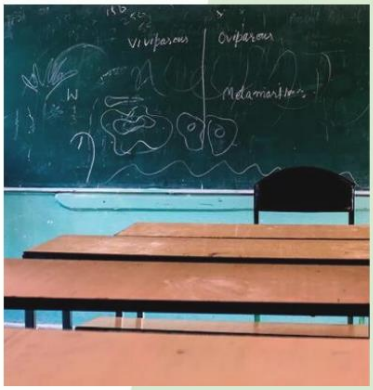


# IMPACT ASSESSMENT STUDY

**JULY 2022**

**PREPARED BY-;**

SATTVA
Delivering High Impact.

**COMISSIONED BY:**

P&G

## Context and Background

As per the World's Learning Poverty Index 2019, **55% of school-going children could not read and understand a short age-appropriate text by class 5. This figure shot up to 70% post-pandemic.** 66% of school-going children around the world did not have access to internet connectivity, which limited their learning and development opportunities during the pandemic even further. Furthermore, according to the Unified District Information System for Education Plus (UDISE+) report 2019-20, 6465 schools in India did not have a building. Moreover, as per the National Commission for Protection of Child Rights (NCPCR), 22% of schools across the country operated from old or dilapidated buildings.

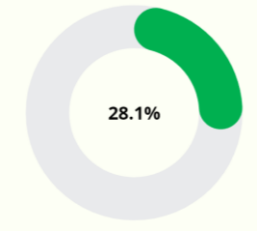
### Need for Infrastructure in schools

School infrastructure in India has been found to be lacking on many fronts. In addition, 10% of schools did not have hand wash facilities, leading to unhygienic conditions for students. A total of 29,967 schools did not have drinking water facilities within the school premises.

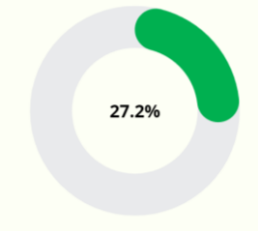
### State of Foundational Learning in India

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**. Lack of basic foundational learning skills leads to wide gaps in learning, as it becomes difficult to cope with the rigour and level of future grades. This can also result in many students dropping out of school.

**% 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** indicated 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 showed 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 accords** '**highest priority to achieve Foundational Literacy and Numeracy for all students by Grade 3**', thereby highlighting the importance of foundational It was also stressed 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% children** between the **ages of 6-13** reported **not using any type of remote learning during the school closures**. Affordability and connectivity were the major barriers to accessing the 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 enable continuity of learning and minimize learning losses in children.

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

Data indicates that there is significant gap in students learning levels vs their grade. With gap in foundational capabilities, children are not able to cope with what is expected of them as they progress to higher grades. Along with NGO partner Pratham Education Foundation, P&G Shiksha is focusing on remediating existing learning gaps in children through on-ground remedial learning interventions.

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. Along with our partner NGO Pratham, P&G Shiksha is focusing on developing motor, cognitive, social-emotional, language and creative skills in children thereby setting them up for success as they start school.

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. P&G Shiksha is partnering 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 the learning outcomes.

## Sattva's approach and methodology

P&G commissioned Sattva to conduct an impact assessment study of their various programs under the flagship initiative P&G Shiksha. This report offers an overview of Pratham's remedial education program impact assessment study based in Rajasthan, Maharashtra, and Telangana. Sattva covered locations such as Rajsamand in Rajasthan, Mahbubnagar and Rangareddy in Telangana, Mumbai, and Chandrapur in Maharashtra as per the needs of the impact assessment study.

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.

The study also focused on providing actionable **recommendations** to strengthen the program further.

Sattva adopted a **3-fold design approach** for the study. It incorporated a descriptive cross-sectional design method where data was collected from a representative population of the beneficiaries 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 the country. The schools identified for the intervention are state-run, trust-funded schools or low budget private schools across the country. Through the construction of long-lasting infrastructure, RTI aims to enable access to education and improve learning environment for students.

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 number of beneficiary populations 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+2 (school admin) | On-Field |
| Headmaster/Headmistress (HMs) | | 5* | On-Field |
| RTI Table members | | 4 | On-field and Virtual |
| RTI National Convenor | | 1 | On-field |
| **TOTAL** | **458** | | |

***** In 6 of the sample schools, the HMs 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 beneficiaries reported facing infrastructure-related issues across all states, necessitating the need for the intervention.***

- The major infrastructure-related issues highlighted by the beneficiaries were: inadequate number of classrooms, furniture, and lack of electricity connection in the classroom
- In Himachal Pradesh, Maharashtra, and West Bengal, a high student-to-classroom ratio ranging from 60:1 to 150:1 was reported by the Headmaster/Headmistress (HMs) and teachers
- Students also reported that a lack of adequate infrastructure led to disruptions in their learning at school-
    - 48% of the beneficiaries 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.
    - Every 1 in 2 children reported that they did not have adequate furniture in the classroom to sit and study
    - 49% of the beneficiaries 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.***

- According to the beneficiaries, several reasons were responsible for the increase in motivation to come to school. 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 teachers/ HMs/ RTI team members reported that student enrolment had gone up post-intervention.
- 89% HMs and teachers reported that student attendance had gone up post-intervention.

