



CSR Impact Assessment Report

August 2021- September 2024

Aricent Technologies Holding Ltd
STEM, Tinkering, Coding & Robotics Project

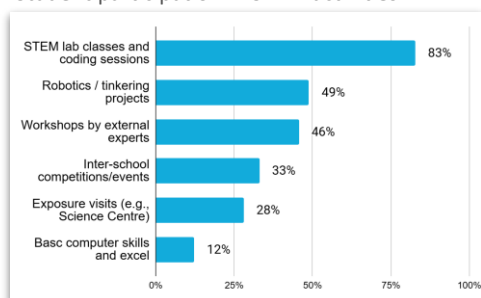
Implemented by AADHAAR Foundation
Assessed by Aspire Impact in FY 2025-26

Executive Summary

The STEM, Tinkering, Coding & Robotics Project (August 2021 – September 2024), funded by Aricent Technologies Holding Ltd, was implemented across 12 government schools in Delhi for students in grades 6 - 9. The initiative aimed to spark curiosity, creativity, and problem-solving while equipping learners with future-ready skills. By setting up STEM labs, delivering robotics and coding sessions, and encouraging tinkering projects, the initiative created immersive, practice-based learning.

Aspire Impact conducted a quantitative survey of **342** students (95% confidence level, 5.2% margin of error) and **12** qualitative interviews with students, STEM teachers, school administrators, and a Block Education Officer. Findings capture the program's impact across Reach, Depth, Inclusion and Sustainability:

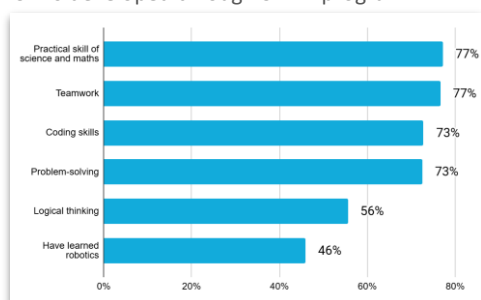
Student participation in STEM activities



Reach: 8,774 students reached across 12 schools

- Reach was broad, with **83%** students participating in STEM labs and coding, **49%** in robotics and tinkering, **46%** in workshops, and **33%** in competitions.
- **86%** of students participated regularly (**37%**) or occasionally (**49%**) in STEM activities.
- **71%** of students participated in innovation and tinkering opportunities within schools, ensuring easy access.

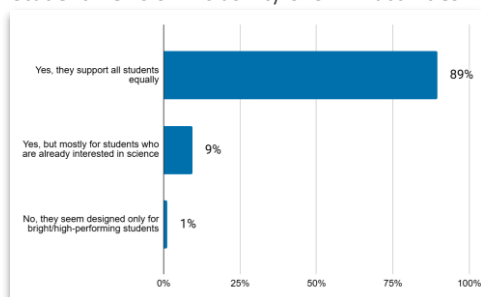
Skills developed through STEM program



Depth: Practical STEM learning boosts skills, grades

- **77%** improved practical understanding of science and maths.
- **73%** developed coding and problem-solving skills.
- **75%** reported improvement in grades.
- **85%** found STEM labs better than theory classes.
- Students reporting "very confident" in STEM concepts increased from **8%** (before) to **52%** (after).
- **51%** of the students occasionally & **25%** regularly used online self-learning resources.

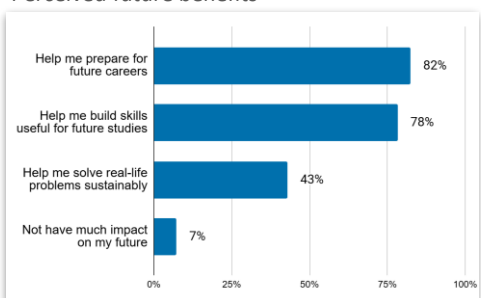
Student views on inclusivity of STEM activities



Inclusion: Program supported students from diverse backgrounds

- **41%** girls' participation.
- Students from daily wage, self-employed, and salaried households.
- **89%** felt the program supports all learning levels equally.

Perceived future benefits



Sustainability: Program is institutionally embedded and highly valued by students

- **74%** of students are likely or very likely to pursue higher studies or careers in STEM.
- **82%** believe STEM learning prepares them for future careers.
- **78%** feel it builds skills useful for higher education.
- **43%** see applications in solving real-life problems sustainably.
- Government school teachers trained, enabling seamless adoption into regular school curriculum.

Recommendations

The following recommendations have been derived from both quantitative survey responses and qualitative interactions with STEM Teachers, Head masters and Students.

Theme	Current Situation	Recommendations
Upgrade equipment	Few Schools visited had limited or out-dated or insufficient laptop	Provide modern computers and increase the number of devices so students can work individually or in smaller groups.
Teachers capacity building	Teachers expressed the need for more training to stay updated with evolving STEM knowledge.	Regular refresher workshops and advanced modules should be introduced.
Encourage the use of self-learning resources	Most of the student occasionally use the self-learning resources	Students should be encouraged and guided to use online self-learning resources more regularly, as current usage remains mostly occasional.
Encourage girls participation	In few schools girls showed less interest in STEM	Targeted outreach, role models, and girl-focused workshops can increase participation and break stereotypes. Recognise girls performing well to encourage others.
Sustainability	STEM activities are conducted once or twice a week as separate sessions	Embed STEM activities into school timetables to ensure continuity rather than treating them as extracurricular.