

SNEH ASHA FOUNDATION

Digital Literacy Program

Impact Assessment Report

Academic Year 2024–2026 | Stakeholder Edition

15

Schools Across Mumbai

11,980

Students Reached

576

Computers Deployed

630

Hours of Classes/Year

3x Growth in 2 Years: Scaled from 5 schools in 2024 to 15 schools across Mumbai in 2026, teaching students computer basics, hardware, software and theory across 7 languages and 5 grades.

Analysis by ProjektAnalytics Technologies Private Limited
April 2026

1. Executive Summary

Sneh Asha Foundation operates computer labs across 15 municipal and low-income schools in Mumbai, delivering structured digital literacy education to 11,980 students. This report presents the program's impact based on baseline and endline assessments conducted during the academic years 2024–25 (5 pilot schools) and 2025–26 (all 15 schools).

The core finding is unambiguous: the program works. Average student scores rose from 49.3% at baseline to 73.0% at endline – a 23.7 percentage point improvement across the full cohort. Students scoring below 40% dropped from 29.7% to just 5.3%, while students scoring above 80% surged from 5.0% to 44.1%.

This improvement is consistent across grades, mediums, and schools. Even schools that received as few as 10 hours of instruction showed measurable gains. The data also shows that more contact hours correlate with better outcomes ($r = 0.503$), pointing to a clear, actionable lever for further impact.

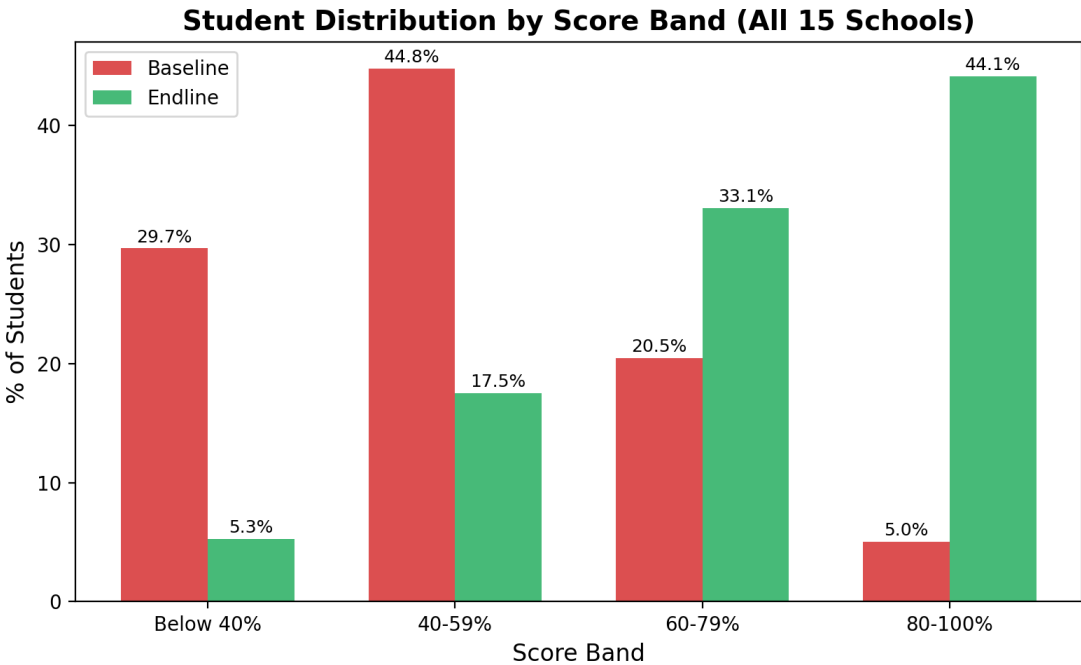
2. Is the Program Actually Working?

Yes. The data leaves no room for ambiguity.

