressing the challenges faced by Anganwadis.
- 67% of Anganwadi workers reported that language development activities, cognitive learning exercises and games, and socio-emotional skill-building activities are conducted as part of the project to promote the holistic development of children in Anganwadis. Additionally, 33% mentioned the inclusion of physical development exercises.
- 100% of the Anganwadi workers have received extensive training to enhance their capacity to implement the project effectively.
- 100% of Anganwadi workers reported that the training program covered socio-emotional development and counselling, 67% reported coverage of child development and early education, and 33% reported coverage of language and communication development.
- 100% of the Anganwadi workers reported that the program has had a positive impact on the children's development.

Findings of the Teachers and Head Teachers Interactions

The findings from teacher interactions revealed that:

- The school was facing significant linguistic and cognitive deficits among children, limited parental involvement and support, and inadequate awareness of the importance of early childhood education, which were challenges before the program.
- The implementation of the program in the school is well-structured and organised. Various activities, such as cognitive skill development, social-emotional skill development, and creative arts and expression, are conducted to support the holistic development of children.

Impact Created

Perception of Mothers

- 67% of mothers feel significantly more equipped and confident in supporting their child's learning and development at home.
- 75% of the mothers noticed an increase in their child's motivation to learn, with 67% reporting a notable improvement in their child's learning and attributed it to their participation in the mothers' group.
- 42% of the mothers found the mother's group meetings to be empowering and informative.
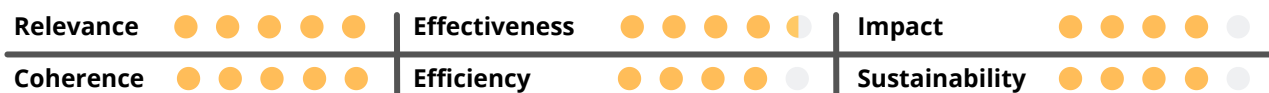
Perception of Anganwadi Workers

- 100% of the Anganwadi workers revealed that the active involvement of mothers in the project has positively impacted the overall development of children.
- 100% of the Anganwadi workers said that parent-teacher conferences and meetings have proven effective in documenting and tracking the progress of children attending Anganwadis.
- 100% of the Anganwadi workers said that the project has had a moderate impact on promoting the holistic development of children in this age group.

Perception of Teachers

- Teachers feel more prepared after receiving extensive training that emphasises school readiness, foundational literacy and numeracy, cognitive development, and language development activities.
- Thorough documentation and monitoring of children's progress within the project have facilitated the use of customised teaching methods.
- The project has shown a notable positive effect on children's learning and overall growth.

Rating based on OECD Framework

Relevance ● ● ● ● ●	**Effectiveness** ● ● ● ● ◐	**Impact** ● ● ● ● ○
Coherence ● ● ● ● ●	**Efficiency** ● ● ● ● ○	**Sustainability** ● ● ● ● ○

