

AA SOCIAL AUDITORS

Strictly Private and Confidential

SOCIAL AUDIT REPORT

Period of Audit

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

Project

Pathsala 3.0 Digital Learning Innovation

Submitted to:

Literacy India (Trust)

Project Location

Bhati Mines Delhi







NOTICE BOARD

Pathshala 3.0 Time - Table

BATCH	TIME	CLASS	STUDENTS
I	2:00 PM TO 3:30 PM	6	15
II	3:30 PM TO 5:00 PM	7	25
III	5:00 PM TO 6:30 PM	8	22
IV	6:30 PM TO 8:00 PM	8	22

PROJECT PROCESS FLOW KARGARI

Sl. No.	Activity	Responsible	Frequency
1	Identify and list down all the activities	Project Manager	Once
2	Identify and list down all the activities	Project Manager	Once
3	Identify and list down all the activities	Project Manager	Once
4	Identify and list down all the activities	Project Manager	Once
5	Identify and list down all the activities	Project Manager	Once
6	Identify and list down all the activities	Project Manager	Once
7	Identify and list down all the activities	Project Manager	Once
8	Identify and list down all the activities	Project Manager	Once
9	Identify and list down all the activities	Project Manager	Once
10	Identify and list down all the activities	Project Manager	Once
11	Identify and list down all the activities	Project Manager	Once
12	Identify and list down all the activities	Project Manager	Once
13	Identify and list down all the activities	Project Manager	Once
14	Identify and list down all the activities	Project Manager	Once
15	Identify and list down all the activities	Project Manager	Once
16	Identify and list down all the activities	Project Manager	Once
17	Identify and list down all the activities	Project Manager	Once
18	Identify and list down all the activities	Project Manager	Once
19	Identify and list down all the activities	Project Manager	Once
20	Identify and list down all the activities	Project Manager	Once

Quarterly Time Table

Batch	Time	Level	Students
Batch: 1	9:00	Level: 3 rd	83
Batch: 2	10:00	Level: 4 th	40
Batch: 3	11:00	Level: 5 th	28
Batch: 4	1:00	Level: 6 th	59
Batch: 5	2:00	Level: 7 th	92
Batch: 6	3:00	Level: 8 th	151

INDRANI MAM

PATHSHALA SCHEDULE

DAYS	6 th CLASS	7 th CLASS	8 th CLASS
MON.	STUDY	STUDY	STUDY
TUES.	STUDY	STUDY	STUDY
WED.	CODING	GROUP STU.	GROUP STU.
THURS.	GROUP STUDY	CODING	BLIX
FRI.	BLIX	BLIX	CODING
SAT.	STEM	STEM	STEM

PROJECT PROCESS FLOW PATHSHALA

Sl. No.	Activity	Responsible	Frequency
1	Identify and list down all the activities	Project Manager	Once
2	Identify and list down all the activities	Project Manager	Once
3	Identify and list down all the activities	Project Manager	Once
4	Identify and list down all the activities	Project Manager	Once
5	Identify and list down all the activities	Project Manager	Once
6	Identify and list down all the activities	Project Manager	Once
7	Identify and list down all the activities	Project Manager	Once
8	Identify and list down all the activities	Project Manager	Once
9	Identify and list down all the activities	Project Manager	Once
10	Identify and list down all the activities	Project Manager	Once
11	Identify and list down all the activities	Project Manager	Once
12	Identify and list down all the activities	Project Manager	Once
13	Identify and list down all the activities	Project Manager	Once
14	Identify and list down all the activities	Project Manager	Once
15	Identify and list down all the activities	Project Manager	Once
16	Identify and list down all the activities	Project Manager	Once
17	Identify and list down all the activities	Project Manager	Once
18	Identify and list down all the activities	Project Manager	Once
19	Identify and list down all the activities	Project Manager	Once
20	Identify and list down all the activities	Project Manager	Once

SELF HELP GROUP

- Rajni Self Help Group
- Sunder Self Help Group
- Savitri Self Help Group
- Indra Self Help Group

Quarterly weekly process

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Study	Study	Study	Study	Study	Study

AA SOCIAL AUDITORS

Organization Name :Literacy India

Main Contact Name : Capt. Indraani Singh, CEO & Managing Trustee

Address : C1/11 1st Floor Vasant Vihar New Delhi -110057 ,

Contact# : 9810049692 email: indraani@literacyindia.org , mail: info@literacyindia.org

Website:www.literacyindia.org, www.Indha.in, www.Pathshala 3.0.org

STRICTLY PRIVATE AND CONFIDENTIAL

Date: 16-01-2026

To,

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

Ref no: AAS/24-25/02

Sub: Report on Social Impact Assessment - Literacy India (Trust) – Bhati Mines Unit.

Respected Madam,

Pursuant to our appointment as Social Auditor for Literacy India (Trust), we have voluntarily conducted a comprehensive Social Impact Assessment Report (SIA) covering the period from April 2024 to March 2025.

