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SOCIAL AUDIT REPORT

Period of Audit

(01-04-2024 to 31-03-2025)

Project

Gyan Tantra Digital Learning Innovation

Submitted to:

Literacy India

Project Location

Mubarkpur, Gurugram







Organization Name :Literacy India

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Date: 24-02-2026

To,

Literacy India (Trust)
C-1/11, First Floor, Vasant Vihar,
New Delhi-110056

Ref no: AAS/25-26/04

Sub: Report on Social Impact Assessment - Primary School "Mubarkpur"

Respected Madam,


Pursuant to our appointment as Social Auditor for Literacy India (Trust), we have conducted a comprehensive Social Impact Assessment (SIA) for the **Gyan Tantra Digital Learning** Innovation project implemented at **Government Primary School (GPS) Mubarkpur**, Gurugram. This assessment covers the implementation cycle from **April 2025 to January 2026**.

We conducted this SIA based upon Social Audit Standards (SAS) issued by the Institute of Social Auditors of India (ISAI), employing systematic data collection, field observations, and stakeholder feedback.

Based on the scope and limitations of our work, available sources of information, and established social audit methodology, we conclude that the organization has generated a **high positive social impact** among the communities served. This is evidenced by our field assessment and the dramatic improvement in student learning outcomes, where **98% of students** shifted from a baseline of "Need Improvement" to a status where **none remain in that category** following the intervention.

Thanking you,

Yours Faithfully,


For AA Social Auditors
CA. Ashwani Rastogi
Partner



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Social Audit Report GPS Mubarkpur, Gurugram

Social Audit Report

Gyan Tantra - Digital Learning Innovation

Certification of Independent Social Audit

This document constitutes the final report of an independent Social Audit conducted on the operations of **Literacy India (Trust)** concerning its program, **Gyan Tantra Digital Learning Innovation**, implemented at **Government Primary School "Mubarkpur"**.

The audit was conducted in compliance with the generally accepted principles of **Social Audit Standards (SAS)**, focusing on transparency, accountability, and demonstrable impact. The conclusions are based on a systematic review of primary and secondary source documents, including the Project Impact Report (April 2025 – January 2026), internal Gyan Tantra process flows, and on-site asset verification.

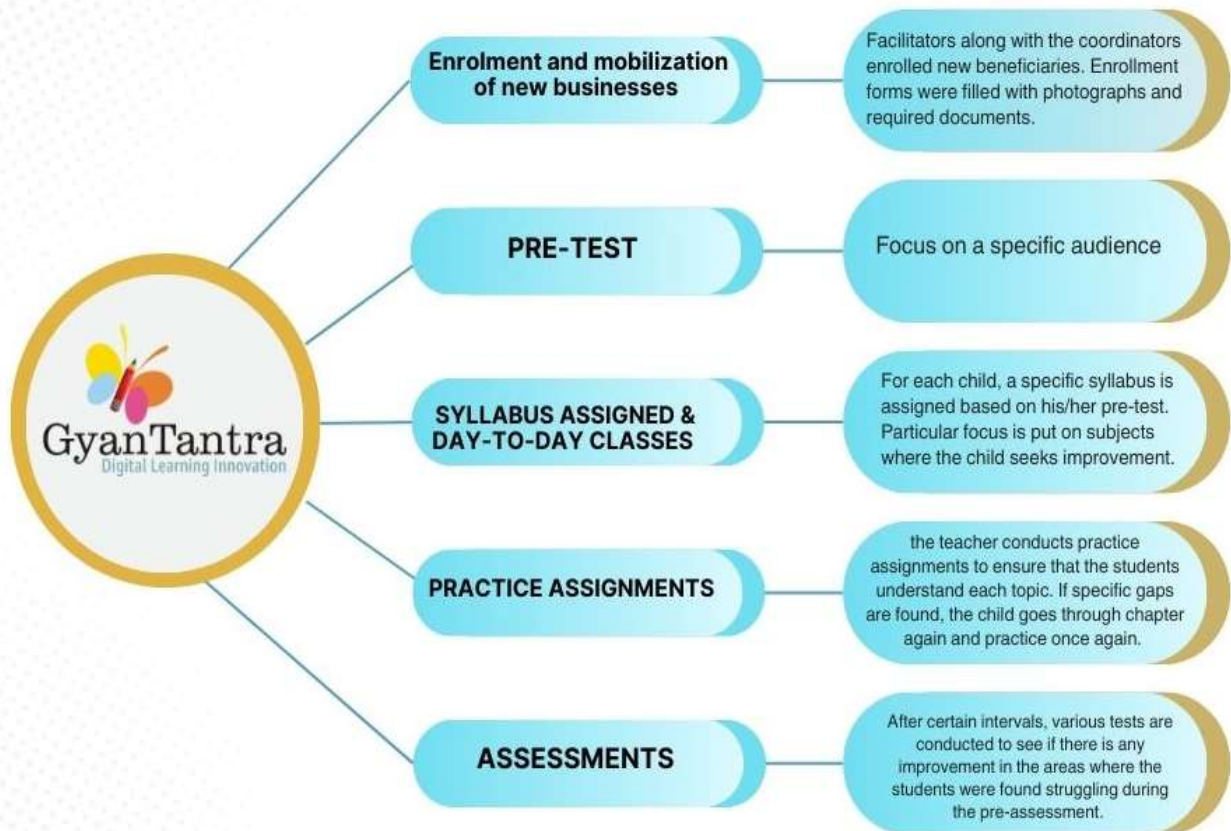
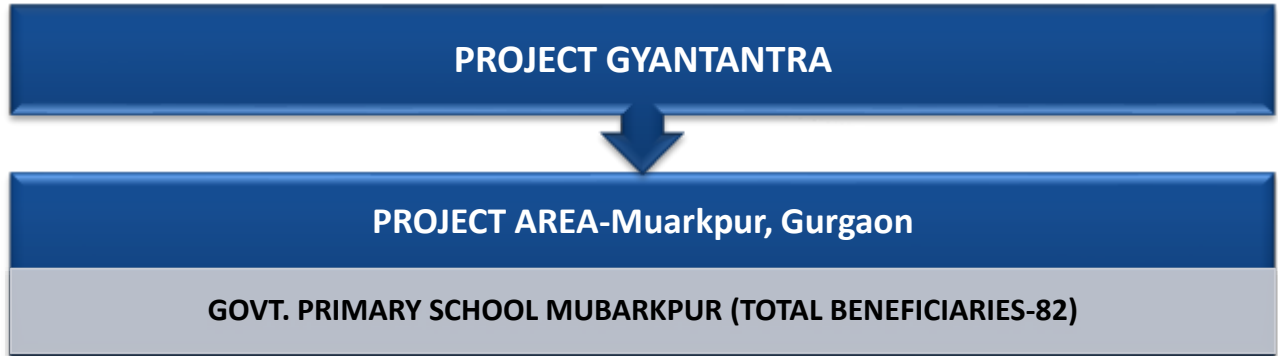
Organization	Literacy India (Transforming Lives, Building Resilient Communities)
Project Name	Gyan Tantra Digital Learning Innovation.
Supported By	Teleperformance.
Financial Year	April 2024 to March 2025
Date of Audit Report	16 th February 2026
Auditor's Opinion	HIGH POSITIVE SOCIAL IMPACT