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

P&G Shiksha: Remedial Learning through Technology
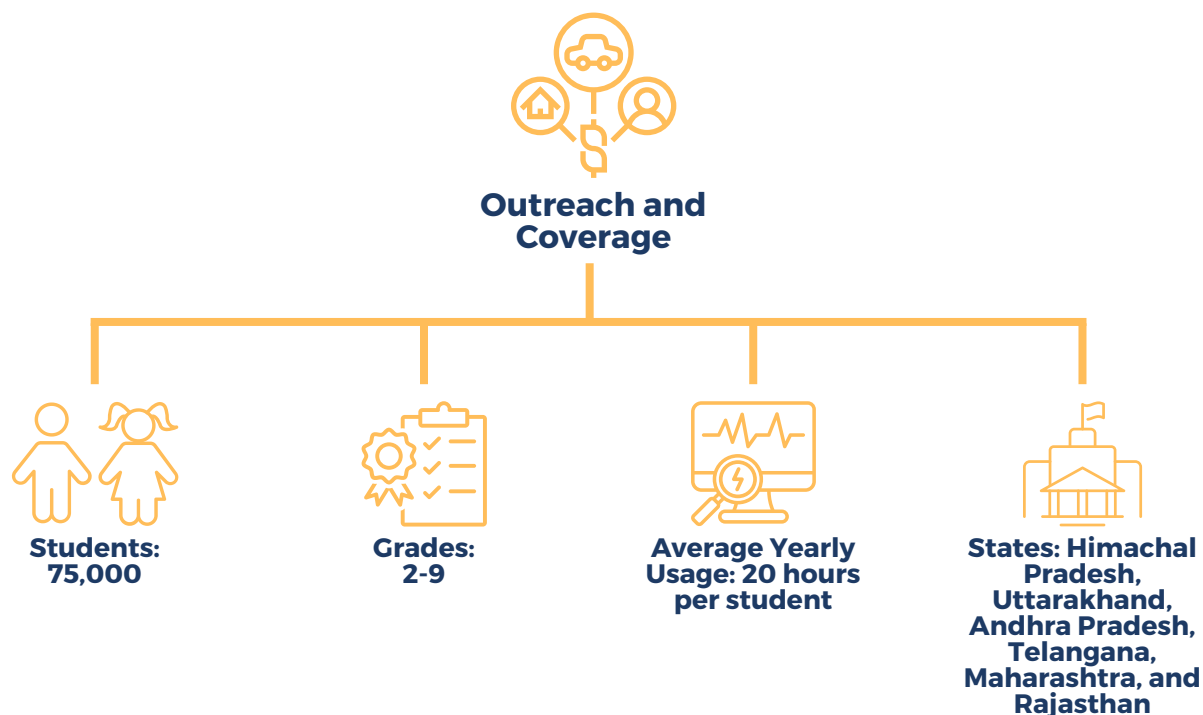
Implementing Partner: Educational Initiatives (Ei)

Research Methodology

Year of Implementation	**Type of Beneficiaries**	**Sample Covered**	**Project Location**	**Stakeholders Covered**
2017-2023	Students	266	6 States in India	Students, Teachers, Parents, and Project Team

Project Background

In partnership with Educational Initiatives, P&G introduced the Remedial Learning Through Technology Project as part of the P&G Shiksha program. The project leverages Mindspark, an AI-driven adaptive learning software, to evaluate students' current learning levels in public schools and deliver customised instruction suited to each student's needs, aiming for grade-level proficiency. Mindspark's development is rooted in extensive student assessments, qualitative interactions with both students and teachers and a dedicated effort to address common misconceptions and errors in language and mathematics. The project focuses on modern pedagogies, promoting self-paced learning and effectively eschewing teacher limitations.
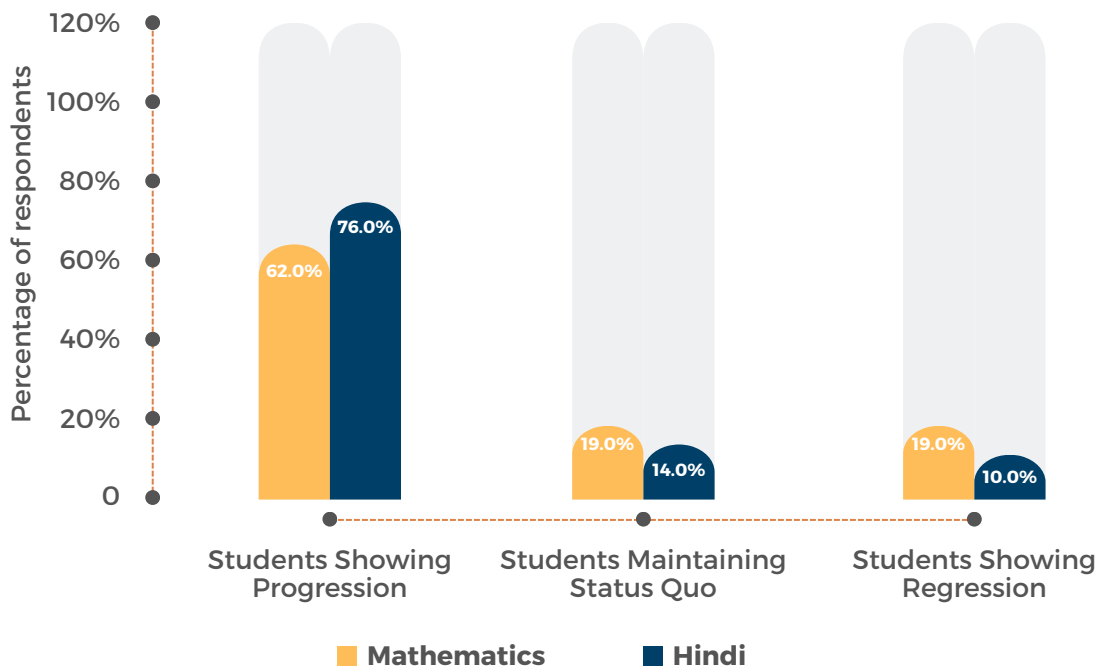
Findings of the Study