### Change in teaching methods

The program's goal was to increase access to educational infrastructure so that the learning process was not hampered by the lack of infrastructure in schools.

***According to 83% of students, teachers' teaching time had increased, and their teaching methods had changed, 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 HMs also reported that the new infrastructure has 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 toilet-to-student ratio to 100:1 in schools to 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.***

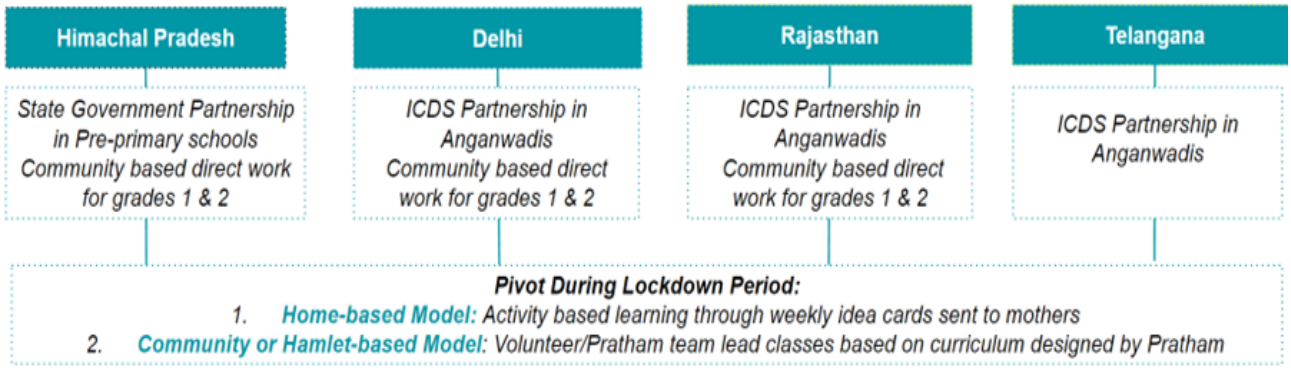
- Before the intervention, 39% of students reported that they faced challenges such as lack of water for drinking and sanitation. Post-intervention, 81% of the students reported that the toilets were neat, clean, and regularly maintained.
- 49% of students stated that they felt comfortable due to the newly built, gender-specific toilets.
- Additionally, 40% of students said that the restrooms were cleaner than before, while 1 in 4 students mentioned that they did not have to wait for school to end to use the toilet.
- The HMs 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 had previously been a problem.

## Program: Early Childhood Education Program

P&G Shiksha is partnering with Pratham on the Early Childhood Education (ECE) program to improve the quality of pre-primary or early childhood education in India. The program aims 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. Hence, the program develops a child's basic comprehension, numeracy, social, and cognitive skills — thus empowering them with foundational skills that assists them in assimilating 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 different implementation models across these geographies are discussed below for the sampled geographies:




## Stakeholders & Sampling

Fieldwork was conducted across Himachal Pradesh, Telangana, Rajasthan, and Delhi. These districts were sampled based on the nature of implementation models, geography, and the number of beneficiary populations 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 '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 |
| **TOTAL** | **430** | **4** | **35** | |

## Insights from the Impact Assessment

### Mobilisation of Beneficiaries

The mobilisation efforts by Pratham included door-to-door campaigns in communities to raise awareness regarding the ECE program and engaging 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 to children.

***Pratham's mobilisation campaigns and community connections have 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 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 on a weekly basis.
- 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.***

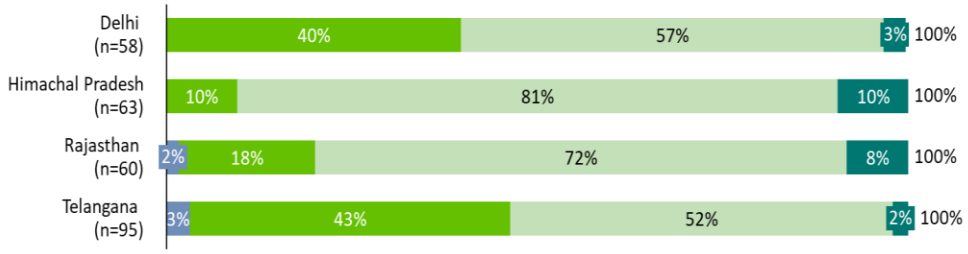
## Foundational Literacy and Numeracy (FLN)

The program focuses on equipping students with FLN skills through 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 in the graphs below.

