

**SCMS center for  
socio-economic research**

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# IMPACT ASSESSMENT REPORT

## FOR

### EmpowerEd Foundation



**EmpowerEd**  
Foundation

**SCMS CENTER FOR SOCIO-ECONOMIC RESEARCH**  
**SCMS GROUP OF EDUCATIONAL INSTITUTIONS**

PRATHAP NAGAR, MUTTOM, ALUVA, COCHIN-683106

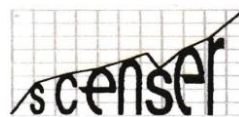


## Introduction

EmpowerEd Foundation (formerly Value Education Trust) was established in 1992 by Dr. George Samuel, a visionary educator and former nuclear scientist, who recognised the need for structured value-based education to strengthen character formation in children across Kerala's schools. EmpowerEd Foundation evolved in 2018 under the leadership of Anne Samuel to address emerging educational challenges with a focus on holistic child development, life skills, and future readiness. EmpowerEd currently operates in the districts of Thiruvananthapuram and Ernakulam, Kerala, with a focus on reaching underserved rural and semi-urban communities. EmpowerEd Foundation's programs are designed to improve learning outcomes, emotional well-being, and life readiness among children in government-funded schools.

The interventions are designed to address diverse socio-economic contexts, ensuring equitable access to quality education and the programs are implemented in the villages of Neyyatinkara, Kattakode, Perayam, Undencode, Vlathankara, Pottayilkkada, Peyad, and Anthiyookonam in Thiruvananthapuram, as well as Chellanam, Thevara, Ernakulam South and Market Road in Ernakulam District. Presently working in 14 government-funded schools, with a strategic plan to expand into additional districts, Foundation's flagship initiative is designed to bridge the educational gaps faced by marginalised children aged 8 to 15. The need for the program arose from the fact that many children struggle with poor foundational literacy and numeracy due to ineffective teaching methodologies, limited parental involvement, and a lack of cognitive skill development, particularly from the economically backward section of the society. This leads to poor learning outcomes and restricts their ability to progress academically and socially.

Hence, a comprehensive program was designed to integrate foundational literacy, numeracy, development of learning capacities, essential life skills, character formation, and career readiness. This is done by employing a systemic, ecosystem-based approach that engages key stakeholders—students, parents, educators, and communities—to foster sustainable, transformative change.



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## **Methodology**

A mixed method approach was used for the study. This enabled the collection of both quantitative and qualitative data, offering a holistic understanding of the program's effectiveness. Being the pilot program, whole population was taken for study and the data of all students were collected. The academic performance metrics was measured by the pre and post intervention test scores of the different skills and the academic performance scores taken from the school. The feedbacks from parents and teachers also were collected pre and post intervention. Quantitative data were analyzed using descriptive statistics to identify changes in academic performance before and after the intervention and qualitative data from teachers and parents were coded and thematically analyzed to identify common patterns of growth and areas of improvement. Triangulation was used to validate findings by cross-referencing student performance metrics with teacher and parent feedback.

## **Impact assessment report**

This impact assessment is conducted for the pilot batch of the project, which started in 2022. The enrolled students have completed two years of the program and the impact analysis is done on the basis of a pre and post survey of different dimensions.