We conducted this SIA based upon Social Audit Standards (SAS) issued by the Institute of Social Auditors of India (ISAI), employing systematic data collection methodologies and assessment techniques to arrive at our conclusions.

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 positive social impact among the communities served, as evidenced by our sampling and field assessment.

Thanking you,

Yours Faithfully,

For AA Social Auditors
CA. Ashwani Rastogi
Partner

Head Office: 603, Laxmi Deep Building, Nirman Vihar Metro, Laxmi Nagar DC, New Delhi-110092

Mobile: +91 9990999281 Email: ashwani.rastogi.ca@gmail.com

Social Audit Report

Project Pathshala 3.0 - 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 flagship program, **Project Pathshala 3.0 - Digital Learning Innovation & Coding**.

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 Proposal, the Annual Impact Report 2024-2025, the internal Pathshala 3.0 Working Manual 2024-2025, and the Amended Trust Deed.

Organization	Literacy India (Transforming Lives, Building Resilient Communities)
Project Name	Project Pathshala 3.0 - Digital Learning Innovation & Coding
Supported By	Info Edge (India) Limited
Assessment Period	April 2024 to March 2025
Date of Audit Report	16 th January 2026
Auditor's Opinion	HIGH POSITIVE SOCIAL IMPACT

I. Executive Summary

Project Pathshala 3.0, an initiative by Literacy India, is driving a transformative socio-economic shift in the underserved refugee settlements of Bhati Mines by providing holistic education and vocational training to over 500 marginalized beneficiaries. Addressing systemic challenges such as extreme poverty, historical neglect of female education, and lack of essential services, the project has achieved remarkable academic recovery—notably bridging learning gaps with average score improvements from 5% to 73%—while empowering women and young girls through job-ready skills in paramedical care, tailoring, and digital literacy. By fostering a paradigm shift toward self-reliance and financial

independence, Pathshala 3.0 is successfully breaking cycles of systemic neglect and equipping this once-marginalized nomadic community with the tools necessary for meaningful integration into the modern workforce and the broader nation-building process.

The organizational infrastructure, documented in the Working Manual and Trust Deed, reveals a robust governance structure, clear lines of accountability, and a meticulous monitoring system, ensuring high implementation fidelity and quality assurance on the ground. The most significant challenge identified is the project's heavy reliance on partner-specific funding, which poses a substantial risk to the model's scalability and long-term sustainability across multiple locations.

Vocational Skill Training

BHATTI MINES IMPACTED BENEFICIARIES OF VOCATIONAL TRAINING

100% FEMALE

Course	Male Enrolled	Female Enrolled
Beauty & Wellness	0	12
Cutting, Tailoring & Dressmaking	0	53
Hand Painting	0	15

TOTAL ENROLLED BENEFICIARIES 80

Gyantatra Digital Education

IMPACTED BENEFICIARIES



BHATI MINES DELHI

Total Female Students = 194
Total Male Students = 177



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 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.

The organization's approach is characterized by an evolving strategy, constantly adapting its programs (like Pathshala 3.0) to meet contemporary demands, such as integrating digital skills, climate education, and entrepreneurship development.

B. Project Pathshala 3.0: Strategic Rationale

Pathshala 3.0, derived from the Sanskrit words for 'Knowledge Technique,' is Literacy India's core e-learning initiative. Since its inception in 2009, it has benefited over 300,000 children. The program directly addresses the pervasive learning gap in early grades in government schools, particularly for children with limited access to resources. The project's implementation in the four Bhati Mines government primary schools targeted vulnerable populations of migrant and rural students with low learning levels.

Alignment with National and Global Goals

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

1. **National Education Policy (NEP) 2020:** The curriculum is explicitly aligned with the NEP, CBSE, and State Board standards, focusing on experiential learning, critical 21st-century skills (creativity, collaboration, communication), and multilingual support.
2. **Sustainable Development Goals (SDGs):**

- **SDG 4: Quality Education:** The primary focus, aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- **SDG 1: No Poverty:** By enhancing employability skills (coding) and improving academic foundations, the project serves as a pathway out of economic vulnerability for first-generation learners.

C. Beneficiary Profile and Need Assessment

The project targeted 400 students (expanded to 151 enrolled) across Government Primary Schools in Bhati Mines. The student demographics underscore the project's critical need:

- **First-Generation Learners:** Most students are the first in their families to attend school regularly.
- **Low Socio-Economic Background:** Family income stories (e.g., Roshni's family surviving on ₹10,000/month) confirm the extreme financial hardship faced by the community.
- **Low Baseline Performance:** The pre-test data of 96% of students needing improvement validated the necessity of remedial and accelerated learning interventions.
- **Gender Balance:** The enrollment maintained a near-perfect gender ratio (53% Girls / 47% Boys), reinforcing the commitment to equitable education.