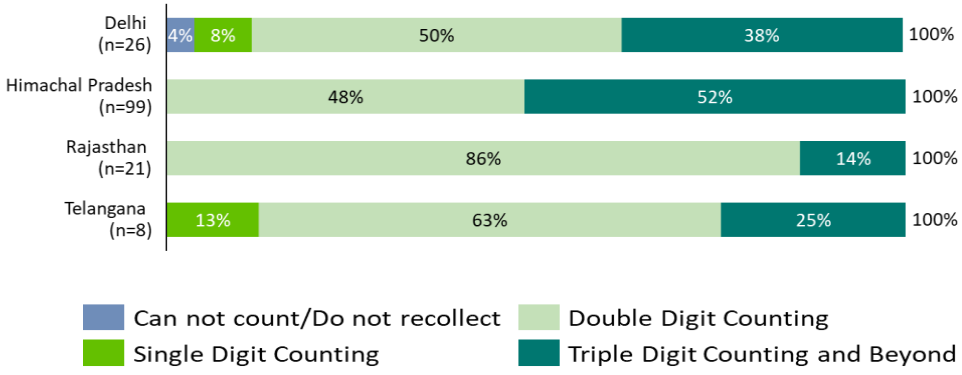
***98% of children had acquired appropriate counting skills, while 88.5% of students aged 6 and above had met the minimum thresholds for functional numeracy defined by NIPUN Bharat 2020 guidelines.***

- 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

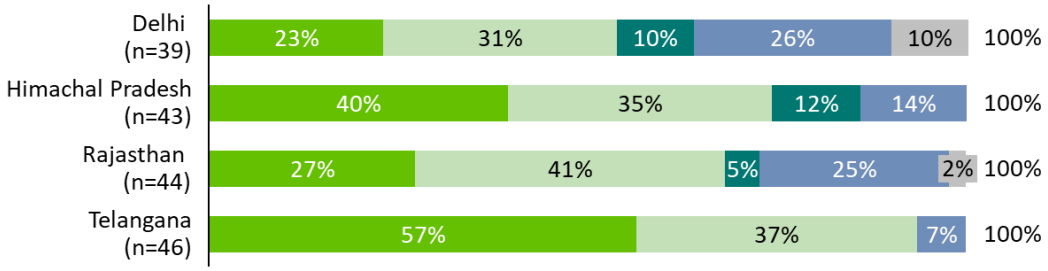



**Perceived Numeracy Skills (Counting)**
Children aged 6 years and above (n= 154)
Minimum Expectation: Double Digit Counting

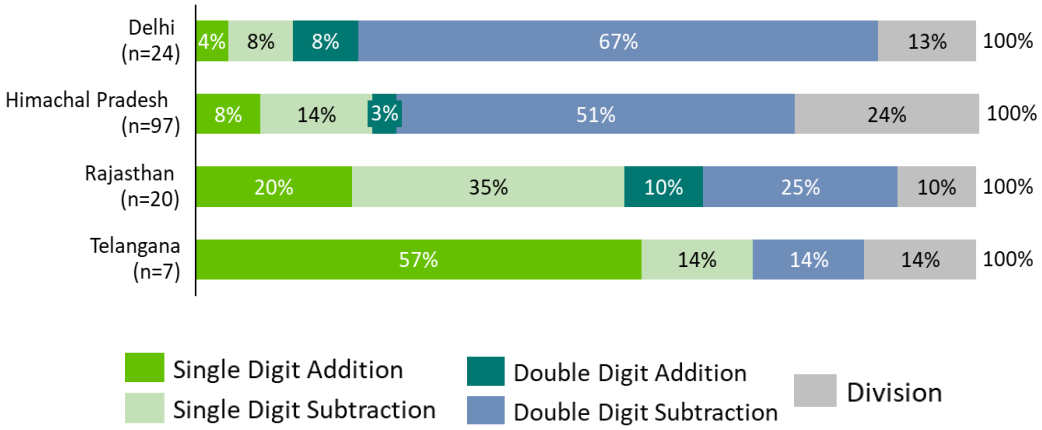


- 100% of mothers reported that their children could perform basic mathematical functions like the addition of single-digit numbers. For children in the age group of 6 years and above, 88.5% of mothers reported that their child could perform both addition and subtraction on single-digit numbers. This 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

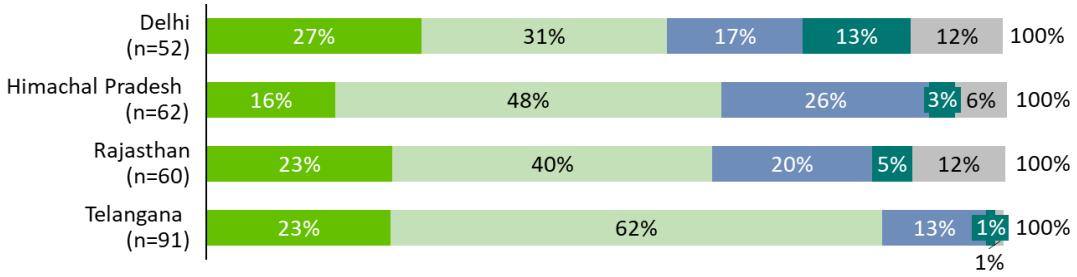



*Note: The represented data is perception based and reported by mothers. The trends in this data have been corroborated qualitatively by multiple of stakeholders like teachers, principals, Anganwadi workers, and the Pratham monitoring team.*