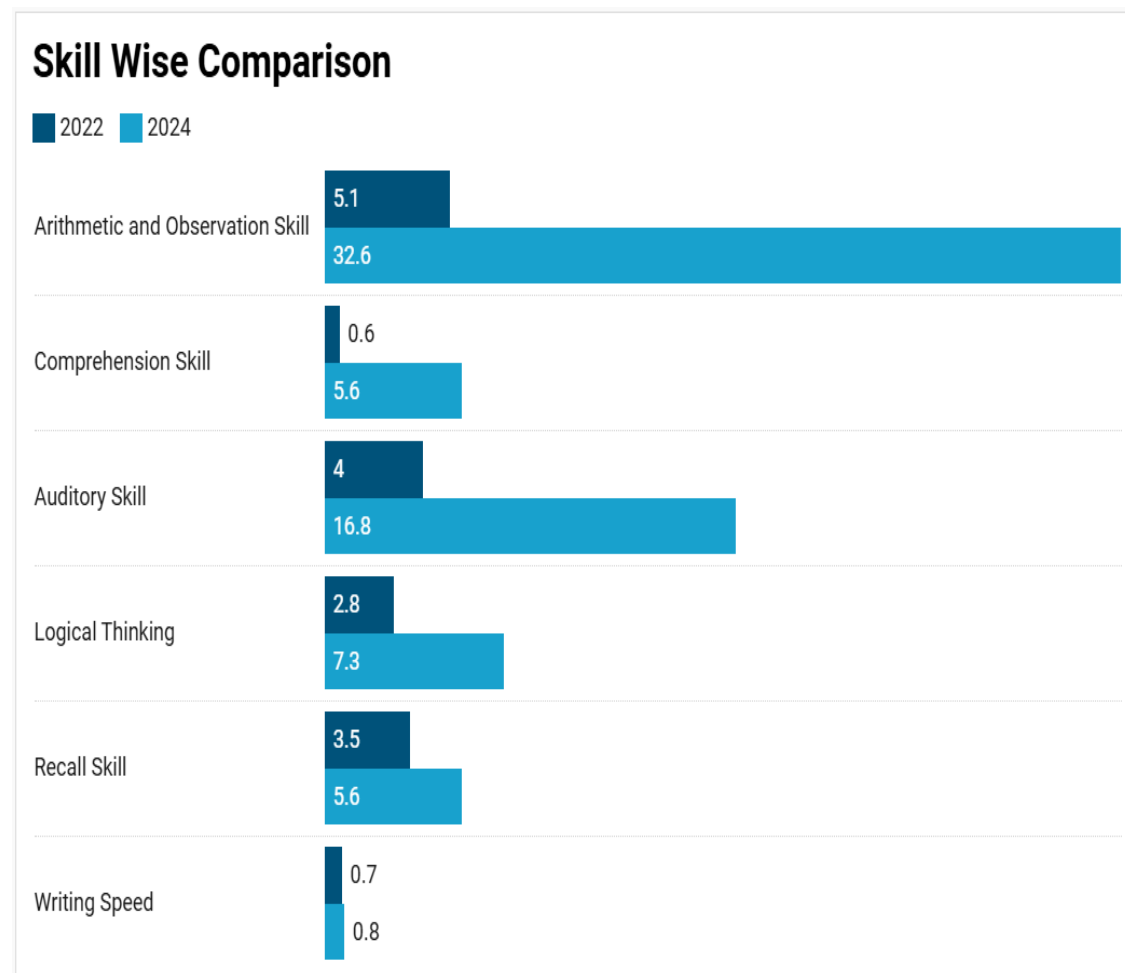
The profile of the students shows that the parents of about 49% students are unskilled daily wage labourers and around 45% of the families have an annual income of less than one lakh. 61% of the families have only one earning member and 39% come under the BPL category. The program ensures that there is involvement of the parents in the skill development of these kids and the teachers keep a constant touch with the parents to monitor the students' performance.

The impact study of the first batch of the program implemented in 2022 in Ernakulam districts given below. The structure of the report is divided into the quantitative aspects of the improvement in scores related to the different skill assessments across the three years and then



the qualitative aspect of analysing the feedback from the stakeholders- teachers, parents and the peers.

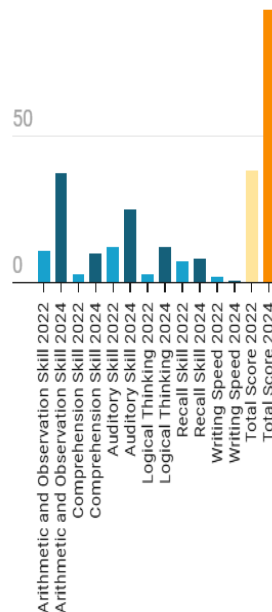
The data presents a comparative analysis of skills of students between 2022 and 2024 across six key skill categories. The 2024 results demonstrate marked considerable improvements in most areas, with particularly strong enhancement in arithmetic and auditory skills. To further breakdown, a comparison per student was done to get more insights.



