

Final Impact Assessment Report of Bharti Airtel Foundation's Quality Support Program - 2025

Bharti Airtel Foundation

2026



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Table of Contents

Executive Summary	12
1. Introduction and Background.....	22
1.1. About Bharti Airtel Foundation.....	23
1.2. About Quality Support Program.....	24
1.2.1. Program Objectives.....	25
1.2.2. Program Approach	25
1.2.3. Geographical Coverage	26
2. Approach and Methodology	27
2.1. Study Objectives and Scope of Work	28
2.1.1. Key Stakeholders	28
2.1.2. Key Areas of Inquiry.....	28
2.2. Overall Methodology	30
2.3. Sampling Framework	31
2.4. Assumptions and Limitations.....	35
3. Key Findings and Analysis	37
3.1. Pillar 1- Student Empowerment.....	38
3.1.1. Beneficiary Profile	39
3.1.2. Houses and Clubs in Schools	41
3.1.3. Events and Competitions	45
3.1.4. Other Interventions	59
3.1.5. Student Perceptions.....	67
3.1.6. Student Life skills	70
3.2. Pilar 2- Teacher Engagement.....	91
3.2.1. Beneficiaries Profile	92
3.2.2. Teacher's Awareness and Capacity Building	97
3.2.3. Teacher Participation and Wins in External Events	99
3.2.4. Teachers Ownership and Participation for Program Activities	100

3.2.5. Perceptions of Teachers on Pillars of QSP	104
3.3. Pilar 3- Parent and Community Involvement	115
3.3.1. Parent-Teacher Meetings.....	116
3.3.2. Community Involvement.....	120
3.4. Pilar 4- School Environment.....	121
3.4.1. Cleaner, Greener and Vibrant Schools.....	122
3.4.2. Enriched Classrooms	125
3.5. IRECS Analysis.....	131
4. Recommendations	138

List of Figures

Figure 1: Bharti Airtel Foundation's Key Interventions	24
Figure 2: QSP's Core Objectives	25
Figure 3: Program Pillars	25
Figure 4: Four-stage Approach for Impact Assessment	30
Figure 5: IRECS Framework Guiding the Assessment	31
Figure 6: Gender Profile of the Students (n=3760).....	40
Figure 7: Cohort and Class Profile of Students (n=3760).....	40
Figure 8: State-Wise Distribution of the Sample (n=3760)	40
Figure 9: Participation in House System (n=3646).....	41
Figure 10: Leadership Position within House (n=1067).....	42
Figure 11: Presence of Clubs in the School (n=3760).....	43
Figure 12: Participation of Students in the Type of Club (n=3703).....	44
Figure 13: Leadership Positions held by students	44
Figure 14: Participation in Student Workshops (n=3760).....	46
Figure 15: Participation in Special Events (n=3703).....	50
Figure 16: School Participation in Inter-School Competitions (n=3760).....	52
Figure 17: Feeling About School's Participation In Inter-School Competitions (n=3631).....	53
Figure 18: Group-wise experience with inter-school competitions (n=1947)	56
Figure 19: State-Wise Impact of Academic Scholarships Availed by Students (n=828)	57
Figure 20: Group-Wise Impact of Career Guidance on the Students (n=736)	59
Figure 21: Participation in IT Innovation Club (n=3022)	60
Figure 22: Participation in Astronomy Club (n=2308).....	63
Figure 23: Participation in Telescope-based Activities (n=1017)	63
Figure 24: Frequency of Participation in Telescope-based Activities (n=1017)	63
Figure 25: Participation in Digital Literacy/Digital Explorers Club (n=2940)	65
Figure 26: Geographical spread of the teachers sampled for the study (N=450)	93
Figure 27: Teachers across School-Types (N=450).....	93
Figure 28: Highest Educational Qualifications of Teachers (N=450).....	95
Figure 29: State-Wise Distribution of Teachers as per the Educational Qualifications (n=450)	95

Figure 30: Group-Wise Distribution of Teachers as per their Educational Qualifications (n=450)	95
Figure 31: Experience of Teachers (N=450)	96
Figure 32: Teachers Aware about QSP Program (n=450)	97
Figure 33: Source of Awareness about QSP (n=450)	98
Figure 34: Teachers having TeachersApp (n=450)	99
Figure 35: Teacher's Participation at Group Level (n=450).....	101
Figure 36: State-Wise Depiction of Percentage of Parents Attending PTMs (n=3760).....	116
Figure 37: Group-wise emotional Responses of Students to Parental Presence at PTMs (n=3760)	117
Figure 38: Parental Attendance in PTM as a motivating factor for students (n=3760).....	119
Figure 39: Student Responses on Usage of Toilets in Schools (N=3760)	123
Figure 40: Display of House Activities in School Premises	128

List of Tables

Table 1: State-wise and Year-wise Coverage of Intervention Schools.....	26
Table 2: List of Stakeholders.....	28
Table 3: Steps for Quantitative Sampling Plan.....	32
Table 4: State-wise Split of Schools Selected for the Impact Assessment (Quantitative).....	33
Table 5: State-wise Split of Respondents from Sampled Schools (Qualitative).....	34
Table 6: Steps for Qualitative Sampling Plan.....	35
Table 7: Student Breakdown by School Type: All-Boys, All-Girls, Co-Ed (n=3760).....	40
Table 8: Group-Wise Perception of the Benefits of House System (n=3625).....	42
Table 9: Experience with School Clubs (n=3703).....	45
Table 10: Group-Wise Average Number of Workshops Attended (n=2499).....	47
Table 11: State and Group-Wise Average Number of Exposure Visits Attended (n=2076).....	48
Table 12: Group-Wise Student Perception of Workshops and Exposure Visits (n=2076).....	49
Table 13: Group-Wise Average Number Of Special Events Participated In (n=3703).....	51
Table 14: Student Participation and Culture of Winning.....	54
Table 15: Experience with Inter-School Competitions (n=1947).....	56
Table 16: Student Perception about Career Guidance (n=1036).....	58
Table 17: No. of IT Innovation Projects Started and Completed (n=1506).....	61
Table 18: Impact of Experience in IT Innovation Club (n=3022).....	61
Table 19: Impact of Astronomy Club (n=1017).....	64
Table 20: Experience from Internship (n=533).....	67
Table 21: Overall Student Perceptions (n=3760).....	68
Table 22: Overall Life Skill Scores for 5 th to 8 th Grade.....	71
Table 23: State-wise Life Skill Scores for each skill.....	72
Table 24: Sub-Skill wise overall Scores (N=1,979).....	76
Table 25: Overall State-wise Life Skill Scores.....	78
Table 26: State Level Sub-Skill Scores (N=1,979).....	79
Table 27: Overall Group-wise Life Skill Scores.....	83
Table 28: Overall Group-wise Sub Skill Scores.....	84
Table 29: Life Skills Score of Students from Schools with Special Interventions Vs. without Special Interventions.....	89
Table 30: Group-wise Distribution of Teachers (N=450).....	93
Table 31: State-Wise Distribution of Sampled Teachers Across School Types.....	94
Table 32: Group-Wise Distribution of Teachers Across Various School-Types (n=450).....	94

Table 33: State-wise Experience among Teachers (n=450)	96
Table 34: Group-wise distribution of teachers as per their teaching experience (n=450)	97
Table 35: Awards Won by the Teachers (n=188).....	100
Table 36: Teacher's Participation in QSP Activities (n=450).....	100
Table 37: State-Wise View of Overall Teacher Engagement, Program Exposure, and Student Outcomes (n=450)	102
Table 38: State-Wise Breakdown of Topics Covered In PTMs (n=450).....	103
Table 39: Group-Wise Perception on Level of Involvement of QSP Mentors (n=450)	104
Table 40: Teachers' Perception about the Student Empowerment Pillar of QSP (N=450).....	105
Table 41: Teachers' Perception about the Teacher Empowerment Pillar of QSP (N=450).....	108
Table 42: Teachers' Perception about the Parents and Community Engagement Pillar of QSP (N=450)	111
Table 43: Teachers' Perception about the School Environment Pillar of QSP (N=450).....	112
Table 44: Group-Wise Attendance of Parents in PTM (n=3760).....	117
Table 45: Group-Wise Categorisation Of Students Who Reported That Parental Attendance In PTMs them (n=3760)	119
Table 46: Group-Wise Categorisation of Students Who Reported that Parents are More Connected (n=3760).....	119
Table 47: Group-Wise Usage of Libraries and Science Labs by Students (n=3760)	124
Table 48: State-Wise Usage of Libraries and Science Labs By Students (n=3760)	124
Table 49: State-Wise Student Responses on Display of Artwork, House and Club Activities and School Achievements in School (n=3760)	126
Table 50: Group-Wise Student Responses on Display of Artwork, House and Club Activities and School Achievements in School (n=3760)	128

List of Acronyms

Acronyms	Full Form
AIM	Atal Innovation Mission
BLO	Booth Level Officer
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
ICT	Information and Communication Technology
IDI	In-Depth Interview
INSPIRE MANAK	Innovation in Science Pursuit for Inspired Research – Million Minds Augmenting National Aspirations and Knowledge
IRECS	Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability
ISRO	Indian Space Research Organization
IT	Information Technology
KII	Key Informant Interview
KYC	Know Your Customer
LLP	Limited Liability Partnership
LSMT	Life Skills Measurement Tool
LSMT-E	Life Skills Measurement Tool – Elementary
LSMT-S	Life Skills Measurement Tool – Senior Secondary
MTM	Mentor-Teacher Meeting
NEET	National Eligibility cum Entrance Test
NEP	National Education Policy
NMMS	National Means-cum-Merit Scholarship

Acronyms	Full Form
PTM	Parent-Teacher Meeting
PW	Price Waterhouse
PWCALLP	Price Waterhouse Chartered Accountants LLP
QSP	Quality Support Program
SDP	School Development Plan
SGD	Small Group Discussion
SMC	School Management Committee
SPOC	Single Point of Contact
STEM	Science, Technology, Engineering and Mathematics
TAP	Teacher App
TET	Teacher Eligibility Test
TLM	Teaching Learning Material
UNICEF	United Nations Children's Fund
YLI	Young Lives India
YUVIKA	YUva Vlgyani KARYakram

Executive Summary

About the Study:

Launched in **2013**, the **Quality Support Program (QSP)** is a **collaborative initiative** by the **Bharti Airtel Foundation**, undertaken to **transform government schools** into happy, holistic institutions of learning for students. The program **engages multiple stakeholders**, school leaders, teachers, students, parents, and communities, to **strengthen** the overall educational experience. QSP partners with Education Departments across **twelve states of India** to scale jointly identified interventions. The Quality Support Program is funded by grantors/contributing parties including Bharti Airtel Limited, Indus Towers Limited; and Bharti Airtel Foundation which is an extended CSR arm of Bharti Group.

It adopts an approach of optimising existing school strengths while providing catalytic support to bridge gaps identified by school leadership teams. Implemented over a five-year timeframe through a whole-school approach, QSP is structured around four key pillars:



Student Empowerment



School Leadership and Teacher Engagement



Community and Parent Involvement



School Environment

To measure the effectiveness of these interventions, Bharti Airtel Foundation commissioned **Price Waterhouse Chartered Accountants LLP (PWCALLP)** to conduct a comprehensive **impact assessment**. This evaluation was designed to provide an analysis of the project's outcomes through a detailed desk review, the creation of specialized research tools, and extensive data collection. The final assessment synthesized these insights into a formal report, offering Bharti Airtel Foundation management evidence-based findings and strategic recommendations to refine the program and other initiatives in the future.

Approach and Methodology:

To evaluate programmatic efficacy, PWCALLP deployed a **mixed-methodology research design using IRECS framework analysis**, blending quantitative rigor with qualitative depth. This dual approach ensured a comprehensive understanding of the project's reach, capturing both statistical trends and nuanced community feedback to provide a holistic view of the initiative's impact.

- **The IRECS framework-** comprising Inclusiveness, Relevance, Efficiency, Convergence, and Sustainability was used as a structured lens to assess project performance. It helped evaluate stakeholder alignment, resource efficiency, cross-functional integration, and long-term impact, enabling targeted recommendations to strengthen overall project outcomes.
- **Study Sample:** The schools under QSP have been identified and categorised into four categories: A, B, C and D, based on which year of the program they are in. The groups are defined as:
 - ☞ Group A: Schools in Year 1 of QSP intervention
 - ☞ Group B: Schools in Year 2 & Year 3 of QSP intervention
 - ☞ Group C: Schools in Year 4 & above of QSP intervention
 - ☞ Group D: Exit Schools where QSP intervention has been completed
- The number of schools in each group/category has been distributed proportionately, in line with the total number of schools per state. As a result, **148 schools across eleven states** are selected as samples for the study.
- **Quantitative Analysis:** Data of **25 students or more and 3 or more teachers per school** has been collected through surveys. In total **3,760 students and 450 teachers** across all **148 schools** participated in the Impact Assessment study to measure specific shifts in knowledge and behavioural outcomes among the target demographic.
- **Qualitative Insights:** Within these 148 schools, qualitative field visits were conducted in **23 schools**. They were selected in alignment with Bharti Airtel Foundation, and based on school categories, students enrolled and availability of other interventions. Overall, PWCALLP team facilitated **148 strategic interactions**, including Key Informant Interviews (KIIs), Small Group Discussions (SGDs) and In-Depth Interviews (IDIs) with students, parents, principals, teachers, government officials and program teams.
- Additionally, students were assessed on their responses to the **Young Lives Life Skills Tool**, using the scoring intervals (as specified in the manual) to classify respondents across different levels of **life skills proficiency**.

Key Findings from the Study:



Student Empowerment

N= 3760; if statements do not add up to 100%, they are multiple choice questions

- **Beneficiary Profile:** The student sample comprises **59% female** and 41% male respondents. **89% students attend co-educational schools**, while the remaining attend girls or boys-only schools. **84% are enrolled in Secondary or Senior Secondary institutions**. While 23% students are from classes V-VII, 64% students are in classes VIII-X, and 14% students are in classes XI-XII.
- **97% of the students have shared that a structured house system is actively present** in their schools. The gap in presence of housing systems is noted in Group A (97%), and exit schools (99%), with 100% students from Group B and C reporting prevalent house systems.
 - ✎ Out of the students who agreed to have houses in their school, 99% students identified themselves as active participant or in leadership positions in their respective houses.
 - ✎ Additionally, out of the students who are active participants of clubs, around a **quarter (29%) hold designated leadership positions**. Out of these students who agreed to be in leadership positions, **52%** serve as Vice-Captains, **44%** as Captains, and **2%** as Secretaries. Moreover, **31% of the total girls** as opposed to 28% of the total boys stated to be in leadership positions.
 - ✎ Owing to house activities, **74% students out of the active house members felt an increased sense of belonging to the school**, 71% were motivated and interested in academics, and 60% respondents felt ownership in activities held at the school.
- **98% of students are participating in school clubs**, of which **27% are occupying leadership roles**. Students within leadership roles are primarily distributed between Presidents (48%) and Vice-Presidents (47%). **100% participation was noted in eight of the eleven states**.
 - ✎ Students actively participate across a specialised spectrum of interests, with the highest engagement noted in **Eco Club, Arts and Culture, and Sports and Health, among others**.
 - ✎ Of students who are members of clubs, **54% stated that they participate in school events through school clubs**, 53% felt that they make friends and engage with peers, and 44% agreed to building leadership skills and team-work skills through club activities, each.
- **~66% students engaged in workshops** such as reading, problem solving and stress management, completing an average of **four sessions** during the academic year. Highest participation was noted in **Uttar Pradesh (98%)**, followed by Jammu and Kashmir (82%) and Punjab (81%). Additionally, 55% respondents agreed to have participated in **exposure visits**, with a reported frequency of **one to two excursions** to outside school venues annually.
 - ✎ Students reported significant learning gains from the workshops and exposure visits, with **64% acknowledging a better understanding of new topics**, while 60% each gained practical, hands-on knowledge and felt more interested and motivated in learning.
 - ✎ The findings reflect a healthy reach of this intervention, with 55% of student respondents reporting participation in exposure visits, typically at a frequency of one to two excursions to external venues in the academic year. Participation levels, however, vary across school groups. The lowest engagement is observed among Group A and Exited Schools at 42%, while Group C schools

record the highest participation at 61%, indicating that exposure visits gain greater momentum and consistency as the program matures within a school.

- Overall, **98%** of students participated in **special events**, however, surveys reflect participation in inter-school competitions (61%) and special day celebrations (52%), followed by the Swachhata Initiative (41%). Students stated that in an academic year they participate in an **average of over 2 commemorative events** such as Independence Day, Republic Day or Earth Day and intra-school competitions including art or sports, annually.
- While **95% of respondents confirmed that their school participates in inter-school competitions**, the frequency in participation varied; notably, 67% of the students believe these competitions foster a significant sense of institutional pride among peers.
- **54% of students** participated in **inter-school competitions**, averaging **two competitions per session**. Engagement spanned diverse disciplines, including athletics (kho-kho, racing, long jump), performing arts, and academic contests like math quizzes.
 - ☞ **65%** (from those who participated) secured at least one victory this academic year, highest culture of winning among students was noted in **Punjab (83%)**.
 - ☞ Lowest inter-school competition participation is noted in Group A school students (37%). Group B and Group C school students perform at par (55%), while highest participation is witnessed in exit schools, wherein 61% of students agree to have participated in inter-school competitions.
 - ☞ **Competitions emerged as the most popular activity across all groups**, with the highest commitment recorded in **Group B (68%) and Group D/Exited Schools (67%)**. **Special Day Celebrations** saw consistent participation across groups, peaking at **57% in Group D**, while **Annual Functions** showed a steady increase with program maturity, rising from **35% in Group A to 48% in Group D**. Notably, the **Swachhata Initiative recorded its highest participation in Exited Schools (53%)**.
 - ☞ Respondents said that since participating in inter-school competitions, **69% feel confident** in participating outside of the school, and **63%** think that the competitions have **motivated them to work harder** academically or in extracurricular activities.
- As per collected sample data, **22%** respondents have received **academic scholarships**. This is higher than average scholarships availed by students in government schools. Of those having received the scholarships, **65%** report that it has **motivated them to perform better academically**, **59%** noting a **reduction in financial strain related to education** for their families, and **55%** expressing **greater confidence as scholarship recipients**.
- **Other Interventions:**
 - ☞ While **80%** of students reported having an **IT Innovation club**, **50%** students out of those with clubs in the school participate actively. Among club participants, **58%** completed **one to two projects** and successfully showcased their work within the school community. Club participation is highest in U.P. (81%), Punjab (65%) and J&K (56%).
 - ☞ **61%** of schools offer an **astronomy club**. **44%** of eligible students participate actively. **70%** of these members engage in activities, such as telescope viewing with an average frequency of **one to two observation sessions** per academic year.
 - ☞ While **78%** of schools host a **digital literacy club**, **55%** students agreed to **active participation** in the club. The formal structure of a club as reported by students has enhanced their learning.

88% of respondents reported that they had a similar club in their school prior to the program, however, 95% of them stated that they learnt something new from this new club.

- According to **72%** of students, **internships** are provided in their school to students. However, only 37% of students agreed to having done an internship. These internships were approximately 5 days on average as reported by students. Given their experience, **96% of students would recommend others to take on such opportunities**. Students notably stated how this experience has given them the confidence to seek employment, understand a workplace, and has enabled them to decide a future career path.

Student Life skills: The following section presents an analysis of responses to the Young Lives Life Skills Tool, using the scoring intervals (as specified in the manual) to classify respondents across different levels of life skills proficiency.

A. Overall Life Skills Scores (5th to 8th Grade- N=1781):

- Cognitive Skills:** A majority fall within competent (39%) and basic (38%) levels, a significant 19% are still emerging and a small proportion of students (4%) demonstrated proficiency in cognitive skills. This indicates that most students can grasp concepts but struggle with deeper thinking, problem-solving, and independent decision-making, highlighting a gap in higher-order cognitive development.
- Personal Skills:** In personal skills, 7% of students are proficient and 43% are competent, showing relatively stronger development in self-awareness and self-management. However, with half of the students still in the basic (32%) and emerging (18%) categories, there is inconsistency in students' ability to regulate emotions, set goals, and take responsibility independently.
- Inter-Personal Skills:** Inter-personal skills appear to be the strongest domain, with 47% of students at the competent level and only 13% in emerging. This suggests that most students are comfortable with communication and teamwork. However, the low proficiency level (4%) indicates a lack of advanced skills such as leadership, conflict resolution, and meaningful collaboration.