Outreach and Coverage

Students: 75,000	Grades: 2-9	Average Yearly Usage: 20 hours per student	States: Himachal Pradesh, Uttarakhand, Andhra Pradesh, Telangana, Maharashtra, and Rajasthan

Findings of the Student Assessments

Learning Progression of Students across Grades & Locations as compared to the Baseline - 2022

Chart showing Percentage of respondents:
- Students Showing Progression: Mathematics 62.0%, Hindi 76.0%
- Students Maintaining Status Quo: Mathematics 19.0%, Hindi 14.0%
- Students Showing Regression: Mathematics 19.0%, Hindi 10.0%

Legend: ■ Mathematics ■ Hindi

According to the assessment data, there was notable progress in learning levels among students in both the Hindi language and Mathematics relative to the baseline.

- 76% of the students in Hindi language and 62% of the students in Mathematics showed progression in learning levels as compared to the baseline.
- 14% of the students in Hindi language and 19% of the students in Mathematics maintained the status quo as compared to the baseline.
- 10% of students in Hindi language and 19% of the students in Mathematics experienced a decline in learning levels as compared to the baseline.

Note:

Research consistently indicates that a small subset of students' experiences learning regression despite the quality of educational inputs. Within the context of the project, various factors are thought to contribute to this phenomenon. These include interruptions in schooling due to vacations, inconsistent app usage, influences from the home environment, and socio-economic challenges such as engagement in seasonal labour. These elements are believed to significantly impact learning continuity and outcomes. (Ref: Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting Consequences of the Summer Learning Gap. American Sociological Review)

Findings from the Student Survey

- 76% of the students mentioned that they are able to operate the app with ease and technical glitches such as app crashes happen only occasionally, but they are mostly able to secure support to address the issues.
- 84% of the students expressed that they enjoyed learning English and Mathematics with the AI-powered program because it is interactive and fun.
- Additionally, 98% of the students several students appreciated the clear explanations of concepts and the availability of practice exercises.

Findings from the Teachers and School heads Survey

- 62% of the teachers identified Language-poor home environments, huge learning gaps, and a mismatch between literacy and numeracy aptitudes and grade-level curricular expectations as the main challenges in teaching and learning language and mathematics.
- 83% of the teachers reported that the AI-powered remediation project provides content at each student's current learning level, offers additional resources for self-study (67%), and features adaptive learning paths (59%). It also encourages independent exploration and problem-solving, provides immediate feedback and guidance, and allows students to set learning goals and track their progress.
- Additionally, 33% of the teachers highlighted topics such as analysing student data, making data-driven decisions, implementing constructivist teaching methodologies, resolving misconceptions in Mathematics and English, and integrating technology into teaching.
- 59% of teachers access the teacher dashboard on a weekly basis to monitor student progress, while a smaller group of 33% primarily uses it for analysing class performance and identifying areas for improvement.
- 50% of the teachers appreciated the project's impact on student engagement and motivation, and 17% appreciated content relevance and robust alignment with the curriculum, as well as the personalisation of learning based on individual needs.