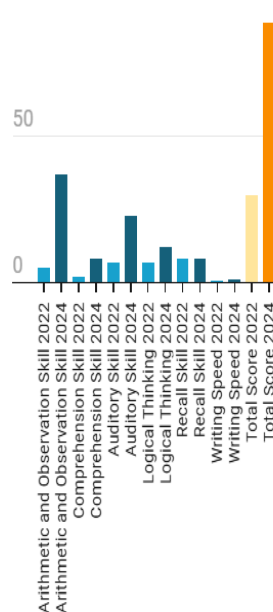
## PRE-POST COMPARISON OF STUDENT PERFORMANCE

■ Arithmetic and Observation Skill 2024 
 ■ Comprehension Skill 2024 
 ■ Auditory Skill 2024 
 ■ Logical Thinking 2024 
 ■ Recall Skill 2024 
 ■ Writing Speed 2024 
 ■ Total Score 2022 
 ■ Total Score 2024

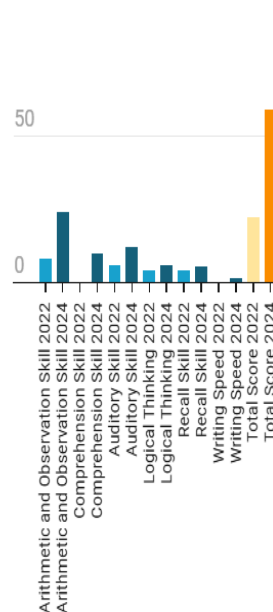
**ALFIN PRAPIN**



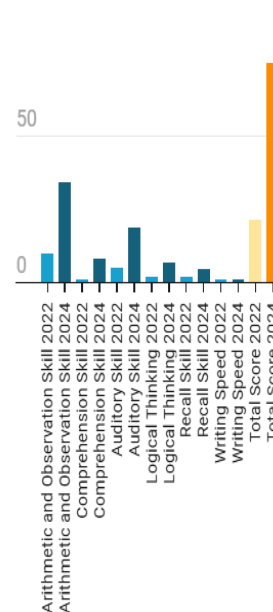
**SWALIHA SUHEL**



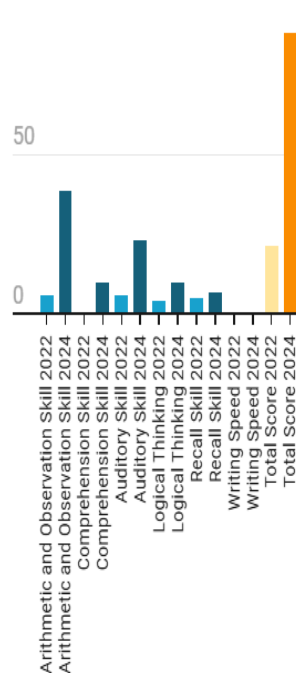