B. Overall Life Skills Scores (9th to 12th Grade- N=1979):

- Life Skills with higher "skilled" percentages include **Participation (52%)**, **Empathy (30%)**, **Communication (23%)**, and **Creativity (22%)**. This shows that students are confident in engaging with others, expressing ideas, and participating actively. Social engagement and basic expression are clear strengths, with some ability to think creatively and understand others' perspectives.
- Many skills cluster strongly in the competent range, such as **Resilience (62%)**, **Negotiation (62%)**, **Empathy (53%)**, **Communication (47%)**, and **Creativity (48%)**. This indicates that students have a functional understanding and ability, especially in managing challenges and working with others. However, these skills are not yet deeply developed or consistently applied at a higher level.
- Emerging Level:** High "emerging" percentages are seen in **Self-Awareness (62%)**, **Problem Solving (50%)**, **Decision Making (48%)**, and **Critical Thinking (45%)**. This highlights significant gaps in internal reflection and higher-order thinking skills. Many students struggle with making decisions, analysing situations, and understanding themselves, which are essential for independent learning and growth.

C. Life Skills Score of Students from Schools with Special Interventions Vs. without Special Interventions

- œ Schools with IT Innovation Clubs show a **higher share in Skilled (9% vs 6%) and Proficient (4% vs 3%) levels**, along with a marginal reduction in Emerging (40% vs 43%). Competent levels remain comparable across both groups.
- œ In the case of Astronomy, schools without the intervention show **higher Skilled (9% vs 4%) and Proficient (4% vs 2%) levels**, while intervention schools have a higher share in **Basic (19%) and Emerging (47%)**. Competent distribution remains comparable.
- œ Digital Literacy interventions show a **notable increase in Skilled levels (10% vs 4%)**, with similar Proficient levels across both groups. Emerging levels are slightly lower (39% vs 43%), and Basic levels are also reduced.
- œ Schools without internships show higher Skilled (11% vs 5%), Proficient (5% vs 4%), and Competent (34% vs 28%) levels, while intervention schools have a higher share in Emerging (47%). This reflects a more distributed profile with greater representation in early stages in intervention schools, possibly linked to varying durations or depth of exposure.



Teacher Engagement

N=450; if statements do not add up to 100%, they are multiple choice questions

- The Teacher sample comprises **55% of female respondents**. **70%** of the teachers have completed their **master's level of education** and **65%** of the teachers had **more than 10 years of teaching experience**. **67% teachers have completed the Teacher Eligibility Test (TET)** before starting their careers. Most achieved certification through central-level and state-level examinations, ensuring compliance with standardised qualification requirements, demonstrating pedagogical competency.
- **95% of teachers are aware of QSP**, with 67% introduced through QSP Mentors, confirming mentors as the central conduit of the program. 81% of teachers credit mentors with driving school activities, and 70% with academic support, with mentor visibility highest in Telangana (95%), Karnataka (87%), Rajasthan (86%) and Jharkhand (81%).
- Teacher participation in school clubs is notably high, with **82% of teachers actively engaged**. Participation is largely driven by **experienced teachers**, as 65% of club-involved teachers have more than **10 years of teaching experience** and 20% have 6–10 years of experience. Additionally, **70%** of participating teachers hold a **master's degree**, indicating that teachers with higher qualifications are more likely to be involved in club activities.
 - However, this participation is the lowest in Group A schools, such that 67% teachers agree to be engaged with any clubs. On the other hand, between Group B and Group C, ~85% teachers agree to have participated in school clubs, similar to exit schools, where the pattern of engagement is 82%.
- On average, 75% teachers have participated in activities conducted under QSP. Each teacher has participated in approximately four training courses, which is a clear signal of voluntary, repeated engagement rather than one-time exposure.
- Schools have implemented an average of **68% of their SDP with the support from QSP**, peaking in **Telangana (83%), Rajasthan (82%) and Uttar Pradesh (80%)**, demonstrating the program's capacity to convert planning into measurable execution.
- 90% teachers **integrated digital tools**, reporting **high student enthusiasm and engagement**. Teachers observed increased student curiosity and eagerness for digital learning, with growing demand to join technology initiatives and strong interest in exploring innovative learning approaches.

- The shift through QSP has reinforced by **90% digital tool adoption** and **79% Teacher App (TAP)** installation, embedding technology firmly into everyday teaching practice.
- Teachers gained **professional growth through life skills and activity-based learning programs, enhancing confidence and student-centred teaching approaches**. Bharti Airtel Foundation provided workbooks and support materials enabled effective implementation of improved teaching practices.
- The program also led to a **culture of participation and winning awards**, such as below, wherein 29% respondents won Best Teacher Award. Overall, a **higher percentage of teacher participation and wins are noticed in schools from Group C**.
- A clear uplift in teacher **motivation and performance** is evident, with teachers **reporting higher levels of work satisfaction**. The most significant impacts of QSP training, as identified by teachers, include improved communication with students (89%), strengthened student attitudes toward initiative-taking (93%), and higher participation in extracurricular activities (92%). This reflects a healthier, more participative classroom culture, further increasing the teachers' morale.



Parents and Community Connect

- **94% of students confirmed parental attendance at Parent-Teacher Meetings (PTMs).**
 - ✎ Participation reflects a balanced **family engagement pattern** (40% mothers, 27% both parents jointly, and 26% fathers) indicating that PTMs have evolved into a shared family responsibility rather than a single-caregiver activity.
 - ✎ Parental presence in school has a **positive emotional resonance**, wherein **59%** of students reported feeling “**proud and happy**” and **30%** felt “**supported and encouraged**” when their parents visited the school, underscoring the role of parental engagement in reinforcing student wellbeing and self-worth.
 - ✎ **91%** of students stated that **parental participation in PTMs** motivates them to engage more actively in school life, while **89%** affirmed that their parents are now **meaningfully connected to school activities**, establishing a continuum of support between home and classroom.
 - ✎ **86%** teachers reported a **meaningful improvement** in their engagement with parents and guardians (**average rating of 4.23 out of 5**) over the period of intervention. This has been driven by continuous communication, particularly through dedicated school and class WhatsApp groups, shifting parent and teacher interaction from periodic to ongoing.
 - ✎ **~90%** of student respondents reported receiving **academic guidance and mentorship** from parents at home, signalling that parental involvement extends well beyond formal school touchpoints.
 - ✎ **89% of teachers** observed a clear increase in **community involvement** in school life (average rating of **4.25 out of 5**), reflected in higher community participation in school events, volunteering by local stakeholders, and contributions in the form of donations. Schools are increasingly viewed as community institutions, with instances of community-led infrastructure support.



School Environment

- **93% of students** rated their **schooling experience** as **Excellent (62%) or Very Good (31%)**, a strong composite endorsement of the learning environment delivered under QSP.
- The **visibility of student work and school achievements** is now near universal, wherein **87% students confirmed a display board** for house and club activities, and a **display board for school achievements and student-led content**, each. Additionally, **85%** of students confirmed the **presence of a gallery wall** in their school. These touchpoints have created a **sustained culture of recognition, celebration, and student visibility** across cohorts. However, in some schools during field visits it was observed that even though the display boards were present, their positioning could be improved for enhanced visibility.
- The program was **recognised at district, block-level government officials**. This validated Bharti Airtel Foundation's role as a **key educational partner**. Officials, such as in Meghalaya and Rajasthan shared that QSP prioritises comprehensive school improvement and student well-being with the same rigor as traditional academic performance.
- **91% of teachers reported improvement** in their **school's standing within the community** (average rating of 4.35 out of 5) and indicated they would actively recommend the program to peer institutions, a strong external validation signal.
- The QSP delivered **targeted infrastructure upgrades** and new additions based on school-specific needs, with strong student utilisation validating their relevance. **91% of students** reported active use of **school toilets**, **87% confirmed regular issuance of library books**, and **80% visited science labs with teachers** for subject-based learning, translating physical investments into everyday pedagogical use. Notably, these usage levels are sustained even in Group D (exited) schools, signalling lasting impact beyond the program period.

IRECS Findings:

Parameters	Assessment Findings from the Study
(I) Inclusiveness	QSP is inclusive not merely because it reaches a wide range of students, but because it is intentionally designed to create equitable opportunities, celebrate diverse talents, and empower every learner, regardless of who they are or where they come from . It is this deep, deliberate commitment to inclusion that makes QSP not just an educational programme, but a movement towards equitable, holistic, and empowering school transformation across India.
(R) Relevance	QSP is deeply relevant because it addresses the education of today with the lens of tomorrow . It bridges policy with practice, equity with excellence, and academics with aspirations. By empowering students, supporting teachers, and transforming schools, QSP is not just preparing children to do well in exams, it is preparing them to thrive in life, contribute to society, and shape the future of the country . In a time when education must do more than ever before, QSP

	stands as a timely, meaningful, and forward-looking response , making it not just relevant, but essential.
(E) Effectiveness	QSP is effective because it is thoughtfully designed, executed, evidence-driven, inclusive, and sustainable . It works because it engages the whole school, over multiple years, with diverse interventions, strong mentorship, and aligned national priorities . Most importantly, it works because it focuses on its four pillars and consistency that produces real, lasting, and meaningful change .
(C) Convergence	QSP is convergent with government efforts not by coincidence, but by conscious design . It is built to plug into, strengthen, and extend the government's vision for school education, filling critical gaps, amplifying impact, and supporting the implementation of national priorities at the grassroots level. By aligning with NEP 2020, Atal Innovation Mission, Digital India, Skill India, Swachh Bharat, ISRO's YUVIKA, among others , QSP demonstrates that public-private partnership in education is most powerful when it works in harmony with the government's own commitment to building a stronger, more equitable India . QSP serves as a model of meaningful convergence , where government vision, foundation expertise, and community participation come together to transform schools and shape futures .
(S) Sustainability	Sustainability is one of the most defining strengths of the Quality Support Programme (QSP) led by the Bharti Airtel Foundation . The programme is not designed as a short-term intervention but as a long-term, systemic, and self-sustaining transformation of government schools. Its sustainability stems from how it builds internal capacity, embeds processes, nurtures ownership, and creates lasting cultural change within the school ecosystem. QSP is sustainable because it is built not on what Bharti Airtel Foundation does for schools, but on what schools learn to do for themselves .

Recommendations:

- **Strengthen Participation in Specialised Clubs:** Currently 80% students have an active IT innovation Club, 60% an Astronomy Clubs, and 78% a literacy clubs. Additionally, 72% students report having internships in schools, with only 37% eligible students having undertaken it. There is need for expansion in student participation in the IT Innovation, Digital Literacy, Astronomy Clubs and Internships through structured timetabling and peer-led recruitment, while actively engaging teachers as co-learners to build a stronger ecosystem of innovation and curiosity within schools.
- **Increase the Frequency and Visibility of Life skill Workshops:** Basis our findings, life skill workshops have been a meaningful component of the Student Empowerment pillar. As shared by the students during conversations that they were often unsure about which workshops had been conducted and what life skill did they learn from them. To address this, it is recommended that the **frequency of workshops be increased, with a clear annual calendar with topics of workshops shared with students** at the beginning of the academic year. Workshops should be **repeated periodically to reinforce learning**. Schools could also maintain a **'Workshop Wall'** or display

board to document each workshop conducted, ensuring visibility, **recall**, and continued reinforcement of life skills among students.

- **Strengthen Follow-Through on Scholarship Opportunities:** Build on the strong foundation of scholarship awareness by introducing structured mentorship, step-by-step application support, and peer guidance, ensuring that more eligible students complete the process and access the opportunities available to them.
- **Deepen Teacher Training and Engagement Through the Teacher App:** Strengthen teacher learning through the Teacher App with quarterly in-person reviews, classroom observation visits, and stronger monitoring mechanisms, ensuring that training translates directly into improved classroom practice and student outcomes.
- **Strengthen Parental Engagement Beyond SMC and PTMs:** Expand parent engagement beyond SMC meetings and PTMs through regular updates, digital communication, school event participation, and volunteering opportunities, creating a stronger home-school partnership and deeper community ownership.
- **Improve Visibility of Gallery Walks and Display Boards:** Gallery walks, display boards, and student artwork are being used as powerful tools for celebrating student creativity and reinforcing learning in the program. However, during school visits it was observed that several of these displays were placed in less visible or underutilised spaces. It is recommended that **schools strategically position such display boards, ensuring maximum visibility and engagement**. Boards could be **refreshed periodically, themed around current learning topics, and accompanied by short student-led 'Gallery Tours' during morning assemblies**
- **Refine School Selection Criteria for Greater Equity:** Adopt a needs-based selection framework that prioritises schools in underserved regions over already well-resourced institutions, ensuring that QSP's interventions reach where they can create the most transformative and equitable impact.
- **Clearly Define and Communicate the Roles of Clubs and Houses:** To strengthen clarity and enhance participation, it is recommended that schools clearly **define and document the roles, responsibilities, and activities of clubs and houses separately**, and **share these with students at the beginning of each academic year**. **Orientation sessions for newly elected house and club leaders, supported by simple role charters and visual posters displayed in classrooms, could help reinforce these distinctions**. Greater clarity will not only strengthen leadership effectiveness but also help students participate more meaningfully and confidently in both structures.

For the **detailed findings, IRECS framework Analysis and recommendations**, please refer to Section 3: Detailed Findings and Recommendations.

The collage consists of 15 hand-drawn posters and drawings by students of St. Xavier's School, Palakkad, for World No Tobacco Day. The posters feature various themes:

- Top Left:** A poster titled "No Smoking" with a drawing of a person holding a cigarette. It includes a small table of names.
- Top Middle:** A poster titled "Say No Smoking" with a drawing of a person holding a cigarette. It includes a small table of names.
- Top Right:** A poster titled "No Tobacco" with a drawing of a person holding a cigarette. It includes a small table of names.
- Middle Left:** A poster titled "Say No to Tobacco" with a drawing of a person climbing stairs. It includes a small table of names.
- Middle Middle:** A poster titled "Environment" with a drawing of a smiling globe. It includes a small table of names.
- Middle Right:** A poster titled "Stop" with a drawing of a red handprint. It includes a small table of names.
- Bottom Left:** A poster titled "No Smoking" with a drawing of a person holding a cigarette. It includes a small table of names.
- Bottom Middle:** A poster titled "No Tobacco" with a drawing of a person holding a cigarette. It includes a small table of names.
- Bottom Right:** A poster titled "No Smoking" with a drawing of a person holding a cigarette. It includes a small table of names.

1.1. About Bharti Airtel Foundation

Bharti Airtel Foundation (“Foundation”) is the philanthropic arm of Bharti Enterprises, with a **longstanding commitment to transforming India through education**. Since its inception in 2000, the Foundation has focused on enabling equitable access to quality education, particularly for children, youth, and teachers in underserved and rural communities across the country. Its vision is anchored in the belief that **education is a powerful driver of social change and national development, and that every child deserves the opportunity to learn, grow, and thrive**, supported by well-equipped and empowered teachers.¹

The Foundation positions education, not merely as a service, but **as a movement aimed at creating systemic and sustainable impact**. Its approach combines direct school interventions, partnerships with government systems, teacher capacity building, and support for higher education, ensuring continuity across the education lifecycle.

Outreach and Impact

Since its inception, the Foundation has achieved wide **reach across thousands of villages, schools, teachers, and students, touching the lives of millions of beneficiaries nationwide**. Its interventions span early schooling, government school reform, teacher empowerment, and higher education support, reflecting a comprehensive and scalable education model.

Guiding Philosophy

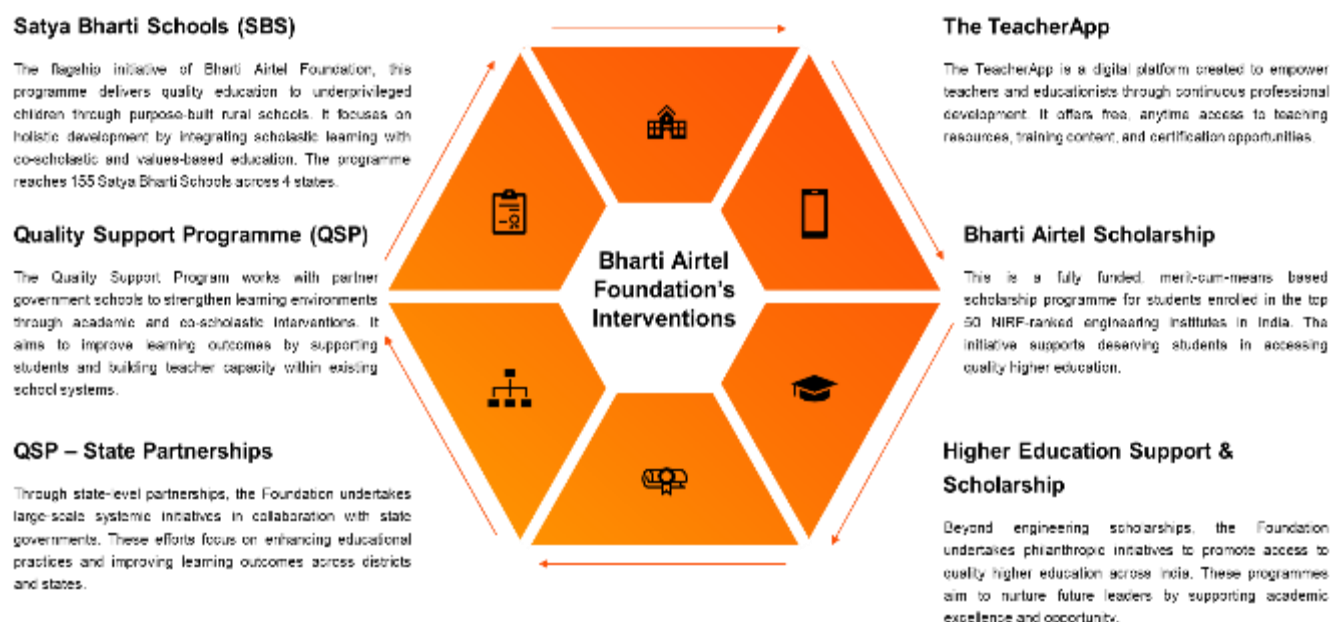
The leadership of Bharti Airtel Foundation emphasises nurturing the potential of children and youth while equipping teachers with the tools required to drive meaningful change in classrooms. The Foundation remains **deeply rooted in its founding belief that inclusive and quality education is essential to building a more equitable and future-ready India**.

Brief Summary of Key Programs

The Bharti Airtel Foundation drives impactful initiatives focused on improving access, quality, and outcomes across the Education domain. The following visual highlights the core areas and approach of its interventions:

¹ As per the documents shared by the Bharti Airtel Foundation and the official website.

Figure 1: Bharti Airtel Foundation's Key Interventions



1.2. About Quality Support Program

The **Quality Support Program (QSP)** of Bharti Airtel Foundation is a government-school strengthening initiative designed to **improve the quality of education through partnerships with State Education Departments**. Implemented across **12 states**, the program supports government schools over a 3-to-5-year period to become more engaging, inclusive, and enabling spaces for learning. Its intervention model is anchored in **four core pillars: student empowerment, school leadership and teacher engagement, parent and community involvement, and enhanced school environment**. Since inception, the program has reached over 1,100 schools, benefiting more than 4 lakh students and 17,000 teachers.²

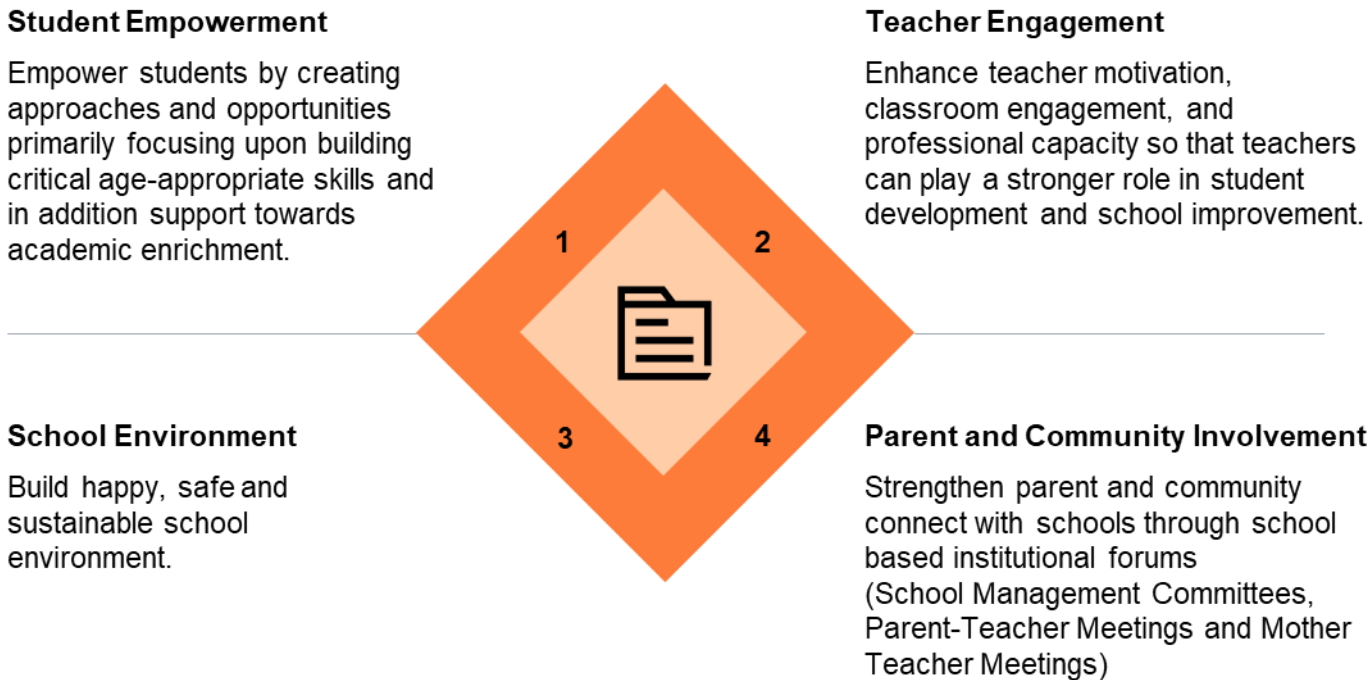
QSP adopts a holistic school transformation approach that goes beyond academic support to strengthen life skills, teacher motivation, community ownership, and institutional sustainability. The program promotes leadership, communication, collaboration, critical thinking, and gender-responsive participation among students, while also enhancing teacher capacity, activating school-level forums, and fostering safer and more vibrant school environments. Its design emphasizes scalable, context-responsive implementation within public education systems, enabling both sustained outcomes at the school level and potential replication across districts and states.

