AA SOCIAL AUDITORS

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SOCIAL AUDIT REPORT
Period of Audit
(01-04-2024 to 31-03-2025)
Project
GyanTantra Digital Learning Innovation
Submitted to:
Literacy India (Trust)
Project Location
The Primary School ATT-2, Noida
The Composite School Chhalera, Noida

Build foundational CS skills

Like reading, writing, or math, computer science is foundational to other pursuits. It teaches problem solving and critical thinking, and enables students to actively participate in an increasingly digital society.

Leverage comprehensive teaching resources

In-depth lesson plans and flexible professional learning options ensure teachers with diverse backgrounds can successfully teach computer science.

Unlock pathways for all students

Computing occupations are the largest, fastest-growing, and best-paying sector of all new wages in the U.S.

Understand a world changed by AI

Teach students how AI works and how to use it safely. Our Professional Learning encourages curiosity and confidence with this evolving technology.

Organization Name :Literacy India

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

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Social Audit Report Noida School

AA SOCIAL AUDITORS

Date: 20-11-2025

To,

Literacy India (Trust)
C-1/11, First Floor, Vasant Vihar,
New Delhi-110056   Ref no: AAS/24-25/01

Sub: Report on Social Impact Assessment of Literacy India (Trust).

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

Social Audit Report

Project GyanTantra - 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 GyanTantra - 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 GyanTantra Working Manual 2024-2025, and the Amended Trust Deed.

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

I. Executive Summary

This Social Audit confirms that Literacy India's Project GyanTantra successfully met and exceeded its primary objectives during the 2024-2025 assessment period. The project is an integrated intervention combining foundational academic remediation with the introduction of cutting-edge digital literacy and coding skills, aligning seamlessly with the national goals of inclusive and equitable quality education.

The quantitative data shows a dramatic shift in academic proficiency among the **401 enrolled students**—a large majority of whom are first-generation learners.

The pre-test to post-test analysis demonstrated that 100% of students moved out of the "Need Improvement" category, with 85% achieving scores above 60% in core subjects. This elimination of foundational learning gaps is evidence of the efficacy of the digital, adaptive learning methodology.

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.

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 GyanTantra) to meet contemporary demands, such as integrating digital skills, climate education, and entrepreneurship development.

B. Project GyanTantra: Strategic Rationale

GyanTantra, 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 Noida 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):**

   o **SDG 4: Quality Education:** The primary focus, aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

   o **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 360 students (expanded to 401 enrolled) across four Government Primary Schools in Noida. 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 GyanTantra 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 GyanTantra 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 **Project Director (Mr. Sunil Kumar Singh)**	Strategic reporting, communication plans, networking, and overall organizational visibility.
Sr. Project Co-ordinator (Mr. Birendra Chaurasiya)	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.
GyanTantra Facilitator	Daily session delivery (theory & practical), student performance assessment, group interactions, and rigorous lab management (p. 17-18, Working Manual).

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 GyanTantra Impact Report 2024-25:** Used as the *End-line* document, providing quantitative results, narrative impact stories, and final outcomes.

3. **GyanTantra 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

Design Validation: Reviewing the GyanTantra program model against the needs of the target population (first-generation learners, low academic base) to ensure contextual relevance.

1. **Input/Output Mapping:** Cross-referencing the project budget (inputs) with implementation data (outputs) and impact results (outcomes) to assess cost-effectiveness.

2. **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.

3. **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:

    o Beneficiary progress analysis per subject.
    o Follow-up on "Special beneficiary list from bottom line" (low-achievers).
    o System breakdown resolution time (must be resolved within 72 hours).
    o 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.

A. Project Budget Summary (9-Month Cycle)

Cost Category	Total Amount (INR)	Percentage of Total Budget	Notes
Direct Program Staff (Facilitator, Coordinator)	621,000	35.54%	Full-time ground staff for 3 centers.
Indirect Program Support (PO/Manager, M&E, Logistic)	337,500	19.31%	Apportioned costs for oversight and evaluation.
Hardware/IT (Headphones, Tablets)	495,000	28.33%	Capital cost for new lab setup (30 Tablets, 60 Headphones).
Program Consumables (Stationery, Internet, etc.)	135,000	7.73%	Includes Syllabus, Assignments, Printing, and Communication.
Sub Total (Project Recurring Cost)	**1,588,500**	**90.91%**	
Admin Cost (@10%)	158,850	9.09%	Management, Statutory Audit, and overall project oversight.
Grand Total	**1,747,350**	**100.00%**	**(INR Seventeen Lacs Forty-Seven Thousand Three Hundred Fifty Only)**

B. Financial Efficiency and Resource Allocation

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

1. **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.