**AISHA PARWIN**



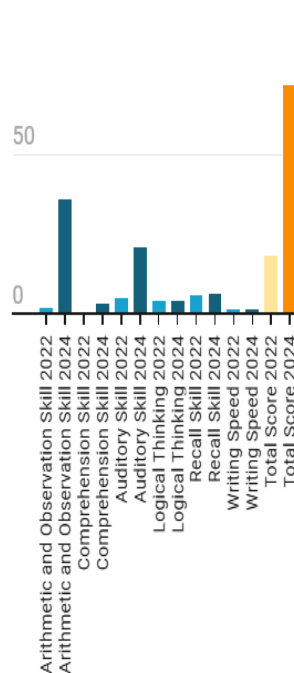
**ANUSREE P D**



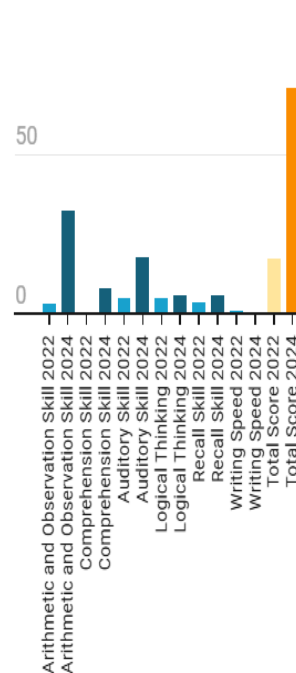
**HAMIN MARIA SIMENTHI**



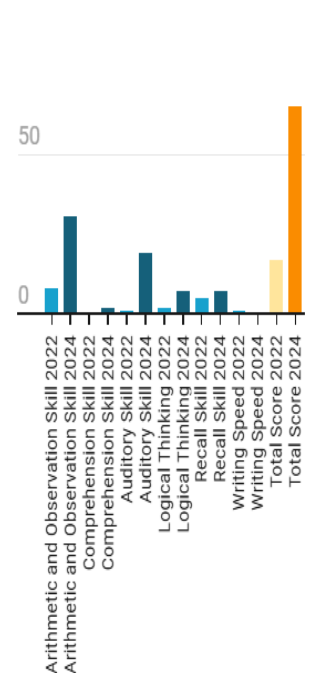
**ASREEN FATHIMATH**



**ANGEL DAYA DOLLY**



**AMEYA SHARLET**

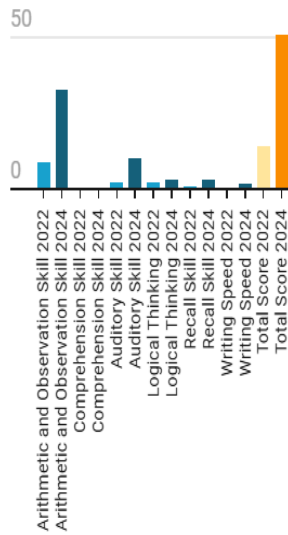




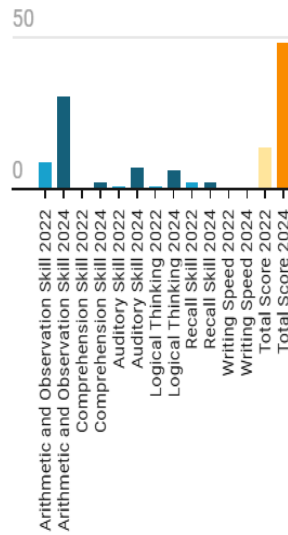
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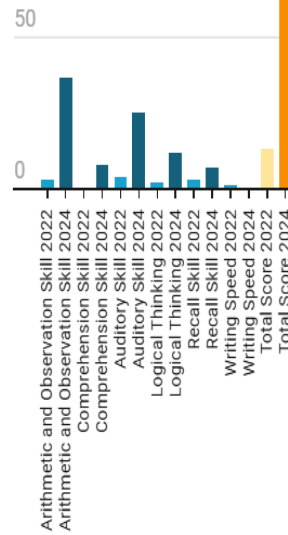
**ANU NANDU P D**



