

EXECUTIVE SUMMARY REPORT IMPROVING LEARNING OUTCOMES

Implementing Partner: Pratham Education Foundation





SOULACE CONSULTING PVT. LTD.

ABOUT PI INDUSTRIES

The PI Foundation, established in 2012 by PI Industries, serves as the company's dedicated arm for Corporate Social Reponsibility (CSP) initiatives. Cuided by a commitment to sustainable development, the foundation focuses on balancing economic, social, and environmental objectives in its operations. Its key areas of intervention include education, healthcare, and community development, aiming to create inclusive growth and improve the quality of life in communities where PI industries portates. Through various programs and partnerships, the PI Foundation strives to empower individuals and foster long-term positive change.

ABOUT NGO PARTNER - PRATHAM EDUCATION FOUNDATION

Established in 1995, the Partham Education Foundation is one of India's largest non-governmental organisations dedicated to improving the quality of education for underprivileged children. Originating in the slums of Mumbal, Platham has expanded its reach across 25 states and union territories, implementing innovative, low-cost, and scalable programs. Notably, its 'Teaching at the Right Level' (TaRL) approach has been instrumental in enhancing foundational literacy and numeracy skills by talioning instruction to children's actual learning levels rather than their age or grade. Through initiatives like the Annual Status Of Education Report (ASER). Pratham has also played a pivotal role in shifting the focus of educational discourse in India from mere enrollment to actual learning outcomes. The organisation's commitment to evidence-based Interventions and community engagement has earned it international recognition, including awards such as the BBVA Foundation Frontiers of Knowledge Award and the Lui Che Woo Prize. Pratham continues to strive towards its mission. "Every Child in School and Learning Netl".



PROJECT BACKGROUND

The Improving Learning Outcomes project was launched in April 2023 in Jambuasr block Gujarak, by the IP Foundation in collaboration with Pratham Education Foundation. The initiative was developed in response to persistent gaps in foundational literacy, numeracy, and science learning among students in government schook, as highlighted by national assessments like ASER. With a focus on early-grade interventions and community-based learning support. The program almed to equip children from Grades 1 to 8 with the core academic skills and confidence necessary for long term educational success. Activities were strategically designed to build pre-literacy and pre-numeracy skills in younger children, remediate learning deficits in primary grades, and foster scientific thinking and advanced competencies in upper primary students. The program also science fairs, creating a holistic learning ecosystem for underserved rural students.

PROJECT DETAILS

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Implementation year April 2023- March 2024



Assessment year



Beneficiaries Students from 1st grade to 8th grade

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Total Beneficiaries



Implemented by

Pratham Education Foundation



Location

Jambusar block, Gujarat



Budget

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Rs.12,563,399/-

Alignment with SDGs

Alignment with National Programs

- National Education Program
- Promote STEM education for underprivileged students, working in collaboration with the Ministry of Education and the Ministry of Tribal Affairs to improve access and outcomes.

EXECUTIVE SUMMARY

DESIGN SNAPSHOT



Name of the project Improving lives outcomes



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Sampling Methodology

Stratified random sampling and purposive sampling



Sample Size

365 students

PROJECT ACTIVITIES

LIGHT ACTIVITIES WITH GRADES 1 & 2 IN 18 FOCUSED SCHOOLS

Activities with children in Grades 1 and 2 were conducted in school to ensure that the basic foundational skills of children in Grades 1-2 are strengthened. Activities were undertaken to build oracy skills and phonological awareness in children to help them with their reading abilities.



LEARNING CAMPS WITH GRADES 3-5 IN 18 FOCUSED SCHOOLS

Aiming to improve the basic language and math skills of children in Crades 3 to 5. These camps followed the teaching at the Right Level (TARL) methodology, wherein children were grouped by their learning levels instead of age or grade and were provided level-appropriate methods, materials, and activities to help improve their foundational skills.



UPPER PRIMARY ADVANCED CAMPS WITH GRADES 6-8

The upper primary intervention bridges the gap and goes beyond the basics for children. To build children's competencies in advanced Arithmetic and Language. Pratham supported upper-primary students through camps. Children's group activity in the community.



COMMUNITY LIBRARY FOR CHILDREN IN GRADES 3-8

This aspect of the program focused on creating communities to be learning spaces for children. Through periodic contact at set intervals. Pratham personnel supported the community, village stakeholders, and children's groups through appropriate reading material and awareness packages.