² As per the documents shared by the Bharti Airtel Foundation and the official website.

1.2.1. Program Objectives

QSP is guided by **four core objectives** that define its educational vision and operational mandate:

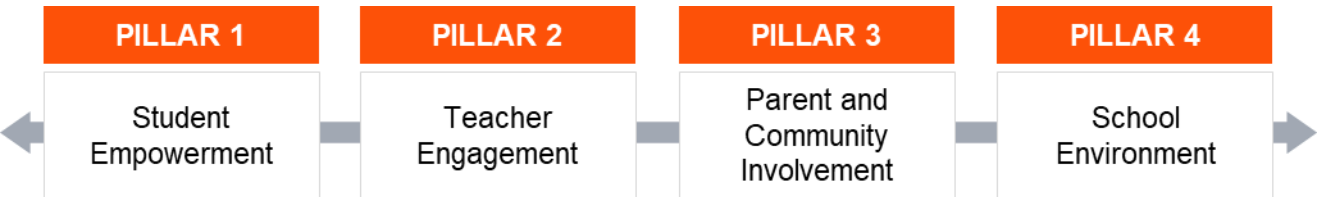
Figure 2: QSP’s Core Objectives



1.2.2. Program Approach

The Quality Support Program employs a **holistic, whole-school approach** structured around **four key pillars: student empowerment, teacher and school leadership, parent and community engagement, and school environment improvement**. The program is designed to address multiple dimensions of the government school ecosystem by engaging not only students, but also teachers, school leaders, parents, and administrators through a **standardized yet flexible implementation model**. Drawing on proven practices and adapting them to local contexts, QSP aims to transform government schools into vibrant, inclusive, and enabling spaces for learning, with the **long-term goal of building self-sustaining institutions driven by schools and communities themselves**.

Figure 3: Program Pillars



1.2.3. Geographical Coverage

QSP has a wide and diverse geographical footprint, spanning **12 states** and covering **1,100 government schools** across multiple districts in India. The program is implemented through State Education Department partnerships in regions including **Assam, Delhi, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Ladakh, Meghalaya, Punjab, Rajasthan, Telangana, and Uttar Pradesh**. Its presence ranges from long-standing interventions in states such as Jammu & Kashmir, Jharkhand, Rajasthan, and Punjab to newer cohorts in locations such as Uttar Pradesh and Ladakh, reflecting both depth and expansion of the program across varied educational and socio-geographic contexts. The following table shows the state-wise distribution of the schools as per the year of intervention:

Table 1: State-wise and Year-wise Coverage of Intervention Schools

State	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 & above	Exit Schools	Total Schools
Assam	20	15	43	2	-	-	15	95
Delhi	6	-	5	89	-		4	104
Himachal Pradesh	-	44	26	34	-	-	20	124
Jammu & Kashmir	25	24	30	35	15	36		165
Jharkhand	45	16	35	40	10		15	161
Karnataka	-	24	30	-	20	-		74
Ladakh	-	-	-	-	-	7		7
Meghalaya	-	-	15	30	-	-		45
Punjab	-	9	61	35	9	-		114
Rajasthan	-	50	-	28	41	6	50	175
Telangana	25	15	20	30	15	-		105
Uttar Pradesh	-	-	35	-	-	-		35
Total	121	197	300	323	110	42	104	1,197

2. Approach and Methodology



2.1. Study Objectives and Scope of Work

Bharti Airtel Foundation has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to **conduct a comprehensive Impact Assessment Study of its Quality Support Program (QSP)**. The assessment is designed to assess the impact of the program's performance across its four pillars and provide recommendations for Bharti Airtel Foundation's management's consideration. The study adopts the IRECS framework, **assessing the program across the dimensions of Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability**, as the overarching evaluation framework to measure and interpret impact.

2.1.1. Key Stakeholders

The study captures perspectives from a diverse set of stakeholders directly associated with the Quality Support Program, ensuring a comprehensive and multi-dimensional assessment:

Table 2: List of Stakeholders

Stakeholder Category	
1	Principal/School Leadership
2	Teachers
3	Students (Classes 5 th - 12 th)
4	Parents/Community Members
5	Bharti Airtel Foundation Team/State SPOCs
6	Government Official

2.1.2. Key Areas of Inquiry

Below are a few broad areas of enquiry around which the findings of the report are drafted:

Pillar 1: Student Empowerment	
• Enrolment: % increase in student enrolment and retention in QSP supported schools (over 3 years) • Clubs and Houses: No. of active clubs/houses as per state rule, frequency of activities/calendars, and proportion of students in leadership positions, male-female ratio in leadership positions • Attendance: % increase in student attendance rate and reduction in absenteeism. • Student Participation: % of students participating (especially girls) in school events, clubs, competitions and inter-school activities. • Student Awards and Scholarships (State/Centre): No. and type of awards/recognitions/scholarships received by students at school/external levels.	

- **Program Experience:** Student feedback on engagement, % happiness in school and perceived benefits of QSP
- **Life Skills:** % Improvement in selected life skill scores (e.g., leadership, decision-making, communication, etc.)

Pillar 2: Teacher Engagement

- **Teacher Participation and Wins in External Events:** Number of teachers participating in and % winning external seminars, competitions, exposure visits, etc.
- **Teacher Capacity Building:** Number of trainings/mentoring sessions completed, % reported usefulness for classroom/school practices.
- **Teachers Ownership and Participation in Program Activities:** Proportion of teachers leading clubs, houses or QSP initiatives; % contributing to school improvement plans.
- **Program Evolution (C & D Groups):** Perception of QSP evolution and alignment with changing National Education Policy (NEP)/other government rules and systems.

Pillar 3: Parents and Community Connect

- **Parent Teacher Meeting (PTM) Attendance and Frequency:** Number of PTMs/Mentor-Teacher Meetings (MTMs)/School Management Committee (SMCs) meetings held and average parent attendance.
- **Program Experience:**
 - ☞ Parent feedback on school environment, positive shift/perception towards schools' communication with teachers and children's progress.
 - ☞ Student participation in community events (rallies, awareness programs), motivation among students to undertake activities for the future of the community.
- **Number of Donors (includes parents and community, kind and volunteering):** Count and type of contributions (in-kind, volunteer hours) from parents and community members.

Pillar 4: School Environment

- **Cleaner/Greener and Vibrant Schools:** Improvement in cleanliness, greening and visual vibrancy of school spaces and infrastructure (classrooms, corridors, playgrounds, updated open display boards related to houses and clubs)
- **Enriched Classrooms:** % of classrooms using displays, learning aids (e.g., Foundational Literacy and Numeracy corners for Junior sections) and student work to enhance the learning environment and outcomes
- **School Awards:** No. of awards/recognitions received by the school at block/district/state level, perception of support provided to schools through QSP in pursuing awards
- **Facilities:** No. of facilities (libraries, labs, play areas, toilets, etc.) activated, upgraded or better utilized by schools, evidence of optimum use in the timetable, perception of teachers on facilities provided to the school
- **Processes for Scalability:** No. of QSP processes (student clubs/houses, calendars, student councils, PTMs, monitoring tools) institutionalized in school routines, with NEP/State-aligned and innovative activities sustained post-exit and selected approaches replicated at block/district/state level.

2.2. Overall Methodology

The PWCALLP team adopted a **coherent and integrated approach** to deliver the scope of work of the engagement. The following **four-stage approach** ensured that impact assessment study was carried out in systematic and consultative manner.

Figure 4: Four-stage Approach for Impact Assessment

Overall Methodology

Stage 1: Kick-off with Bharti Airtel Foundation to align on scope, expectations, deepen project understanding via QSP discussions, conduct desk review of project documents, conduct stakeholder mapping.

Stage 3: Pilot and refine tools, then conduct field data collection: quantitative surveys and qualitative IDIs, FGDs, and small-group discussions with students, teachers, principals, parents, officials, and Bharti Airtel Foundation representatives.

Stage 2: Finalize data plan, stakeholder map, sampling and inception document with Bharti Airtel Foundation; develop, digitize and translate tools; and train field teams on tool use and child-safety protocols.

Stage 4: Analyse findings using matrices, share draft report with Bharti Airtel Foundation, integrate their feedback, finalize and submit the report, and deliver a concluding presentation to management.

Additionally, the assessment was guided by the IRECS framework to assess the impact around each pillar holistically around the parameters of **Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability**.

Figure 5: IRECS Framework Guiding the Assessment

	I	INCLUSIVENESS	To what extent do students and parents from different socio-economic profiles participate in and benefit from program activities and school processes?
	R	RELEVANCE	Do the program inputs address key learning needs of students and government school priorities? Were school principals, teachers, students and parents involved in program planning?
	E	EFFECTIVENESS	Have activities improved students' learning outcomes, socio-emotional skills, attendance, and classroom practices? How efficiently resources and supports deployed. are monitored and used at school level?
	C	CONVERGENCE	Degree of convergence with government/other partnerships; relationship between individuals, community, institutions and other stakeholders
	S	SUSTAINABILITY	Do schools and communities show ownership of new practices, systems and resources? Are changes embedded in school routines for them to sustain over a long period of time?

2.3. Sampling Framework

The assessment study was cross sectional with **mixed method approach (both quantitative & qualitative)** deciphering the myriads of questions that need to be answered for evidence backed impact mapping.

The quantitative study focused on quantitative data to generate insights and evidence to map the expected impact. On the other hand, qualitative data helped in translating observations, perspective and experiences into insights.

Quantitative Interactions		Qualitative Interactions
Tools to be used: Quantitative questionnaire Types of respondents: • 25 students per school • 3 teachers per school		Tools used: In-depth Interviews (IDI)/Small Group Discussion (SGD)/Focus Group Discussion (FGD) Types of respondents: Students: FGD, Parents: IDI, Principal/Teachers: FGD, Government officials: IDI, Bharti Airtel Foundation team: IDI

Quantitative Sampling Plan:

The project's impact was evaluated using a mixed method approach, which involved both qualitative and quantitative techniques to gain comprehensive insights. As part of the quantitative approach, a structured sampling plan was implemented, involving a survey with **a sample size of 148 schools which was estimated based on 95% confidence level and 7.5% margin of error** by considering the total number of schools covered under the project as the universe i.e. 1,197 (as of November 2025). Total number of schools was **distributed proportionately** between states and districts based on the total number of schools. To maintain statistical significance, we ensured that a minimum sample size of **25 students** was covered from each school making it to **cover total 3,700 students minimum**. We also covered some additional students during the quantitative survey as to further enhance the statistical rigour of the study. Hence, the total sample size came out to be **3760 students** after the addition of the booster sample.

Further, a sample of **450 teachers** from 148 schools was also covered as a part of the study, ensuring that at least three teachers were covered from each school.

Table 3: Steps for Quantitative Sampling Plan

Steps	Process and Assumptions
Categorized Schools	Identified and categorized schools into four categories: A, B, C, and D . Number of schools in each group/category has been distributed proportionately based on the total number of schools in each state. Total 148 schools have been selected as the sample for the study. Group A: Schools in Y1 of QSP Intervention Group B: Schools in Y2 & Y3 of QSP intervention Group C: Schools are in Y4 & above QSP intervention Group D: Exited Schools
Determined School Numbers per Category	Established the number of schools needed for each group (A, B, C, and D). Further at the district level, total number of sampled schools in each state are distributed based on the maximum number of schools in each district. We have ensured cover all groups in every state.
Divided by Intervention Year	Sub-divided schools within each category based on intervention years, maintaining proportions that match year-wise distribution of schools.
Selected Schools by District	For each district, individual schools were identified using the following priority criteria: Priority Order: Priority- I: Schools with special interventions: IT Innovation Club, Astronomy Club, Digital Literacy Programs, Internship opportunities. Priority- II: Among eligible schools, select those with the highest total enrolment numbers.

Table 4: State-wise Split of Schools Selected for the Impact Assessment (Quantitative)

S. No.	States	Sample				Total Schools	Total Students Covered
		Group A	Group B	Group C	Group D		
		Y1	Y2&3	Y4 & +	Exited		
1	Assam	2 (50)	7 (176)		2 (50)	11	276
2	Delhi	1 (26)	1 (25)	11 (283)	1 (26)	14	360
3	Himachal Pradesh		9 (230)	4 (93)	2 (50)	15	373
4	Jammu & Kashmir	3 (75)	7 (188)	11 (289)		21	552
5	Jharkhand	6 (169)	7 (180)	5 (139)	2 (50)	20	538
6	Karnataka		7 (180)	2 (50)		9	230
7	Meghalaya		2 (50)	4 (100)		6	150
8	Punjab		9 (207)	5 (118)		14	325
9	Rajasthan		6 (151)	10 (252)	5 (129)	21	532
10	Telangana	3 (75)	5 (124)	5 (125)		13	324
11	Uttar Pradesh		4 (100)			4	100
Total		15	64	57	12	148	3,760

Qualitative Sampling Plan:

In addition to conducting quantitative surveys, we also conducted qualitative interactions including **Focus Group Discussions (FGDs)**, **Small Group Discussions (SGDs)** and **In-depth Interviews (IDIs)** with varied stakeholders such as students, teachers, parents, government stakeholders as well as Bharti Airtel Foundation team representatives to gauge their views on the impact created by the program. The location wise bifurcation of qualitative sample collected for the assessment study across **23 schools in 11 states** is depicted below:

Table 5: State-wise Split of Respondents from Sampled Schools (Qualitative)

States	Total Sample Schools	Teachers: SGD	Students: FGD	Parents: IDI	Govt Official	Bharti Airtel Foundation Team	Total sample per state
Assam	2	2	2	6	1	2	13
Delhi	2	2	2	6	1	2	13
Himachal Pradesh	2	2	2	6	1	2	13
Jammu & Kashmir	3	3	3	9	1	2	18
Jharkhand	3	3	3	9	1	2	18
Karnataka	2	2	2	6	1	2	13
Meghalaya	1	1	1	3	1	2	8
Punjab	2	2	2	6	1	2	13
Rajasthan	3	3	3	9	1	2	18
Telangana	2	2	2	6	1	2	13
Uttar Pradesh	1	1	1	3	1	2	8
Total	23	23	23	69	11	22	148

Table 6: Steps for Qualitative Sampling Plan

Steps	Process and Assumptions
Selection of Schools	• One school is selected where the number of total sample schools is ≤ 10 schools per state. • Two schools are selected where the number of total sample schools is > 10 to ≤ 15 schools per state. • Three schools are selected where the number of total sample schools is more than 15 schools per state.
Determination of Stakeholder-wise Qualitative Interactions	• Small Group Discussions (SGD) with Principal/Teachers - One interaction per school • Focused Group Discussion (FGD) with Students - One interaction per school • In-depth Interview (IDI) with Parents - Three interactions per school • In-depth (IDI) with government official - One interaction per location • In-depth Interview (IDI) with State SPOC - One interaction per location • In-depth Interview (IDI) with Bharti Airtel Foundation Team/Mentor - One interaction per location

2.4. Assumptions and Limitations

General

- The information transmitted, including any attachments, is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the Agreement, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the Agreement is strictly prohibited. PWCALLP makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.
- The nature of service provided under this engagement does not in any manner constitute provision of legal service or advice as the term is generally understood under various laws for the time being in force. The intent of PWCALLP was to provide assistance and support in accomplishing the stated

objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.

- Our scope of work, including any advice/assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.
- By giving our consent to the publication of our report and opinion on the Company's website (your website') we do not accept any duty of care and deny any liability.
- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind you that the examination of controls over the maintenance and integrity of your website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

Pertaining to this report

- The report prepared by the PWCALLP is based upon the (a) information/documents provided by Bharti Airtel Foundation and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.
- PWCALLP's work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/procedures or information available could affect the findings outlined in this report.
- The project assessed as part of this report was identified and selected for impact assessment by Bharti Airtel Foundation management. PWCALLP has relied on the information and representations provided by Bharti Airtel Foundation in this regard and has not independently verified the applicability or eligibility of the selected projects under the provisions of the Companies (Corporate Social Responsibility Policy) Rules, 2014, or any subsequent amendments thereto.

3. Key Findings and Analysis



3.1. Pillar 1- Student Empowerment



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This section of the impact assessment report highlights the **key findings and analysis** of the impact created among the stakeholders of programs under QSP. The findings and analysis are based on the responses of the quantitative study along with information gathered during the qualitative interactions with key stakeholders. The section is further concluded with **recommendations** for Bharti Airtel Foundation management team for future interventions under this theme.

Throughout this report, the sample size (N) may vary across individual tables and figures. Any deviation from the sample size is due to data filtering, such as question-specific routing (skip logic), the exclusion of non-responses, or incomplete entries. Where these adjustments occur, explicit sub-sample sizes or explanatory notes are provided to clarify the derivation from the original sample.

Pillar 1: Student Empowerment

As part of its first program pillar, **Student Empowerment**, Bharti Airtel Foundation through Quality Support Programme, has introduced a structured set of interventions aimed at **nurturing life skills, building confidence, and creating meaningful opportunities for student participation**.

Central to this pillar is the **establishment of house and club systems** within schools, which **provide students with consistent platforms** to take ownership, exercise leadership, and engage in collaborative learning. Complementing these systems, Bharti Airtel Foundation extends dedicated support to schools in organising and preparing students for inter- and intra-school competitions across diverse domains such as sports, debating, drawing, painting, and handwriting. In alignment with the NEP guidelines, schools also offer a **broader range of additional/other club options to students, including IT Innovation Clubs, Digital Literacy Clubs, Astronomy Clubs, and internship opportunities**, exposing learners to emerging fields, fostering curiosity, and equipping them with skills relevant to a rapidly evolving world.³

3.1.1. Beneficiary Profile

For this study, a total of **3,760 students** were selected as the sample, drawn from **148 schools across 11 states** participating in QSP. The sample reflects a balanced and inclusive representation of the student community, comprising **59% girls and 41% boys**, with **89% of respondents attending co-educational schools**, underscoring QSP's reach within inclusive learning environments and its strong engagement, especially with girls.

In terms of cohort distribution, the **highest participation was recorded from Group B schools (43%)**, where the program has been running for **two to three years** and interventions are actively gaining momentum. This was followed by **Group C schools (39%)**, where QSP has been implemented for four or more years and is well-established, allowing for deeper observation of sustained outcomes. Together, these cohorts offer valuable insights across varying stages of program maturity. A closer look at the academic profile states that **84% of student respondents are enrolled in Secondary or Senior Secondary institutions**, indicating strong engagement with adolescent learners at critical stages of their educational journey. The largest share of respondents come from **Class VIII (25%)**, followed by **Class X (20%)** and **Class IX (19%)**, reflecting a concentration of voices from middle and secondary grades, where students are most actively shaping their academic identities, leadership capabilities, and future aspirations.

³ Please note that data in some graphs will not add up to 100%, as they represent multiple choice questions.