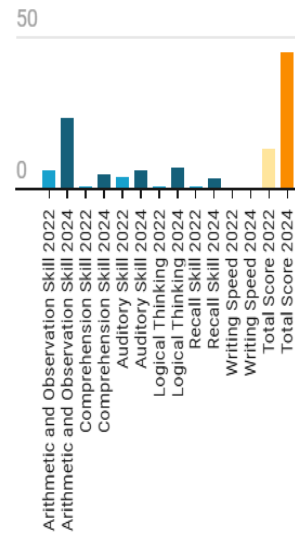
**MINHA NOURINE**



**SREEPARVATHY C S**



**ANDRIYA K S**

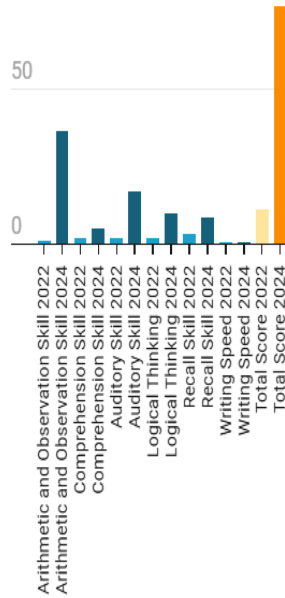




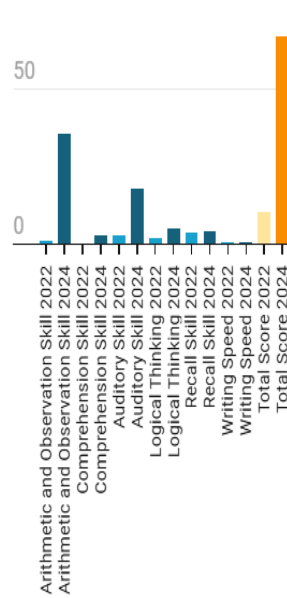
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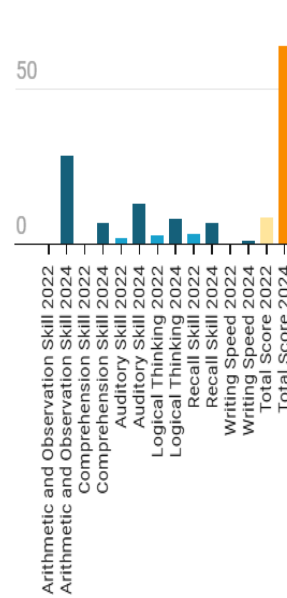
#### SNEHA K N



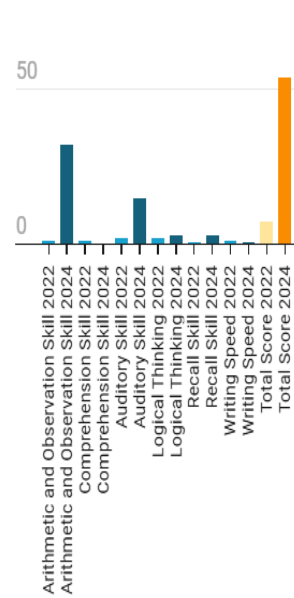
#### ADHISHREE VIJEESH



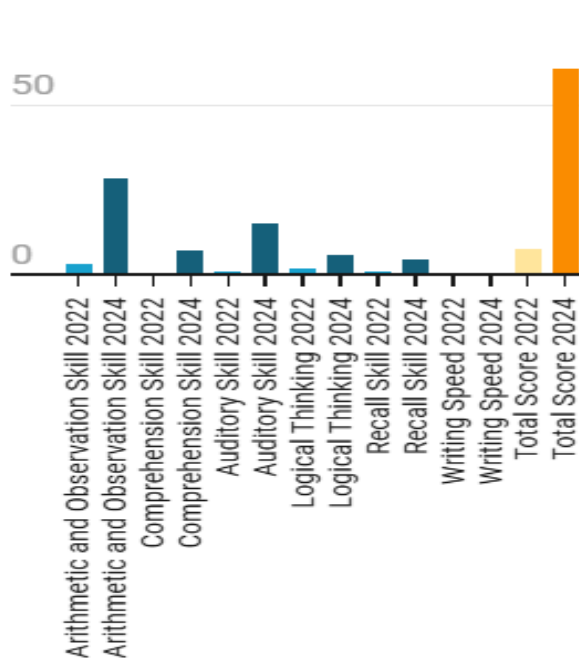
#### ANAGHA VIJU

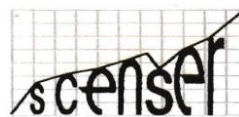


#### KEERTHANA KISHOR



#### JUDITH JIJO





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## Overall Performance Trends

The total scores for all students show significant improvement from 2022 to 2024. Some notable improvements are given below as sample for three students.