I. Executive Summary

The **GyanTantra Digital Learning Innovation** program, an initiative by **Literacy India**, is driving a transformative educational shift at **Government Primary School (GPS), Mubarkpur**. By providing holistic, tech-enabled education to **82 marginalized primary students**, the project directly addresses systemic challenges such as severe foundational learning gaps among first-generation learners.

The organizational infrastructure, governed by the internal Working Manual and legal Trust Deed, establishes a robust framework of accountability and a systematic monitoring process managed via the Digital Assessment and Tracking System. This data-driven approach ensures high implementation fidelity and continuous quality assurance throughout the project lifecycle.

Despite these operational strengths, the primary challenge remains the project's heavy dependency on partner-specific CSR funding—specifically from Teleperformance for this center—which creates a sustainability risk regarding long-term continuity and the scalability of the model to additional locations.



II. Organizational Profile and Strategic Alignment

A. Literacy India: Vision and Core Mandate

Established in 1996, Literacy India operates with the philosophy of holistic community transformation. The organization's core activities are strategically structured around the "**4 Es**": **Education, Empowerment, Employability, and Environment**.

Vision: To create self-sufficiency through education and skilling, progressively transforming the educational landscape through innovative methods.

Mission: To drive change by reaching education to the underprivileged, ensuring qualitative change by imparting education with its true meaning and reach.

Strategic Growth: From its origins in Haryana, the organization has scaled to 17 states, impacting over 800,000 beneficiaries through projects designed to be sustainable and replicable.

The organization's approach is characterized by an evolving strategy, constantly adapting its programs—such as **Gyan Tantra**—to meet contemporary demands. This includes integrating essential digital skills, activity-based learning, and foundational coding education to ensure students from underserved backgrounds become future-ready.

B. Project GyanTantra: Strategic Rationale.

GyanTantra is a distinctive e-learning platform and educational software project developed by **Literacy India**. Since its inception in 2009, it has been successfully implemented across various Indian states, benefiting over **350,000 children**. The program directly addresses the pervasive learning gaps prevalent in early grades in government schools, offering a solid foundation for slow bloomers and school dropouts to last them a lifetime.

The project's implementation at **Government Primary School (GPS), Mubarkpur**, Gurugram, specifically targets vulnerable populations, primarily **first-generation school goers** and underprivileged children facing significant foundational learning challenges.

Alignment with National and Global Goals

The project's objectives are strongly anchored in established development frameworks:

1. **National Education Policy (NEP) 2020:** The program explicitly aligns with the NEP's vision to transform India into a vibrant knowledge society through inclusive and equitable quality education. The GyanTantra platform embraces this paradigm shift in pedagogy by integrating digital-based learning, experiential activities, and 21st-century skills such as logical reasoning and problem-solving.
2. **Sustainable Development Goals (SDGs):**
 - **SDG 4: Quality Education:** The primary focus of the intervention is to ensure inclusive and equitable quality education. By delivering tailored e-learning and remedial support, it successfully bridges pervasive learning gaps for first-generation learners and underprivileged communities.
 - **SDG 1 & SDG 8 (No Poverty & Decent Work and Economic Growth):** By building robust academic foundations and introducing early digital literacy and coding skills (via **Code.org**), the project equips vulnerable, rural students with future-ready cognitive tools. This foundational empowerment serves as a critical pathway out of economic vulnerability and prepares them for future employability.