The Numbers

Metric	Baseline	Endline
Average Score (%)	49.3%	73.0%
Students Below 40%	29.7%	5.3%
Students Above 80%	5.0%	44.1%
Students in 40–59% Band	44.8%	17.5%
Students in 60–79% Band	20.5%	33.1%

The entire distribution shifted upward. The struggling group (below 40%) shrank from nearly 1 in 3 students to 1 in 20. Meanwhile, the proportion of high-performers (above 80%) grew nearly ninefold.



3. What Was Actually Taught?

The curriculum is structured in two levels, totalling 48 sessions. It follows a fundamentals-first approach: students learn hardware and basic operations before any software.

Level 1: Computer Basics (30 Sessions)

- Sessions 1–4: Introduction to computers, parts identification, starting/shutting down, mouse and keyboard operations
- Sessions 5–8: MS Paint drawing tools, shapes, colors, creative projects
- Sessions 9–16: MS Word typing, formatting, tables, borders, practical exercises like creating a school timetable
- Sessions 17–22: MS PowerPoint creating slides, adding animations, inserting media, building a class presentation
- Sessions 23–27: MS Excel entering data, basic formulas, creating a grade calculator
- Sessions 28–30: Internet basics, safe browsing, digital citizenship

Level 2: Advanced Digital Skills (18 Sessions)

- Sessions 1–4: Advanced Word headers/footers, mail merge, page layout, project reports
- Sessions 5–8: Advanced PowerPoint transitions, embedded multimedia, designing infographics
- Sessions 9–12: Advanced Excel charts, conditional formatting, data sorting and filtering
- Sessions 13–15: Canva designing posters, social media graphics, event invitations
- Sessions 16–18: Introduction to AI what AI is, how chatbots work, responsible AI use

The curriculum is delivered across 7 language mediums (Marathi, Hindi, English, Urdu, Gujarati, Tamil, Kannada) and 5 grades (5th through 9th), ensuring accessibility for Mumbai's diverse student population.

4. How Well Did Students Perform?

Here is the overall performance shift:

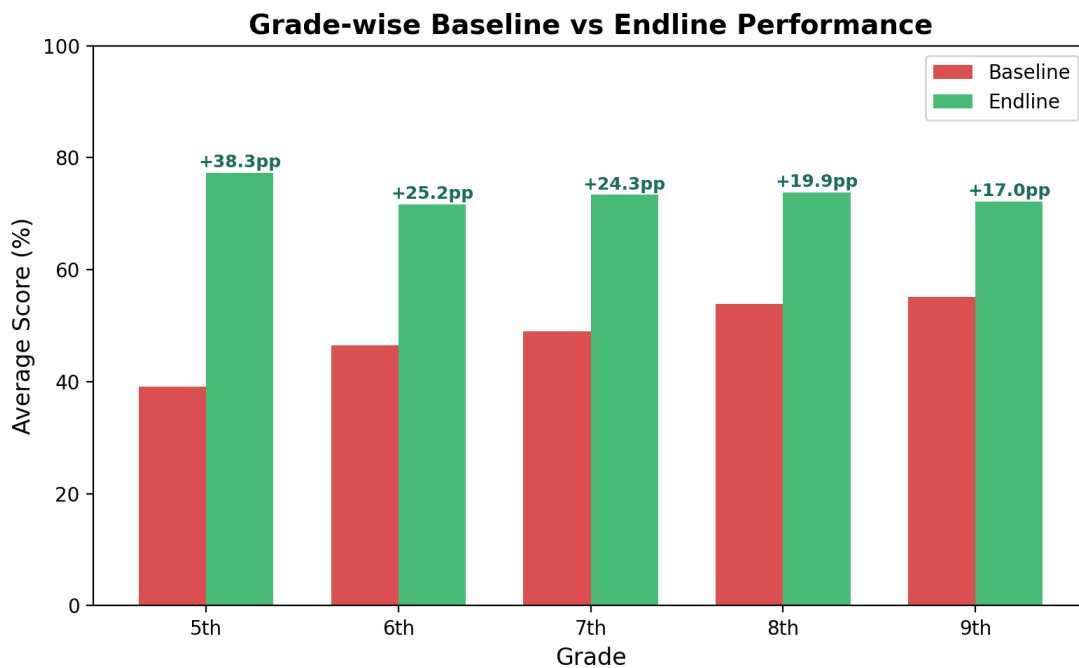
Score Band	Baseline	Endline	Shift
Below 40%	29.7%	5.3%	-24.4pp
40–59%	44.8%	17.5%	-27.3pp
60–79%	20.5%	33.1%	+12.6pp
80–100%	5.0%	44.1%	+39.1pp