- **Alfin Prapin:** Total score increased from 38.5 to 93.
- **Swaliha Suhel:** Total score rose from 29.75 to 89.
- **Aisha Parwin:** Total score improved from 22.25 to 59.

This upward trend is consistent across the dataset, indicating that students, on average, have made substantial progress in their overall academic and cognitive abilities.

## Key Observations

- **Highest Improvement:** Arithmetic and Auditory skills saw the most significant gains.
- **Area of Improvement:** Writing Speed and some cases of Comprehension showed minimal progress.
- **Consistency:** Most students improved across multiple skills, reflecting holistic development.

The comparative analysis clearly demonstrates the effectiveness of the teaching strategies and efforts adopted by the organization between 2022 and 2024. The remarkable improvements in **Arithmetic and Observation Skills**, **Auditory Skills**, and **Logical Thinking** highlight the success of structured, skill-focused interventions. The significant score increases suggest that targeted methodologies—such as hands-on numerical exercises, listening-based activities, and problem-solving tasks—have been highly beneficial.

While **Comprehension** and **Recall Skills** showed progress, the variability indicates that some students may need additional support, such as personalized reading strategies or memory-

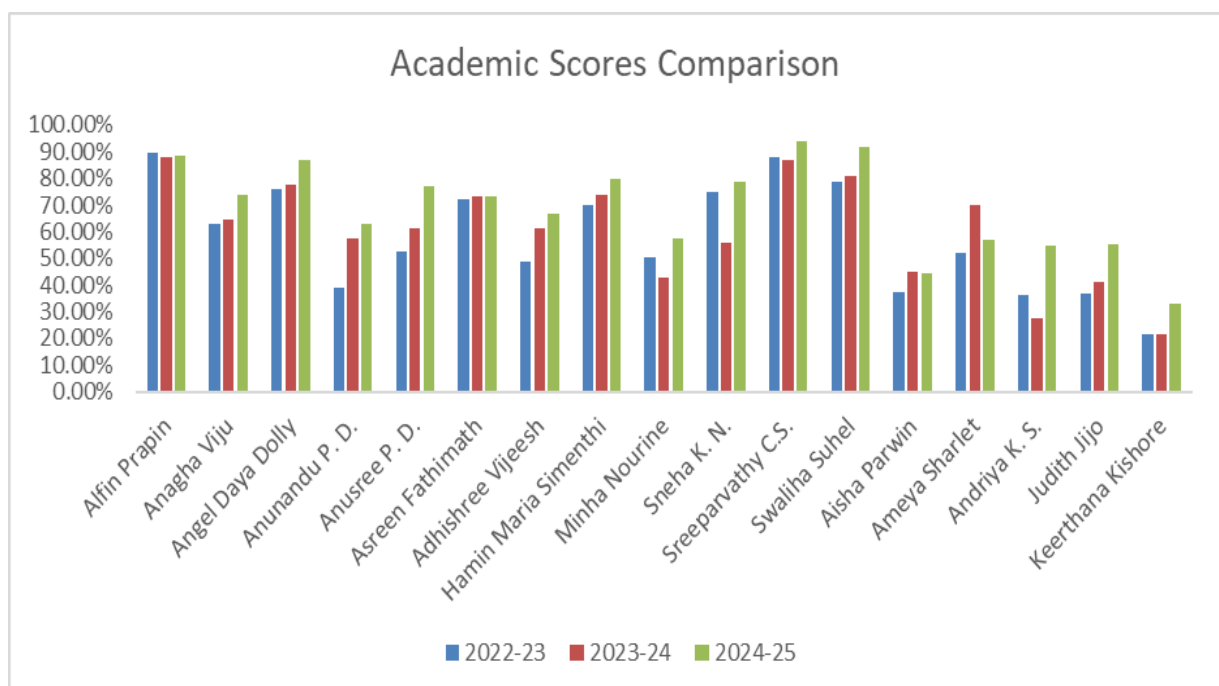


enhancing techniques. The minimal improvement in writing speed suggests this area may require more emphasis or revised assessment criteria.