C. Beneficiary Profile and Need Assessment

- **Enrollment and Retention:** The project successfully enrolled **83 students** (43 Boys and 39 Girls) at **Government Primary School (GPS), Mubarkpur**. The program maintained a 100% retention rate during the reporting period, with zero dropouts recorded.
- **First-Generation Learners:** A vast majority of the students enrolled in the program are first-generation school goers. This demographic requires specialized support, as they often lack academic guidance within the home environment.
- **Low Socio-Economic Background:** Students come from highly underprivileged families facing severe financial constraints. Profile examples include **Anshu**, whose father earns approximately ₹8,000 per month as a daily wage laborer, and **Sadhana**, whose father earns **₹15,000**

per month as a laborer to support the entire household. Such economic vulnerability often makes it difficult for families to arrange even basic study materials.

- **Critical Learning Gaps (Baseline):** The pre-assessment data revealed a staggering learning deficit, with **98% of students** (80 out of 83) scoring **below 45%**. No students were placed in the "Good" or "Excellent" categories at the baseline stage, validating the urgent necessity for the GyanTantra remedial intervention.
- **Gender and Community Inclusion:** The program demonstrates a balanced commitment to inclusive education. By engaging directly with parents and community members, facilitators successfully built the trust necessary to enroll children from these marginalized backgrounds into a tech-driven learning environment.

3. Governance and Accountability Framework

The robust operation of the **GyanTantra Digital Learning Innovation** program at **GPS Mubarkpur** is supported by a clear legal and operational governance structure. This framework ensures transparency, quality control, and strict adherence to the mission of **Literacy India**.

A. Foundational Legal Structure (Trust Deed)

Literacy India is governed by an Amended Trust Deed (2005), which establishes the formal roles, responsibilities, and procedural mandates for all its nationwide projects.

1. Registered Office and Operational Mandate

- **Registered Office:** C-1/11, First Floor, Vasant Vihar, New Delhi-110057.
- **Scope:** The organizational objectives permit the establishment, management, and maintenance of educational and technical institutions across India for underserved communities.
- **Project Validation:** This legal mandate directly validates the implementation of the GyanTantra project at Government Primary School, Mubarkpur, as a satellite center of the Chhawla hub.

B. Organizational Hierarchy (Management Structure)

The internal structure provides a cascading system of accountability necessary for managing a multi-location, technology-dependent education program. This

hierarchy ensures that strategic goals are translated into daily classroom impact at **GPS Mubarkpur**.

Role	Responsibility Highlights (Working Manual)
Capt. Indraani Singh, CEO and founder	Strategic reporting, communication plans, networking, and overall organizational visibility.
Sr. Project Co-ordinator (Mr. Sunil Kumar Singh)	Centre visit/evaluation, monitoring online database, planning co-curricular activities, and donor/volunteer coordination.
Project Officer/Academic Coordinator Mr. Virendra Chourasiya	Day-to-day coordination, staff on-boarding/off-boarding, beneficiary academic progress analysis, and delivering training programs.
Project Coordinator/Centre In-charge	Ground-level accountability: Enrolment, pre-test conduction, lab setup planning, attendance follow-up, and report submission.
GyanTantra Facilitator	Daily session delivery (theory & practical), student performance assessment, group interactions, and rigorous lab management.

C. Ethics and Discipline Standards

The **GyanTantra Working Manual** dedicates a specific section to employee discipline, which is critical for child protection and maintaining a professional, safe learning environment at **Government Primary School (GPS), Mubarkpur**:

- **Punctuality and Preparation:** Facilitators must be punctual and arrive with lessons, digital tools, and study materials prepared in advance to maximize the limited time these students have with the technology.
- **Prohibited Conduct:** Corporal punishment is strictly prohibited. Staff must avoid partiality, favor towards selected students, and "gossip mongering".
- **Student Welfare:** Employees are mandated to take care of children "KEEPING IN MIND THE BACKGROUND OF THE CHILDREN". This demonstrates a required sensitivity to the project's specific demographic, ensuring facilitators remain empathetic to the emotional and financial difficulties faced by these first-generation and underprivileged learners, such as **Manisha** and **Anshu**.

IV. Social Audit Methodology

The audit employed a document-centric and quantitative validation approach to assess the project's performance at GPS Mubarkpur during the **April 2025 to January 2026** cycle.

A. Sources of Information

The assessment relied on the following primary records to verify impact and operational integrity:

1. **Project Impact Report (April 2025 – January 2026):** Used as the primary performance and end-line document. This provided quantitative results, such as the **Digital Assessment and Tracking data** for monitoring academic progress, and qualitative impact stories for students like **Tulsi, Sadhana, and Manisha**.
2. **GyanTantra Digital Learning Innovation Framework:** Used to evaluate the effectiveness of the interactive offline PC/tab-based learning tools and the integration of the Code.org curriculum.
3. **GyanTantra Working Manual:** Used for **Implementation Fidelity** assessment, validating the internal mechanisms for quality control, educator training, and ground-level process flows.
4. **Amended Trust Deed (2005):** Used for **Legal and Fiduciary Compliance** assessment, verifying the formal governing body and organizational mandate to operate in the Gurugram region.