The bottom two bands (below 60%) collectively held 74.5% of students at baseline. At endline, that figure dropped to 22.8%. The top two bands (above 60%) grew from 25.5% to 77.2% of the student body.

5. How Does Performance Vary Across Grades?

Every grade showed significant improvement, but the magnitude varied. Younger students showed the largest gains, likely because they started from a lower base and had more room to grow.

Grade	Baseline	Endline	Improvement	Students
5th	39.1%	77.4%	+38.3pp	~890
6th	46.5%	71.7%	+25.2pp	~3,430
7th	49.0%	73.4%	+24.3pp	~2,790
8th	53.8%	73.7%	+19.9pp	~2,540
9th	55.2%	72.1%	+17.0pp	~1,920



What This Tells Us

- 5th graders gained the most (+38.3pp), jumping from 39.1% to 77.4%. Early intervention has an outsized effect.
- 8th and 9th graders started higher but still improved by 17–20pp, showing the curriculum is effective for older students too.
- The gap between grades narrowed at endline (72–77% range) compared to baseline (39–55% range), suggesting the program brings all students closer to a common standard.

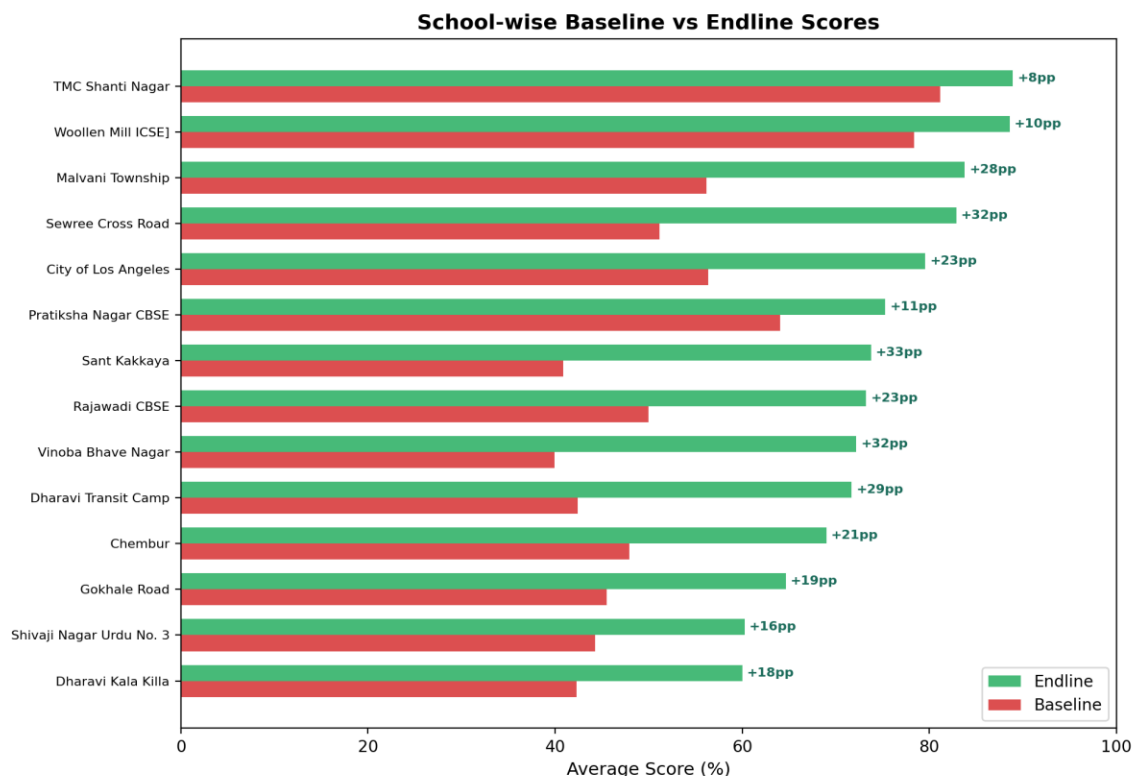
6. Which Schools Are Performing Best, and Which Need More Support?