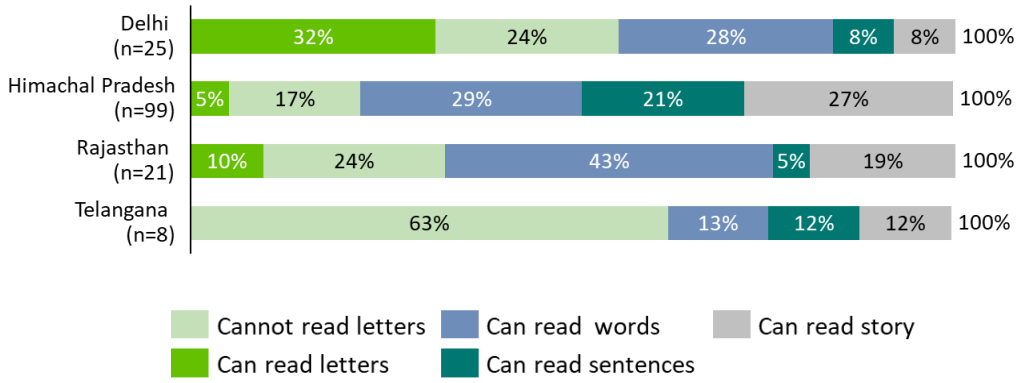
### *Only 58% of students met the minimum threshold for literacy skills*

- For children in the age group 5 and below, 73% 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




## 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 correlation 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 the mothers felt that spending time on home-based activities, combined with classes at the community level, had 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.

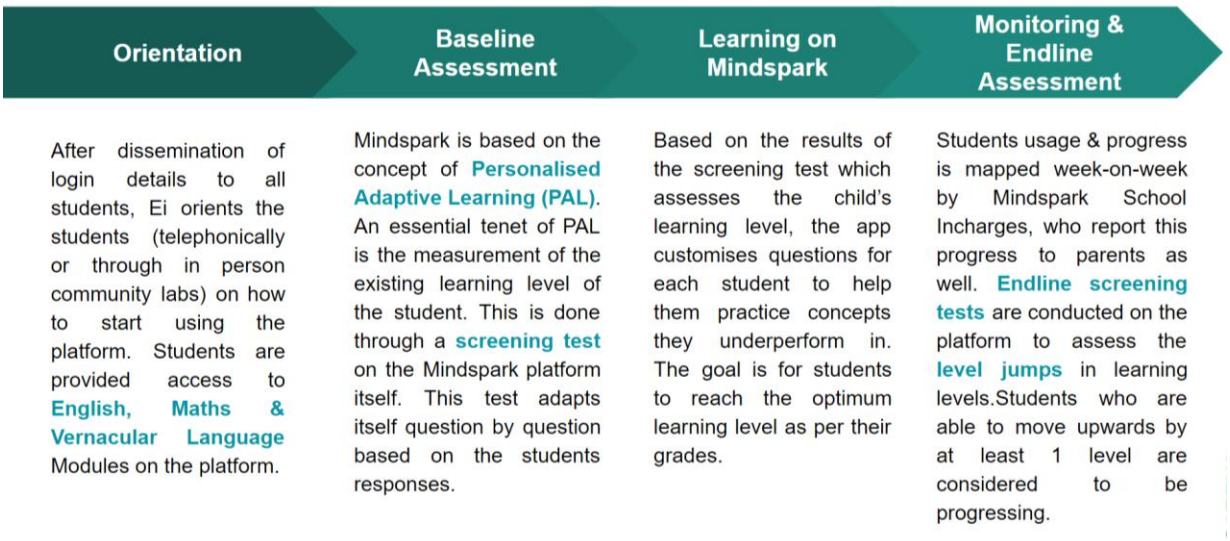
- Volunteers reported that Pratham's 'Play-way' method kept children engaged and promised speedy skill development.

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

- As a result of the acquisition of basic numeracy, speaking, cognitive, and soft skills, 93% of mothers felt that the program had enabled their children to become 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

P&G Shiksha is partnering with Educational Initiatives to implement Mindspark, a computer-based adaptive learning tool, that integrates pedagogy, teacher instruction and a learning management system to improve the learning outcomes. The tool assesses the learning level of a student by presenting them with questions in increasing levels of difficulty. It then sets a starting point and creates a personalized course work for every student. If a student answers the question correctly, the next problem is marginally 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.




**This year, the program was implemented across 93 districts in 8 states**, reaching approximately **1.12 lakh students**.