B. Analytical Approach

The audit utilized a multi-dimensional analytical framework to verify the project's efficacy at **GPS Mubarkpur**:

1. **Design Validation:** The audit reviewed the **GyanTantra** model against the specific needs of Mubarkpur's target population, which consists primarily of **first-generation learners** with a significantly low academic base (98% initially scored below 45%). This ensured the digital intervention was contextually relevant and effective for slow bloomers.
2. **Input/Output Mapping:** By cross-referencing project resources with implementation data, the audit assessed the cost-effectiveness of the digital modules. Tangible outputs included the deployment of **10-inch Android tablets** and computers, alongside the distribution of essential

physical resources like **stationery and notebooks** to underprivileged students.

3. **Process Audit:** The assessment utilized the internal **Process Flow** and implementation timelines to verify monitoring robustness. This included evaluating **Educator Training** sessions and the automated tracking provided by the project's digital framework.
4. **Impact Attribution:** The audit analyzed progressive changes in student performance across four critical checkpoints: **Pre-Test, 1st Unit Test, Mid-Term, and 2nd Unit Test**. The dramatic shift in results—from 98% "Need Improvement" at the baseline to 53% "Excellent" by the 2nd Unit Test—is directly attributed to the project's blended intervention methodology.

C. Monitoring and Quality Assurance Mechanisms

The project maintains exemplary documentation and digital tracking requirements for quality control at **GPS Mubarkpur**, verified through the project's internal process flow and structured monitoring protocols.

- **Assessment Cadence:** The program mandates a systematic, continuous assessment cycle consisting of a **Pre-Test (Baseline), 1st Unit Test** (conducted within 30 to 40 days of the pre-test), **Mid-Test** (conducted upon 50% syllabus completion), and a **2nd Unit Test** (conducted after 75% syllabus completion). A final **Post-Test** is scheduled upon 100% syllabus completion to measure final impact.
- **Data-Driven Tracking & Performance Classification:** Quality assurance is actively monitored by focusing on key performance parameters:
 - **Subject-Wise Progress Analysis:** Continuous tracking of core subjects including **Hindi, English, Math, and EVS**.
 - **Remedial Prioritization:** Specialized action plans are implemented for "**Bottom Line**" and "Potential Line" students, prioritizing intensive support for those scoring below 45% to bridge learning gaps.
 - **Infrastructure Maintenance:** Regular checks are performed to ensure the operability of the digital infrastructure, including **10-inch Android tablets**, computers, and Airtel routers used for daily sessions.

- **Attendance and Retention Monitoring:** Facilitators maintain registers to manage the high **100% retention rate** observed at the Mubarkpur center.
- **Capacity Building:** The project ensures implementation fidelity through educator training and refresher courses conducted multiple times a year, where facilitators present case studies and resolve operational concerns.
- **Escalation Matrix:** A clearly defined, multi-level escalation process is in place to ensure quick issue resolution, from the **Centre In-charge** up to the **Project Director**, ensuring high implementation fidelity on the ground.

V. Financial Assessment and Resource Utilization

The funding for this specific project cycle at **Government Primary School (GPS) Mubarkpur** was provided by **Teleperformance**. The project's financial tracking and resource allocation serve as the primary data points for assessing operational efficiency.

Building on the core mission of **Literacy India**, the **GyanTantra** program at Mubarkpur represents a targeted investment in foundational education and early digital literacy for underprivileged, first-generation learners. This phase prioritizes an intensive, tech-driven primary education model that delivers results-oriented teaching. The project ensures cost-effectiveness by demonstrating that six months of the program's cost per student yields high-quality deliverables comparable to local private school fees. By providing both the technical infrastructure and essential physical study materials, the program directly contributes to breaking socio-economic barriers to education.

A. Efficient Delivery of Educational Resources

The audit assesses the resource allocation as highly efficient, noting a direct translation of funds into tangible beneficiary support:

- **Digital Infrastructure:** Funds were effectively utilized to deploy and maintain **10-inch Android tablets** and computer systems, ensuring daily, hands-on digital access for all **83 enrolled students**.
- **Software and Platform Integration:** Investment in the interactive **GyanTantra** learning tool and the integration of the **Code.org** platform provided a robust, dual-track digital curriculum covering both standard academics and 21st-century coding skills.

- **Direct Material Support:** Recognizing the extreme financial constraints of the beneficiaries' families, resources were allocated to distribute essential stationery—including **notebooks, pencils, and erasers**—ensuring no child was hindered by a lack of basic supplies.
- **Value Recognition:** The project's impact is reinforced by the government's collaboration and active monitoring through a CSR committee, ensuring tangible outcomes for the funds invested.



B. Financial Efficiency and Resource Allocation

The audit assesses the allocation of resources as **Highly Efficient** based on the qualitative metrics and tangible outputs observed during the reporting period:

1. **Staffing and Human-Centric Focus:** The investment clearly prioritizes program delivery personnel, demonstrating a commitment to human-centric teaching support. Teachers and facilitators actively guide students through digital modules, review assignments, and conduct hands-on activities, ensuring that technology supplements rather than replaces human instruction.
2. **Capital Investment in IT Assets:** A significant portion of resources is allocated to durable IT assets, specifically computer systems, **10-inch Android tablets**, and headphones for the lab setups. At **Mubarkpur**, this includes **15 working tablets** and **15 working headphones**, ensuring long-term utility and sustained digital access beyond the current reporting cycle.
3. **Direct Beneficiary Support:** Recognizing the financial constraints of the target demographic, the project efficiently allocated funds for essential physical study materials. Notebooks, pencils, and erasers were distributed directly to the underprivileged students to ensure uninterrupted learning.