There is wide variation across schools, but every single school improved. The table below uses data from the sessions dataset, which has matched baseline and endline scores for each school.

Full School Performance Table

School	Baseline	Endline	Change	Hours/Yr
TMC Shanti Nagar	81.2%	88.9%	+7.8pp	130
Woollen Mill ICSE	78.4%	88.6%	+10.2pp	60
MPS CBSE Bhavani Shankar	74.5%*	84.2%	+9.7pp	60
Malvani Township MPS	56.2%	83.8%	+27.6pp	18
Sewree Cross Road MPS	51.1%	82.9%	+31.8pp	35
City of Los Angeles	56.4%	79.6%	+23.2pp	35
Pratiksha Nagar CBSE	64.0%	75.3%	+11.3pp	35
Sant Kakkaya	40.9%	73.8%	+32.9pp	35
Rajawadi CBSE	50.0%	73.3%	+23.3pp	35
Vinoba Bhawe Nagar	39.9%	72.2%	+32.3pp	35
Dharavi Transit Camp	42.4%	71.7%	+29.2pp	10
Chembur MPS	47.9%	69.0%	+21.1pp	10
Gokhale Road MPS	45.5%	64.7%	+19.2pp	60
Shivaji Nagar Urdu No. 3	44.3%	60.2%	+16.0pp	18
Dharavi Kala Killa	42.3%	60.0%	+17.7pp	35

* Bhavani Shankar baseline is from 2024 (pilot school).