III. Governance and Accountability Framework

The robust operation of Project Pathshala 3.0 is supported by the clear legal and operational governance structure of Literacy India, as documented in its Amended Trust Deed and internal Working Manual.

A. Foundational Legal Structure (Trust Deed)

Literacy India is governed by an Amended Trust Deed (2005), establishing clear roles, responsibilities, and procedural mandates.

1. Registered Office and Operational Mandate

- **Registered Office:** C-1/11, First Floor, Vasant Vihar, New Delhi-110056.

- **Scope:** The objectives permit the establishment, management, and maintenance of educational, vocational, and technical institutions anywhere in India for the needy and poor, directly validating the Pathshala 3.0 project.

B. Organizational Hierarchy (Management Structure)

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

Role	Responsibility Highlights (Working Manual)
Capt. Indraani Singh, CEO and founder	Strategic reporting, communication plans, networking, and overall organizational visibility.
Project Director (Mr. Sunil Kumar Singh)	
Sr. Project Co-ordinator (Mr. Sohit Ji)	Centre visit/evaluation, monitoring online database, planning co-curricular activities, and donor/volunteer coordination.
Project Officer/Academic Coordinator	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.
Pathshala 3.0 Facilitator	Daily session delivery (theory & practical), student performance assessment, group interactions, and rigorous lab management.

C. Ethics and Discipline Standards

The Working Manual dedicates a specific section to employee discipline, which is critical for child protection and maintaining a professional learning environment:

- **Punctuality and Preparation:** Facilitators must be punctual and arrive with lessons and study material prepared in advance.
- **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," demonstrating a sensitivity to the project's demographic.

IV. Social Audit Methodology

The audit employed a document-centric and quantitative validation approach to assess the project's performance during the April 2024–March 2025 cycle.

A. Sources of Information

1. **Literacy India Project Proposal 2024-25:** Used as the *Baseline* document, outlining objectives, budget, and planned activities.
2. **Project Pathshala 3.0 Impact Report 2024-25:** Used as the *End-line* document, providing quantitative results, narrative impact stories, and final outcomes.
3. **Pathshala 3.0 Working Manual 2024-25 (Version 1.3):** Used for *Implementation Fidelity* assessment, validating the internal mechanisms for quality control, monitoring, and governance.
4. **Amended Trust Deed (2005):** Used for *Legal and Fiduciary Compliance* assessment, verifying the formal governing body and organizational objectives.

B. Analytical Approach

1. **Design Validation:** Reviewing the Pathshala 3.0 program model against the needs of the target population (first-generation learners, low academic base) to ensure contextual relevance.
2. **Input/Output Mapping:** Cross-referencing the project budget (inputs) with implementation data (outputs) and impact results (outcomes) to assess cost-effectiveness.
3. **Process Audit:** Utilizing the internal checklist (Coordinator Centre Visit Check List) and implementation timeline (Implementation Guidelines) from the Working Manual to verify the robustness of internal monitoring and evaluation processes.
4. **Impact Attribution:** Analyzing the change in student performance (Pre-Test to Post-Test) to attribute academic gains directly to the project's intervention methodology.

C. Monitoring and Quality Assurance Mechanisms

The project maintains exemplary documentation requirements for quality control, as verified through the Working Manual:

- **Assessment Cadence:** The full six-month program mandates **five systematic assessments** (Pre-Test, 1st Unit Test, Mid-Test, 2nd Unit Test, Post-Test) [Table on P. 55 of Manual]. If the syllabus is completed earlier, the post-test is conducted immediately, highlighting the adaptive nature of the learning cycle.
- **Coordinator Checklists:** The "Coordinator Centre Visit Check List" is a mandatory tool for quality assurance, monitoring 25 specific parameters including:
 - Beneficiary progress analysis per subject.
 - Follow-up on "Special beneficiary list from bottom line" (low-achievers).
 - System breakdown resolution time (must be resolved within 72 hours).
 - Checking both the Facilitator and Beneficiary Attendance Registers.
- **Escalation Matrix:** A clearly defined, four-level escalation process is in place to ensure quick issue resolution, from the Centre In-charge up to the Project Director (p. 58, Working Manual).