*Ei, in partnership with P&G, has enabled students of government schools across 8 states in India to access & use Mindspark since 2017*

***2017 - 2020***

*The mode of delivery during this time period was a software used by students in 'Mindspark Labs' which were created by Ei in government schools.*

***Pivot in 2020 due to COVID-19***

*The model evolved to pave way for a home based usage approach through a web application accessed through smartphones or laptops. This allowed Ei to scale up the program and double the number of beneficiaries reached in a span of 2 years. Community labs were set up in regions where students did not have access to smartphones.*

## 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 Himachal Pradesh, Telangana, and Rajasthan.

| Stakeholders | Survey | Assessments | Focus Group Discussion | In-Depth Interview | Mode Of Data Collection |
|---|---|---|---|---|---|
| Students | 428 | Vernacular Language: 208<br>Math: 263<br>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 |
| **TOTAL** | **428** | | **11** | **11** | |

## Insights from the Study

## Continuity of Learning

Intensive mobilisation campaigns were conducted to drive usage of 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 had 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 and Rajasthan in 2020. 83% 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 practising concepts on the Mindspark app.

***At least 97% of students believe they had developed a deeper understanding of subject matter through 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, 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 had 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 practising concepts on the application. Sattva Consulting, with support from EI, used a similar screening test to map the change in learning levels of students with reference to the baseline learning levels. The below data represents the degree of change in the learning levels of students across grades 5th to 9th 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 learning of students.

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

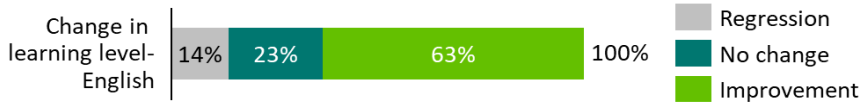
- In Grade 6, 54% of students had retained the same learning levels from baseline.
- In Grade 7, 58% of students had been able to improve by 1 level compared to baseline.
- In Grade 8, 51% of students were able to improve by 1 level from the baseline, 30% of them maintained the same learning levels, 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, 19% of students showed no change compared the baseline learning levels.

- In Grade 9, 77% of the students showed improvement from the baseline learning levels, 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 had shown improvement in their learning levels (when compared to baseline learning levels), 29% of them showed no change in their learning levels
- In Grade 7, 44% of the students had shown improvement in their learning levels, 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% |

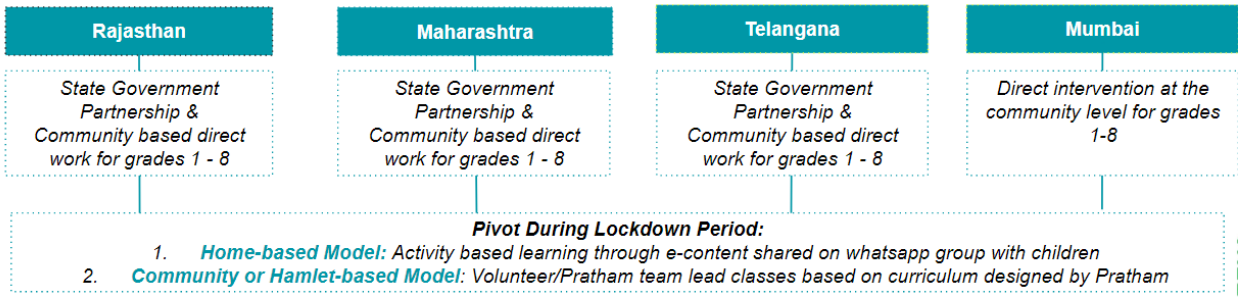
## Program: Remedial Education program

P&G Shiksha is partnering with Pratham on the remedial education program to assist children between the ages of 6 and 14 to attain grade level competency through teaching at the right grade level. During 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.