Figure 6: Gender Profile of the Students (n=3760)

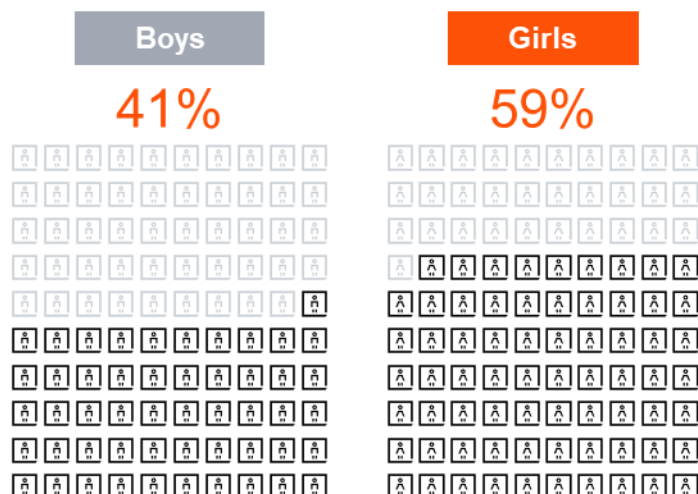


Figure 7: Cohort and Class Profile of Students (n=3760)

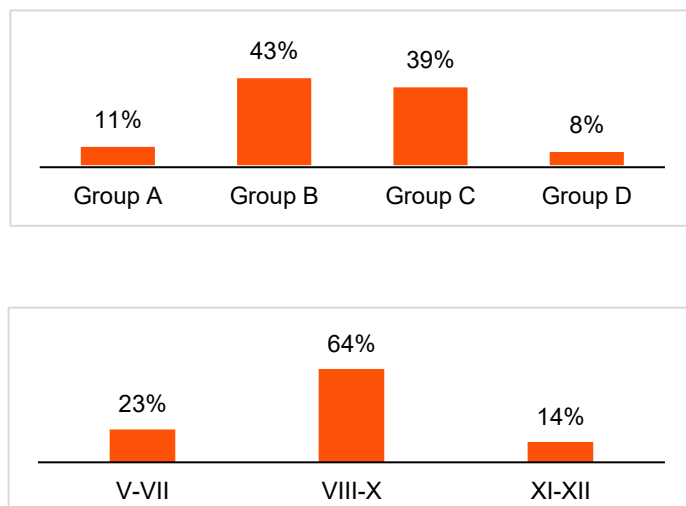
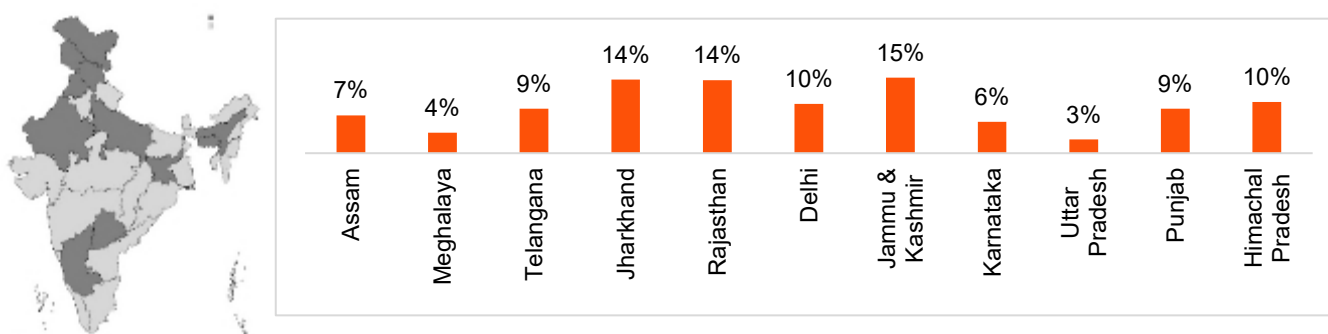


Table 7: Student Breakdown by School Type: All-Boys, All-Girls, Co-Ed (n=3760)

School-Type	All	Group A (Year 1)	Group B (Year 2-3)	Group C (Year 4+)	Group D (Exited)	Male	Female	Class (V-VIII)	Class (IX-XII)
Boys Only	4%	0%	4%	4%	9%	9%	0%	5%	4%
Co-ed	89%	93%	91%	86%	91%	91%	88%	80%	91%
Girls Only	7%	7%	5%	10%	0%	0%	12%	15%	5%

The state-wise distribution of the sample highlights a **diverse and pan-India representation** of student voices, spanning northern, southern, eastern, north-eastern, and central regions. The strong concentration of respondents from **Jammu & Kashmir, Jharkhand, and Rajasthan** suggests these states have a larger network of QSP schools or higher levels of student engagement, while the relatively lower shares from **Meghalaya and Uttar Pradesh** point to areas where program reach could be further strengthened in subsequent phases.

Figure 8: State-Wise Distribution of the Sample (n=3760)



3.1.2. Houses and Clubs in Schools

House System in Schools:

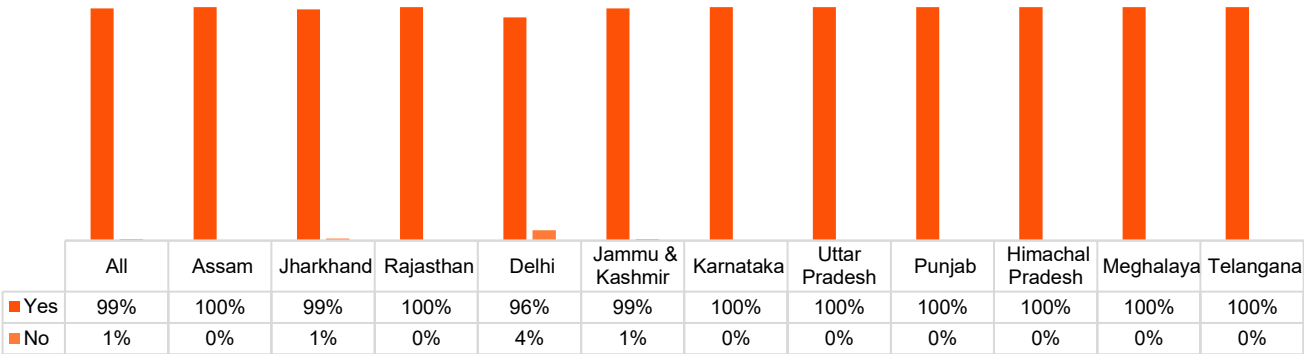
The **house system** is a long-standing and widely embraced practice across schools, designed to foster a sense of **belonging, teamwork, and healthy competition** among students. Under this system, students are divided into distinct groups, or "houses" that compete with another, intra-school, across a variety of activities ranging from **sports tournaments, cultural events, and academic contests to day-to-day school responsibilities**. Each house is led by **student leaders**, such as captains and vice-captains, who regularly engage with their members, plan activities, and represent the collective voice of their house.

In conversations with students, it emerged that houses are often given creative and meaningful names, drawn from **colours, elements of nature, rivers, mountains, or iconic freedom fighters**, each carrying their own identity and pride. Beyond competitions, houses are frequently entrusted with **shared school responsibilities** that nurture ownership and accountability. For instance, one house may oversee **school cleanliness or greenery**, another may take charge of **unlocking classrooms and ensuring orderly transitions** at the start of the day, while others may lead the **morning assembly, present the thought of the day, or maintain discipline during recess**. At the end of the academic year, the **best-performing house** is recognised and awarded a **trophy**, celebrating not only achievement but also collaboration, consistency, and character.

The study findings reflect that 97% of students (n=3760) affirm an actively present, structured house system in their schools. While a slight gap was noted among Group A schools (97%) and Exited Schools (99%), Group B and Group C schools reported a complete 100% presence of the houses, indicating that the system becomes increasingly entrenched as the program matures.

Among students who confirmed its presence, **99% (n=3646) identified themselves as either active participants or holders of leadership positions** within their respective houses, reflecting near-universal engagement. The split of actively participating students by state is given below.

Figure 9: Participation in House System (n=3646)



Approximately **29% of the students (n=3625)** hold **designated leadership positions** within their houses, with **31% of girls** in such roles compared to **28% of boys**, a noteworthy indicator of how the house system is enabling gender-equitable leadership opportunities. Among student leaders, **53% serve as Vice-Captains, 45% as Captains, and 2% as others, such as secretaries**, illustrating a layered leadership structure that allows multiple students to take on positions of responsibility.

"Being the Captain of my house has taught me how to listen, how to lead, and how to take everyone along. I never thought I could speak in front of so many students, but now I do it with confidence."

Student Leader (Captain), Rajasthan

The benefits of the house system extend well beyond competitions and titles. As a result of participating in house activities, **74% of students reported an increased sense of belonging to their school, 71% felt more motivated and interested in academics, and 60% expressed a stronger sense of ownership** towards activities organised at the school. Together, these outcomes underscore how the house system serves as a powerful vehicle for **leadership development, peer bonding, academic motivation, and holistic growth**, perfectly aligning with the spirit of QSP's Student Empowerment pillar.

Figure 10: Leadership Position within House (n=1067)

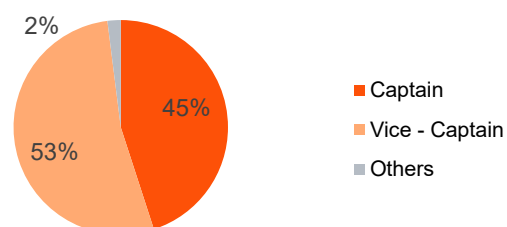


Table 8: Group-Wise Perception of the Benefits of House System (n=3625)

Student Perceptions/ School Groups	Students who felt a sense of belonging to the school through house system activities	Students who agreed with feeling ownership towards activities held in the school	Students who felt an interest and motivation in academics through house system activities	Students who felt that house system activities helped them in making new friends and spending time with old friends	Students who agreed that house system activities helped them develop leadership skills
All	74%	60%	71%	43%	34%
Group A (Year 1)	72%	58%	68%	42%	44%
Group B (Year 2-3)	77%	62%	72%	42%	31%
Group C (Year 4+)	70%	58%	71%	46%	38%
Group D (Exited)	76%	61%	73%	42%	18%

A Day in My School: How My House Changed the Way We Spend Recess

My name is **Simran***, and I study in Class IX at a government school in Punjab. I belong to **Bhagat Singh House**, one of four houses in our school, named after revered freedom fighters.

Earlier, recess used to be the most chaotic part of our day. Students would push in the lunch line, food would get wasted, and our teachers spent the entire break managing us. Sometime back in conversation with the Bharti Airtel Foundation mentor who comes to our school, teachers began giving Student Houses the responsibility of **maintaining discipline during recess** on a rotational basis.

When it was my house's turn for the first time, I was nervous. I was assigned to help younger children in the lunch line. To my surprise, they listened. By the end of the week, recess felt **calmer, cleaner, and happier**. Earlier, I used to fear the bigger students during recess. Now, when my house is on duty, even I help students who are in younger classes than me. Today, my house has taught me teamwork, patience, and pride. I have learnt that **discipline is not forced upon us, it is something we, as students, create together**.

- Simran, Class IX, Punjab

*Student details changed to maintain anonymity of respondent

System of Clubs:

School clubs are another key participatory intervention under the Student Empowerment pillar of QSP. The aim of this initiative is to create dedicated spaces where **like-minded students can come together** to plan, organise, and lead activities that reflect their shared interests. Each club has a few students in **leadership positions**, while the remaining members meet **at a frequency of their choice**, to decide on activities, divide responsibilities, and chart their future course of action. In conversations with students, it was evident that clubs have brought a new sense of purpose and creativity to school life. As part of the **Eco-Club**, students often come together to **take care of the school gardens, grounds, and plants**, organise cleanliness drives, and lead awareness activities on environmental conservation. Similarly, members of the **Arts and Culture Club** organise **drawing, painting, and rangoli-making competitions**, along with cultural performances that showcase the diverse talents within the school.

The study findings reflect the deep reach of this intervention, with 98% of students reporting active participation in school clubs. Complete (100%) participation was observed in eight of the eleven states, reflecting the strong institutional adoption of clubs across diverse geographies. Students engage across a wide spectrum of interests, with the highest participation noted in Eco Clubs, Arts and Culture Clubs, and Sports and Health Clubs, among others.

Figure 11: Presence of Clubs in the School (n=3760)

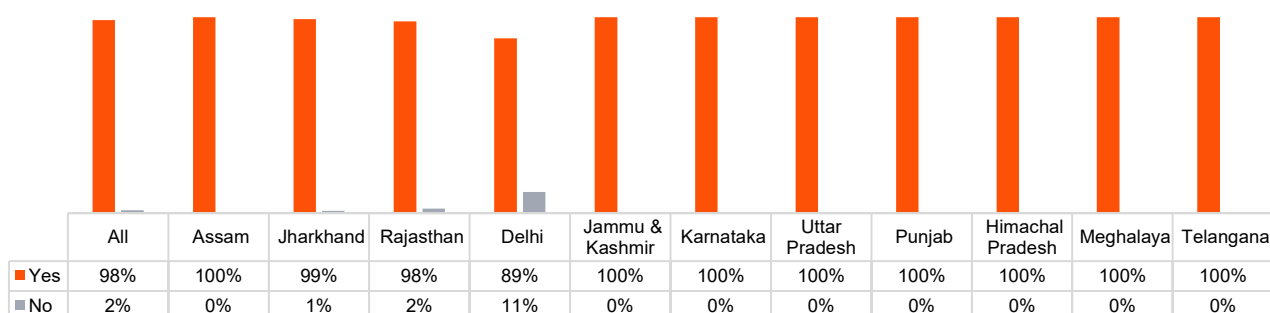
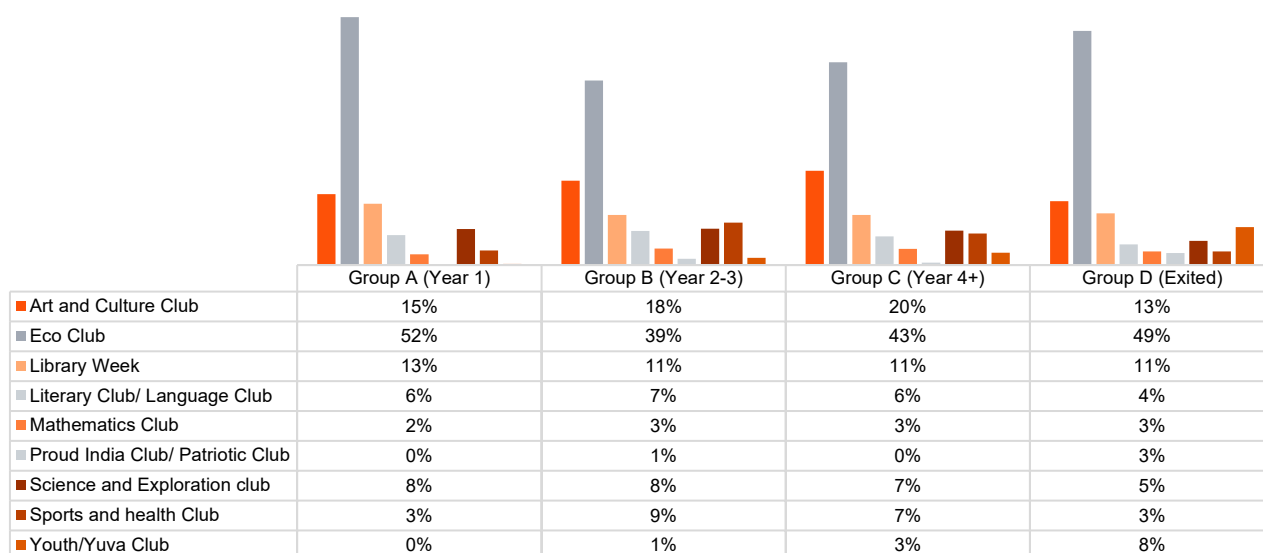


Figure 12: Participation of Students in the Type of Club (n=3703)

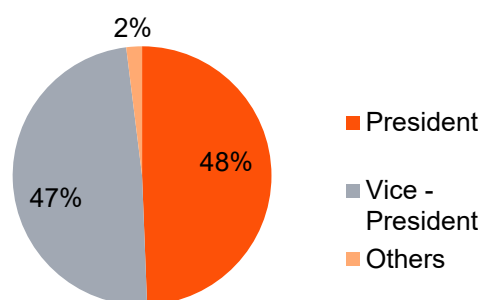


“When I wear my club badge, I feel like the whole school is looking at me. It reminds me that I have a responsibility, not just to my club, but to my school.”

Student Leader, Eco-Club

27% of the students are occupying leadership roles. Among student leaders, the majority serve as **Presidents (48%)** or **Vice-Presidents (47%)**, indicating a well-defined and layered leadership structure. Holding a **leadership position within a club is a matter of immense pride** for students. In most schools, student leaders are given **badges to wear**, which serve as a visible symbol of their responsibility and earn them recognition among peers. To ensure inclusiveness, these leadership roles are **not fixed to a set of students but are rotated**, giving every child an equal opportunity to lead. Interestingly, qualitative interactions revealed that **leadership roles are sometimes deliberately offered to less active students in activities**, encouraging them to take ownership and develop a stronger sense of duty, responsibility, and self-worth.

Figure 13: Leadership Positions held by students



The impact of clubs extends well beyond activities and competitions. **54% of students who are members of clubs reported that clubs help them actively participate in school events**, **53% shared that clubs allow them to make new friends and engage with peers**, and **44% agreed that participating in clubs has helped them build leadership and teamwork skills**. Together, these outcomes highlight how school clubs have evolved into vibrant platforms for **creativity, collaboration, leadership, and self-expression**, perfectly embodying the spirit of QSP's Student Empowerment pillar.

Table 9: Experience with School Clubs (n=3703)

Student Perceptions/ School Groups	Opportunity for participation in School events	Making new friends and spending time with old friends	Developed leadership skills	Developed team building skills	Motivated to come to school on club-activity days	Nurtured and developed talents and skills
All	54%	53%	44%	44%	29%	29%
Group A (Year 1)	45%	35%	32%	51%	35%	34%
Group B (Year 2-3)	58%	58%	47%	44%	33%	28%
Group C (Year 4+)	52%	52%	45%	42%	25%	28%
Group D (Exited)	54%	58%	45%	46%	28%	24%

Empowering Sustainability: How Our Eco-Club Transformed a Neglected Patch into a Playground

My name is **Aarav***, and I study in Class X at a government school in Delhi. I am a proud member of our school's **Eco-Club**.

Our school had a small, neglected patch of land in the school, dusty, overgrown, and unused for years. Students would often want to play there, but because it was unmaintained, it was difficult for us to do so. With the support of Bharti Airtel Foundation's QSP, the patch of land became a central green space in the school. What better, our Eco-Club decided to maintain it. We divided ourselves into small teams responsible for upkeep of the space, for example, picking up the litter, watering the plants, putting new plants if need be. What has happened is that because of this initiative, we all now have a beloved space where we can play during recess. The patch also has small benches, and we love to sit here and eat our lunch.

Beyond growing plants, this initiative has taught us **responsibility, teamwork, and care for the environment**. What was once a forgotten patch of land has now become our **living classroom**, a place of which we are truly proud.

Aarav, Class X, Delhi

*Student details changed to maintain anonymity of respondent

3.1.3. Events and Competitions

Student Workshops and Exposure Visits:

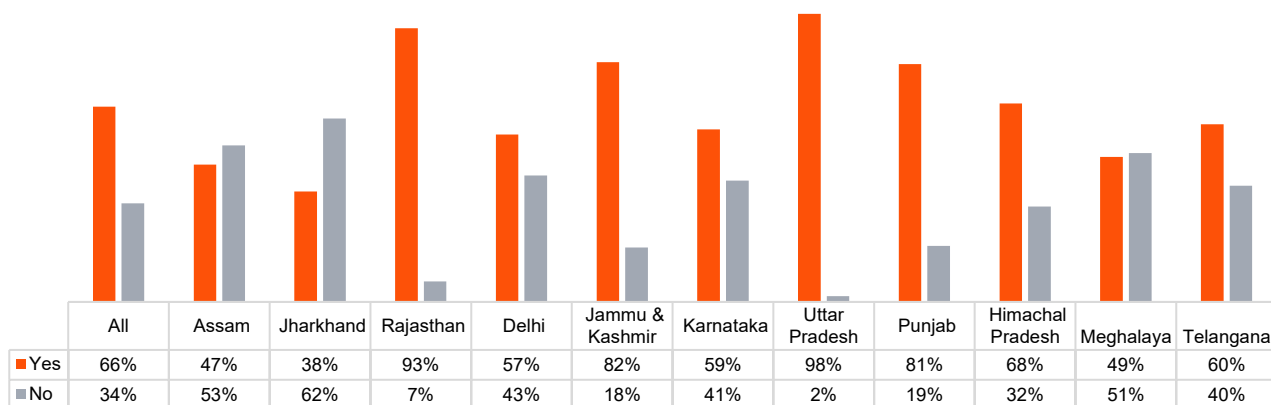
Student Workshops:

As part of the Student Empowerment pillar, QSP has supported schools in conducting a wide range of **workshops** designed to equip students with essential life skills, academic strategies, and personal awareness. These sessions cover diverse and meaningful themes, including **problem solving, effective**

reading and revision techniques, study scheduling, science, stress management, goal setting, good touch and bad touch, navigating success and failure, and time management, among others.

66% students engaged in **workshops** such as reading, problem solving and stress management, completing an average of **four sessions** during the academic year. Highest participation was noted in **Uttar Pradesh (98%)**, followed by Jammu and Kashmir (82%) and Punjab (81%).

Figure 14: Participation in Student Workshops (n=3760)



In conversations, students shared how the activities conducted during these sessions helped them understand the importance of **seeking help from peers, teachers, or family members**, and introduced them to simple yet effective techniques to manage stress in their everyday lives. For many students, these sessions served as the first structured space to openly discuss emotions and well-being, an experience they found deeply reassuring. In conversations across groups, students consistently described the workshops on **stress management** (classes IX-XII) as both **engaging and impactful**. Students also spoke about how specific workshops have shaped their thinking and approach to school life. For instance, a student shared how the workshop on **goal setting** helped them understand the concept of structured planning, enabling them to set realistic academic goals and work towards them with greater clarity and purpose.