Schools That Need Immediate Support

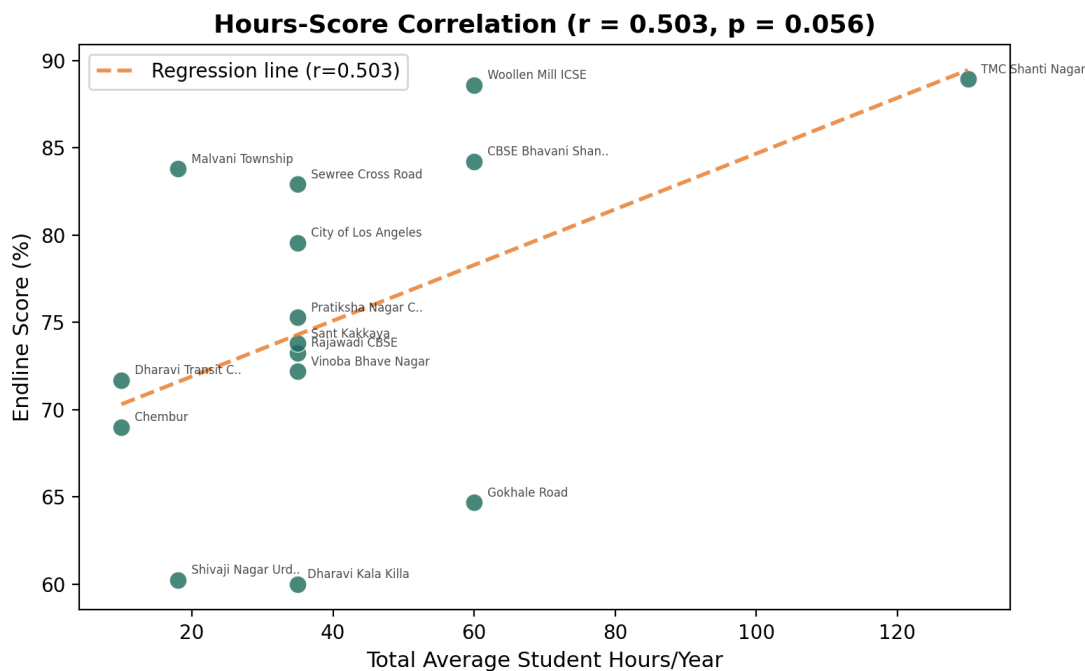
- **Shivaji Nagar School (60.2%, 1,776 students):** Largest school by enrollment but among the lowest scorers. Only 18 hours/year of contact time and a 39:1 student-computer ratio. This is the single highest-leverage school for investment.
- **Dharavi Kala Killa (60.0%, 813 students):** Lowest endline score. Has 35 hours/year and a 27:1 ratio. May need instructor-quality review alongside resource investment.
- **Gokhale Road MPS (64.7%, 273 students):** Despite having 60 hours/year among the highest it underperforms. This suggests the issue is not hours alone but possibly infrastructure, class size, or teaching quality.
- **Chembur MPS (69.0%, 1,544 students):** Second-largest school. Only 10 hours/year and a 51:1 student-computer ratio the worst in the program. Needs urgent capacity expansion.

Schools Worth Celebrating

- **Malvani Township (+27.6pp on just 18 hours/year):** Remarkable efficiency. Went from 56.2% to 83.8% with minimal contact time and a 26:1 ratio.
- **Sant Kakkaya (+32.9pp):** Biggest absolute improvement. From 40.9% to 73.8% on 35 hours/year.
- **Vinoba Bhawe Nagar (+32.3pp):** Started at the lowest baseline (39.9%) and reached 72.2%.

7. Where Should We Invest for the Greatest Impact?

The correlation analysis ($r = 0.503$, $p = 0.056$) shows that more contact hours generally lead to better scores. But the relationship is not linear—some schools outperform their hours, and one underperforms significantly. This tells us that investment needs to be targeted, not uniform.