2. **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.

3. **Low Administrative Overhead:** The administrative cost is maintained at the standard rate of 10%, indicating strong governance and minimal bureaucratic friction.

4. **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. The decision to discontinue operations in the Wazidpur and Chhaproli locations was purely due to the conclusion of partner-specific funding, illustrating the vulnerability of the project's scaling ambitions to concentrated funding sources.

VI. Project Implementation and Output Analysis

The project successfully executed the planned activities across the four Noida government schools. **Enrollment and Retention**

A total of 401 students were enrolled across Grades 3, 4, and 5.

Grade	Boys Enrolled	Girls Enrolled	Total
Grade 3	20	27	47
Grade 4	64	64	128
Grade 5	64	67	131
New Admissions	46	45	91
Total Enrollment (End)	197	200	**401**

- **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 GyanTantra methodology and capable of handling day-to-day operations and student concerns.

B. Digital and Foundational Skill Delivery

1. GyanTantra Academic Classes

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. Coding Classes (Computer Science Fundamentals)

The integration of the Code.org curriculum was a critical component, targeting Grades 3, 4, and 5. The subjects focused on:

- **Core Concepts:** Computational thinking, problem-solving, loops, events, and algorithms.

- **Creative Output:** Students engaged in platform-based projects (e.g., Dance Party Lab, Sprite Lab) which fostered critical thinking and creativity.

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.

A. Quantitative Impact: Elimination of Learning Gaps

The project successfully eliminated the need for improvement among all 401 students:

Performance Category	Pre-Test (Baseline)	Mid-Test	Post-Test (End-line)
Need Improvement	96%	25%	**0%**
Average	4%	28%	15%
Good	0%	47%	53%
Excellent	0%	0%	**32%**

- **Conclusion:** The intervention successfully transitioned the entire student cohort from a state of severe academic deficiency to one where 100% are performing at or above an acceptable academic level (Average/Good/Excellent).

B. Detailed Subject-Wise Proficiency Gains

The uniform increase in proficiency across subjects validates the comprehensive and balanced nature of the GyanTantra 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 GyanTantra	Post-Intervention Transformation
Pooja (Grade 5)	Barely any foundation; scores of	Found her voice, became digitally literate, explored coding, and now dreams of becoming a teacher.

	0 in English, 9 in Hindi.	
Sonali (Grade 5)	Timid, quiet, low-income background; struggled in all subjects.	Transformation from timid to tech-savvy; enjoyed *Dance Party Lab*, 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:

