

CODEYOGI

Program Impact Assessment Report

Self-Serve, Smartphone-Based Coding Education for Underserved Students

Survey Period: June 2025

Survey Sample: 2,078 Unique Respondents

Prepared: April 2026

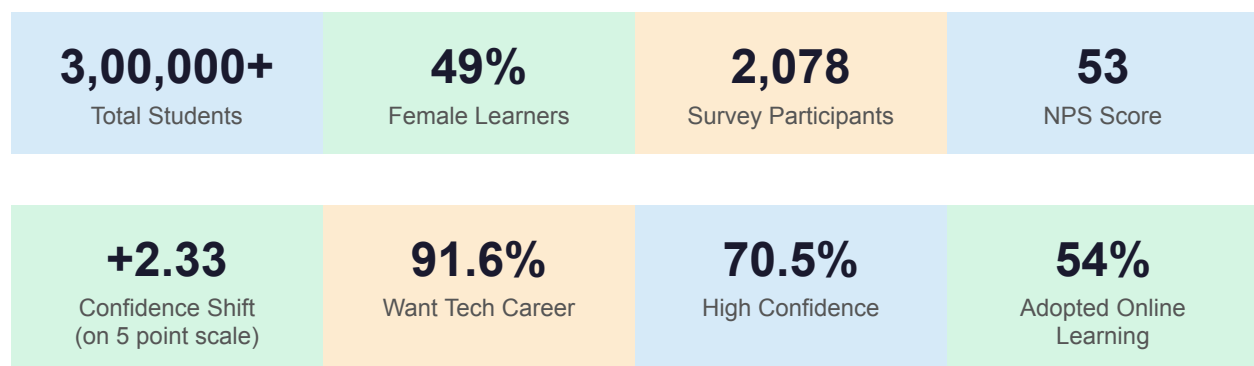
Executive Summary

CodeYogi is a free, self-serve, smartphone-based coding education program designed to make web development skills accessible to underserved students across India. Students learn on their own phones, in their own time, using animated Hindi-language content—removing barriers of cost, device access, and language that typically exclude them from tech education.

CodeYogi currently serves over 300,000 students across India. The program is shared with all students at partner schools and institutions, and everyone is encouraged to begin. Beyond enrollment and the first level, there is no external push—students continue entirely on their own motivation, at their own pace, on their own phones. This report presents findings from a feedback survey of 2,078 unique respondents conducted in June 2025—a sample drawn from this larger student base. The respondents span Class 9 through college-level students (Engineering, Polytechnic, ITI, and BCA programs), all from resource-deprived backgrounds studying in government or low-resource schools.

The results demonstrate strong, measurable impact across five key dimensions: skills acquisition, confidence building, career aspiration development, fostering a growth mindset toward self-directed learning, and a clear dose-response relationship between engagement depth and outcomes. 78% of students had little to no coding knowledge before joining, yet 70.5% now report high confidence in coding and web development—a confidence shift of +2.33 points on a 5-point scale. Critically, every measured outcome improves as students progress deeper into the course, suggesting a self-reinforcing cycle of learning and motivation. The program's Net Promoter Score of 53 places it in the “excellent” category, reflecting deep student satisfaction.

Key Impact Metrics at a Glance



Methodology

The survey was administered digitally in June 2025 to active CodeYogi students. It comprised 13 structured questions covering demographics, prior knowledge, current confidence levels, impact on academic performance, attitude toward online learning, career aspirations, and a Net Promoter Score (NPS) question. Responses were collected in both Hindi and English, reflecting the bilingual nature of the student cohort. Out of 2,713 total responses, 2,078 were from unique

individuals after de-duplication by name. All analysis in this report uses the de-duplicated dataset.

Sample Context & Selection Considerations

CodeYogi's total program reach exceeds 300,000 students. The 2,078 survey respondents represent approximately 0.7% of this student base. The survey was distributed through CodeYogi's online messaging groups, meaning the respondents are students who are actively participating in the program's community channels. This introduces a self-selection bias: students who are more engaged, motivated, or satisfied with the program are more likely to be active in these groups and to complete a voluntary survey.

