

# Impact Assessment Report of Sankalp Ek Prayas (Chhattisgarh)

**Commissioned between:**  
Feb 14 and 18, 2025

**Report Submitted on:**  
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**Report by:** Vineeth Iyer  
(SATHI Assessment Team)



*Most photographs in this report have been taken during the impact assessment and are strictly for internal circulation only*

# Objectives of the impact assessment study:

01

*What are the current student learning outcomes of SEP's supplementary education projects, Seekh and Srijan (LRCs – Learning Resource Centers)?*

02

*What are the impacts of other projects that are connected with the educational projects? (Fellowship & Project Garima)*

03

*Understanding the gaps and propose ideas to address the same.*



# Assessment Coverage

## Objective:

- a) To assess the *impact of the SEP projects* on the learning levels.
  - b) To assess the student's *critical thinking & confidence in communication*.
  - c) To assess the *impact of the fellowship* on the 3 flagship programs.
- The final goal was to suggest **improvement actions** that could be initiated.

✓ 100% of the fellows took part in a self assessment survey.

114 students in STD 3 – Foundational Knowledge and Understanding of:

- ✓ Mathematics
- ✓ English
- ✓ Hindi

238 students in STD 5 – Foundational Knowledge and Understanding of:

- ✓ Mathematics
- ✓ English
- ✓ Hindi
- ✓ Environment Science (EVS) in daily life and General Awareness
- ✓ Life Skills (Confidence in Communication and Independent Thinking)

110 students in STD 8 - Knowledge and Understanding of:

- ✓ Mathematics
- ✓ Science
- ✓ English

## Coverage:

- ❖ 20 Seekh Centers
- ❖ 14 Srijan Centers
- ❖ 1 E-merge Center
- ❖ 1 E-Udaan Center
- ❖ 2 Garima Centers
- ❖ HQ – Senior Leaders & Fellows

## Mixed Research Methods:

- ❖ Written Assessment
- ❖ Sample Oral Assessment
- ❖ Personal Interviews/SGD
- ❖ Self Assessment (Qual)



**100% of the assessment took place in DURG District.**

# Overall Findings of the impact assessment study:

01

*Seekh students outperform their peers in Rural Chhattisgarh in all subjects.(ASER report)  
Srijan students outperform their peers in Math, but are broadly at par in English.*

02

*When it comes to higher level concepts in Math (patterns & word problems), Language (sentence structuring, higher vocab, grammar foundations) and Science, the performance drops by 30%-50% in comparison to outcomes on ASER level assessments.*

03

*On a study of 20% of the STD 5 batch assessed, 60% students demonstrated the ability to understand an open ended question and provide a confident, independent answer.*

04

*100% of the fellows strongly feel that their confidence in managing challenging relationships (with community leaders & school principals) and ability to engage teachers and students in learning has been enhanced due to the fellowship program.*

# Executive Summary - Key Findings (Project Seekh – grade 3 and 5)



Math

1

**69.30%** of G3 students solved a subtraction problem successfully against the state average of 23.30%. Also, **47.5%** of G5 students solved a 3 digit by 1 digit division problem accurately vs 25.7% average for the state (ASER 2024 comparison).

Math

3

**55%** of G3 students could solve a simple subtraction and **33%** a simple multiplication word problem. **35%** of G5 students solved a word problem with 2 functions (+, -, x). These were an approx drop of 40% against their proficiency at plain number operations.

English

2

**39.40%** of G3 students were at Word Level proficiency against the state average of 9.70%. **40.60%** of G5 students could read sentences with comprehension in comparison to 9.40% students in govt. schools. (ASER 2022 comparison)

English

4

**29.60%** of G5 students are at para reading level (with comprehension) and **24%** students are demonstrating competency in foundational grammar. The average for affordable schools (SATHI peer group) is 42%.

Hindi

5

**59.60%** of G3 students were at sentence reading level against the state average of 43.70%. Also, **63.30%** of G5 students were at para reading level vs. 54% average for rural students in Chhattisgarh. (ASER 2024 comparison)

Life Skills  
and EVS

5

When a sample of G5 students (20% of the assessed batch) were tested on confidence in communication and independent thinking, **60%** of students demonstrated the ability. This assessment was done using open ended questions in small groups. Also, **9%** students got at least 3 out of 5 EVS Questions (General Awareness) correct.

# Executive Summary - Key Findings (Project Srijan – Grade 8)



Math

1

**70.10%** of G8 students solved a subtraction problem successfully against the state average of 59.80%. Also, **61.8%** of G8 students solved a 3 digit by 2 digit division problem accurately vs 36.7% average for the state (ASER 2024 comparison).

Math

3

**48%** of G8 students solved an operational problem involving multiplication, division or a combination of 2 functions (+, -, x, /). However, only **20%** were able to solve word problems related to the same concepts.