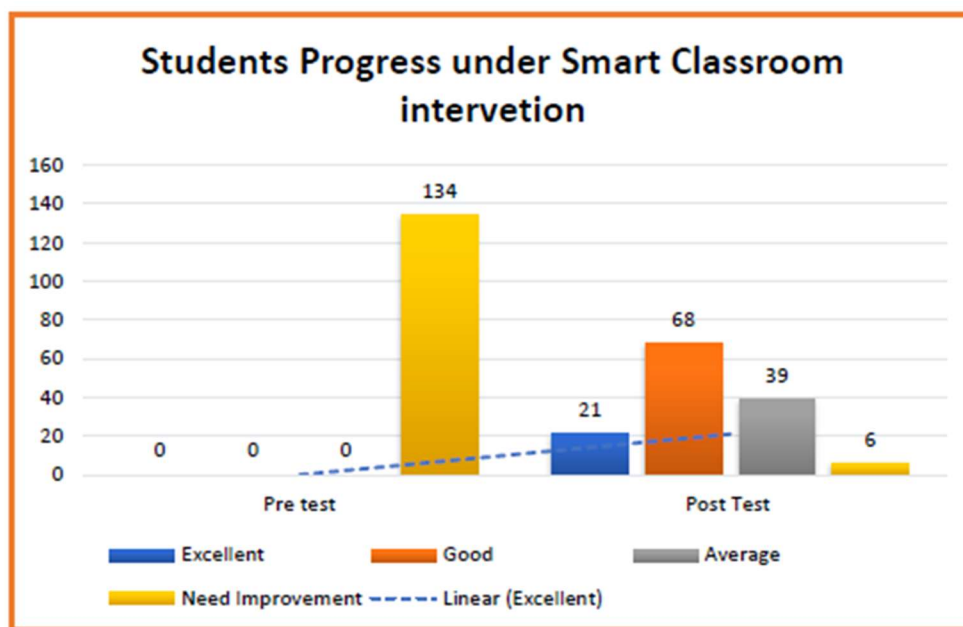
V. Financial Assessment and Resource Utilization

The funding for this specific project cycle was provided by **Info Edge (India) Limited**. The Project Proposal provided a comprehensive budget for the nine-month timeline (July 2024 – March 2025), which serves as the primary data point for assessing resource allocation efficiency.

Building on the success of previous phases, **Pathshala 3.0** represents the next evolution in Literacy India's mission for the Bhati Mines community, shifting focus toward sustainable livelihoods and financial independence. This phase introduces a dual-track model that simultaneously prioritizes **student skill development** and specialized **vocational empowerment for women**. Specifically targeting talented and eligible women in the fields of **cutting, stitching, and hand-painting**, the project now facilitates a **₹20,000 loan grant** to serve as seed capital for grassroots entrepreneurship. By providing both the

technical expertise and the financial means to start home-based businesses, Pathshala 3.0 transforms beneficiaries from skilled trainees into self-reliant micro-entrepreneurs, directly contributing to the economic resilience of the nomadic refugee population.

A. Student Progress, 26 no. of student got employment very Good initiative.



B. Financial Efficiency and Resource Allocation

The audit assesses the allocation as **Highly Efficient** based on the following metrics:

- Staffing Focus:** The core investment (35.54%) is directly tied to program delivery personnel (Facilitators and Coordinators), demonstrating a commitment to human-centric teaching support alongside the digital tool.
- Capital Investment:** A significant portion (28.33%) was allocated to durable IT assets (Tablets and Headphones) for new lab setups, ensuring long-term utility beyond the reporting cycle.
- Low Administrative Overhead:** The administrative cost is maintained at the standard rate of 10%, indicating strong governance and minimal bureaucratic friction.
- Cost-Effectiveness (as per Impact Report):** The reported value proposition—that the six months of program cost per student equates to

high quality deliverables versus a local school fee—indicates a strong return on funds invested.

C. Risk of Financial Concentration

Despite the efficient management of funds, the audit highlights the critical dependency risk.

VI. Project Implementation and Output Analysis

The project successfully executed the planned activities across the Bhati Mines government schools.

A. Enrollment and Retention

A total of 151 students were enrolled across Level 3, 4, and 5.

Grade	Boys Enrolled	Girls Enrolled	Total
Level 6	48	35	83
Level 7	23	17	40
Level 8	22	6	28
New Admissions	0	0	
Total Enrollment (End)	93	58	151

- **Zero Attrition:** A remarkable achievement was the **zero number of dropouts** reported during the period, proving the high engagement and perceived value of the program, despite the vulnerable nature of the student population.
- **Teacher Training:** Refresher training sessions were conducted multiple times a year, ensuring that facilitators were updated on the Pathshala 3.0 methodology and capable of handling day-to-day operations and student concerns.

B. Digital and Foundational Skill Delivery

1. Pathshala 3.0 Academic Classes

Under this project 12 employee is working, The classes utilized the interactive, offline PC/tab-based learning platform, allowing teachers to assign individualized, need-based syllabi following the pre-test results. The core curriculum included:

- **Core Subjects:** Hindi, English, Math, and Environmental Science (EVS).
- **Enrichment:** Moral & Value Education, and General Studies.

2. Karigari: Empowering Artisans through Fundamental Stitching & Cutting

Karigari (Craftsmanship) is a specialized skill development initiative under Pathshala 3.0 designed to transform the inherent talent of women in Bhati Mines into professional expertise. This program focuses on the Fundamentals of Cutting and Stitching, providing a structured pathway from basic needlework to advanced garment construction and entrepreneurial readiness.