The commitment to holistic development is evident in the consistent upward trend in total scores across all students. This data-driven approach to continuous improvement ensures that every learner receives the support needed to reach their full potential.

## Academic scores comparison

To validate the efforts of initiatives taken for holistic development, the academic grades of these students across three years were analysed as per the results received from the schools they are studying. This was done to get insights if the students are able to put into practice their acquired learning skills by this program in the other subjects too. The subjects taken for assessments include Mathematics, Science, Social Studies and English. The assessment was for the years 2022- 2025, of students who enrolled in the program in grade 5 and now in grade 7. For providing a clear picture, the average scores in all terms in each year was taken for comparison.





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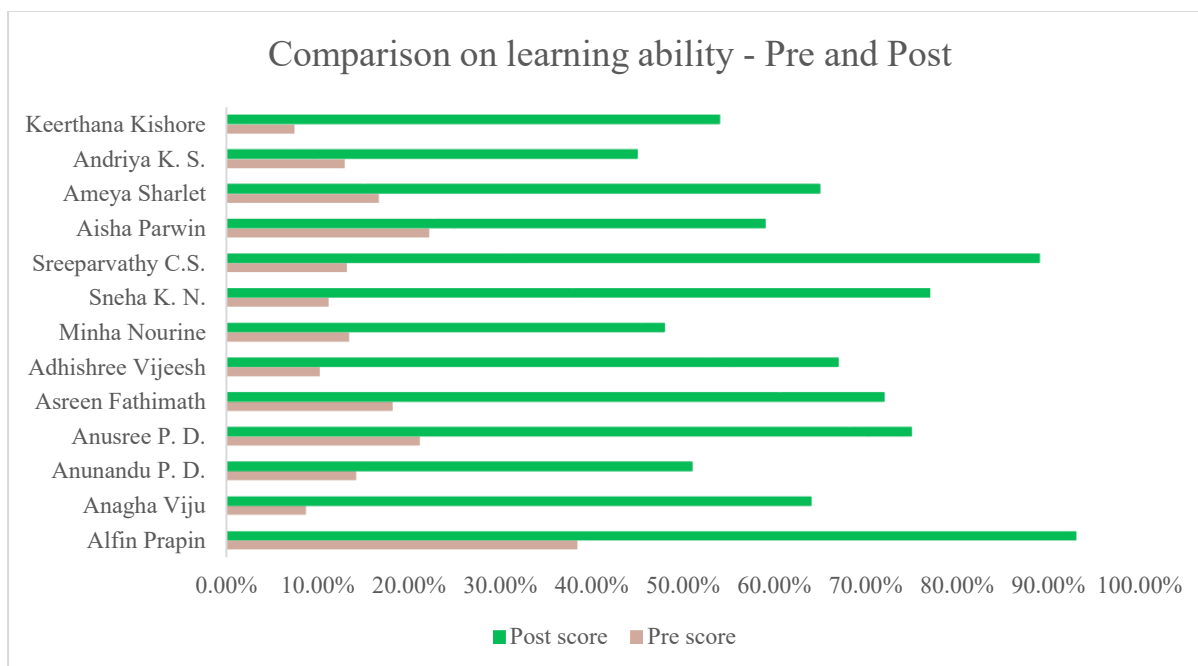
It is very evident from the graph that all students are showing improvement in their academic scores across the years. This underlines the fact that the program not only focuses on their numerical and arithmetical skills, but the logic and exercises imparted have helped them in their overall academic performance too.