4. **Cost-Effectiveness:** As explicitly noted in the project documentation, the **GyanTantra** model is highly cost-effective. The six months of the program's cost per student equates to high-quality deliverables that provide actual value for the funds invested, especially when compared to local private school fees.

C. Risk of Financial Concentration

Despite the efficient management of funds and the tangible academic improvements observed at the **GPS Mubarkpur** center, the audit highlights a critical dependency risk. The project's operations at this location are heavily reliant on single-source CSR funding from **Teleperformance**. While this partnership has been highly successful and instrumental in the program's current achievements, such financial concentration poses a potential risk to the long-term sustainability and scalability of the **GyanTantra** model should the funding priorities of the primary corporate sponsor shift in the future.

VI. Project Implementation and Output Analysis

The project successfully executed the planned activities across **Government Primary School, Mubarkpur**.

A. Enrollment and Retention

The project maintained a strong focus on inclusive education and successfully retained a high number of first-generation learners. A total of **83 students** were actively enrolled at the end of the reporting period across Grades 3, 4, and 5.

Grade	Boys Enrolled	Girls Enrolled	Total
Level 3	20	19	39
Level 4	22	22	44
Total Enrollment (End)	42	41	83

- **High Retention with Justifiable Attrition:** The program maintained a 100% retention rate from April 2025 to January 2026, with zero dropouts or re-admissions recorded. This demonstrates the high engagement and perceived value of the program among the target demographic.
- **Community and Parent Engagement:** Most of the enrolled students are first-generation school goers. To ensure successful enrollment and consistent attendance, teachers actively met with parents and family

members, fostering a supportive community environment for digital learning.

B. Digital and Foundational Skill Delivery

1. GyanTantra Academic Classes.

The classes utilized computers and **10-inch Android tablets** powered by the interactive GyanTantra system.

This platform allowed teachers to assign individualized, need-based syllabi targeting specific learning gaps identified during the pre-test.


The comprehensive curriculum included core subjects: **Hindi, English, Mathematics, and Environmental Studies (EVS).**




2. Digital Literacy and Coding Integration

To prepare these first-generation learners for a technology-driven future, the project features a specialized coding initiative at **GPS Mubarkpur**:

- **Instructional Frequency:** Coding classes were conducted twice daily, utilizing the Code.org platform to provide hands-on experience.
- **Curriculum Progress:** Students successfully completed Course A, building foundational cognitive skills such as sequencing, loops, and problem-solving.
- **Practical Assessment:** A Module 1 Mid-Term Exam was successfully conducted, allowing students to apply their learning practically.
- **Skill Development:** This assessment not only boosted student confidence but also significantly enhanced their logical thinking, creativity, and digital literacy skills.

Project Link of Beneficiaries

Beneficiary Name	Project Name	Project Description	Project link	Project Screenshot
Tulsi	My space	In this project student made a space like environment in which when we run the program the alien sy hello world!!!	https://studio.code.org/projects/spritelab/mDBkOmqY_DSAkx88LkwpQ_MqD3ggvk5yxNLAM6gxD2Ks	

Jiya	Jiya India	In this project, the beneficiary aims to tell us about the hottest place in India. When we click on their character, the information is revealed.	https://studio.code.org/projects/spritelab/a2Bcg1H5AE1algjt84JvZEichm-nAtJYIRqztLV2Nh8/	
Srishti	Srishti in Heaven	In this project, the beneficiary designed a heaven-like setting where a witch transforms into a goddess when clicked.	https://studio.code.org/projects/spritelab/84IC02Sraa3o2LqR0E9bQLqTBgizLyfqPJHbyJbRTCM/	
Yuvraj	Warrior Yuvraj	In this project, the beneficiary's warrior defeats a demon	https://studio.code.org/projects/spritelab/LdWwazdpAEw3qUQ4zsguQrqrVQzyadngEcu32ZyLtgM/	



Program Pillars: From Foundational Mastery to Digital Literacy

The program at **GPS Mubarkpur** is built upon four integrated pillars designed to move students from basic academic recovery to advanced 21st-century skills:

- **Foundational Literacy & Numeracy:** Participants receive structured academic support through the GyanTantra platform to bridge critical learning gaps in Hindi, English, and Mathematics. This is achieved through personalized practice, video-based modules, and remedial assignments tailored to each child's pre-assessment results.
- **Digital Proficiency & Coding:** The curriculum covers a comprehensive range of digital skills, ranging from basic tablet and computer operation to structured coding classes via Code.org. This ensures that young learners develop vital problem-solving, sequencing, and logical reasoning capabilities.
- **Experiential & Creative Learning:** Beyond digital tools, the program encourages conceptual clarity through "Learning by Doing". It blends core academics with creative tasks, such as the **Traffic Safety Awareness Drive**, **Place Value Mathematics** with rotating wheels, and the **Independence Day "Freedom Wall"** activity.
- **The Path to Academic Confidence:** Targeted remediation transforms hesitant, shy learners—such as **Tulsi** and **Sadhana**—into confident, motivated participants. Early intervention and continuous monitoring via the **Digital Learning Management Framework** empower these first-generation learners to take ownership of their educational journeys.