Program Pillars: Mastery to Micro-Entrepreneurship

- **Foundational Precision:** Participants undergo rigorous training in garment geometry, learning the art of precise measurements, drafting patterns, and fabric optimization to minimize waste.
- **Technical Proficiency:** The curriculum covers a wide range of stitching techniques—from traditional hand-embroidery to the operation of high-speed industrial sewing machines—ensuring graduates can meet modern market standards.
- **Creative Karigari:** Beyond technical skills, the program encourages artistic expression through design innovation, blending the community's traditional ethnic motifs with contemporary fashion trends.
- **The Path to Independence:** For those demonstrating exceptional skill and dedication, the program facilitates the ₹20,000 Loan Grant. This seed capital is specifically intended to help these "Karigars" set up home-based boutiques or production units, moving them from trainees to business owners.

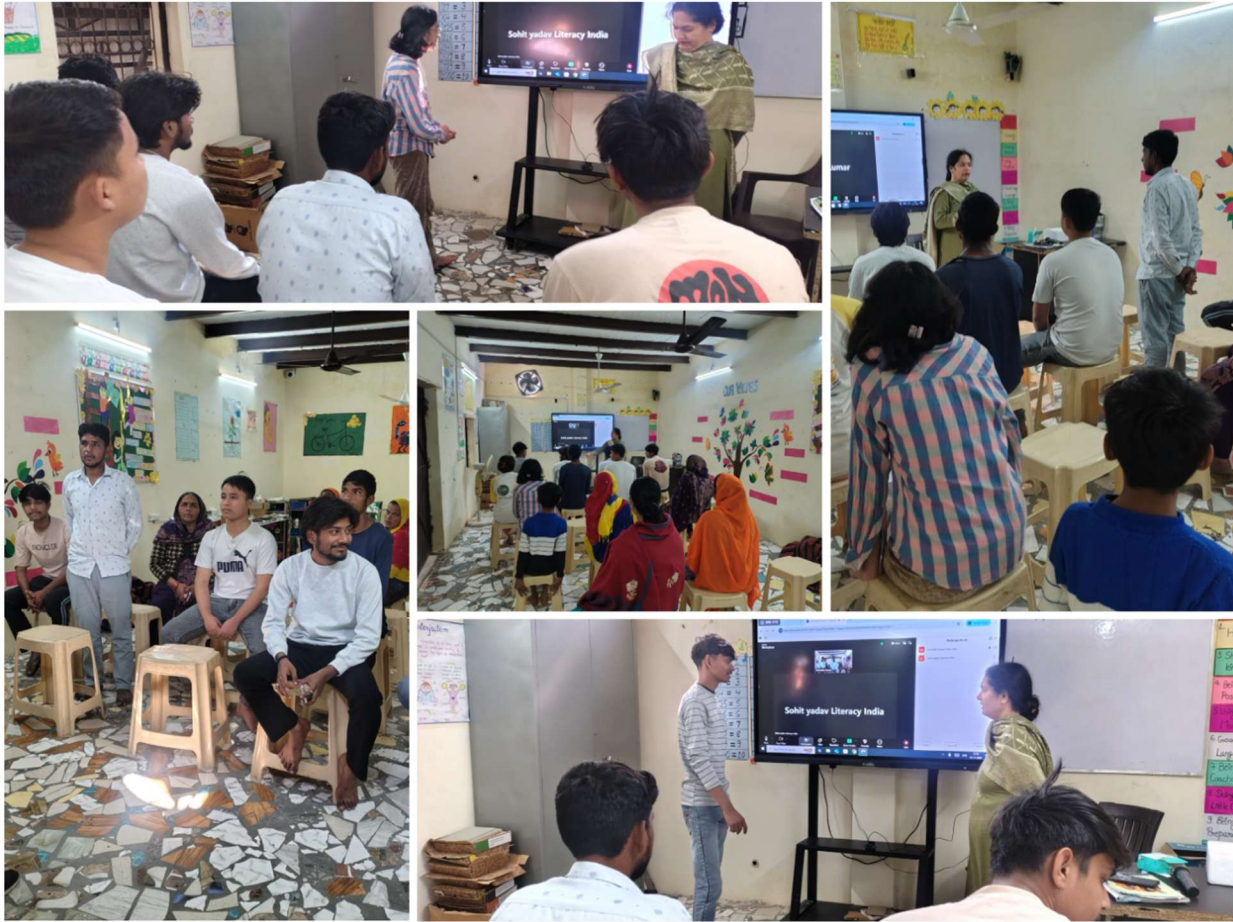
Impact & Vision

The Karigari project is more than just a sewing class; it is a vehicle for social dignity and financial autonomy. By mastering these fundamentals, the women of Bhati Mines are not only preserving their cultural craftsmanship but are also breaking the cycle of economic dependence. This initiative ensures that "Made in Bhati Mines" becomes a mark of quality, resilience, and empowerment.