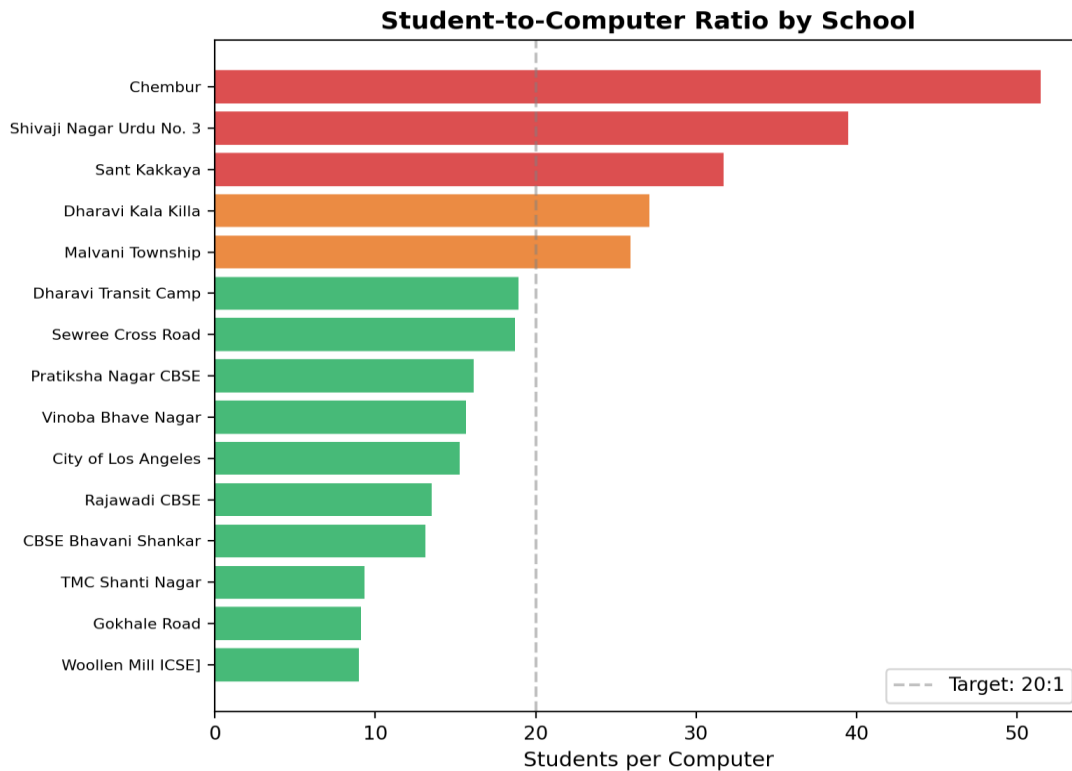


Highest-ROI Investments

- 1. Increase hours at Chembur MPS and Dharavi Transit Camp from 10 to 35 hours/year.** These two schools serve a combined 2,490 students on just 10 hours/year each. Schools at 35 hours average 75%+ scores. Even a move to 18 hours (which Malvani and Shivaji Nagar already get) could impact nearly 2,500 students. The infrastructure is already in place—the marginal cost is instructor time.
- 2. Increase hours at Shivaji Nagar from 18 to 35 hours/year.** With 1,776 students, this school alone accounts for 15% of the total program enrollment. It currently scores 60.2%. Moving it to the 35-hour tier could bring it closer to the 73–80% range, impacting nearly 1,800 students.
- 3. Investigate Gokhale Road MPS.** This school gets 60 hours/year but scores only 64.7%. Before investing more hours here, conduct a root-cause analysis: is the issue class size, instructor quality, infrastructure reliability, or student attendance?

8. What Infrastructure Investment Is Needed?

The student-to-computer ratio varies dramatically across schools. Five schools have ratios above 25:1, meaning more than 25 students share each computer. This directly limits hands-on practice time.



Priority Infrastructure Needs

School	Students	Computers	Ratio	Target (20:1)	Need
Chembur MPS	1,544	30	51:1	77	+47
Shivaji Nagar Urdu No. 3	1,776	45	39:1	89	+44
Sant Kakkaya	1,269	40	32:1	63	+23
Dharavi Kala Killa	813	30	27:1	41	+11
Malvani Township	1,166	45	26:1	58	+13

To bring just these five schools to a 20:1 ratio, 138 additional computers are needed. Prioritising Chembur MPS (+47 computers) and Shivaji Nagar (+44 computers) would address 66% of the total gap and reach 3,320 students.

Schools with ratios below 15:1 (TMC Shanti Nagar, Gokhale Road, Woollen Mill, Bhavani Shankar, Rajawadi) do not need additional hardware at this time.

9. Are There Success Stories We Can Learn From?

Malvani Township: The Efficiency Champion

Malvani Township went from 56.2% to 83.8% (+27.6pp) on just 18 hours/year and a 26:1 student-computer ratio. That's a top-5 endline score with bottom-3 contact time. What makes Malvani work is worth studying: it could be the instructor, the school's support, or the student demographics. If we can identify what drives this, it becomes the template for other low-hour schools.

Sant Kakkaya: The Biggest Turnaround

Sant Kakkaya improved by 32.9 percentage points the largest gain in the program. Starting at 40.9% (well below the 49.3% average), it reached 73.8%. With 1,269 students, this isn't a small-sample anomaly. It shows that even schools starting from a very weak baseline can reach strong outcomes within one academic year.