Impact & Vision

The **GyanTantra Digital Learning Innovation** project at **GPS Mubarkpur** serves as a vital vehicle for educational equity and cognitive development. By mastering foundational and technological skills, students are not only overcoming severe baseline learning deficits but are also breaking the cycle of systemic educational marginalization.

This initiative ensures that underprivileged students are equipped with the confidence, creativity, and digital readiness required for meaningful integration into the modern academic landscape. The vision remains focused on transforming this government school into a thriving educational institution where every child has the tools to build a promising future.

Curriculum Highlights

The curriculum at **GPS Mubarkpur** is designed to provide a comprehensive educational experience, blending core academic subjects with 21st-century digital skills and hands-on learning.

Module	Core Skills Covered
Foundational Literacy (Hindi & English)	Reading, writing, phonics, and grammar concepts including nouns, pronouns, adjectives, and "Vilom Shabd" (antonyms).
Numeracy (Mathematics)	Number sense, place value (ones, tens, hundreds), ascending/descending order, correct comparison signs, and basic operations (subtraction/division).
Digital Literacy & Coding	Computer and tablet operation, Code.org Course A & B, sequencing, loops, logical reasoning, and creating interactive stories or simple games.
Environmental & Value Education	Map-reading (Indian Geography), body parts identification, and civic responsibility.





3. Experiential Learning (Learning by Doing)

The methodology at **GPS Mubarkpur** was reinforced by practical, hands-on activities that translated abstract concepts into relatable understanding:

Language and Grammar Proficiency: Facilitators used creative exercises to improve student grasp of nouns and sentence construction. Activities like matching nouns with correct quantifiers (much, many, few, little) on visual charts made grammar rules easier to follow.

Mathematics Made Interactive: Visual aids and hands-on tools, such as a colorful **Place Value chart** with rotating number wheels, helped students identify Hundreds, Tens, and Ones. This interactive approach made mathematical concepts clear and accessible.

Civic and Environmental Awareness: A **Traffic Safety Awareness Drive** utilized role-playing and sign identification (STOP, GO, WAIT) to teach road safety and discipline. Personal hygiene was reinforced through a dedicated **Handwashing Awareness Activity**, where students practiced correct techniques to prevent illness.

Creative Engagement: Activities such as the "**Freedom Wall**" for Independence Day and the "**My Digital Life**" poster-making session enhanced students' artistic skills and boosted their confidence while teaching them about national history and responsible technology use.

VII. Social Impact and Outcome Analysis

The most significant finding of this audit is the demonstrable and rapid transformation in student learning outcomes at **GPS Mubarkpur**. The academic

metrics tracked by the system, combined with qualitative feedback and individual case studies, confirm the "**HIGH POSITIVE IMPACT**" rating.

A. Quantitative Impact: Elimination of Learning Gaps

The project successfully drove academic recovery for the cohort of **83 primary students**.

- **Baseline vs. Progress:** At the project's inception, 98% of students were categorized under "Need Improvement" (scoring below 45%).
- **Remarkable Recovery:** By the 2nd Unit Test, 0% of students remained in the "Need Improvement" category. Instead, 53% achieved an A Grade (Excellent) and 44% secured a B Grade (Good).
- **Digital Mastery:** 100% of the students engaged with coding concepts, progressing from zero digital exposure to completing Course A and creating independent projects.

B. The Way Forward

The roadmap for the **GyanTantra Digital Learning Innovation** program at Mubarkpur centers on solidifying this academic recovery:

Advanced Coding: Students will continue with Course B, applying logic to create more complex games, animations, and interactive stories.

Targeted Revision: Special focus will remain on students who previously scored below 45%, providing priority support in Hindi, English, Mathematics, and EVS to ensure sustained proficiency.

Holistic Growth: Upcoming months will feature Map activities, Hindi Matra workshops, and continued hygiene advocacy to ensure well-rounded development.

Final Evaluation: A Post-Test assessment will be scheduled to measure the final impact of the academic session.

This holistic, technology-driven approach seeks to dismantle systemic cycles of educational neglect, ensuring these young learners build the future-ready cognitive skills necessary for long-term success.

Activity: - (Traffic Safety Awareness)



My Digital Life Activity



Handwashing Awareness Activity



A. Quantitative Impact: Elimination of Learning Gaps

The project successfully drove academic recovery for the active cohort of **83 primary students at Government Primary School (GPS), Mubarkpur**. The most notable achievement tracked by the digital assessment framework was the dramatic reduction in the number of students categorized under "**Needs Improvement**".

Baseline vs. Progress: At the project's inception, baseline pre-assessment data revealed that **98% of the enrolled students** scored below **45%**, highlighting severe foundational learning gaps among these first-generation learners. Following the targeted implementation of the **GyanTantra** digital modules and hands-on remedial sessions, the vast majority of these students successfully transitioned into proficient grading brackets.

By the **2nd Unit Test**, the transformation was absolute: **0% of students** remained in the "Needs Improvement" category, while **53%** achieved an "**A**" **Grade (Excellent)** and **44%** secured a "**B**" **Grade (Good)**.