This is a common and well-understood pattern in self-serve educational programs. Because the program itself is opt-in beyond enrollment, and the survey was distributed through the same community channels, the respondent pool naturally reflects students who are meaningfully engaging with the program. The findings in this report should therefore be read as "what impact looks like among students who are actively engaging with CodeYogi" rather than "the average experience of every enrolled student." This framing is standard practice in impact assessment for self-serve programs, where participation and engagement are themselves indicators of program effectiveness.

That said, several factors lend credibility to the findings: the large absolute sample size ($n = 2,078$), the wide demographic diversity of respondents (across genders, education levels, subject streams, and engagement depths), and the consistency of patterns across subgroups. The fact that even the least-engaged respondents (Level 1–10) show strong outcomes suggests the positive effects are not limited to a small group of high-performers. Where relevant, this report notes limitations and frames conclusions appropriately.

Who Are CodeYogi Students?

CodeYogi serves over 300,000 students across India, predominantly from government and low-resource schools. The 2,078 survey respondents provide a window into this diverse student base. Their demographic breakdown reveals:

Education Level

Education Level	Students	Percentage
Class 9–10 (Secondary School)	608	29.3%
Class 11–12 (Senior Secondary)	855	41.1%
12th Pass (Not enrolled in degree)	299	14.4%
Non-Engineering College Degree	121	5.8%
Polytechnic	75	3.6%
ITI	45	2.2%
Engineering	42	2.0%
BCA	33	1.6%

The majority (70.4%) are school-going students in Classes 9–12, with the remaining nearly 30% in various post-secondary pathways including polytechnics, ITIs, and degree programs. This confirms the program is reaching students at a critical juncture—the transition point where career decisions are being made.

Gender Distribution

A remarkable 55.1% of respondents are female students, compared to 44.9% male. This gender ratio is especially noteworthy given that women remain significantly underrepresented in technology education and careers in India, particularly in rural and underserved communities. CodeYogi's model—learning on one's own phone in one's own time—appears to lower barriers that disproportionately affect young women, such as restricted mobility and limited access to educational institutions.

Subject Streams

Students come from a range of academic backgrounds:

- Science with Maths (24.8%),
- those in Class 10 or below where streams don't apply (23.6%),
- Humanities (19.6%),
- Science without Maths (15.1%), and
- Commerce (7.0%).

Notably, nearly 42% of students come from non-STEM backgrounds (Arts and Commerce), demonstrating that CodeYogi successfully attracts students who would typically have no exposure to coding or technology education.

Impact Area 1: Skills Acquisition & Confidence

Starting Point: Near-Zero Coding Knowledge

On a scale of 1 (no knowledge) to 5 (advanced knowledge), students rated their pre-CodeYogi coding knowledge at an average of 1.75. A full 78.1% rated themselves at 1 or 2, confirming that the vast majority of students came in with little to no prior exposure to coding. This is consistent with the profile of students from resource-deprived schools where computer science education is often absent.

Current Confidence: Dramatic Improvement

After engaging with CodeYogi, students' self-rated confidence in coding and web development rose to an average of 4.07 out of 5. 70.5% of students now rate their confidence at 4 or 5. This represents a confidence shift of +2.33 points on a 5-point scale—a transformative change from “I knew almost nothing” to “I feel confident I can code.”

Metric	Before CodeYogi	After CodeYogi
Average Rating (1–5)	1.75	4.07
% Rating 4–5 (High)	10.2%	70.5%
% Rating 1–2 (Low)	78.1%	12.2%

This confidence improvement is consistent across genders (Female: 4.04, Male: 4.11) and across education levels, from Class 9 students (4.05) to BCA students (4.79). The near-parity between male and female confidence scores is a particularly significant finding, suggesting the program effectively supports girls in building tech confidence at the same rate as boys.

Impact Area 2: Career Aspirations

Technology Career Interest

The program has had a profound effect on career aspirations. When asked how CodeYogi influenced their interest in a technology career:

Response	Students	Percentage
Very high interest in software career now	1,469	70.7%
Somewhat more interested	434	20.9%
Interest level unchanged	150	7.2%
Less interested	25	1.2%

91.6% of students report increased interest in a technology career, with 70.7% expressing very high interest. Only 1.2% reported decreased interest. For students from backgrounds where

technology careers may have seemed completely out of reach, this shift represents a fundamental change in their sense of what is possible.