"The stress management workshop taught me that I don't have to keep everything inside. Now, when I feel overwhelmed before exams, I talk to my friends or my teacher, and I use the techniques we learnt in class."

Student, Assam

Overall, students have participated in **more than three workshops** during the academic year, reflecting a strong culture of continuous learning across QSP schools. The **highest level of participation was recorded among students in Group C**, who attended close to **four workshops on average**, indicating that as the program matures within a school, student engagement deepens significantly. A clear pattern also emerged of **higher workshop attendance among students in junior classes**, where learners can dedicate more time to building skills that will benefit them in the years ahead.

Table 10: Group-Wise Average Number of Workshops Attended (n=2499)

Stakeholder	Number of Workshops
All	3.54
Group A (Year 1)	3.12
Group B (Year 2-3)	3.30
Group C (Year 4+)	3.91
Group D (Exited)	3.31
Classes V-VIII	4.23
Classes IX-XII	3.43

Together, these workshops have emerged as **powerful platforms for holistic learning**, helping students build **confidence, self-awareness, and practical life skills** that extend well beyond the classroom, reflecting the very essence of QSP's commitment to nurturing well-rounded, empowered learners.

Student Exposure Visits:

Exposure visits are organised across groups of schools to broaden students' **learning beyond the boundaries of the classroom**. As shared by students, these visits are typically conducted at locations outside the school vicinity, ranging from trips to **museums, parks, and historical sites to excursions** in different cities, and even visits to industries. Discussions with students revealed that they **eagerly look forward to such exposure visits**, as they provide **rare and valuable opportunities beyond school learning** and understand how things work in the real world. Many students shared that these visits and sessions **contribute meaningfully to their overall school experience**, giving them something to look forward to and **strengthening their connection** with school life.

“Yes, our school organises different types of workshops and exposure visits. For example, some students visited places like Toyota industries and space-related exhibitions, which helped us understand how things work outside the classroom.”

- Student, Karnataka

The findings reflect a healthy reach of this intervention, with 55% of student respondents reporting participation in exposure visits, typically at a frequency of one to two excursions to external venues in the academic year. Participation levels, however, vary across school groups. The lowest engagement is observed among Group A and Exited Schools at 42%, while Group C schools record the highest participation at 61%, indicating that exposure visits gain greater momentum and consistency as the program matures within a school.

Table 11: State and Group-Wise Average Number of Exposure Visits Attended (n=2076)

Stakeholder	Participation %	Average Number of Exposure Visits Attended
All	55%	1.80
Assam	25%	1.30
Jharkhand	41%	2.66
Rajasthan	59%	1.62
Delhi	62%	1.59
Jammu and Kashmir	46%	2.21
Karnataka	56%	1.55
Uttar Pradesh	93%	1.35
Punjab	83%	1.76
Himachal Pradesh	68%	1.53
Meghalaya	31%	1.57
Telangana	63%	1.9
Group A (Year 1)	42%	1.36
Group B (Year 2-3)	56%	1.88
Group C (Year 4+)	61%	1.85
Group D (Exited)	42%	1.53
Classes V-VIII	56%	1.73
Classes IX-XII	55%	1.82

Together, exposure visits have emerged as **powerful experiential learning platforms**, helping students connect classroom concepts with the real world while nurturing curiosity, confidence, and a lifelong love for learning, truly embodying the spirit of QSP's Student Empowerment pillar.

Student Perception:

Students reported significant learning gains because of their participation in workshops and exposure visits, highlighting the **transformative role of experiential learning in shaping their academic and personal journeys**. **64%** of students acknowledged that these initiatives **helped them develop a better understanding of new topics**, exposing them to ideas, concepts, and perspectives that often go beyond the scope of regular classroom instruction. By engaging with subjects in a more **interactive and visual manner**, students were able to grasp complex topics with greater clarity and confidence.

Equally encouraging, **60% of students reported gaining practical, hands-on knowledge through these experiences**. Whether it was learning digital skills such as creating email IDs and submitting online applications, observing **real-world processes during industrial and exhibition visits**, or participating in art, science, and life-skill based activities, students valued the opportunity to apply their learning in tangible, real-life contexts. This **bridging of theory and practice** has played a key role in deepening their comprehension and building skills relevant to the world beyond school.

Additionally, 60% of students shared that these workshops and visits made them feel more interested and motivated in learning. The shift from passive instruction to active, immersive experiences has helped reignite curiosity, foster a sense of wonder, and make learning feel more meaningful and enjoyable. For many students, these moments serve as a powerful reminder that learning is not confined to textbooks but is a continuous, lived experience.

Table 12: Group-Wise Student Perception of Workshops and Exposure Visits (n=2076)

Student Perceptions/School Groups	Opportunity to understand new topics	Gaining practical knowledge with hands-on experience	Motivated and interested to learn	Making new friends and spending time with old friends	Building confidence in academic & extra-curricular activities
All	64%	60%	60%	35%	31%
Group A (Year 1)	66%	59%	57%	25%	45%
Group B (Year 2-3)	67%	63%	62%	39%	32%
Group C (Year 4+)	62%	58%	57%	32%	28%
Group D (Exited)	58%	65%	65%	36%	21%

Special Events:

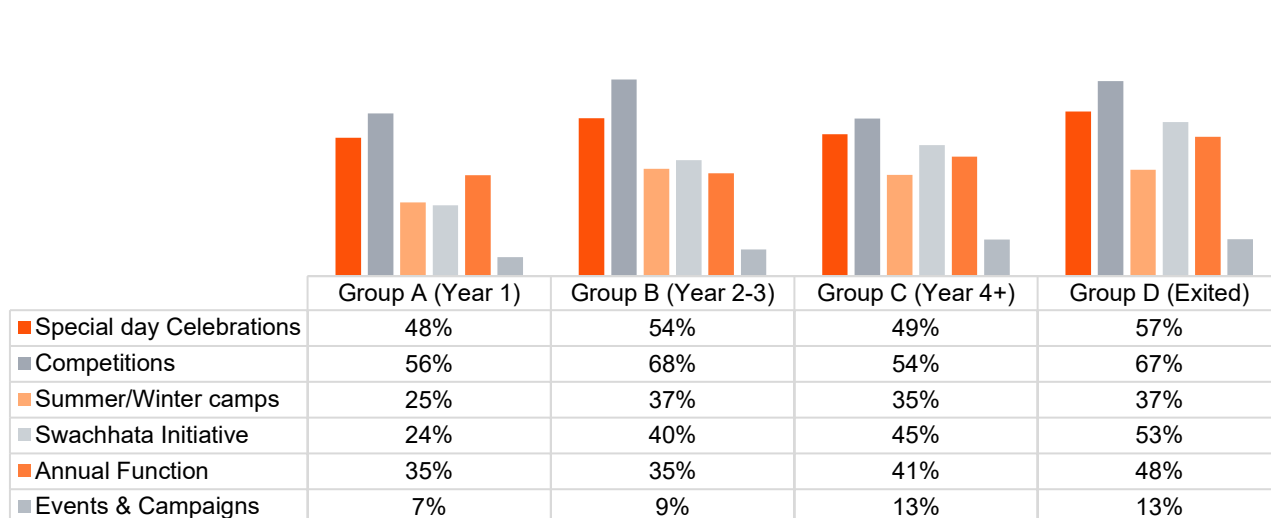
Special events, celebrations, and competitions form an integral part of school life across groups of schools, contributing significantly to the vibrancy and inclusivity of the learning environment. Schools regularly organise a wide spectrum of activities, ranging from **festival celebrations, intra-school competitions, special weeks of participatory events, summer and winter camps, political and civic initiatives such as Bal Sabha, and annual functions**, each providing students with meaningful platforms to express themselves, collaborate with peers, and develop a deeper sense of belonging to the school.

While every school reported conducting such activities, the **scale and frequency of these events varied** depending on the resources and support available. Exited schools often cited **limited financial support** as a constraint in organising larger-scale events, stating that they used a lot of the leftover materials from their engagement with Bharti Airtel Foundation to continue the momentum on such special events being organised. Students, however, consistently shared that since the introduction of QSP, the **frequency, diversity, and quality of activities have grown significantly**. Schools now actively celebrate festivals such as **Diwali and Holi**, observe national occasions like **Republic Day and Independence Day**, and host **plays, musicals, and cultural performances** that bring the entire school community together, especially during annual days.

Teachers further acknowledged that the **support extended by Bharti Airtel Foundation**, through structured guidance, mentoring, and the provision of essential resources such as **chart papers, stationery, trophies**, that has been instrumental in helping schools establish consistent processes for preparing for special days, organising camps, and conducting competitions. The presence of **clubs and house systems** has further strengthened the planning and execution of such events, with students, teachers, and Bharti Airtel Foundation mentors working together as a cohesive team.

- **Overall:** The findings reflect the strong reach of these initiatives, with **98% of students reporting participation in special events** during the academic year. Among these, the **highest engagement was recorded in inter-school competitions (61%) and special day celebrations (52%)**, followed by the **Swachhata Initiative (41%)**. On average, students participated in **more than two commemorative events**, such as Independence Day, Republic Day, and Earth Day, and **intra-school competitions** spanning art, culture, and sports during the academic year.
- **Group-wise analysis:** A closer look across school groups reveals interesting patterns of participation. **Competitions emerged as the most popular activity across all groups**, with the highest commitment recorded in **Group B (68%) and Group D/Exited Schools (67%)**. **Special Day Celebrations** saw consistent participation across groups, peaking at **57% in Group D**, while **Annual Functions** showed a steady increase with program maturity, rising from **35% in Group A to 48% in Group D**. Notably, the **Swachhata Initiative recorded its highest participation in Exited Schools (53%)**, suggesting that values of cleanliness and civic responsibility continue to thrive even after the formal QSP intervention concludes.

Figure 15: Participation in Special Events (n=3703)



- **State-wise analysis:** It further highlights the **diversity of participation** across geographies. **Delhi recorded the highest average participation in Special Day Celebrations (5.08 events annually) and Intra-School Competitions (3.07)**, while **Meghalaya led in the Swachhata Initiative with an average of 3.02 events**. States such as **Assam, Punjab, and Himachal Pradesh** reflected balanced participation across all three categories, while **Jharkhand and Rajasthan** showed comparatively lower averages, indicating room for further strengthening event-based engagement.
- **Demographic analysis:** **Girls reported slightly higher participation than boys** across all three categories, **Special Day Celebrations (2.87 vs. 2.44)**, **Intra-School Competitions (2.57 vs. 2.36)**, and the **Swachhata Initiative (2.09 vs. 2.03)**, reaffirming the inclusive nature of these activities. Similarly, students in **Classes V–VIII reported the highest engagement in Special Day Celebrations (3.85 events annually)**, while participation in competitions and Swachhata initiatives remained steady across both junior and senior grades.

Table 13: Group-Wise Average Number Of Special Events Participated In (n=3703)

Stakeholder	Special Day Celebrations	Intra-School Competitions	Swachhata Initiative
All	2.71	2.49	2.07
Assam	2.77	2.81	2.75
Jharkhand	1.84	1.92	1.77
Rajasthan	2.52	2.09	1.53
Delhi	5.08	3.07	1.98
Jammu and Kashmir	2.53	2.29	2.12
Karnataka	2.47	2.46	2.57
Uttar Pradesh	2.55	3	2.19
Punjab	2.99	2.68	2.11
Himachal Pradesh	2.57	2.93	2.09
Meghalaya	3.60	3.14	3.02
Telangana	2.32	2.32	2.44
Girls	2.87	2.57	2.09
Boys	2.44	2.36	2.03
Classes V-VIII	3.85	2.62	1.92
Classes IX-XII	2.53	2.47	2.09

These findings underscore how special events, celebrations, and competitions have evolved into **powerful platforms for holistic student engagement**, nurturing creativity, civic responsibility, teamwork, and school pride. With the sustained support of QSP, what were once occasional school events have grown into **deeply embedded traditions** that bring students, teachers, and the wider school community together, embodying the very spirit of the Student Empowerment pillar.

Inter-school Competitions:

Student Awareness and Perception on School Participation:

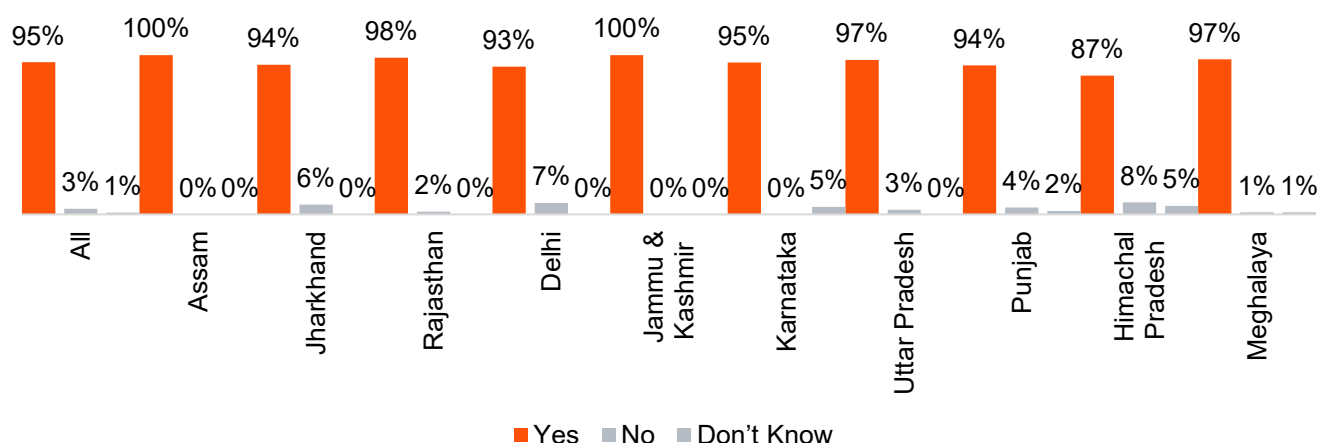
Inter-school competitions have emerged as one of the most defining and celebrated activities under the Bharti Airtel Foundation's Quality Support Programme. Increased participation in such competitions, along with a growing culture of award-winning across schools, serves as a strong indicator of the program's success in nurturing confident, capable, and competitive young learners. In conversations with students, it was evident that **girls and boys participate with equal enthusiasm**, eagerly looking forward to representing their schools and bringing home recognition. Even those who do not personally participate speak with **pride about their friends and peers** who represent the school and share a deep sense of **collective achievement** whenever their school emerged victorious.

"When our school's name is announced as the winner, it doesn't matter whether I was on stage or sitting in the audience, I feel like we have all won together. It makes me proud to belong to this school."

- Student, Jharkhand

The findings reflect a strong institutional commitment to inter-school engagement, with **95% of student respondents confirming that their school actively participates in inter-school competitions**. This awareness, however, varied across states. **Assam and Jammu & Kashmir reported complete (100%) awareness**, followed closely by **Rajasthan (98%), Uttar Pradesh (97%), Meghalaya (97%), Karnataka (95%), Punjab (94%), and Jharkhand (94%)**. **Delhi (93%) and Himachal Pradesh (87%)** recorded slightly lower, yet still substantial, levels of awareness, indicating that inter-school competitions have firmly taken root as a shared culture across diverse geographies.

Figure 16: School Participation in Inter-School Competitions (n=3760)



Beyond participation, the **emotional and developmental impact** of the school participation in such competitions is equally noteworthy among students. A consistent majority of students across all groups reported feeling a strong sense of **personal pride in their school**, with **70% of students in Group A, 69% in Group B, 64% in Group C, and 67% in Group D (Exited Schools)** expressing this sentiment. The sense of **pride within the wider community** also remained steady, with values rising from **46% in Group A to 57% in Group B** and sustained at over 50% across Groups C and D, suggesting that participation of a school in inter-school competitions strengthen not only individual confidence of a student in their school but also the school's standing within its community. Here, the **Personal Pride** represents

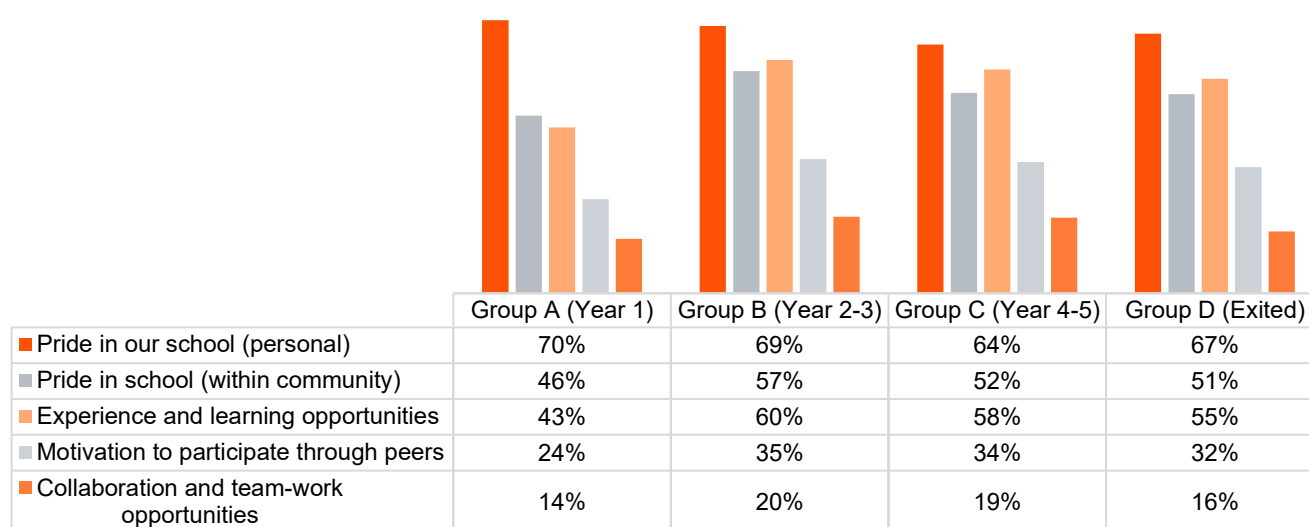
the student's individual sense of belonging and esteem toward their school, and **Community-Reflected Pride** captures how the school is perceived by the student's family, peers, and the broader community.

"When my son first joined this school, I had simple hopes that he would learn to read, write, and complete his studies. But over the past few years, I have seen something far greater unfold before my eyes. My son now stands on stage during the morning assembly, leads his house during inter-school competitions, and proudly tells us about the workshops and activities happening in his school."

Parent of a Student, Delhi

Inter-school competitions have also opened meaningful **experiential and learning opportunities** for students. **60% of students in Group B, 58% in Group C, and 55% in Group D** reported that these competitions offered them valuable exposure and learning experiences, numbers that reflect a notable rise from **43% in Group A**, indicating that the benefits of such engagement deepen as the program matures. Additionally, students reported being **motivated by their peers' participation**, with **35% in Group B, 34% in Group C, and 32% in Group D** acknowledging the inspiring role of peer involvement, compared to 24% in Group A. Opportunities for **collaboration and teamwork** also grew steadily across cohorts, rising from **14% in Group A to 20% in Group B**, reaffirming the role of competitions in building essential life skills beyond academics.

Figure 17: Feeling About School's Participation In Inter-School Competitions (n=3631)



Student Participation and Culture of Winning:

Overall: The findings reveal that **46% of students participated in inter-school competitions**, with an **average of over two competitions per academic session (2.41)**. Engagement spanned a diverse spectrum of disciplines, including **athletics such as kho-kho, racing, and long jump**, alongside **performing arts and academic contests like math quizzes and debates**, reflecting the rich variety of platforms available to students. Interactions with students further added, that often students prefer team sports, and instant recognition and reward. Some students further added that a good word from their teachers, or a pat on the back from their parents is the utmost form of motivation to them.

Notably, **65% of those who participated secured at least one victory** during the academic year, with students winning an **average of two awards each**, underscoring the strong winning culture that QSP has helped cultivate.

State-wise analysis: State-wise patterns reveal interesting variations in both participation and winning culture across QSP schools. **Uttar Pradesh recorded the highest student participation at 85%**, followed by **Punjab (72%), Jammu & Kashmir (66%), Rajasthan (65%), and Karnataka (60%)**, reflecting strong engagement with inter-school competitions across these states. **Himachal Pradesh (53%) and Delhi (49%)** also demonstrated healthy levels of participation. The **strongest winning culture was observed in Punjab, where 83% of participating students secured at least one award**, followed by **Uttar Pradesh (68%), Karnataka (67%), Rajasthan (67%), Delhi (66%), and Jammu & Kashmir (66%)**. **Jharkhand stood out for its high frequency of participation**, with students engaging in an **average of 3.22 competitions annually**, the highest across all states, while also recording the **strongest average number of awards won (2.44)**, followed by **Punjab (2.21), Uttar Pradesh (2.18), and Assam (2.17)**.