### **Feedback from Parents**

A pre and post survey was done with parents of the children enrolled in this program. This was directly done by the program teachers to understand if the parents have noted the improvement in the children. The survey results shows that there has been improvement in the child's ability to complete the notes in class, finish the exams on time and does regular study at home. They were happy that the child now gives priority to finish the homework and that too independently. They appreciated that the program has changed the child's academic outlook. Since most of the children were from economically weaker section, the parents were happy that their child is now showing interests in the different competitions and also a considerable improvement is shown in their communication, social behaviour etc. Another point they emphasized was the improvement in concentration of the child. 100% of the parents opined that they will recommend this program to others and they applauded the efforts of the team.

### **Feedback from teachers of schools about their performance and conduct**

A pre and post feedback from the school teachers of the children enrolled in the program was also taken. Since the number of children enrolled in the program is less, this being the pilot phase, individual feedback was taken. For all students the teachers have noted improvement in their concentration and grasping power. In the pre survey the teachers stated that most of them had poor learning ability and the post survey shows a considerable improvement. The following chart shows the scores.



The teachers stated that the students have become more confident and they have started to volunteer for the programs. The feedback shows that the program has instilled in the children improvement in not only their learning, numerical and academic abilities but have had a holistic approach, thereby improving the confidence, concentration and overall grooming.

## Conclusion

The impact assessment clearly demonstrates that the additional intervention program implemented by the EmpowerEd Foundation has had a **positive and measurable effect** on the academic progress and cognitive development of the participating students. The comprehensive data collected — including performance metrics, teacher evaluations, and feedback from parents — reveals significant improvement in numerical proficiency, logical thinking, and overall scholastic performance.

Teachers have observed increased engagement, better classroom participation, and enhanced problem-solving capabilities among students who underwent the program. Parents echoed similar sentiments, highlighting visible improvements in their children's confidence, academic interest, and ability to handle tasks involving logic and numbers independently.



Quantitative data from academic assessments further supports these observations, indicating consistent upward trends in mathematics scores and analytical reasoning tasks post-intervention. These outcomes validate the effectiveness of the program’s design, delivery, and its alignment with educational goals at the foundational level.

In summary, the intervention has proven to be a **high-impact, value-adding initiative** that not only bridges learning gaps but also fosters long-term academic resilience. The findings underscore the importance of scaling and sustaining such programs to benefit a broader student population, especially those from under-resourced backgrounds.

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## SCENSER

SCMS Group of Educational Institutions, a leader in education in Kerala, was established in 1976 by its Founder Chairman Dr.G.P.C.Nayar. The group today has a multitude of activities and several high quality professional institutions ranging from engineering, management, biotechnology, life sciences, architecture and degrees in life sciences and diplomas in engineering from its various campuses in Cochin.

**SCMS Center for Socio-Economic Research (SCENSER)** , the research, consultancy and training division of SCMS Group, established in 2003, is an initiative with thrust on research on areas of high Socio-Economic relevance. The center undertakes research studies, market surveys, feasibility studies, management consultancy and human resource development and training activities in India and abroad, and execute through the various group institutions. The Research Division spans a wide range of socio-economic areas, driven by the commitment to making a meaningful impact. SCENSER specialize in offering tailored, innovative solutions to a diverse range of socio-economic challenges. Recognized for expertise in management consultancy, strategic planning, impact assessments, feasibility studies and market surveys, the center has a track record of successful global and local collaborations. Providing services to a



diverse range of partners and collaborators across India and globally, SCENSER focus on creating impactful outcomes through collaborative approach, ensuring effective, sustainable and context-specific solutions. SCENSER also conducts in-depth studies on the interplay between social and economic factors, examining their impact on individuals, communities, and society. Through comprehensive analysis and data-driven insights, the center provides valuable information for policy-making, resource allocation, and the development of effective strategies to address socio-economic challenges.

This impact assessment was conducted and the report had been prepared by Dr. Praveena K, Professor, Dept. of Business Administration SCMS School of Technology and Management and Dr. Meera M S Associate Professor, Dept. of Business Administration SCMS School of Technology and Management.

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