Preferred Career Fields

When asked about their future career interests (multiple selections allowed), Information Technology and Computer Science/Software Development were the top choices with 1,090 selections each—more than double any other field. Other popular choices included Government & Defence Services (553), Business/Management/Entrepreneurship (369), and Art/Animation/Graphics/Design (301). This indicates that while the program is clearly channeling interest toward tech careers, students are also exploring adjacent creative and entrepreneurial pathways enabled by their new digital skills.

Impact Area 3: Mindset & Self-Directed Learning

Attitude Toward Online Learning

One of the most important secondary outcomes of CodeYogi is the shift in students' relationship with online learning. When asked how their attitude toward online study has changed since joining CodeYogi:

Response	Students	Percentage
Significantly more—started exploring other online sources too	490	23.6%
Quite a bit—started learning from other online sources about this course	631	30.4%
Not much—haven't explored other online learning yet	885	42.6%
Less interested in learning now	72	3.5%

54% of students report that CodeYogi has catalyzed broader online learning behavior—they have begun exploring other online educational resources beyond the course itself. This “spillover effect” is a critical indicator: CodeYogi is not just teaching coding, it is building the meta-skill of self-directed digital learning. For students from communities with limited educational infrastructure, this habit of independent online learning can be transformative for lifelong development.

Impact Area 4: Academic Performance

A common concern with supplementary programs is whether they distract from core academics. The data provides reassurance:

Impact on Other Subjects	Students	Percentage
Positive impact—grades improved	499	24.0%
No impact on other subjects	1,069	51.4%
Hard to say	393	18.9%
Slightly negative impact—grades declined	117	5.6%

75.4% of students report either no impact or a positive impact on their regular academic performance. 24% specifically report that their grades in other subjects improved—likely due to the problem-solving and logical thinking skills developed through coding. Students describe how learning JavaScript improved their ability to think conceptually, which helped them in subjects like mathematics and science. Only 5.6% reported any negative impact, and qualitative responses suggest this is primarily among students balancing Board exam preparation with the course.

Impact Area 5: Dose-Response — Deeper Engagement, Stronger Outcomes

CodeYogi's course is structured as a progression of levels, with each level building on the previous one. Students self-reported their current level in the survey. For this analysis, levels are capped at 50 (the course's core depth; any value reported above 50 is treated as 50). This allows us to examine whether deeper engagement with the program is associated with stronger outcomes—a pattern known in impact research as a “dose-response relationship.”

Engagement Depth Distribution

Depth Cohort	Students	% of Sample	Description
Level 1–10	1,129	54.3%	Very early stage
Level 11–25	637	30.7%	Early stage
Level 26–40	95	4.6%	Mid stage
Level 41–50	217	10.4%	Deep engagement

The majority of surveyed students (54.3%) are in the very early stages of the course (Level 1–10), which is expected given CodeYogi's scale of 300,000+ students at various points in their journey. The 10.4% who have reached Level 41–50 represent the most deeply engaged cohort.

Outcomes by Engagement Depth

Across every measured outcome, students who have progressed deeper into the course show stronger results. The pattern is consistent and monotonic:

Confidence in Coding

Depth Cohort	Avg Confidence (1–5)	% High Confidence (4–5)
Level 1–10 (Very Early)	4.01	68.4%
Level 11–25 (Early)	4.07	69.5%
Level 26–40 (Mid)	4.05	67.4%
Level 41–50 (Deep)	4.40	85.3%

Students at the deepest level of engagement show a notably higher confidence (4.40 vs 4.01 for early-stage students), with 85.3% reporting high confidence compared to 68.4% among those just starting out. The average confidence shift from pre-program baseline also increases with depth: +2.25 for early students rising to +2.56 for deeply engaged students.

Career Aspiration in Technology

Depth Cohort	Very High Tech Interest	Any Increased Interest
Level 1–10 (Very Early)	68.8%	92.1%

Level 11–25 (Early)	68.8%	90.0%
Level 26–40 (Mid)	78.9%	94.7%
Level 41–50 (Deep)	82.5%	92.2%

The proportion of students reporting “very high” tech career interest rises from 68.8% among early-stage students to 82.5% among deeply engaged ones. The overall rate of increased interest remains high (90–94%) across all cohorts, suggesting that even early exposure to CodeYogi shifts career aspirations.