Subject-Wise Proficiency Growth

The uniform increase in proficiency across subjects validates the comprehensive nature of the **GyanTantra** curriculum:

Language Proficiency (English & Hindi): Students reached high levels of syllabus coverage (**80% in English and 75% in Hindi**). The platform's interactive approach transformed initial struggles with basic phonics and grammar (e.g., nouns and pronouns) into capable reading and sentence construction.

Mathematics & Logical Reasoning: Students reached **75% syllabus coverage** in Math. Through digital practice and visual aids like the **Place Value chart**, students overcame initial numeracy hurdles, showing marked improvement in number sense, basic operations (subtraction/division), and logical thinking.

Environmental & Value Education: Engagement and conceptual clarity reached high levels, confirmed by the successful assimilation of environmental awareness and personal hygiene modules. These were heavily reinforced by experiential activities such as the **Traffic Safety Awareness** drive.

Digital & Coding Fluency: Beyond traditional academics, **100% of the active cohort** successfully engaged with foundational coding concepts via **Code.org**. Students progressed from zero digital exposure to completing **Course A**, proving

the model's efficacy in equipping underprivileged children with 21st-century cognitive tools like sequencing and problem-solving.

C. Qualitative Impact: Transformation and Confidence

The individual narratives collected during the reporting period vividly illustrate the socio-emotional and academic transformation of these first-generation learners at GPS Mubarkpur. The shift from hesitant participation to active, tech-savvy engagement is a hallmark of the program's success.

Beneficiary	Challenge Before GyanTantra	Post-Intervention Transformation
Tulsi (Grade 3)	Extremely shy and hesitant; faced difficulties in English grammar and basic math operations like subtraction and division.	Developed a keen interest in coding. Now a confident learner who excels in oral tasks and actively participates in all classroom discussions.
Sadhana (Grade 4)	Daughter of a laborer; struggled to recognize basic letters, numbers, and simple words, which severely impacted her confidence.	Introduced to interactive digital modules that sparked her interest. Transitioned into a motivated learner who has mastered body parts, fruits, and vegetable identification.
Manisha (Grade 3)	From a modest farming family; found reading aloud and forming sentences to be major challenges.	Reading fluency and math accuracy improved through animated storytelling modules. Coding became a favorite activity, and she now supports her peers during computer sessions.
Anshu (Grade 4)	Faced limited academic support at home due to financial constraints (family income ~₹8,000/month)	Gained conceptual clarity and problem-solving accuracy. Emerged as an active leader in group activities and creative tasks

Impact on First-Generation Girl Learners

Representing **48% of the cohort** (39 students), many girls entered the program timid and with a severely low baseline in English and Math.

- **Voice and Confidence:** Through visually stimulating digital modules, these students found their voice, shifting from hesitant participants to curious learners.

- **Tech-Savvy Skills:** They mastered basic coding—including sequencing and loops—significantly improving their logical reasoning.
- **Holistic Growth:** Exposure to the **Code.org** platform has empowered them with 21st-century cognitive tools, effectively breaking cycles of educational marginalization.

D. Stakeholder Feedback (Validation)

Feedback from key stakeholders confirms the project's ground-level success and positive reception at **Government Primary School (GPS), Mubarkpur:**

School Administration & Teachers: The faculty praised the **GyanTantra** program for visibly improving student engagement and participation. They noted that students demonstrate a great deal of enthusiasm and excitement when learning through the 10-inch Android tablets and computer systems.

Parents & Community: Families expressed deep gratitude for the initiative. They recognize that the program provides their children—primarily first-generation learners—with critical, hands-on digital experience and essential study materials, such as notebooks and stationery, that they would otherwise be unable to afford.

Curriculum Reception: The child-centric **GyanTantra** syllabus and the integration of the **Code.org** platform were highly praised by academic coordinators. They highlighted the program's crucial role in simplifying foundational programming concepts and making digital literacy both accessible and highly enjoyable for primary students.

Facilitator Observations: Teachers reported a clear improvement in students' conceptual clarity, particularly in grammar (nouns, quantifiers) and mathematics (place value). They valued the self-paced, interactive nature of the digital modules, which allowed for personalized remedial support.





Teacher and Facilitator Observations: Teachers and facilitators at **GPS Mubarkpur** valued the self-paced, adaptive learning environment provided by the **GyanTantra** digital platform. They documented a marked improvement in the students' foundational reading and writing skills across both **Hindi and English**. Furthermore, they highlighted how the integration of **Code.org** made early programming concepts—such as sequencing and loops—highly engaging, fun, and accessible for these **first-generation learners**.

VIII. Challenges and Mitigation Strategies

While highly successful in driving foundational academic recovery, the **GyanTantra** project at **GPS Mubarkpur** faces critical sustainability challenges and specific operational areas for enhancement related to its technology-driven model.

A. Critical Challenge: Financial Sustainability and Infrastructure Maintenance

The project's current operational success at this location highlights a systemic risk: its heavy reliance on concentrated CSR partner funding from **Teleperformance**. Furthermore, the digital nature of the intervention requires continuous hardware upkeep to remain effective.