SCIENCE WORKSHOPS FOR CHILDREN IN GRADES 6-8

The Science Learning Program was implemented through science workshops, which were conducted in schools by Pratham-trained staff, known as Vigyan Mitras.

Supplementary reading cards that contain theoretical knowledge regarding the concepts were provided to the children after each activity.

KEY FINDINGS

LEARNING CAMPS



98.0%

of the students reported enjoying learning camps and science workshops, reflecting strong engagement across activities.



42.4%

of the students reported improvements primarily in observation skills, while 28.0% noted better application of science in real life.



59.3%

of the participants expressed increased interest in pursuing further science studies, while 22.2% still preferred other subjects.



69.6%

of the students reported they can now read stories independently and understand them well, indicating significant reading comprehension development.



60.0%

of the students report that they can solve mathematical word problems independently.

COMMUNITY LIBRARY FOR CHILDREN



61.1% of the students report that library resources, including available books and materials, fully meet their needs.



85.3%

of the students note significant improvement in reading skills (able to read new words and longer sentences), 12.6% report moderate improvement (more fluent with basic sentences), after library participation.



77.9%

of the students report better grades in most subjects, indicating an improvement in academic performance.

SCIENCE WORKSHOPS FOR CHILDREN

51.1%

of the students attended more than twice, and 34.1% participated twice, showing strong recurring participation in the workshop.



60.0%

of the students find the workshops "very interesting" and report significant learning, indicating overwhelmingly positive feedback.

71.9%

of the students reported they "always" completed all worksheets, indicating remarkably high worksheet compliance.

SCIENCE FAIR



of the students built and presented models, leading to notably high engagement in the science fair.



71.9%

of the students shared that they learnt a lot from the science fair.

KEY IMPACTS

ACADEMIC

Students demonstrated measurable progress in reading, arithmetic, and science applications, validating the effectiveness of the TaRL methodology and hands-on learning.

PARENTAL AND COMMUNITY INVOLVEMENT

Increased parent engagement and support from community mobilisers contributed to a more nurturing educational ecosystem.



ENHANCED SELF-CONFIDENCE

Children reported greater confidence in academic and social interactions, supported by practical learning and peer collaboration.

SHIFT IN LEARNING ATTITUDES

Children began experimenting at home, engaging more independently with learning, and expressed a stronger desire to pursue science and higher education.

02 RESEARCH METHODOLOGY

PI Foundation Trust assigned SoulAce to conduct a study on the work undertaken by Pratham Education Trust and assess the impact of the program.

OBJECTIVES OF THE STUDY



To assess improvements in academic performance among students receiving support.



To evaluate changes in students' confidence and communication skills resulting from the program activities and parental involvement.



To examine the quality of support and services provided to students.



To gather feedback on the program to formulate recommendations and further enhancements.

MIXED METHODS APPROACH

The impact assessment study adopted a comprehensive mixed methods strategy, blending quantitative and qualitative approaches to offer a more intricate understanding of the project's impact. Quantitative methods involve structured surveys administered to a sample of beneficiaries selected through simple random sampling. Qualitative methods included in depth interviews, focusing our discussions, and case studies. These methods is no gather insights into the project's impact from diverse perspectives and to triangulate findings for robust assessment.

APPLICATION OF QUANTITATIVE TECHNIQUES

In the quantitative aspect, the study utilised structured surveys administered through stratified random sampling and purposive sampling. This approach ensures representative data collection and allows for statistical analysis to measure the project's effectiveness in providing financial support to students for continuing higher education without interruptions.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative methods include in-depth interviews conducted with key stakeholders. These interviews aim to gather detailed insights into operational improvements, challenges encountered, and overall perceptions of the process of the essential project. Qualitative data enriches the study by providing contextual understanding and personal viewpoints crucial for evaluating project impact.

ENSURING TRIANGULATION

The quantitative research findings were crossvalidated with the insights derived from the qualitative research. The report was structured to reflect this triangulation, enhancing the reliability of the findings.