Net Promoter Score

Depth Cohort	Avg Recommendation (1–10)	NPS
Level 1–10 (Very Early)	8.4	48
Level 11–25 (Early)	8.5	52
Level 26–40 (Mid)	9.0	65
Level 41–50 (Deep)	9.2	76

The NPS improvement is the most dramatic dose-response signal: it rises from 48 (already strong) among early-stage students to 76 (world-class) among deeply engaged ones. This suggests that students who invest more time in the program become significantly more enthusiastic advocates.

Self-Directed Learning Habit

Depth Cohort	Adopted Online Learning
Level 1–10 (Very Early)	50.0%
Level 11–25 (Early)	54.9%
Level 26–40 (Mid)	57.9%
Level 41–50 (Deep)	69.6%

Online learning adoption shows the clearest linear progression, rising steadily from 50.0% to 69.6% as students go deeper. This is strong evidence of the program’s role in building the meta-skill of self-directed digital learning.

Interpreting the Dose-Response Pattern

An important methodological note is needed here. CodeYogi is a fully self-serve program: the course is shared with all students at partner institutions, and everyone is encouraged to start. Beyond enrollment and the first level, there is no external push, no teacher-mandated progress, and no extrinsic reward. Every level a student completes beyond the first is a voluntary act of self-directed learning on their own phone, in their own time.

This design means the relationship between engagement depth and outcomes is not a simple one-directional causal chain. Two mechanisms are likely operating simultaneously:

- **Deeper engagement builds stronger outcomes:** Students who complete more levels gain more skills, which builds confidence, which expands their sense of what careers are possible. The structured, progressive curriculum reinforces this loop.
- **Stronger motivation drives deeper engagement:** Students who are more aspirational or intrinsically motivated are also more likely to persist through higher levels. Their depth of engagement is itself an expression of their motivation.

This bidirectionality is expected and well-documented in self-serve educational programs. In fact, it is a feature, not a limitation. In impact evaluation, this is recognized as a “virtuous cycle” or “reinforcing loop.” It means CodeYogi’s design creates a self-reinforcing flywheel where early skill gains fuel motivation, which drives deeper engagement, which produces further gains. For a program with no push beyond enrollment, the very existence of students at Level 41–50—students who chose to complete hundreds of lessons and assignments entirely on their own initiative—is itself a powerful indicator of the program’s ability to sustain intrinsic motivation.

The fact that even students at the earliest levels (1–10) already show strong outcomes—with 68.4% high confidence and 92.1% increased career interest—demonstrates that the program’s impact begins early and compounds with continued participation. This is consistent with educational research on “gateway experiences”: even modest initial exposure to a new domain can shift self-perception, aspiration, and identity.

One additional data point strengthens the case that depth genuinely adds value: pre-program coding knowledge is essentially identical across all depth cohorts (average 1.75–1.93), meaning students did not start deeper because they already knew more. They all began from a similar near-zero baseline, which makes the divergence in outcomes at higher levels more meaningful.

Student Satisfaction: Net Promoter Score

The Net Promoter Score (NPS) is a widely-used metric for measuring satisfaction and loyalty. Students were asked: “How likely are you to recommend this course to your friends?” on a 1–10 scale.

Category	Students	Percentage
Promoters (9–10)	1,499	72.1%
Passives (7–8)	179	8.6%
Detractors (1–6)	400	19.2%

NPS = 53 (Promoters 72.1% – Detractors 19.2%). An NPS above 50 is considered “excellent” in any industry. For a free, self-serve educational program targeting underserved populations, an NPS of 53 is exceptional. The average recommendation score of 8.5 out of 10 further confirms strong satisfaction. 72% of students are active advocates who would recommend CodeYogi to their peers.

Student Voices: Qualitative Insights

The open-ended responses provide powerful qualitative evidence of impact. Below are representative student quotes that illustrate the themes emerging from the data:

On Accessibility & Inclusion

“Yeh ek bahut achha coding platform hai aur sabse achhi baat isme coding sikhne ke liye koi laptop ki zarurat nahi hai—saste se saste mobile mein aap coding sikh sakte hai.”

— Deepanshu Mittal, 12th Pass, completed 50 levels in 2 months

“Mere family condition ke karan me interview nahi de paya par mujhe coding sikhane aur mera wait karne ke liye me CodeYogi team ko thanks bolna chahta hu.”