Findings from the Parents Survey

- 100% of the parents expressed that the program is highly relevant to their child's learning as it effectively addresses learning gaps and improves understanding.
- 85% of the parents found the program relevant as it helps their children improve in different subjects.
- 73% of the parents appreciated the additional learning support it provides and its effectiveness in filling learning gaps and improving understanding (67%).

Impact Created

Perception of Students

- 100% of the Students across the locations reported improved school attendance owing to the program.
- A majority of the students, 87%, reported significant improvement in their language skills and mathematics performance after using the app.
- The app's usage resulted in enhanced confidence among a significant proportion of students, 89%, in learning both mathematics and language.
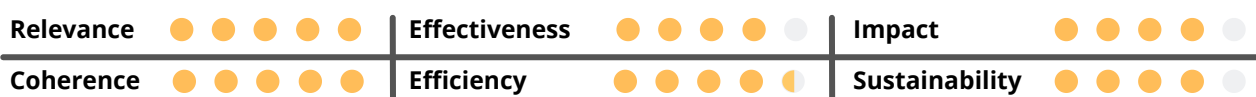
Perception of Teachers & School Heads

- 83% of the teachers noted that the remediation project changed their teaching approach by increasing focus on individual student needs and enhancing the use of technology in the classroom.
- 75% of them also reported improved ability to track and monitor student progress, adoption of more student-centred and interactive teaching strategies (50%), better ability to resolve misconceptions, and more targeted interventions and personalised instruction (42%).
- Teachers predominantly observed positive improvements in student's academic performance in mathematics (50%) and the Hindi language (67%).
- A notable proportion of teachers, 38%, noted a reduction in learning gaps and improved learning outcomes among their students.
- 83% of the teachers highlighted that the AI-powered remediation project effectively promotes self-learning among students. This is achieved through features such as setting learning goals, tracking progress, providing immediate feedback and guidance, and encouraging independent exploration and problem-solving.
- 83% of the teachers stated that the AI-powered remediation project provides content at each student's current learning level, offers additional self-study resources, and includes adaptive learning paths. It also gives immediate feedback and guidance, encourages independent exploration and problem-solving, and allows students to set learning goals and track their progress.
- The intervention resulted in increased student motivation, attendance(25%), enrollment (42%), and retention (17%), as reported by most teachers.

Perception of Parents

- 100% of the parents reported a significant boost in their child's confidence and enthusiasm for learning since joining the remediation project.
- 100% of the parents observed notable improvements in their children's academic performance following their involvement in the project.
- Every parent mentioned that their child is now more enthusiastic about attending school, and they have also noticed a reduction in school absenteeism.

Rating based on OECD Framework

Relevance	● ● ● ● ●	Effectiveness	● ● ● ● ○	Impact	● ● ● ● ○
Coherence	● ● ● ● ●	Efficiency	● ● ● ● ◐	Sustainability	● ● ● ● ○

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

ABOUT SOULACE

Established in 2009, SoulAce was the first professional firm to enter the CSR space aimed to positively impact the social development sector. Recognizing the growing global discussions on ethical practices and corporate responsibility towards developing communities, we aimed to assist corporates in understanding ground-level issues and investing in credible partnerships and need-based initiatives.

SoulAce has over 14 years of experience in CSR Impact Assessment with our first engagement in August 2009, involving more than 80 CSR project Impact assessments, and since then, we have completed over 2,000+ CSR project assessments across 28 states and 200+ districts. Having collaborated with 150+ corporates and foundations, we've assessed over 2,000 projects, building a strong reputation for driving impactful change across the nation. Further, we are extensively working with Corporates on M&E and CSR Project Management Software, Fund Utilisation Reviews of NGO partners, Employee Volunteering as well as CSR Strategy and Compliance Advisory.

At SoulAce, our team comprises subject matter experts across thematic areas with a minimum of master's in Social Work/PhD in Social Science background and 10-30 years of experience. We have teams present across 18 cities covering Pan India with local language expertise. Our in-depth knowledge and expertise drive our impactful initiatives and help us make a meaningful difference in the communities we serve.