- **School Principal (Atta-2): Mrs Shikha Saxena** Praised the program for improving student attendance and instilling a sense of pride in using laptops.
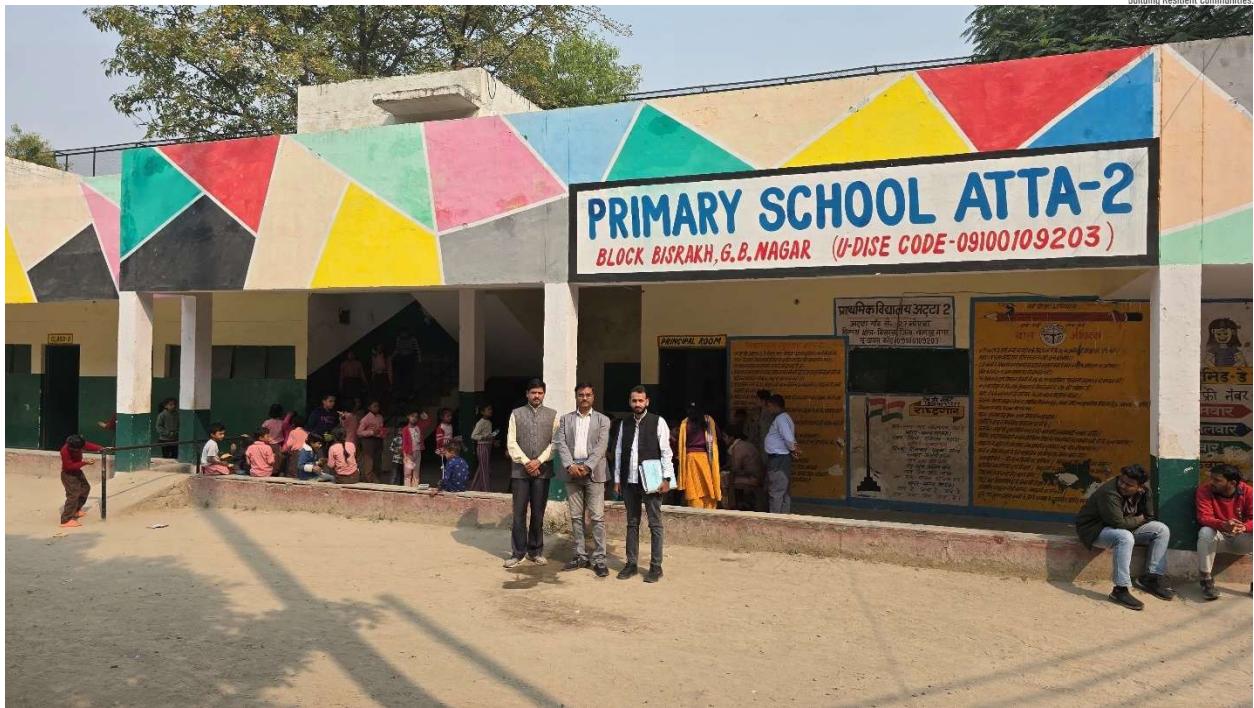
- **School Principal (Chhalera): Mrs. Kusum** Expressed immense gratitude for providing children with hands-on computer experience and praised the child-centric syllabus and Code.org's role in simplifying programming.
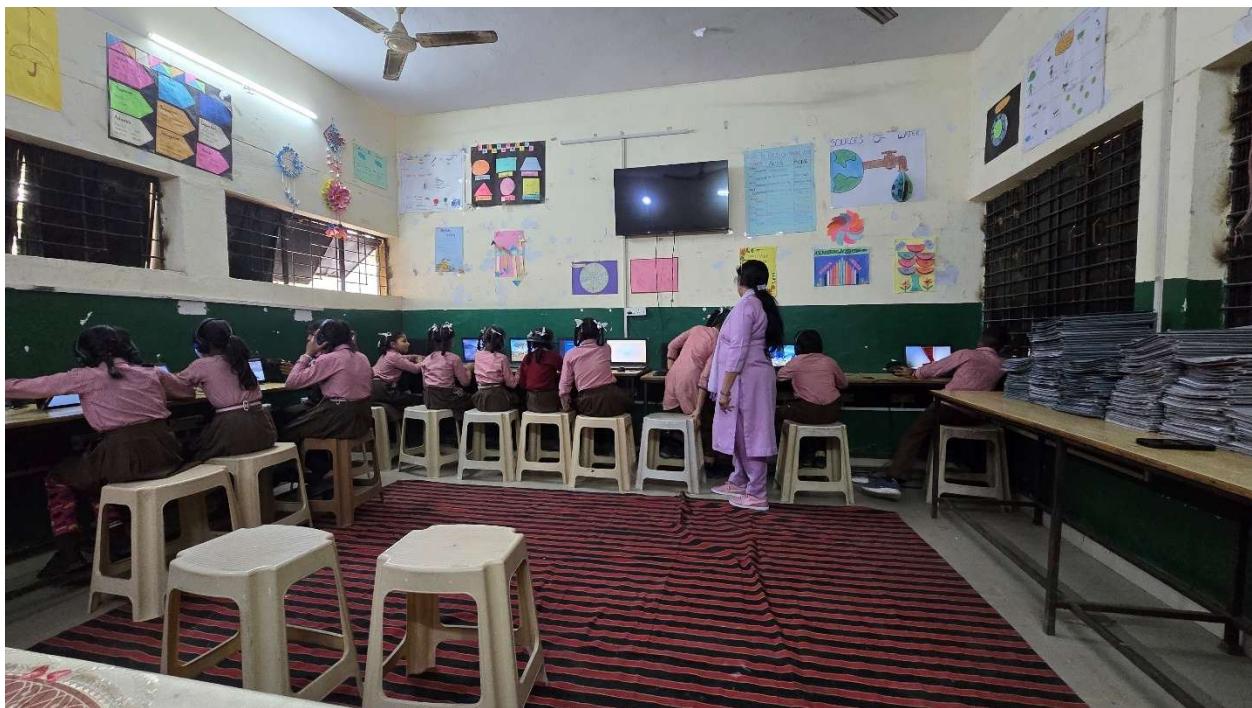
- **Parents:** Valued the self-paced learning environment, the improvement in reading/writing, and how the program made programming fun and accessible for their children.

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 in two locations (Wazidpur and Chhaproli) post-project due to the lack of immediately 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 GyanTantra 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**

B. Final Audit Opinion

Based on the thorough examination of the documentation provided, the independent Social Audit concludes that **Literacy India's Project GyanTantra - 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 **November 13, 2025**. 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-11-12-2025

[End of Audit Report]