— Mayank Soni, Polytechnic Student

On Confidence & Self-Belief

“CodeYogi se judne ke baad mere andar sakaratmak bhaav aaye. Pehle mujhe lagta tha mujhe kuch aata nahi, lekin mujhe ab lagta hai main bahut kuch kar sakti hun.”

— Rekha Yogi, Class 11–12, Science with Maths

“Coding sikhne se mujhe ek lakshya mil gaya hai apne sapno ko pura karne ka.”

— Alfisha Anwar, Class 11–12, Arts stream

On Career Transformation

“Mujhe CodeYogi se pehle ye bhi nahi pata tha ki coding bhi kuch hoti hai. Isko sikhne ke baad hi coding ki knowledge aayi hai aur usko karne ka moka bhi mila hai.”

— Lavish, Class 11–12, Science with Maths (has built 2 websites)

“CodeYogi is not a team, CodeYogi is an individual—it is a wave of hope that has helped or will help brighten the dreams of many children.”

— Hussain Patel, 12th Pass, Science with Maths

On Overcoming Structural Barriers

“Mere aas-paas ke kshetra mein koi bhi engineering college nahi hai... CodeYogi ke aane ke baad mujhe coding mein aur zyada ruchi hui hai. Ab mujhe lag raha hai shayad main apne dreams complete kar sakti hu.”

— Astha Verma, BSc student from a small town with financial challenges

Theory of Change: How CodeYogi Creates Impact

The survey data supports a clear theory of change with four interconnected pathways:

- 1. Barrier Removal:** By being free, smartphone-based, Hindi-language, and self-paced, CodeYogi eliminates the four primary barriers that prevent underserved students from accessing tech education: cost, device requirements, language, and scheduling constraints.
- 2. Skills + Confidence Loop:** The structured, gamified level system (100 levels with assignments and MCQs) creates a mastery-based progression that builds both skills and confidence simultaneously. Students go from 1.75 to 4.07 on the confidence scale—this is not just knowledge transfer, it is identity formation as “someone who can code.”
- 3. Aspiration Expansion:** As confidence grows, students begin to see technology careers as realistic possibilities. 91.6% report increased career interest in tech. For many, CodeYogi provided the first exposure to what a software career could look like.
- 4. Learning Habit Formation:** 54% of students have expanded beyond CodeYogi to explore other online learning resources. The program serves as a “gateway” to self-directed digital education—a foundational capability for lifelong learning and economic mobility.

Conclusions & Key Takeaways

- **Proven model for scale:** With 300,000+ students enrolled and 55% female participation among survey respondents, the self-serve smartphone model demonstrates that quality tech education can be delivered at massive scale to underserved populations without requiring expensive infrastructure, laptops, or in-person instruction.
- **Transformative confidence shift:** A +2.33 point improvement on a 5-point scale—from 1.75 to 4.07—represents one of the largest confidence shifts in comparable edtech impact studies. This goes beyond skill acquisition to fundamental self-belief.
- **Gender equity in tech access:** 55% female participation with near-identical confidence outcomes (4.04 vs 4.11) demonstrates that the program effectively closes the gender gap in tech education—a significant achievement for rural and underserved communities.
- **Career pathway creation:** 91.6% of students report increased interest in a technology career. For students who previously had no conception of what coding was, CodeYogi has opened an entirely new career pathway.
- **No academic trade-off:** 75.4% report no negative impact on school performance, with 24% reporting improved grades. The self-paced design allows students to balance coding with their regular studies.
- **Exceptional student satisfaction:** An NPS of 53 places CodeYogi in the “excellent” category. 72% of students are active promoters who would recommend the program to their peers, creating organic growth potential.
- **Self-reinforcing engagement flywheel:** A clear dose-response pattern shows that every measured outcome—confidence, career aspiration, online learning adoption, and NPS—improves as students progress deeper into the course. NPS rises from 48 at early levels to 76 at the deepest engagement, and all students started from a near-identical

baseline of minimal prior knowledge, making the gains at higher levels especially meaningful.

With over 300,000 students enrolled, CodeYogi is demonstrating that high-quality, accessible tech education can create measurable, multi-dimensional impact for underserved students—building skills, confidence, career aspirations, and lifelong learning habits simultaneously. The dose-response pattern confirms that the program’s benefits deepen with continued engagement, creating a self-reinforcing flywheel of learning and aspiration. The smartphone-first, self-serve model represents one of the most scalable approaches to bridging the digital skills divide in India.