Group-wise analysis: Group D (Exited Schools) recorded the highest participation at 61%, followed closely by Group B (55%) and Group C (55%), while Group A schools reported a comparatively lower participation of 37%, suggesting that the culture of inter-school engagement strengthens significantly with program maturity. Notably, the **highest frequency of participation was recorded in Group C schools at 2.82 competitions annually**, while the **strongest winning culture emerged in Group C (68%) and Group B (67%)**, reflecting how consistent exposure and practice over time translate into improved performance and confidence. The sustained engagement among Exited Schools (61% participation, 58% winning rate) further reaffirms the **lasting impact of QSP** even beyond the formal intervention period.

Table 14: Student Participation and Culture of Winning

Stakeholder	Student Participation (N=3631)	Frequency of Participation (N=1947)	Awards Won by Students who Participated (N=1947)	Average Number of Awards Won (N=1272)
All	54%	2.41	65%	2.05
Assam	35%	1.7	44%	2.17
Jharkhand	36%	3.22	59%	2.44
Rajasthan	65%	2.15	67%	2
Delhi	49%	2.23	66%	1.71
Jammu and Kashmir	66%	2.67	66%	2.08
Karnataka	60%	2.7	67%	2.01
Uttar Pradesh	85%	2.4	68%	2.18

Stakeholder	Student Participation (N=3631)	Frequency of Participation (N=1947)	Awards Won by Students who Participated (N=1947)	Average Number of Awards Won (N=1272)
Punjab	72%	2.58	83%	2.21
Himachal Pradesh	53%	2.11	64%	1.78
Meghalaya	36%	1.68	49%	1.65
Telangana	39%	2.12	56%	2.1
Group A (Year 1)	37%	2.22	43%	2.28
Group B (Year 2-3)	55%	2.15	67%	1.99
Group C (Year 4+)	55%	2.82	68%	2.12
Group D (Exited)	61%	2.05	58%	1.89
Girls	55%	2.56	67%	2.11
Boys	51%	2.16	63%	1.94
Classes V-VIII	55%	3.2	68%	2.33
Classes IX-XII	53%	2.29	65%	2

Demographic analysis: Demographic patterns offer encouraging insights into the inclusivity and reach of these competitions. **Girls reported slightly higher participation than boys (55% vs. 51%),** along with a **marginally higher frequency (2.56 vs. 2.16) and winning rate (67% vs. 62%),** indicating that both groups are engaging with energy and ambition while representing their schools. Across grades, **students in Classes V–VIII recorded the highest participation (55%), the highest frequency (3.20 competitions annually), and the strongest winning rate (68%),** with an **average of 2.33 awards per winning student,** highlighting the deep enthusiasm and active engagement of younger learners. Students in **Classes IX–XII** also demonstrated steady engagement, with **53% participation and a 65% winning rate,** reflecting sustained involvement even as academic pressures grow.

Student Growth:

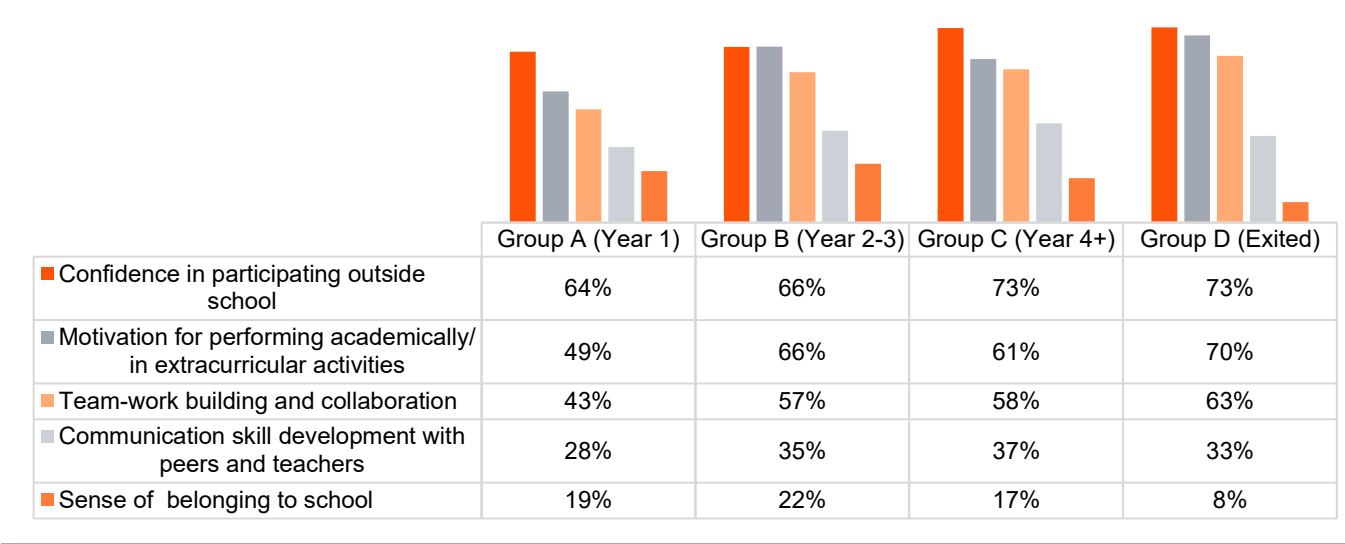
The findings reveal a growth trajectory among students participating in inter-school competitions, with **confidence emerging as the strongest outcome** at 69%, followed by motivation for academic and extracurricular performance (63%) and teamwork and collaboration (57%). What is particularly compelling is how these outcomes deepen with program maturity. Confidence rises from 64% in Group A to 73% in both Group C and Exited Schools, while motivation grows from 49% in Group A to 70% in Exited Schools, indicating that the impact of inter-school participation does not fade once formal QSP

support concludes, but rather continues to strengthen as students internalise the values they have learnt.

Table 15: Experience with Inter-School Competitions (n=1947)

Perception	All
Confidence in participating outside school	69%
Motivation for performing academically/in extracurricular activities	63%
Teamwork building and collaboration	57%
Communication skill development with peers and teachers	35%
Sense of belonging to school	18%

Figure 18: Group-wise experience with inter-school competitions (n=1947)



Similarly, teamwork builds steadily from 43% in Group A to 63% in Exited Schools, reaffirming the long-term collaborative culture QSP nurtures. Communication skill development (35%) shows promising but slower growth, suggesting an area where more structured reinforcement could amplify outcomes. The declining trend in "sense of belonging to school", from 22% in Group B to just 8% in Exit Schools, likely reflects a natural shift in student perception through the course of the program. Collectively, the data validates QSP's whole-school, multi-year approach, demonstrating that inter-school competitions are not isolated events but transformative platforms that nurture confident, motivated, and collaborative learners, students who carry the lessons of the field, the stage, and the podium far beyond their school years.

Academic Scholarships and Career Guidance Sessions:

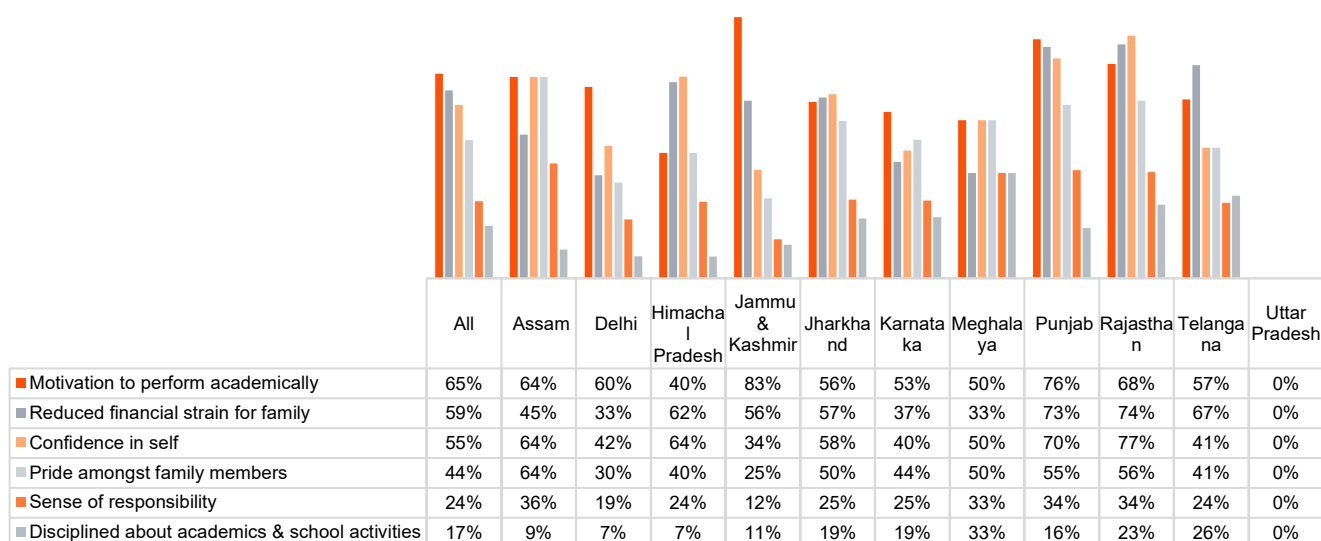
Academic Scholarships availed by Students:

The findings reveal that **22% of student respondents have received academic scholarships**, a notable achievement that compares favourably with national scholarship coverage levels and reflects the

strong reach and impact of such opportunities across QSP schools. Conversations with students further highlighted **awareness of scholarship opportunities.** However, there remains a positive opportunity to **further strengthen students' motivation to follow through on application processes, examinations, and result tracking.**

65% of scholarship recipients reported feeling more motivated to perform academically, 59% noted a reduction in financial strain related to education for their families, and 55% expressed greater confidence in themselves as a direct result of the recognition. Additionally, **44% of recipients shared that scholarships brought a sense of pride amongst their family members,** while **24% felt a stronger sense of responsibility** and **17% reported becoming more disciplined about academics and school activities.**

Figure 19: State-Wise Impact of Academic Scholarships Availed by Students (n=828)



State-wise, the impact varies notably, **Jammu & Kashmir (83%), Punjab (76%), and Rajasthan (68%)** recorded the highest motivational impact, while **Punjab (77%) and Himachal Pradesh (64%)** led in confidence-building. **Rajasthan (74%) and Punjab (73%)** reported the strongest reduction in financial burden, underscoring the tangible socio-economic relief such scholarships provide.

"Some students in our school have applied for scholarships such as the National Means-cum-Merit Scholarship (NMMS). Teachers often share such avenues with us, and that we must prepare for these tests, and take them. However, not everyone gets the scholarship, whoever does, their parents are always proud."

- Student, Karnataka

Career Guidance:

71% of the students from classes X and XII (n=1036) stated that they have attended career guidance sessions in their schools. These sessions have expanded students' understanding of the world of work and the diverse opportunities available to them. Overall, **74% of students reported**

gaining knowledge about different career paths, 63% expressed greater confidence in their educational and career choices, 56% gained clarity in their career goals and aspirations, 50% were able to identify their strengths and weaknesses, and 26% experienced reduced anxiety and uncertainty about the future.

Table 16: Student Perception about Career Guidance (n=1036)

Perception	All
Knowledge about different career paths	74%
Confidence in educational/career choices	63%
Clarity in career goals and aspirations	56%
Identification of strengths/weaknesses	50%
Reduced anxiety/uncertainty about future	26%

The impact is particularly pronounced in **Group A schools**, where **94% of students reported gaining knowledge about career paths and 87% identified their strengths and weaknesses**, reflecting the strong early-stage influence of these sessions. Encouragingly, **Group D (Exited Schools) showed sustained outcomes**, with **92% reporting career awareness, 79% expressing confidence in their choices, and 42% feeling reduced anxiety about the future**, indicating that the benefits of career guidance endure well beyond the formal QSP intervention.

These quantitative insights are reinforced by qualitative findings, where students shared concrete aspirations shaped by these sessions. **Such as becoming engineers, videographers, bankers**, while others across states aspired to become **doctors, engineers, and teachers**, reflecting how career guidance has helped translate abstract dreams into focused, achievable goals.

From Curiosity to Care: My Journey Towards Becoming a Nurse

My name is **Ananya***, and I study in Class XI at a government school. For as long as I can remember, I have been drawn to **science**, especially biology. Every time our teacher explained how the human body works, how it heals, and how even the smallest cell plays a role in keeping us alive, I would sit at the edge of my seat, completely fascinated. While many of my classmates found biology difficult, for me, it felt like reading a story I never wanted to end.

But my interest in the medical field is not just born out of my love for science. Growing up, I have seen people **struggle to access proper medical care**. I have seen elderly neighbours wait for hours at small clinics, mothers travel long distances to give birth safely, and children fall ill without timely treatment. These memories have stayed with me, and somewhere along the way, my curiosity began to turn into a sense of purpose.

For a long time, I believed that the only way to work in the medical field was to become a doctor. I was unsure whether I would be able to manage such a long and expensive course in the future. Then, our school began conducting **career guidance sessions**. These sessions opened a whole new world for me. I learnt that the medical field has many paths, **doctors, nurses, lab technicians, paramedics**,

public health workers, and that each of them plays an equally important role in saving lives.

It was during one of these sessions that I first seriously considered **nursing**. Our counsellor explained how nurses are the ones who stay closest to the patients, **caring for them every single day, monitoring their recovery, comforting their families, and standing by them in their most difficult moments**. The more I listened, the more I felt that this was the path I wanted to walk.

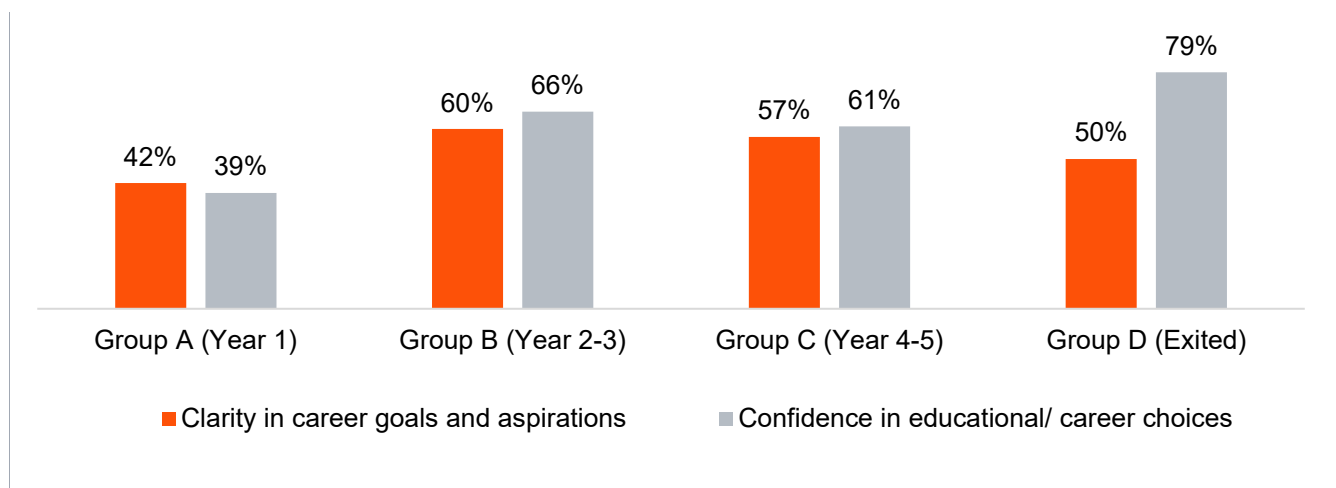
After the session, I spoke to my biology teacher and my parents. My teacher encouraged me, telling me that with my love for science and my caring nature, I would make a wonderful nurse. My parents, though initially unsure, slowly began to understand my dream and now stand firmly behind me.

Today, I am working hard towards my goal. I focus on my studies, especially science, and I have started learning more about nursing entrance exams and government nursing colleges. My teachers continue to guide me, and the confidence I gained from my career guidance sessions keeps me going on days when I feel uncertain.

- Ananya, Class XI, Delhi

*Student details changed to maintain anonymity of respondent

Figure 20: Group-Wise Impact of Career Guidance on the Students (n=736)



Other Interventions

IT Innovation Club:

The **IT Innovation Club** (classes VII-XII) is a forward-looking student-led initiative designed to **promote scientific temperament, 21st century skills, and STEM learning**, while simultaneously nurturing problem-solving abilities and essential life skills. Unlike traditional school clubs that primarily organise house-wise competitions and events, the IT Innovation Club functions as an **implementer**, empowering students to translate their ideas into action through **coding, designing, and the development of hardware-based projects**. Each club in a school typically comprises **40 to 45 students**, guided by a designated teacher in-charge, and welcomes any student interested in contributing, regardless of background or prior experience. Members also actively support science lab activities, experiments, and technology-related learning within the school. Schools play a critical role by setting up the club, providing

a dedicated space with a desktop computer and essential equipment, designating a teacher in-charge, and organising **annual exhibitions of innovative projects**.

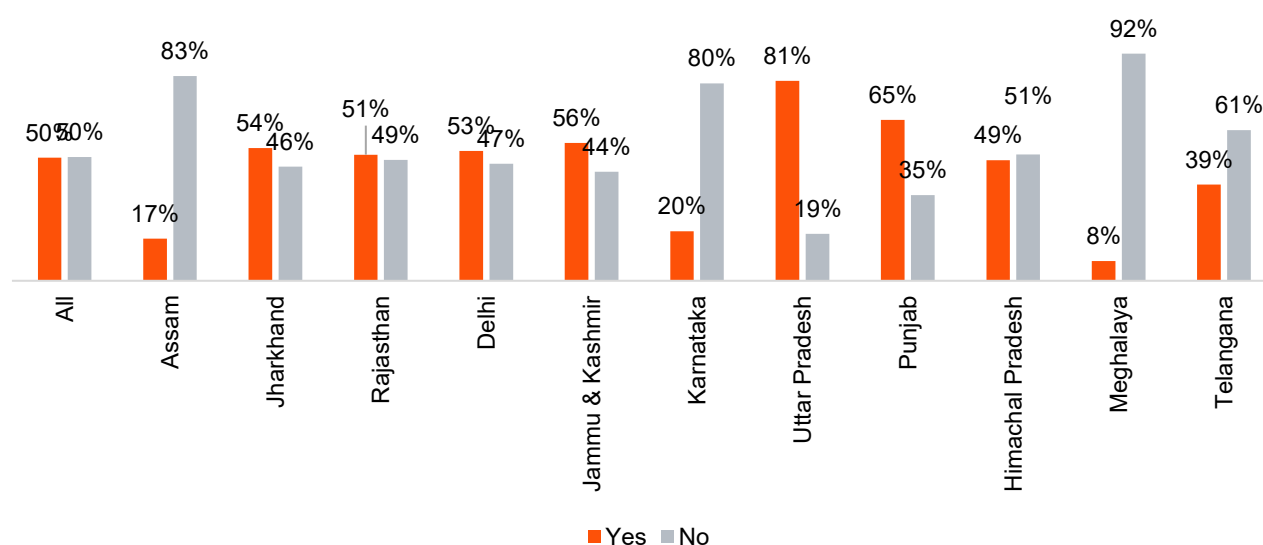
QSP in turn, strengthens this ecosystem through **mentor support, provision of open-source software resources such as Arduino IDE, Thonny with Python, and Audacity**, ideation sessions, project material support, and the promotion of **district, state, and inter-state collaboration** among clubs. Bharti Airtel Foundation also helps link student-led, action-based ideas to **larger national platforms such as Pramerica, INSPIRE MANAK, Atal Innovation Mission, and the Young Creators League**, opening wider opportunities for recognition and growth.

"Ever since I joined the IT Innovation Club, computers have become a part of who I am. I love video editing and have started learning coding and hardware along with my friends. The club has made me realise that I want to become an engineer one day. In fact, I dream of starting an Engineering Club in our school as an offshoot of the IT Innovation Club, a space where students can build and explore how engineering connects with everyday life."

- Student, Delhi

The findings reflect a strong foothold of the IT Innovation Club across QSP schools, with **80% of students (N=3760) reporting the presence of an IT Innovation Club** in their schools. Of these students, **50% (n=3022) are members of this club and participate actively**. State-wise, club participation is **highest in Uttar Pradesh (81%), Punjab (65%), and Jammu & Kashmir (56%)**, while **Assam, Jharkhand, Rajasthan, Himachal Pradesh, and Delhi** also demonstrated robust engagement. **Meghalaya** recorded comparatively lower participation, indicating an opportunity to strengthen reach in the region.

Figure 21: Participation in IT Innovation Club (n=3022)



A closer look at project engagement reveals encouraging trends. **From the students who are members of the IT Club (n=1506), 67% of students reported initiating one to two projects individually. 63% students successfully showcased or completed those projects.** At the club level, **59% of clubs initiated one to two projects, and 58% completed them**, with another **20% taking up three to five projects**. A small but notable proportion of students (**7%**) and clubs (**8%**) reported having undertaken **more than five projects**, reflecting a growing culture of innovation, experimentation, and sustained engagement among the most active members.