English

2

**42.00%** of G8 students were at Word Level proficiency against the state average of 51.4%. **34.40%** of G8 students could read and comprehend more challenging words. Sentence reading level was at par with the State Avg. of 28%. (ASER 2022)

English

4

**25.0%** of G8 students are demonstrating foundational application of basic grammar concepts. This includes understanding related to pronouns, prepositions, subject verb agreement, plurals, tenses etc.

Science

5

**52.10%** of G8 students are demonstrating knowledge of Science topics covered in middle school grades. This included topics related to elements, heat, gravity, force, reflection, nutrition and the solar system.

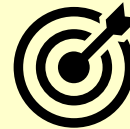
E-Udaan

Science Mela

Toolkits

NMMS Coaching

## Executive Summary – Fellowship, Garima & Digital Learning projects observations



- ✓ Strong engagement of students along with support from the govt. schools for the E-Merge and E-Udaan projects.
- ✓ Strong attendance & engagement at the Garima Manch (platform for open discussion between adolescent girls). The average attendance at Learning Centers was approx. 75%, with Schools having a 10%-20% edge over the Bhavans.
- ✓ Adolescent Education modules at the govt. schools (conducted by fellows) were well received by students.
- ✓ 100% of the Fellows believe that they have significantly grown in confidence and developed their pedagogical skills while dealing with both teachers & children.
- ✓ 90% of the Fellows believe that the exposure visits to various centers of excellence have been extremely useful in developing their competencies and overall confidence as educationalists.
- ✓ 75% of the Seekh & Srijan Fellows strongly feel that their work timings should be rescheduled to accommodate greater time with other teachers in their clusters and devoting more bandwidth to gifted students.
- ✓ 65% of the Seekh & Srijan Fellows aspire to get into Subject Faculty (SME) roles in comparison to administrative roles involving a larger geography (more centers). For Garima this is reversed with 60% aspiring for block level role expansion.
- ✓ When asked for one senior role that the NGO needs to hire for becoming more effective and impactful, the 2 positions, “Pedagogy & Training Leader” and “Leader to handle overall finance, documentation and reporting” were the most sought after positions by the fellows.





# Executive Summary – Key Recommendations for Program Impact Improvement

## Project Seekh & Srijan:

- ✓ Create a cadre of Subject Matter Experts (Subject Faculty) from the Fellowship Batch 1 in Language, Math & Reasoning and Holistic Subjects. This cadre will develop relevant curriculum and conduct need based ongoing training for all teachers & gifted students.
- ✓ Develop the student peer group learning model further by including structured routines in the time-table.
- ✓ Develop automated monitoring & tracking tools for attendance and continuously mapping progress in learning levels.
- ✓ Integrate holistic sessions (GK, Circle-Time , Independent Reading, Creating Writing, Aesthetic Development, EVS Community Projects) with the bagless Saturdays at school.

## Other Projects:

- ✓ Launch a quarterly magazine (by the community for the community) designed especially for local adolescent girls & youth. It can capture various activities of Garima, local case studies, inspiring stories and awareness based articles.
- ✓ Enhance the quality of lesson plans (Science & English) at Srijan Centers with higher integration with E-Udaan Learning Project.

## Overall Organizational:

- ✓ Develop a dedicated residential space for T&D. The Sankalp Resource Center can be the vehicle of future innovation and growth.
- ✓ Forge fresh MOUs with knowledge partners in the themes of Early Childhood Development, Subject Faculty (SME) Development and Digitalization of M&E & Mock Tests for Competitive Exam Preparation.



# SPECIAL IMPACT STORIES (BY ASSESSORS)



Ms. Khushboo



Ms. Lalita



Ms. Sapna



Ms. Tikeshwari

**Khushboo:** Like more than 90% of the current fellows, Khushboo did not have a vehicle before the fellowship. She used to cycle more than 10kms each day to her center and then to the office to submit reports. With the support from the organization, she now proudly owns her own 2 wheeler. (SEP supports fellows in purchasing 2 wheelers for commuting.)

**Sapna:** This girl is a workaholic. Her day begins at 8am when she goes to facilitate at an E-Merge center. After that, she leaves for the Sankalp office at 10:30am, only to return to her Seekh (evening) center for her teaching session and observations. Her father works in a bank and has fully supported his daughter in her journey. She is happy serving children like Devanshi who is a differently abled child, now able to speak confidently and read small words in Hindi due to the special efforts of her favourite Sapna Didi.

**Tikeshwari:** More than 90% of the fellows had not traveled out of their state prior to their nomination as fellows. In fact most had not ventured out of their districts. Tikeshwari and others like her have relished the opportunity to travel and interact with high quality training partners. She is now on the verge of completing her B.Ed, which she has pursued along with the Fellowship.

**Lalita:** When it comes to commitment, Lalita is an icon for Fellows. After completing YR 1, she only agreed to marry on the condition that she gets complete freedom to continue it. She was seen completing her SEM papers with her baby on her lap.

# TEAM SATHI WITH SEP PROGRAM LEADERS



## THANK YOU

SATHI (Seva Assessments To Harvest Improvements)