RESEARCH DESIGN



Name of the project

Improving Learning Outcomes



Descriptive Research Descriptive Research Design



Implementing agency Pratham Education Trust



Sampling Technique

Stratified Random Sampling & Purposive Sampling



365 students

Learning Camp Activity	135 students
Education Library Activity	95 students
Education Science Camp Activity	135 students



Oualitative Methods used

Semi-structured Ouestionnaire. Openended interviews, and Case Study

KEY STAKEHOLDERS





Implementing the Partner and Project team

Panchayat and community members

STUDY TOOLS

Questionnaires for primary beneficiaries -

Structured questionnaires were developed, and the project details for each of the focus areas were reviewed. Indicators were pre-defined before conducting the surveys.

Ouestionnaires for stakeholders -

A semi-structured questionnaire was developed for each type of sample of this group. Stakeholders were identified across the focus areas

ETHICAL CONSIDERATIONS

The impact evaluation adhered to a strong ethical framework, ensuring responsible and ethical research practices. Participants' rights and well-being were prioritised at every stage of the study. Informed consent was obtained by clearly explaining the study's objectives, procedures, potential risks, and benefits, allowing participants to make fully informed decisions after addressing any questions. Confidentiality was strictly maintained, with data securely stored, accessible only to authorised personnel, and participant identities protected through anonymisation or coding techniques. Participation was entirely voluntary, free from any form of coercion, ensuring autonomy and respect for individual choice. Participants were consistently treated with respect, dignity, and fairness, with their wellbeing prioritised. Support or assistance was readily available whenever needed to ensure their comfort and safety throughout the research process.

03. OECD FRAMEWORK



















Relevance

Coherence

Effectiveness Efficiency

Sustainability

RELEVANCE

The educational program demonstrates strong relevance to both national development priorities and beneficiary needs. It addresses critical learning gaps in foundational literacy, numeracy, and STEM through localised and culturally responsive interventions. By targeting foundational learning gaps in literacy, numeracy, and science, particularly for first-generation learners, the program meets an urgent need in under-resourced schools. The use of TaRL methodology, community-based learning, and a strong focus on STEM subjects makes the intervention culturally responsive and contextually appropriate. With 85.3% of students reporting improved reading fluency and 63% solving two-digit multiplication and division problems, the program proves its alignment with the learning needs of its demographic.



The project exhibits strong coherence between its goals and the strategies employed. The initiative was aligned with the following SDGs:



At the national level, it aligns with the National Education Policy (NEP) 2020, promoting inclusive, experiential, and foundational learning. It also supports national efforts to promote STEM education in collaboration with the Ministry of Education and the Ministry of Tribal Affairs, helping bridge the digital and learning divide among underserved populations.



The program has achieved substantial success in improving academic performance and learner engagement. Students showed notable gains in literacy, numeracy, and science confidence-69.6% can now read stories independently, and 60% can solve math word problems unaided. Hands-on science exposure had a particularly powerful effect, with 72.6% favouring experiments and 55.6% feeling "very confident" using science tools. Parent and student testimonials support these findings, illustrating clear improvements in self-confidence, communication skills, and problemsolving abilities. High engagement (98.5% enjoyment in learning camps) further reflects the program's effectiveness

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EFFICIENCY

Despite resource limitations, the program maximises outputs through costeffective methods such as low-cost learning materials, community mobilisers, and structured peer learning. Most students (9(6%) regulary complete homework, and over 93% attend community library sessions dally. indicating a high return on investment. However, 80% of students cited insufficient academic support, and digital learning remains underutilised due to infrastructural gaps. Still, the program effectively utilises limited resources to generate a wide-scale impact, particularly through localized participatory asproaches.

IMPACT

The initiative has created ripple effects beyond individual students, influencing households. communities, and even policy-level dialogue. At the individual level, students reported enhanced reading, math, and science abilities, alongaide increased confidence. At the household level, parents observed their children's growing independence, with several now handling calculations and purchases confidently. Community libraries and science fails fostered per learning, while local ownership of the program contributed to high retention and participation. At the systemic level, alignment with the NEP and evidence-based practices positions the model as a scalable, policy-aligned intervention.

 The program shows strong potential for sustainability through community ownership and local mobilization, but also faces risks. While daily attendance at library activities (93.6%) and high parential appreciation signal program buy-in, sustainability is challenged by irregular student attendance due to migration, instructor shortages, and the need for more localised resources. Furthermore, 51.6% of students requested more books in their native language, and 47.4% cited difficulty understanding scientific concepts at home, pointing to resource and instructional gaps. Sustaining momentum will require continuous investment in human resources, language-appropriate materials and simplified science kits.