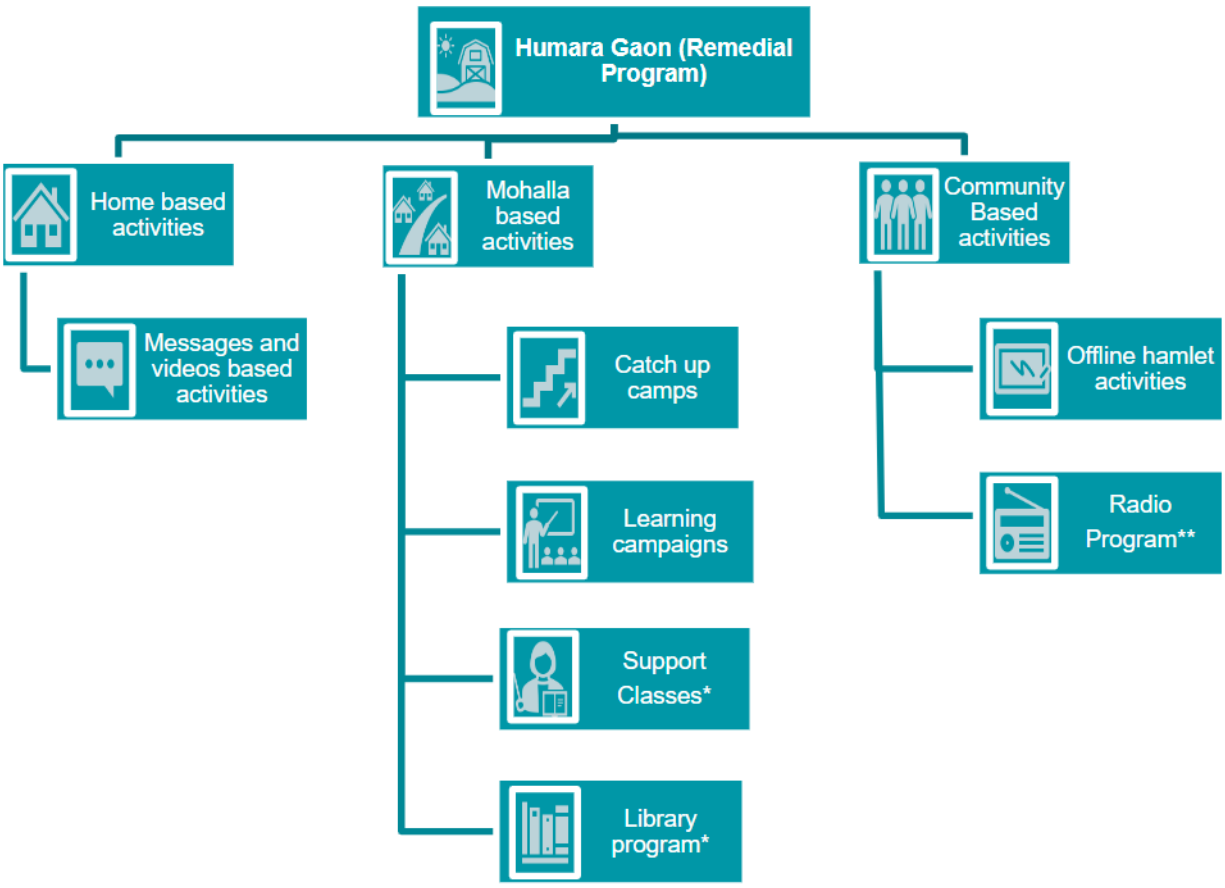
The program was implemented in **Rajasthan, Maharashtra (Mumbai has a unique implementation approach), and Telangana**. The cumulative reach of this program across all 3 states is approximately **5.56** lakh students. For the impact assessment, all three geographies were sampled.

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




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, mohalla-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 with an aim to mobilise the community and reach children in regions where the team could not reach them in person.




## Stakeholder and Sampling

The data collection exercise for this impact assessment study was conducted in Rajasthan, in Telangana, 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, HMs, 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 |
| **TOTAL** | **366** | **480** | **8** | **23** | |

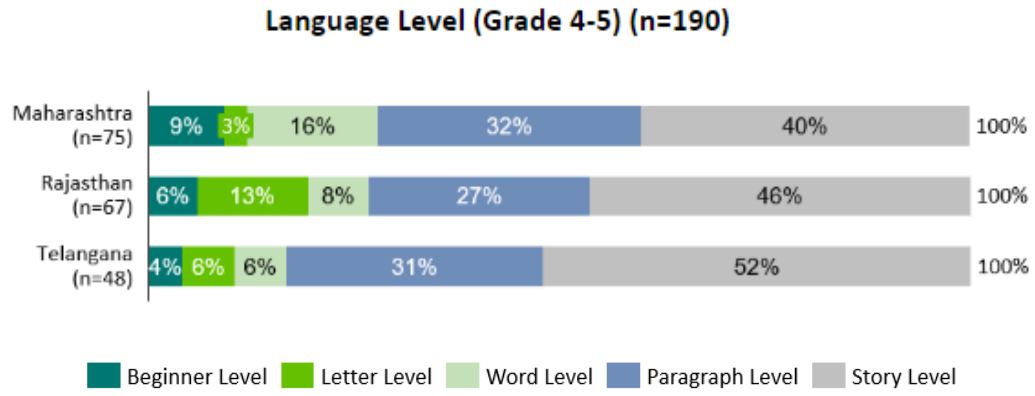
## Key insights from the Impact Evaluation Study

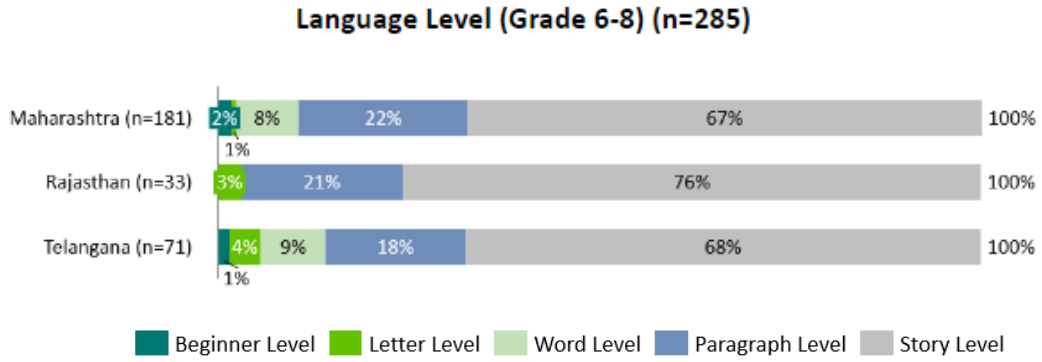
### Change in Learning Levels

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 continuing 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***