Table 17: No. of IT Innovation Projects Started and Completed (n=1506)

Projects/ Frequency	Projects started by Student	Projects showcased/ completed by Students	Projects started by Club	Projects showcased/ completed by Clubs
None	10%	14%	11%	15%
1–2	67%	63%	59%	58%
3–5	13%	17%	20%	20%
More than 5	7%	6%	8%	6%
Not sure	3%	0%	2%	0%

*Four different parameters have been presented in Table 17 and should be viewed separate from one another.

The IT Innovation Club has had a meaningful impact on shaping student interests and competencies. Overall, **63% of students reported a stronger interest in learning more about IT**, **60% expressed greater interest in science and science-related topics**, and **51% developed an interest in social sciences**, reflecting how technology learning often opens broader intellectual curiosities. Additionally, **40% of students were able to identify their strengths and weaknesses in IT innovation**, while **35% reported a clearer understanding of real-world IT applications**. These outcomes deepen significantly with program maturity, rising from **52% (interest in IT) in Group A to 70% in Group B and 72% in Group C**. Similarly, **interest in science grew from 49% in Group A to 71% in Group B and 68% in Group C**, while **identification of strengths and weaknesses rose from 30% to 51%**, and **understanding of real-world IT applications increased from 28% to 45%**. Encouragingly, **Group D (Exited Schools) sustained meaningful outcomes**, with 58% retaining interest in IT and 52% in science, reaffirming that the curiosity and skills sparked by the IT Innovation Club continue to thrive long after the formal QSP intervention concludes.

Table 18: Impact of Experience in IT Innovation Club (n=3022)

Student Perceptions /School Groups	Students who have built an interest in learning more about IT	Students who have felt an interest in taking up/learning more about science and related topics	Students who have built an interest in social sciences through club activities	Students who Identified their strengths and areas of improvement in IT/Innovation through club activities	Students who agreed to have understood real world IT applications through club activities	None of these (Students who did not agree with any of these statements/di d not feel any change through club activities)
All	63%	60%	51%	40%	35%	1%
Group A (Year 1)	52%	49%	40%	30%	28%	1%

Student Perceptions /School Groups	Students who have built an interest in learning more about IT	Students who have felt an interest in taking up/learning more about science and related topics	Students who have built an interest in social sciences through club activities	Students who identified their strengths and areas of improvement in IT/Innovation through club activities	Students who agreed to have understood real world IT applications through club activities	None of these (Students who did not agree with any of these statements/did not feel any change through club activities)
Group B (Year 2-3)	70%	71%	58%	51%	45%	1%
Group C (Year 4+)	72%	68%	62%	47%	41%	0%
Group D (Exited)	58%	52%	44%	32%	28%	2%

"One example that inspires all of us was of a senior from our IT Innovation Club. He won the first position at the Innovation Festival with his Water and Trash Management project and was also selected for the Young Technology Scholars summer camp at Ashoka University. Seeing him achieve so much has shown us that students from schools like ours can truly go far if we have the right platform, mentorship, and encouragement."

- Student, Kashmir

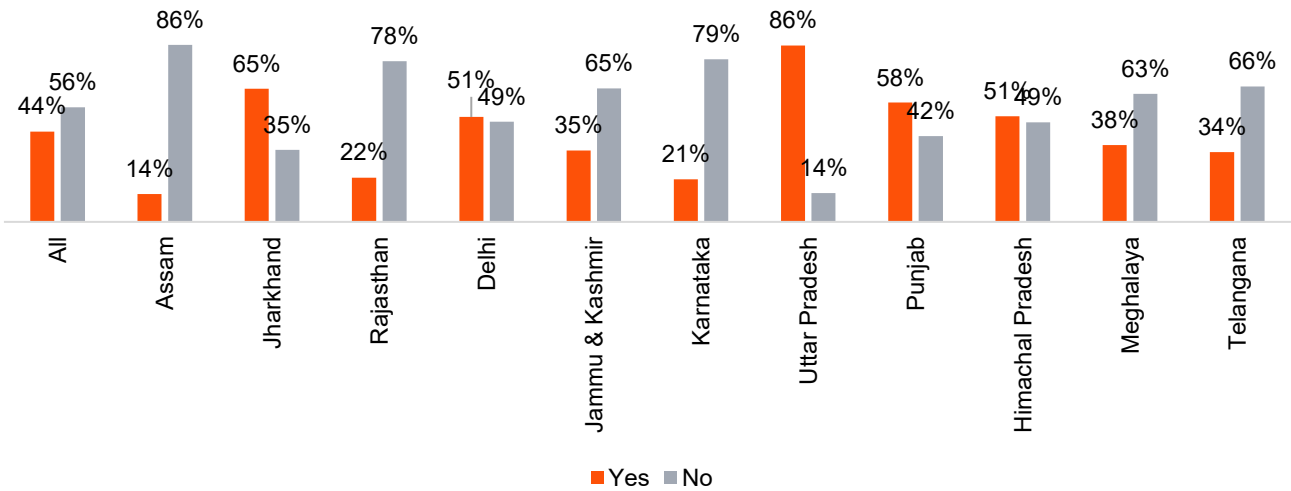
Astronomy Club:

The **Astronomy Club** is a unique, experiential learning initiative designed to **orient students towards astronomy, space science, satellites, and related technologies**, while equipping them with hands-on skills such as **using telescopes for space exploration** and engaging in activities around celestial events. The club typically engages **students from Classes VI to XII**, with younger learners in schools also encouraged to participate through simple, joyful activities that spark early curiosity.

Each Astronomy Club is set up with around **20 students under a designated teacher in-charge**, who is oriented, often with the support of a science teacher or external resource person, on the basics of astronomy, astronomical bodies, and celestial phenomena. The club's activities include the **annual National Space Day (23rd August) quiz, observation of celestial events** such as eclipses, planet viewings, comets, and rocket launches, often opened to parents, government officials, and students from nearby schools, and the development of a **"Space Corner"** at a prominent location within the school to display club activities. Schools are also supported with **astronomy and space science books for their libraries**, while teachers in-charge are taken on **exposure visits to planetariums and observatories** and recognised with certificates of appreciation. Students are further encouraged to participate in national-level opportunities such as **YUVIKA (ISRO's Young Scientist Programme), the Astronomy Olympiad**, and other prestigious platforms, opening doors to broader scientific exploration and career pathways.

60% students agreed to have an Astronomy Club in their schools. Additionally, the findings reveal that the of the schools where the **Astronomy Club is present 44% students participate actively (n=2308).** **Uttar Pradesh (86%)** recorded the highest participation, followed by **Jharkhand (65%), Punjab (58%), Delhi (51%), and Himachal Pradesh (51%),** reflecting strong adoption in these regions. **Rajasthan (22%), Karnataka (21%), Assam (14%), and Telangana (34%)** indicated comparatively lower participation, pointing to opportunities for further expansion.

Figure 22: Participation in Astronomy Club (n=2308)



Encouragingly, among schools where the Astronomy Club is active, **88% of students reported participating in telescope-based activities,** demonstrating high levels of student engagement once the club is established. **70% of students participated in one to two telescope activities annually,** while **15% engaged in three to five activities,** and **5% in more than five,** indicating a healthy frequency of hands-on learning experiences across the year.

Figure 23: Participation in Telescope-based Activities (n=1017)

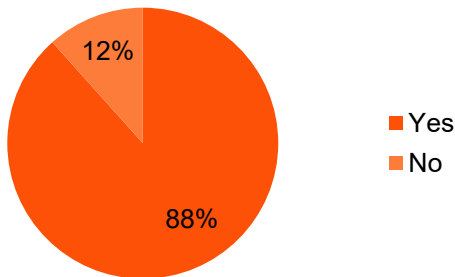
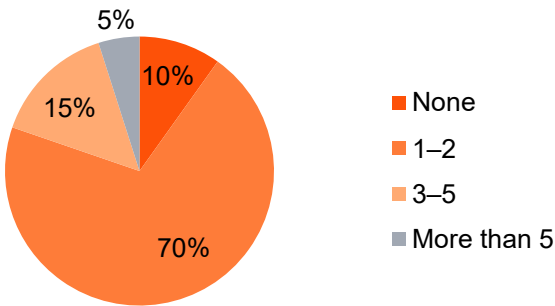


Figure 24: Frequency of Participation in Telescope-based Activities (n=1017)



The Astronomy Club has had a meaningful impact on shaping students' scientific curiosity and aspirations. Overall, **69% of students reported growing curiosity and knowledge about space and science,** **53% noted the development of research skills,** and **47% expressed an increased interest in pursuing science-related studies or careers.** These outcomes deepen significantly with program maturity. **Group B (Year 2–3) and Group C (Year 4+) schools** recorded the strongest gains, with **79% and 76% of students respectively reporting growing curiosity about space and science,** **60% and 64% acknowledging research skill development,** and **54% and 58% expressing interest in science-related future pathways.** **Group A schools** also showed strong early engagement (63% curiosity, 42%

research skills, 40% career interest), while **Group D (Exited Schools)** sustained meaningful **outcomes**, with 58% retaining curiosity in space and science and 46% continuing to develop research skills, reaffirming that the spark ignited by the Astronomy Club continues to glow well beyond the formal QSP intervention.

Table 19: Impact of Astronomy Club (n=1017)

Student Perceptions/School Groups	Students who felt a growth in their curiosity and knowledge about space and science	Students who agreed on the development of their research skills through club activities	Students who felt an interest in pursuing science-related studies or careers through club activities	None of these (Students who did not agree with any of these statements/did not feel any change through club activities)
All	69%	53%	47%	1%
Group A (Year 1)	63%	42%	40%	1%
Group B (Year 2-3)	79%	60%	54%	1%
Group C (Year 4+)	76%	64%	58%	0%
Group D (Exited)	58%	46%	36%	2%

Digital Literacy Club:

The **Digital Literacy Club** is an intervention aimed at helping students **understand digital technology and the tools around them** and use these tools effectively for **skill enhancement and educational growth**.

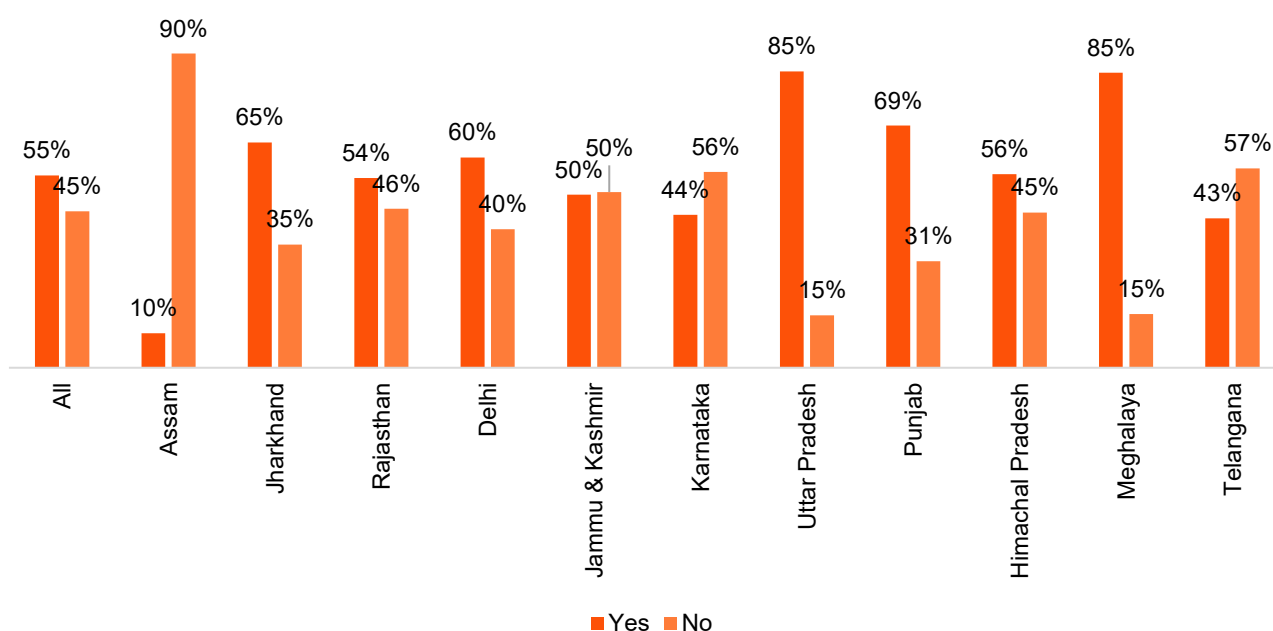
The club typically engages students from **Classes 6 to 12** and is set up in schools that have at least **one functional computer** available for student practice. The intervention follows a **workshop-based approach**, comprising **eight structured sessions of an approved module**, delivered through presentations, pictures, and videos, conducted over a period of **three months**, with adequate time built in for student practice. At the end of the module, students undertake a **questionnaire-based assessment**, and the **top 3–4 scorers** are formally recognised as '**Digital Explorers**', honoured with badges, preferably in a morning school assembly in front of other students and teachers. These Digital Explorers go on to play a vital role in supporting their peers' digital learning, assisting teachers in maintaining digital tools, and contributing to the school's **digital library and learning ecosystem**.

The findings reflect institutional uptake of the Digital Literacy Club, with **78% of schools hosting an active club**, and **55% of students within these schools reporting active participation**. State-wise, presence is **highest in Uttar Pradesh (85%), Meghalaya (85%), and Punjab (69%)**, while **Jharkhand (65%), Delhi (60%), Himachal Pradesh (56%), and Rajasthan (54%)** also demonstrated meaningful engagement. **Karnataka (44%) and Telangana (43%)**, and especially Assam (10%) recorded lower presence, pointing to opportunities for further expansion.

"In today's rapidly evolving world, our children must be equipped with skills that go far beyond textbooks. Initiatives such as the IT Innovation Club, the Digital Literacy Club, and the Astronomy Club are exactly the kind of platforms our government schools need. They give our students a chance to explore science, technology, and innovation in a hands-on, joyful, and meaningful way."

Government Official, Rajasthan

Figure 25: Participation in Digital Literacy/Digital Explorers Club (n=2940)



- Notably, **88% of students** shared that they had been part of similar digital clubs in the past, yet **95% reported having learnt new material** through the present Digital Literacy Club's modules, an indication that the structured, module-based approach is delivering fresh value over and above existing exposure.
- While the club has reached a wide student base, **48% of students reported having completed all eight modules**, while **38% are still in progress** and **14% have not yet completed any module in entirety**, largely due to **low frequency of club meetings or recently initiated sessions**.
- Among those who completed all modules, **84% received a badge** in recognition of their performance, reinforcing the motivational design of the program.
- The impact of the club on digital skill-building is particularly encouraging, **82% of students reported feeling confident in using basic digital tools** such as word processing, emails, and internet browsing; **72% expressed confidence in exploring and learning from new online sources**; **63% shared that they apply their digital skills often or sometimes in their daily lives**; and **53% agreed that the modules have prepared them for future jobs and career opportunities**.

82%

Students feel confident in using basic digital tools, for e.g., word processing, emails, internet browsing

72%

Students feel confident in exploring and learning from new online sources

63%

Students apply digital skills learned through school activities often/sometimes in their daily life

53%

Students agree that the modules have prepared them for future jobs

"Earlier, I knew how to switch on a computer and play a few games, but I didn't really know how to use it for learning. After joining the Digital Literacy Club, I have learnt how to type properly, send emails, and search for information online. Now, I help my younger sister with her school projects too."

- Student, Government School, Punjab

Internships:

In alignment with the **National Education Policy (NEP) 2020**, which strongly advocates for **experiential learning, vocational exposure, and early career awareness**, QSP facilitates internship opportunities for students in **Classes IX to XII** across QSP-supported schools. These internships are typically arranged with **post offices, retail establishments, research institutes, and other local organisations**, offering students a structured opportunity to step outside their classrooms and into **real-world work environments**. The internship opportunities depend on student streams (commerce, medical, non-medical, etc.), spanning an average of **five to six days**. These short but meaningful placements give students a **first-hand feel of professional spaces**, expose them to workplace culture and expectations, and help them **explore potential career paths** at a critical stage of their academic journey. By bridging the gap between classroom learning and the world of work, internships have emerged as a powerful tool for **early career discovery, confidence-building, and the development of essential pre-vocational skills**.

- The findings reflect **72% of students reporting that internships are offered in their schools (n=1979)**. However, only **37% of eligible students have undertaken an internship (n=1428)**, indicating that while opportunities are available, **active participation still has significant room to grow** through increased communication and expectation setting among students.
- On average, internships lasted **five days**, providing students with a focused yet impactful exposure to professional environments. Encouragingly, **96% of students who participated in internships said they would recommend the experience to others**, a powerful endorsement of its perceived value.
- Students particularly highlighted how internships have **boosted their confidence in seeking employment, helped them understand the dynamics of a workplace, and supported them in shaping their future career pathways**. In terms of overall satisfaction, **65% of students described their internship experience as satisfactory**, while **25% remained neutral** and **10% reported being dissatisfied**, often citing limited engagement during the placement or mismatched expectations.

- Overall, **81% of students reported a clearer understanding of workplace expectations, 72% noted the building of practical and pre-vocational skills, 69% gained confidence in seeking employment, and 57% found internships helpful in shaping their future career choices and goals.**
- These outcomes deepen significantly with program maturity. **Group C (Year 4+) schools recorded the strongest impact, with 91% of students reporting an understanding of workplace expectations, 82% building pre-vocational skills, 79% gaining confidence in seeking employment, and 64% receiving clarity around future career goals,** reaffirming how sustained program exposure leads to richer, more meaningful internship experiences. **Group B (Year 2–3) schools** also reflected strong outcomes, particularly in workplace understanding (88%) and confidence in seeking employment (76%), while **Group A (Year 1) schools** recorded notable early gains in practical skill-building (79%).

Table 20: Experience from Internship (n=533)

Perception	All	Group A (Year 1)	Group B (Year 2-3)	Group C (Year 4+)	Group D (Exited)
Built an understanding of workplace expectations	81%	70%	88%	91%	75%
Built practical and pre-vocational skills	72%	79%	61%	82%	66%
Felt confidence in seeking employment	69%	58%	76%	79%	63%
Gained clarity on future career choices and goals	57%	50%	68%	64%	46%

These insights affirm that internships under QSP are **far more than short-term placements**, they are **transformative learning experiences** that expand students' worldviews, deepen their self-belief, and equip them with the early skills and clarity needed to step confidently into the world of work, embodying the very spirit of NEP's vision for **holistic, experience-led education**.

3.1.4. Student Perceptions

- Workshops, events, and activities have meaningfully enriched the school experience:** An overwhelming majority of students across all cohorts reported that participating in workshops, events, and activities has made their school experience better, with **86% of Group A, 91% of Group B, 89% of Group C, and 80% of Group D students agreeing or completely agreeing.** Importantly, this engagement directly translates into improved school attendance, with **80% of Group A, 84% of Group B, 85% of Group C, and 77% of Group D students** sharing that they look forward to attending school because of skill workshops and inter-school competitions. These findings underscore how QSP's interventions have moved beyond academic instruction to become **powerful drivers of school connectedness, motivation, and consistent attendance**, ensuring that students view school not as an obligation but as a space they actively want to belong to.
- Skill workshops and innovation clubs are nurturing motivation, ownership, and active learning:** Skill workshops have emerged as strong enablers of classroom participation, with **80% of**

Group A, 89% of Group B, 86% of Group C, and 75% of Group D students agreeing that they have helped them participate more actively in classes and school activities. Similarly, **78% of Group A, 89% of Group B, 88% of Group C, and 80% of Group D students** reported that workshops motivate them to learn attentively. Beyond academics, students expressed a **growing sense of ownership towards school activities**, rising from **70% in Group A to 87% in Group B and 86% in Group C**. Specialised platforms such as the **Astronomy Club, IT Innovation Club, and Digital Literacy Club** have further amplified this enthusiasm, with **75-82% of students across cohorts** reporting excitement and motivation to engage in these activities.

- **Internships and overall school satisfaction reflect deep, lasting impact:** Internships have emerged as transformative experiences, with **93% of Group A, 83% of Group B, 89% of Group C, and an exceptional 99% of Group D students** describing their internship as **enriching and supportive of their future career goals**, a powerful indicator that the value of these experiences strengthens significantly as students approach their post-school journeys. Equally compelling is the deep sense of happiness and belonging students feel towards their schools, with **92% of Group A, 94% of Group B, 92% of Group C, and 82% of Group D students** affirming that they are **happy with their school**. Together, these outcomes affirm that QSP's Student Empowerment pillar has created **vibrant, joyful, and aspirational school environments**, where students feel motivated, supported, and ready to step confidently into their futures.