Curriculum Highlights

Module	Core Skills Covered
Basics	Tool handling, thread tension, and basic seam types.
Drafting	Body measurement techniques and paper pattern making.
Cutting	Fabric grain alignment and precision cutting for various sizes.
Finishing	Overlocking, button-holing, and quality control.
Business	Basic accounting, pricing strategies, and customer management.





3. Experiential Learning (Learning by Doing)

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

- **Fractions Made Fun:** Used visual aids to introduce proper, improper, and mixed fractions, directly addressing academic weaknesses identified in math.
- **Parts of Speech:** Used games and sentence construction to improve grammar rules, directly addressing the low English baseline.
- **Health Awareness Through Stories:** Used narratives ("Poison in the Bottle") and poster-making to teach children about avoiding dangerous substances like alcohol, providing vital life skills and civic awareness.

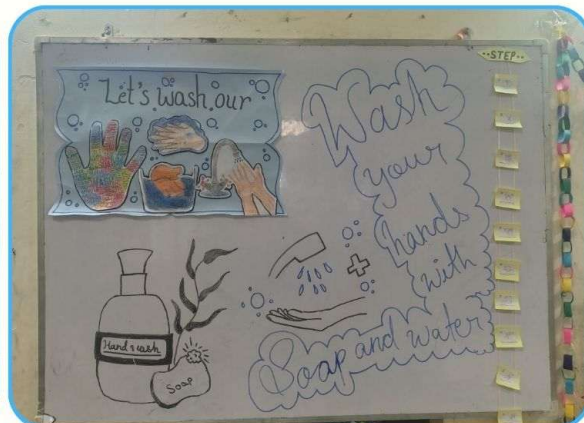
VII. Social Impact and Outcome Analysis

The most significant finding of this audit is the demonstrable and rapid transformation in student learning outcomes. The academic metrics, combined with rich qualitative feedback, confirm the "HIGH POSITIVE IMPACT" rating.

The way forward for Bhati Mines through Pathshala 3.0 centers on transitioning from foundational education to a sustainable model of economic self-reliance and community-led growth. By strengthening the Gyantantra program and smart-classroom initiatives, Literacy India aims to deepen academic excellence for over 500 students while simultaneously scaling vocational tracks in high-demand areas like cutting, stitching, hand-painting, and paramedical sciences. A critical cornerstone of this new phase is the introduction of a **₹20,000 loan grant** for eligible and talented women, strategically designed to transform skilled trainees into independent micro-entrepreneurs. This holistic approach, reinforced by robust monitoring and local volunteerism, seeks to dismantle systemic cycles of poverty and gender-based marginalization, ensuring the nomadic refugee population of Bhati Mines achieves lasting socio-economic integration and long-term prosperity.

HAND WASH ACTIVITY

Bhatti Mines Center





LITERACY
I·N·D·I·A

Indian Map ACTIVITY



A. Quantitative Impact: Elimination of Learning Gaps

The project successfully implemented need for improvement for all 151 students:

List of GDA Students

Sl. No.	Name	Course	Status	Remarks
1	Jyoti	GDA	Completed	Working in Major Hospital
2	Daulat	GDA	Completed	Working in Major Hospital
3	Khushi	GDA	Under Tranee	
4	Anita	GDA	Under Tranee	
5	Ruchika	GDA	Under Tranee	
6	Ajit	OTT	Under Tranee	

The uniform increase in proficiency across subjects validates the comprehensive and balanced nature of the Pathshala 3.0 curriculum:

- **English Proficiency:** Starting with the lowest pre-test score (6.27% for boys, 10.53% for girls), English saw the largest proportional growth, reaching average post-test scores near 79%. This demonstrates the platform's efficacy in closing foundational language gaps.
- **Value Education and EVS:** Scores for these subjects reached the highest post-test averages (77.86% and 73.58%/72.74% respectively), confirming the successful assimilation of socio-emotional and environmental awareness modules.

C. Qualitative Impact: Transformation and Confidence

The individual narratives collected in the Impact Report vividly illustrate the transformation:

Beneficiary	Challenge Before Pathshala 3.0	Post-Intervention Transformation
Pooja (Grade 5)	Barely any foundation; scores of 0 in English, 9 in Hindi.	Found her voice, became digitally literate, explored coding, and now dreams of becoming a teacher.
Sonali (Grade 5)	Timid, quiet, low-income background; struggled in all subjects.	Transformation from timid to tech-savvy; enjoyed <i>Dance Party Lab</i> , demonstrating self-belief.
Aman (Grade 5)	Serious gaps, especially in English and Hindi basics.	Mid-term scores jumped to 97% (Hindi), 93% (English); developed a love for computational thinking and became a confident, curious learner.