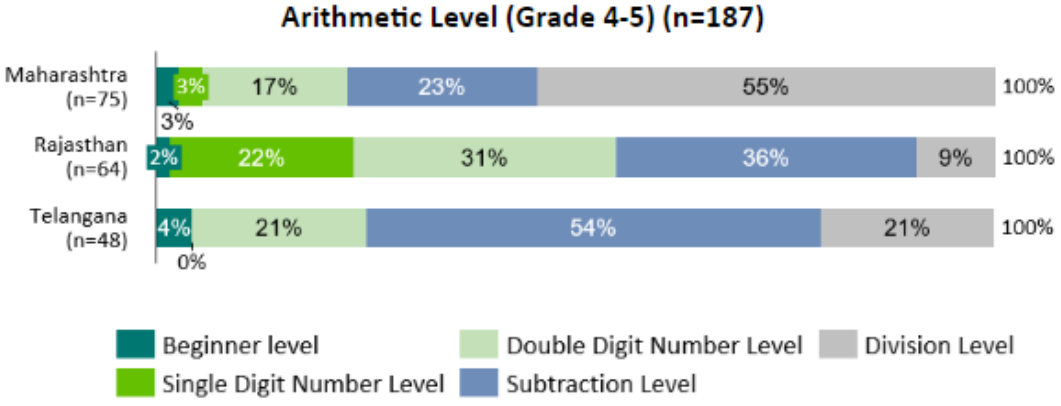
- At least 40% of students across states in grades 4-5 have acquired foundational literacy skills. This implies that at least 40% of students across all states are able to fluently read a short story composed of 7-8 sentences.
- In grades 6-8, at least 67% of students across all the states have successfully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

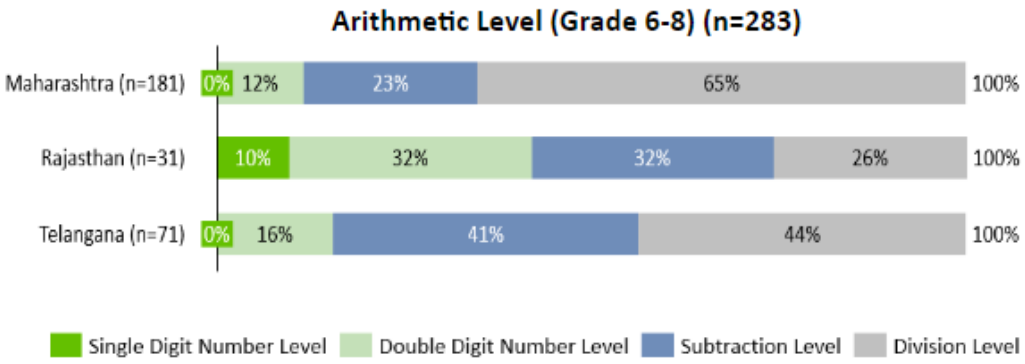



***On average, 28% of students in Grades 4-5 and 26% of students in Grades 6–8 attained foundational numeracy skills.***

- 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.






## 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 Foundation Literacy and Numeracy 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.
- Teachers and HMs also mentioned that the children had 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 had 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 perform 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.

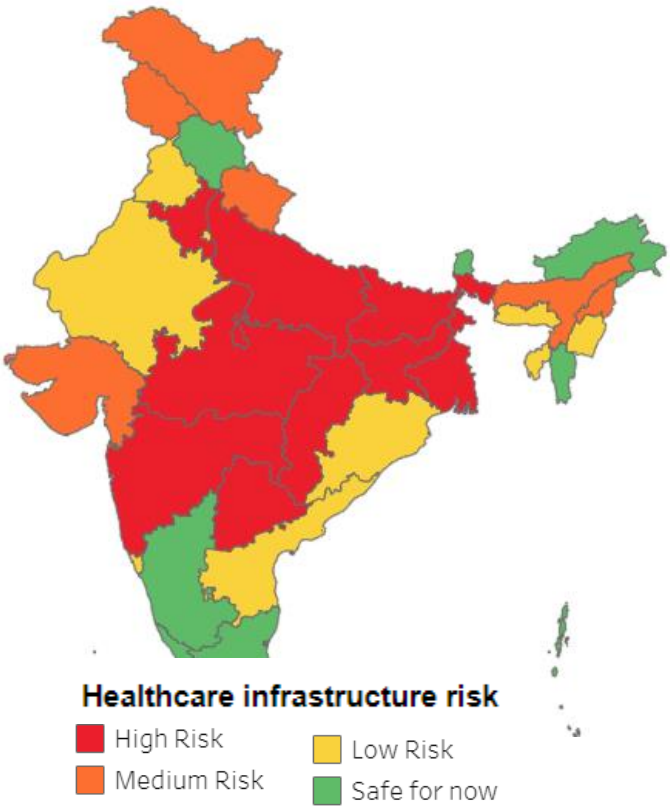
- 100% of the school staff in Rajasthan and Chandrapur shared that the confidence of children had increased after Pratham's intervention. They were less fearful in school and were more expressive.