- **Risk:** High dependence on single-source funding creates significant vulnerability regarding long-term programmatic continuity. If corporate funding priorities shift, it limits the organization's ability to maintain the current lab infrastructure (computers and tablets), renew software licenses, or scale this proven model to other needy government schools.
- **Mitigation:** Literacy India must pivot to a more diversified, multi-pronged funding strategy. This includes actively engaging in individual donor cultivation, seeking specialized educational technology (EdTech) grants,

and establishing community-level or decentralized funding mechanisms to create long-term financial resilience.

B. Operational Recommendations

Area	Recommendation	Rationale
Impact Measurement	Implement standardized rubrics for early computational thinking.	While qualitative stories and academic tracking are strong, developing repeatable metrics for logic and sequencing will provide robust quantitative data for future reporting.
Technology Integration	Develop mobile-friendly or offline access for core modules.	Enabling remedial access at home via parents' smartphones would reinforce classroom learning, prevent regression, and increase parental involvement.
Volunteer Engagement	Utilize corporate professional workshops or mentorship.	Leveraging pro-bono expertise from partners like Teleperformance for tech mentorship or internal capacity building will strengthen the program without increasing the budget.

IX. Conclusion and Final Audit Opinion

A. Summary of Findings (GPS Mubarkpur)

The following table summarizes the audit's findings across key performance dimensions for the **GyanTantra** project at **Government Primary School (GPS), Mubarkpur**:

Dimension	Finding	Validation Source	Rating
Impact Attainment	Successfully transitioned 98% of first-generation learners from a "Need Improvement" baseline to sustained academic proficiency and digital literacy.	Q2 & Q3 Impact Reports	HIGH POSITIVE IMPACT
Methodology Efficacy	The dual-track digital curriculum (GyanTantra)	Subject-Wise Progress &	VERY STRONG

	+ Code.org) and activity-based learning effectively accelerated cognitive development for vulnerable groups.	Qualitative Stories (Tulsi, Sadhana, Manisha)	
Governance & Accountability	Clear hierarchical structure and a rigorous, automated multi-step assessment cadence established to ensure high implementation fidelity	GyanTantra Process Flow & Working Manual	EXCELLENT
Financial Efficiency	Cost-effective delivery equating to high-quality standards, with core investments focused on durable IT assets (tablets/routers) and direct student support.	Impact Reports & Project Allocations	HIGHLY EFFICIENT
Sustainability Risk	High financial concentration reliant on a single CSR partner (Teleperformance), posing a risk to scalability and long-term hardware maintenance.	Audit Assessment	MODERATE RISK

Community Survey and Mobilization

The audit verified that the project team conducted targeted outreach to inform local families in the **Mubarkpur village** catchment area about the digital learning initiative. Direct engagement with parents—predominantly first-generation learners—was instrumental in building institutional trust and identifying eligible students. Orientation sessions provided transparency regarding the technology-driven curriculum and the functional roles of the **10-inch Android tablets** and **Code.org** modules. This community buy-in ensured high student retention and accountability, directly contributing to the program's overall success.

Orientation and Advocacy Sessions

The audit verified the execution of comprehensive orientation meetings involving enrolled beneficiaries and their families at **Government Primary School (GPS), Mubarkpur**. These sessions served as a critical governance and transparency

mechanism to introduce the GyanTantra digital learning framework to the community.

Program Transparency: Facilitators and coordinators provided detailed disclosures regarding the technology-driven curriculum, explaining the functional roles of the smart classroom infrastructure, including 10-inch Android tablets and **Code.org** modules.

Gap Mitigation: The sessions explicitly addressed how the digital intervention targets foundational academic deficits in **Hindi, English, and Mathematics** identified during baseline pre-tests.

Community Buy-in: This engagement was instrumental in building institutional trust among parents—predominantly first-generation learners with limited prior exposure to digital pedagogy. By securing informed consent and parental support, the project ensured a **100% student retention rate** and greater accountability within the home environment, directly contributing to the program's high implementation fidelity.

B. Final Audit Opinion

Based on the thorough examination of the documentation provided and the digital tracking data analyzed, this independent Social Audit concludes that **Literacy India's GyanTantra - Digital Learning Innovation at GPS Mubarkpur** is an exceptionally well-managed, high-impact social program. It delivers significant, measurable improvements in foundational literacy, numeracy, and 21st-century digital skills to a historically marginalized student population.

The program's success is a direct result of high implementation fidelity, the seamless integration of the **GyanTantra** digital framework, and robust internal monitoring processes that ensure no child is left behind..

This conclusion is strongly supported by the audit team's site visit conducted on **February 11, 2026**. Direct observation during this visit confirmed that the operating environment at GPS Mubarkpur was excellent, the digital infrastructure—including **10-inch Android tablets and computers**—was fully functional, and children were highly focused and engaged in their personalized learning modules.

Furthermore, feedback gathered from parents and the Academic Coordinator, Mr. Virendra Chourasiya, indicated a high level of satisfaction with the children's tangible progress. This community support is driven by a clear recognition that future economic participation in India is increasingly reliant on digital literacy, making this foundational intervention critical for the long-term success of first-generation learners.

Auditor's Seal and Certification

This report is a true and accurate reflection of the project's performance at **GPS Mubarkpur** during the audited period, based on documented evidence, and on-site verification.

Yours Faithfully

Ashwani



For AA Social Auditors
CA. Ashwani Rastogi
Partner
Place-New Delhi
Date-24-02-2026

[End of Audit Report]