The Expansion School Effect

Schools that joined in 2025–26 (the 10 expansion schools) hit performance targets on day one that the original 5 pilot schools took two years to reach. This is strong evidence that the teaching methodology has been refined and codified. The playbook is working, and it transfers to new environments without a warm-up period.

TMC Shanti Nagar: What's Possible with Full Investment

TMC Shanti Nagar scores 88.9% at endline, with 130 hours/year and a 9:1 student-computer ratio. This is the upper bound of what the program can achieve with adequate resources. It serves as a benchmark: if other schools can get closer to these resource levels, scores in the high 80s are achievable.

10. Strategic Roadmap: Next 6 Months

The following recommendations are ordered by expected impact and feasibility. Each action has a specific owner, timeline, and measurable target.

Month 1–2: Quick Wins (No Additional Budget Required)

Action 1: Conduct a root-cause review at Gokhale Road MPS.

- Who: Program lead + school coordinator
- What: Observe 3–5 sessions, interview the instructor, check computer uptime logs, and review student attendance data.
- Why: Gokhale Road gets 60 hours/year but scores only 64.7%. Understanding why unlocks insight for all schools.
- Target: Completed findings report within 4 weeks.

Action 2: Document the Malvani Township approach.

- Who: Program lead
- What: Interview the Malvani instructor, document their session structure, student engagement techniques, and any school-specific adaptations.
- Why: Malvani achieves top-5 scores with bottom-3 hours. If replicable, this approach could lift all low-hour schools.
- Target: Written case study within 4 weeks, shared with all instructors.

Action 3: Reallocate existing instructor hours to Chembur MPS and Dharavi Transit Camp.

- Who: Operations lead
- What: Increase contact hours from 10 to at least 18 hours/year by adjusting instructor schedules. No new hires needed if hours are moved from over-served sites.
- Why: These two schools serve 2,490 students on the program's lowest hours. Even 8 additional hours per year could shift performance.
- Target: New schedule in place within 6 weeks.

Month 2–4: Scaling (Moderate Investment)

Action 4: Increase session time at Shivaji Nagar Urdu No. 3 from 18 to 35 hours/year.

- Who: Operations lead + fundraising team
- What: Add a second weekly session or extend existing half-hour sessions to full hours. May require one additional instructor.
- Why: 1,776 students at 60.2%. This is the single largest pool of underserved students in the program.

- Target: 35 hours/year in place by mid-academic year. Expected improvement: 10–15pp based on peer school performance.

Action 5: Deploy 47 additional computers to Chembur MPS.

- Who: Infrastructure team + school administration
- What: Bring Chembur's ratio from 51:1 to 20:1. Coordinate with school to ensure power and space availability.
- Why: Chembur has the worst student-computer ratio in the program. Students cannot learn hands-on digital skills if they can't touch a computer.
- Target: Hardware installed within 8 weeks of procurement.

Month 4–6: Standardisation and Measurement

Action 6: Create a standardised instructor playbook.

- Who: Program lead + top-performing instructors
- What: Based on the Malvani case study and top-school observations, create a session-by-session guide with time allocations, engagement techniques, and common student difficulties.
- Why: The expansion schools prove the methodology works when transferred. A written playbook ensures consistency as the program grows beyond 15 schools.
- Target: Draft playbook completed, piloted at 2 schools.

Action 7: Run a mid-year assessment at the 5 priority schools.

- Who: Assessment team
- What: Administer baseline-style tests at Shivaji Nagar, Chembur, Dharavi Transit Camp, Gokhale Road, and Dharavi Kala Killa to measure whether interventions are working.
- Why: Waiting for the annual endline means a full year before we know if changes had impact. A mid-year check allows course correction.
- Target: Assessments completed and analysed within 2 weeks.