# 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.**



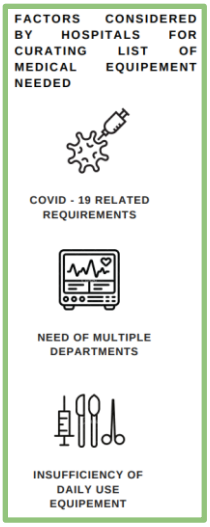

While the pandemic brought with its large-scale uncertainty, the problem of insufficient health infrastructure was not a new one. The rampant positive cases of Covid-19 only heightened it and bought it to surface. Moreover, as per the Central Bureau of Health Intelligence, India has 0.55 beds per 1000 population. Some states like Jharkhand, Assam, Haryana, Bihar, Gujrat, Odisha, Madhya Pradesh, Maharashtra, and Manipur, which is home to more than 70% of the total Indian population, have 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.

## 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 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.

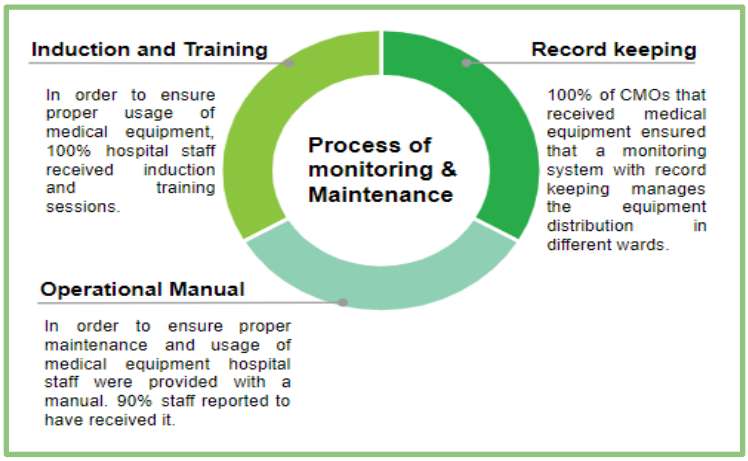
| Stakeholders | In-Depth Interview | Mode Of Data Collection |
|---|---|---|
| CMO/BMO | 4 | On-Field |
| Hospital Procurement Team | 6 | On-Field |
| Patient | 11 | On-Field |
| Hospital Staff | 10 | On-field |
| **TOTAL** | **31** | |

** 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 have been developed.

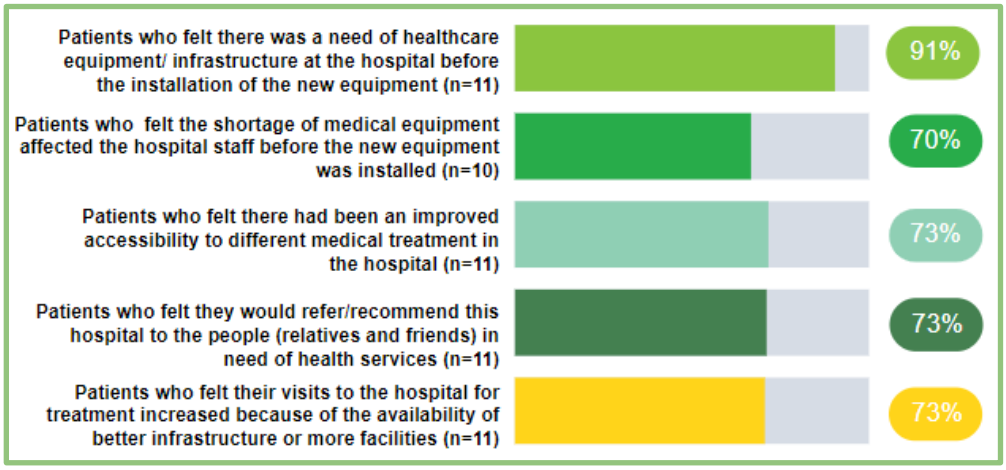
The program ran efficiently and there was a set mechanism for record keeping and maintenance of equipment.




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.

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

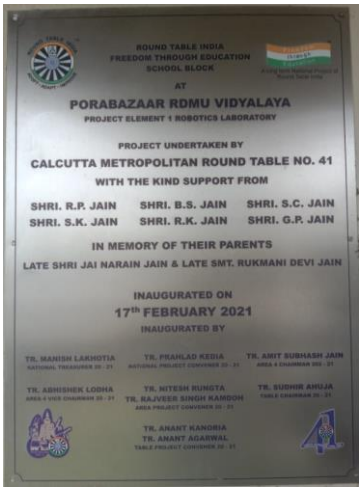
## Rajasthan

## Maharashtra

## Telangana

## Himachal Pradesh

## West Bengal


## Karnataka