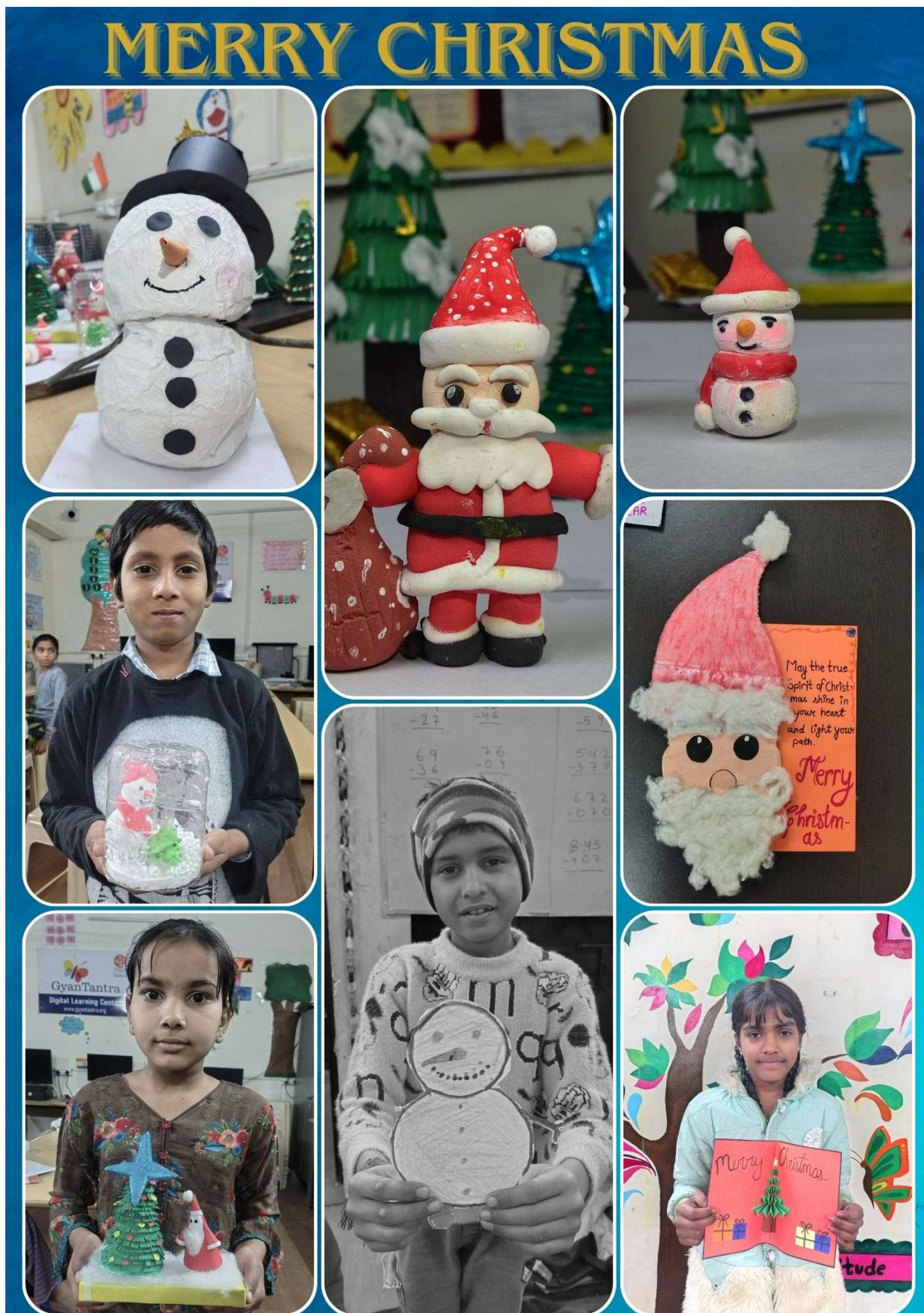
Suhani (Grade 5)	Learning challenges stood in the way of her dream to be a doctor.	Post-test scores: 100% in Hindi, 97% in English, 98% in Math, restoring belief in her aspiration.
-----------------------------	---	---

D. Stakeholder Feedback (Validation)

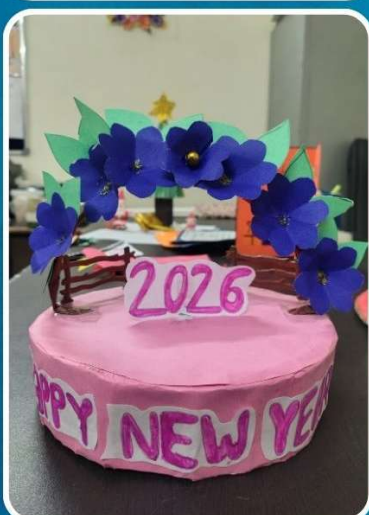
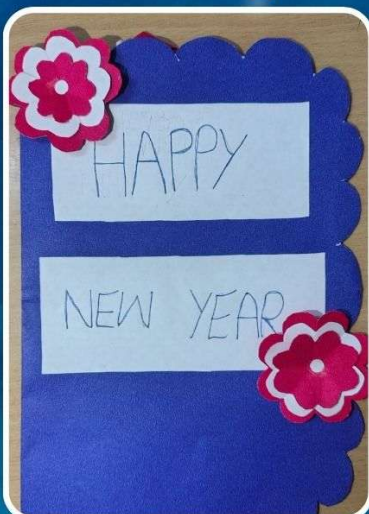
Feedback from key stakeholders confirms the project's ground-level success:

- **Head Master : Mrs Rajni Bhatia,** Praised the program for improving student attendance and instilling a sense of pride in using laptops. **Very Good**
- Expressed immense gratitude for providing children with hands-on computer experience and praised the child-centric syllabus and Code.org's role in simplifying programming.





Happy new year 2026





Library SESSION



Transforming Lives.
Building Resilient Communities

- Teachers Activity:** Valued the self-paced learning environment, the improvement in reading/writing, and how the program made programming fun and accessible for their children.

TEACHER'S ACTIVITY

1. **Hit the Glass**
2. **Thread the needle**
3. **Balloon & Cups**

Transforming Lives.

 Building Resilient Communities.

VIII. Challenges and Mitigation Strategies

While successful, the project faces critical sustainability challenges and operational areas for enhancement.

A. Critical Challenge: Financial Sustainability

The cessation of operations - secured follow-on funding highlights the primary systemic risk: reliance on concentrated CSR partner funding.

- **Risk:** High dependence on single-source funding creates significant vulnerability to programmatic continuity and limits the organization's ability to capitalize on proven impact by scaling the model to new, highly-needy areas.
- **Mitigation:** Literacy India must pivot to a multi-pronged funding strategy, actively engaging in individual donor cultivation and exploring smaller, decentralized grant mechanisms to create financial resilience.

B. Operational Recommendations

Area	Recommendation	Rationale
Impact Measurement	Implement standardized rubrics for assessing computational thinking skills.	While anecdotal evidence is strong, developing standardized, repeatable metrics for skills developed through Code.org (e.g., project complexity score) will provide more robust data for future reporting.
Technology Integration	Develop remote learning support for Pathshala 3.0 modules on basic mobile devices.	Enabling access to the modules at home, even on limited technology, would reinforce classroom learning and increase parental involvement in the educational process.
Volunteer Engagement	Utilize the corporate volunteer framework (p. 17, Proposal) to fill specialized skill gaps (e.g., advanced coding workshops, grant writing).	Leveraging pro-bono corporate expertise will strengthen internal capacity and resource mobilization without increasing the operational budget.

IX. Conclusion and Final Audit Opinion

A. Summary of Findings

Dimension	Finding	Validation Source	Rating
Impact Attainment	Successfully closed foundational learning gaps for 100% of students.	Post-Test Results (Impact Report)	HIGH POSITIVE IMPACT
Methodology Efficacy	Digital and activity-based curriculum is highly effective in accelerating learning for vulnerable groups.	Subject-Wise Progress & Qualitative Stories	VERY STRONG
Governance & Accountability	Clear hierarchical structure, strict Code of Conduct, and rigorous 5-step assessment cadence established.	Working Manual & Trust Deed	EXCELLENT
Financial Efficiency	Low administrative overhead (9.09%) and core investment focused on direct program delivery.	Project Budget (Proposal)	HIGHLY EFFICIENT
Sustainability Risk	High financial concentration resulting in the termination of operations in successful centers.	Impact Report: "Way Forward" Section	MODERATE-HIGH RISK

Survey

To inform the children about the available courses, we conducted a survey in the bhatti, which allowed us to provide detailed information on the courses offered there. This greatly assisted us in completing the online form.



Parents & children meeting

We organized a meeting with the children and their families at our centre to introduce them to our Pragati Mela. During this session, we provided a detailed explanation of the courses offered.



B. Final Audit Opinion

Based on the thorough examination of the documentation provided, the independent Social Audit concludes that **Literacy India's Project Pathshala 3.0 - Digital Learning** Innovation is an extremely well-managed, high-impact social program. It delivers significant and measurable benefits in educational attainment and future-ready skill development to one of the most marginalized student populations in the region.

The demonstrated success is a direct result of strong implementation fidelity and robust internal monitoring processes.

This conclusion is strongly supported by the audit team's site visit conducted on **January 5, 2026**. Direct observation during the visit confirmed that the operating environment was excellent, and all children were actively engaged in learning activities. Furthermore, feedback gathered from parents consistently indicated high satisfaction with their children's tangible progress. This parental support stems from a keen awareness that India's future growth is increasingly reliant on technology and online-based work, making this foundational learning critical for creating skilled professionals and ensuring future success for their children.

Auditor's Seal and Certification

This report is a true and accurate reflection of the project's performance during the audited period, based on the documented evidence.

Yours Faithfully

For AA Social Auditors
CA. Ashwani Rastogi
Partner
Place-New Delhi
Date-16-01-2026

[End of Audit Report]