Table 21: Overall Student Perceptions (n=3760)

Statements	Response	Group A	Group B	Group C	Group D
Participating in student workshops, events and activities has made my school experience better	Completely disagree	4%	3%	2%	11%
	Disagree	3%	1%	2%	1%
	Neutral	6%	4%	7%	8%
	Agree	30%	33%	35%	31%
	Completely agree	56%	58%	54%	49%
My school attendance has increased because I like to attend the skill workshops and inter-school competitions	Completely disagree	3%	2%	3%	12%
	Disagree	5%	3%	3%	4%
	Neutral	12%	10%	9%	7%
	Agree	36%	31%	35%	35%
	Completely agree	44%	53%	50%	42%
Skill workshops help/helped me to participate in the classes and other school activities	Completely disagree	4%	1%	2%	12%
	Disagree	3%	2%	3%	3%

Statements	Response	Group A	Group B	Group C	Group D
	Neutral	13%	7%	9%	10%
	Agree	38%	37%	35%	30%
	Completely agree	42%	52%	51%	45%
Skill workshops motivate/motivated me to attentively learn	Completely disagree	2%	2%	2%	11%
	Disagree	5%	2%	2%	3%
	Neutral	15%	8%	8%	7%
	Agree	35%	33%	36%	36%
	Completely agree	43%	56%	52%	44%
I feel a sense of ownership towards activities and events organised in the school	Completely disagree	4%	2%	2%	11%
	Disagree	9%	3%	3%	3%
	Neutral	18%	8%	10%	9%
	Agree	30%	37%	34%	34%
	Completely agree	40%	50%	52%	43%
I feel excited about and motivated to do additional activities with Astronomy club, IT Innovation Club or the Digital Literacy Club	Completely disagree	6%	3%	1%	3%
	Disagree	7%	4%	4%	3%
	Neutral	12%	12%	13%	12%
	Agree	34%	28%	33%	32%
	Completely agree	41%	54%	48%	50%
My internship experience has been enriching and supportive of my future career goals	Completely disagree	8%	2%	2%	0%
	Disagree	0%	3%	3%	0%
	Neutral	0%	12%	7%	1%
	Agree	8%	26%	21%	40%

Statements	Response	Group A	Group B	Group C	Group D
I am happy with my school	Completely agree	85%	57%	68%	59%
	Completely disagree	2%	1%	2%	11%
	Disagree	1%	2%	2%	2%
	Neutral	5%	3%	4%	6%
	Agree	26%	24%	28%	29%
	Completely agree	66%	70%	64%	53%

3.1.5. Student Life skills

- The report also presents the findings from the assessment of life skills⁴ among students enrolled in the Satya Bharti Schools program, using standardized and validated Life Skills Measurement Tools (LSMT) developed by Young Lives India (YLI) in collaboration with UNICEF⁵. The assessment was conducted across multiple grade levels, covering Primary (Class V), Elementary (Classes VI–VIII), and Senior Secondary (Classes IX–XII) students. The tools used have been specifically designed to be age-appropriate, context-sensitive, and aligned with the developmental stages of children and adolescents.
- For students in the Primary Stage (Class V) and Elementary stage (Classes VI–VIII), the LSMT-E was administered. This tool uses vignette-based scenarios drawn from everyday contexts to assess nine core life skills across cognitive, personal, and interpersonal domains. For students in the Senior Secondary stage (Classes IX–XII), the LSMT-S was used, which adopts a self-reported Likert-scale format suitable for older adolescents and assesses ten life skills aligned with the same overarching UNICEF framework.
- The life skills scores presented in this report are based on the prescribed scoring rubrics, normative interpretations, and classification thresholds outlined in the respective technical manuals. Scores are analysed both at aggregate level and across relevant grade groupings to provide insights into patterns of life skills development across schooling stages within the program.

⁴ The Life Skills Assessment was undertaken as a standalone exercise on the assessment sample and should be interpreted as indicative of life skills outcomes within the study population for this specific year rather than as a basis for comparison with other studies.

⁵ Singh, R (2020) *Life ASkills Measurement Tool: Elementary Hindi*, UNICEF and Young Lives India.

Singh, R (2022) *Life ASkills Measurement Tool: Secondary Hindi*, UNICEF and Young Lives India.

Life Skills Assessment (V-VIII)

Overall Life Skill Score (N=1,781):

Table 22: Overall Life Skill Scores for 5th to 8th Grade

Skills	Proficient	Competent	Basic	Emerging
Cognitive	4%	39%	38%	19%
Personal	7%	43%	32%	18%
Inter-Personal	4%	47%	36%	13%
Global	3%	36%	51%	11%

Cognitive Skills:

Cognitive outcomes indicate a balanced progression across different stages of conceptual understanding.

- The overall distribution in Cognitive skills shows a close balance between Competent (39%) and Basic (38%) levels, indicating that most students have **moved beyond foundational understanding** and are beginning to apply concepts.
- The Proficient share (4%) reflects **emerging higher-order thinking**, while 19% in Emerging suggests that a segment of students is still progressing through early stages. This pattern highlights a **steady transition from foundational to applied cognitive abilities** across Grades 5 to 8.

Personal Skills:

Personal skills demonstrate a steady evolution towards independent and self-managed learning.

- Personal skills demonstrate a **strong concentration** in the Competent level (43%), supported by 7% in Proficient, indicating **growing self-awareness and self-management** among students.
- The Basic level (32%) remains substantial, **ensuring a solid foundation**, while 18% in Emerging reflects ongoing development needs. Overall, the distribution suggests **consistent strengthening of personal competencies** with visible movement toward higher levels.

Inter-Personal Skills:

Interpersonal skills lead across domains, reflecting strong collaborative and social competencies.

- This is the strongest domain, with 47% Competent and only 13% Emerging. This indicates that students are generally **able to communicate and collaborate well in social contexts**. However, only 4% Proficient suggests a gap in advanced skills like empathy and conflict resolution.

- Lower representation in Emerging suggests that most students are already engaging effectively in social and group contexts.

Global (Overall Life Skills):

- The overall life skills distribution shows many students in Basic (51%) and Competent (36%), with only 3% Proficient. Students in the competent range demonstrate functional life skills, while proficient students exhibit higher mastery and application across contexts. The high percentage in Basic indicates that most students are still at a developmental stage and not yet consistently applying life skills effectively.
- Inter-personal skills are strongest, followed by personal, while cognitive skills need the improvement. Overall, students largely remain at foundational to functional levels, with a clear need to build higher proficiency.

State-wise Life Skill Scores (N=1,781)

Table 23: State-wise Life Skill Scores for each skill

Skills		States											Overall (N=1,781)
		AS (N=132)	DL (N=169)	HP (N=189)	J&K (N=217)	JH (N=259)	KT (N=112)	ML (N=72)	PB (N=127)	RJ (N=256)	TS (N=155)	UP (N=100)	
Global	Proficient	2%	4%	4%	4%	5%	0%	4%	0%	0%	0%	4%	3%
	Competent	27%	37%	12%	46%	24%	49%	38%	26%	39%	33%	88%	36%
	Basic	61%	50%	68%	41%	46%	48%	51%	59%	56%	56%	8%	51%
	Emerging	9%	9%	16%	9%	25%	3%	7%	15%	5%	11%	0%	11%
Cognitive	Proficient	5%	6%	3%	3%	8%	0%	15%	0%	1%	0%	7%	4%
	Competent	31%	41%	23%	50%	29%	54%	32%	36%	34%	41%	84%	39%
	Basic	49%	37%	51%	34%	35%	37%	38%	37%	40%	44%	9%	38%
	Emerging	14%	16%	22%	12%	28%	10%	15%	27%	25%	15%	0%	19%
Personal	Proficient	5%	14%	4%	6%	9%	4%	3%	3%	2%	1%	40%	7%
	Competent	37%	38%	34%	49%	25%	63%	47%	39%	56%	37%	55%	43%
	Basic	36%	36%	36%	34%	28%	28%	32%	39%	34%	39%	3%	32%
	Emerging	23%	12%	26%	12%	37%	5%	18%	19%	8%	23%	2%	18%

Skills		States										Overall (N=1,781)	
		AS (N=132)	DL (N=169)	HP (N=189)	J&K (N=217)	JH (N=259)	KT (N=112)	ML (N=72)	PB (N=127)	RJ (N=256)	TS (N=155)		UP (N=100)
Inter-Personal	Proficient	1%	4%	2%	19%	0%	0%	4%	2%	0%	0%	15%	4%
	Competent	42%	49%	32%	40%	43%	54%	54%	33%	66%	37%	77%	47%
	Basic	42%	38%	38%	34%	40%	37%	26%	48%	25%	49%	8%	36%
	Emerging	16%	9%	28%	8%	17%	10%	15%	17%	8%	14%	0%	13%

Key Impact Highlights Across Student Skill Domains- State Wise

- Pronounced shift towards **competency-driven learning**, with 30–84% of students in the Competent band across domains (e.g., 84% in Cognitive - Uttar Pradesh; 66% in Interpersonal - Rajasthan)
- **Emerging excellence pockets**, with Proficient levels reaching up to 19% in Interpersonal (Jammu & Kashmir) and 15% in Cognitive (Meghalaya), reflecting higher-order skill development.
- **Strengthening of socio-emotional capacities**, with Personal Competent levels as high as 63% (Karnataka) and 56% (Rajasthan).
- **Strong foundational scaffolding**, as Basic category spans 34-68% across Cognitive and Global in several states (e.g., 68% Global - Himachal Pradesh).
- **Harmonious distribution of learning levels** in states like Delhi and Assam, with Competent + Basic covering ~70-85% across domains, indicating balanced progression.
- **Tapering of the Emerging segment**, with 0-16% range in many states, and several instances of near-zero levels (e.g., Uttar Pradesh in Cognitive and Global).
- Multidimensional impact across domains, with consistently high Competent shares (40-88%) in Personal, Interpersonal, and Global skills, demonstrating holistic development beyond academics.

Domain Level Insights (Cognitive, Personal, Inter-Personal)

Cognitive Skills:

Cognitive skills reflect a steady transition from foundational (Basic) to applied (Competent) learning across states.

- The state-wise comparison shows that Cognitive skills remain concentrated in the **Basic (38%) and Competent (39%)** levels overall, indicating strong foundational learning with growing application.
- Jammu & Kashmir (50%) and Uttar Pradesh (84%) show a strong share in the **Competent category**, while Meghalaya (15%) and Jharkhand (8%) reflect relatively higher representation in the **Proficient level** compared to others.

- States such as Assam, Himachal Pradesh, and Telangana have a larger proportion in the **Basic band (around 44–51%)**, suggesting steady foundational development. Overall, the program appears to be supporting a transition from basic to competent cognitive abilities across Grades 5 to 8.
-

Personal Skills:

Personal competencies show strong consolidation, with noticeable movement towards higher-order self-development skills.

- Personal skills demonstrate a **well-distributed progression**, with a strong presence in the **Competent level (43% overall)** and a meaningful share in **Proficient (7%)**, especially in Uttar Pradesh (40%) and Delhi (14%).
 - Karnataka (63%), Rajasthan (56%), and Jammu & Kashmir (49%) show a strong concentration in the **Competent category**, reflecting **development in self-awareness and self-management**.
 - Uttar Pradesh stands out with a higher share in both **Proficient (40%) and Competent (55%) levels**, indicating **well-developed personal skills** among students.
 - Other states such as Assam, Delhi, and Telangana **maintain equilibrium across levels**, reflecting **gradual strengthening of personal growth dimensions**.
-

Interpersonal Skills:

Interpersonal skills demonstrate the strongest competency outcomes, with sustained development across states.

- Interpersonal skill development shows a consistent pattern of **Competent and Basic level dominance across most states**, signifying growing collaboration and communication abilities among students.
 - Rajasthan (66%), Meghalaya (54%), Karnataka (54%), and Uttar Pradesh (77%) demonstrate strong representation in the **Competent category**, indicating effective engagement in group and social learning contexts.
 - Jammu & Kashmir (19%) and Uttar Pradesh (15%) also reflect a comparatively higher presence in the **Proficient level**, suggesting emerging leadership and advanced interpersonal capabilities. States like Punjab, Jharkhand, and Telangana show a balanced spread, reinforcing steady development across all stages.
-

Overall:

At Global, competencies are foundation-heavy, with gradual movement towards applied understanding.

- Overall competencies are largely concentrated in the **Basic and Competent categories**, showing that students are building awareness of broader perspectives and real-world connections.
- Uttar Pradesh (88%), Karnataka (49%), and Jammu & Kashmir (46%) have a strong presence in the **Competent level**, reflecting growing adaptability and global awareness.
- Meghalaya (4%) and Jharkhand (5%) show relatively higher shares in the **Proficient category** compared to others.

- States such as Himachal Pradesh, Rajasthan, and Telangana have significant representation in the **Basic band (56–68%)**, indicating progressing familiarity with global level. Overall, the program is enabling students to gradually strengthen these skills across states.

Across all skill domains, there is a consistent trend of students moving through **Basic to Competent levels**, with emerging pockets of **Proficiency** in several states. This reflects the program’s role in building strong foundational skills while gradually enabling higher-order competencies among students in Grades 5 to 8.

Group-wise Life Skill Scores (N=1,781)

Domain Level Insights (Cognitive, Personal, Inter-Personal)

Cognitive Skills:

Cognitive competencies peak during Years 2–4 (Group B & C), reflecting strong consolidation of learning during active intervention.

- The group-wise comparison shows that **Cognitive skills strengthen during the active intervention years**, with Groups B and C reporting the highest **Competent levels (41%)**, indicating consolidation of understanding and application.
- Group A reflects higher **Emerging (18%) and Basic (35%) levels**, pointing to early-stage development. In Group C, a slight increase in Emerging (20%) alongside stable Competent levels suggests ongoing progression with varied learning needs. Group D shows a higher concentration in **Basic (47%) and Emerging (26%)**, indicating the need for continued reinforcement after program completion.

Personal Skills:

Personal competencies show consistent strengthening, with peak development observed in mid-intervention years.

- Personal skill development shows a **steady upward progression from Group A to Group B**, with Competent levels increasing from **29% to 46%**, indicating improvement in self-awareness and self-management.
- Group C sustains this momentum with **43% in Competent**, reflecting maturity in personal development. Group A has higher Emerging levels (25%), which decline in later years, showing early program impact.
- In Group D, a higher **Basic share (41%)** suggests that continued engagement supports deeper personal skill retention.

Interpersonal Skills:

Interpersonal skills remain consistently strong, with sustained competence across all years of intervention.

- Interpersonal skills demonstrate **strong and consistent performance across all groups**, with Competent levels remaining high at **46–49% from Group A to D**.
 - Proficient levels increase over time, reaching **12% in Group C**, indicating growth in collaboration and leadership abilities.
 - Emerging levels reduce significantly from **16% (Group A) to 8% (Group B and C)**, reflecting effective early-stage gains. Even in Group D, Competent levels remain high, suggesting sustained interpersonal skill development.
-

Global:

Global competencies show gradual growth, with strong foundational development across all intervention stages.

- Global skills show a **gradual improvement in Competent levels**, increasing from **33% (Group A) to 37% (Group B and C)**, indicating growing awareness of broader perspectives.
 - However, **Basic levels remain high across all groups (42–64%)**, suggesting continued focus on foundational understanding in this domain. Proficient levels remain limited (2–6%), indicating scope for deeper development over time. Group D has the highest Basic concentration (64%), emphasizing the need for ongoing reinforcement.
-

Life Skills Assessment (IX-XII)

Overall Life Skill Score (N=1,979):

Skilled	Proficient	Competent	Basic	Emerging
8%	4%	30%	17%	41%

Sub-Skill wise overall Scores (N=1,979):

Table 24: Sub-Skill wise overall Scores (N=1,979)

Sub Skills	Skilled	Competent	Emerging
Creativity	22%	49%	29%
Critical Thinking	13%	42%	45%
Problem Solving	6%	44%	50%

Sub Skills	Skilled	Competent	Emerging
Communication	23%	47%	30%
Resilience	9%	62%	29%
Participation	53%	38%	9%
Decision Making	10%	42%	48%
Self-Awareness	7%	31%	62%
Negotiation	20%	62%	18%
Empathy	30%	53%	17%

Creativity:

The program is enabling students to move from basic idea generation towards more consistent creative application.

Most students (49%) are in the Competent category, with an additional 22% in Skilled, indicating that most students can **generate and apply ideas in familiar contexts**.

Critical Thinking:

The program is supporting progressive development of analytical thinking across students.

The distribution is spread between Emerging (45%) and Competent (42%), showing that students are gradually **developing abilities such as analysing information and evaluating options**, which are central to the cognitive domain.

Problem Solving:

The program is facilitating gradual adoption of structured problem-solving approaches.

Half of the students (50%) are in Emerging, while 44% are in Competent, indicating that students are **transitioning from basic understanding of problems to applying structured solution approaches**.

Communication: *The program is strengthening functional and effective communication skills among students*

A combined 70% of students fall in Skilled and Competent categories, suggesting that a large proportion can **express ideas and interact effectively** in different contexts.

Resilience: *The program is supporting consistent development of coping and adaptive behaviours*

A majority (62%) are in the Competent category, indicating that students are generally **able to cope with routine challenges and adapt to situations**, reflecting psychosocial coping abilities.

Participation:

The program is enabling active student engagement in collaborative and participatory contexts.

More than half of the students (53%) fall in Skilled, with only 9% in Emerging, indicating **high levels of engagement in group and school activities**.

Decision Making:

The program is contributing to gradual strengthening of informed decision-making abilities.

Nearly half of the students (48%) are in Emerging, with 42% in Competent, showing that **abilities related to identifying and evaluating options are still developing**.

Self-Awareness:

The program is initiating engagement with self-reflection and personal awareness.

A majority (62%) are in Emerging, indicating **early-stage development of introspective abilities** such as recognising emotions and understanding personal behaviours.

Negotiation:

The program is strengthening collaborative interaction and perspective-sharing skills.

Most students (62%) are in Competent, with **20% in Skilled**, reflecting the **ability to express views and collaborate towards shared solutions**.

Empathy:

The program is supporting development of social awareness and responsiveness towards others.

A large share (83%) falls in Skilled and Competent categories, indicating that students are able to understand and respond to others' perspectives, a key social-domain skill in the framework.

State-wise Life Skill Scores (N=1,979)

Overall State-wise Life Skill Scores:

Table 25: Overall State-wise Life Skill Scores

States	Skilled	Proficient	Competent	Basic	Emerging
Assam (N=141)	0%	0%	20%	22%	58%
Delhi (N=191)	0%	1%	24%	17%	58%

States	Skilled	Proficient	Competent	Basic	Emerging
Himachal Pradesh (N=184)	2%	4%	64%	23%	7%
Jammu & Kashmir (N=332)	0%	2%	18%	16%	64%
Jharkhand (N=295)	0%	1%	13%	15%	72%
Karnataka (N=118)	58%	11%	25%	5%	2%
Meghalaya (N=78)	19%	13%	56%	12%	0%
Punjab (N=198)	6%	7%	57%	22%	9%
Telangana (N=169)	36%	13%	41%	10%	0%
Rajasthan (N=273)	0%	2%	22%	21%	55%

- *Variation across states reflects different stages on the life skills continuum.* States such as Karnataka (58% Skilled) and Telangana (36% Skilled) show a higher concentration in advanced categories, while states like Jharkhand (72% Emerging) and Jammu & Kashmir (64% Emerging) have a larger share in early-stage categories.
- *Competent category forms a central cluster in several states.* States such as **Himachal Pradesh (64%)**, **Punjab (57%)**, and **Meghalaya (56%)** show a strong concentration in the Competent band, indicating functional application of life skills.
- *Emerging category remains prominent in a few regions, indicating scope for continued engagement.* States like Assam (58%), Delhi (58%), and Rajasthan (55%) have a significant proportion in Emerging, reflecting early-stage development aligned with the tool's progression model.
- *Balanced distributions in some states indicate progression across multiple levels.* States such as Punjab (6% Skilled, 7% Proficient, 57% Competent, 22% Basic) and Himachal Pradesh (spread across all categories) show presence across categories, suggesting movement along the continuum rather than clustering in one level.

State Level Sub-Skill Scores (N=1,979):

Table 26: State Level Sub-Skill Scores (N=1,979)

Skill ↓		States										Overall
		AS	DL	HP	J&K	JH	KT	ML	PB	RJ	TS	
Creativity	Skilled	14%	14%	23%	9%	6%	66%	44%	29%	11%	60%	22%
	Competent	57%	49%	66%	45%	45%	31%	49%	58%	49%	38%	49%

Skill ↓		States										Overall
		AS	DL	HP	J&K	JH	KT	ML	PB	RJ	TS	
	Emerging	29%	37%	11%	46%	49%	3%	8%	13%	40%	2%	29%
Critical Thinking	Skilled	0%	2%	16%	4%	1%	62%	22%	21%	1%	39%	13%
	Competent	45%	46%	60%	31%	24%	32%	60%	59%	41%	53%	42%
	Emerging	55%	52%	23%	64%	75%	6%	18%	20%	58%	8%	45%
Problem Solving	Skilled	0%	0%	3%	0%	0%	35%	13%	8%	1%	29%	6%
	Competent	30%	34%	67%	32%	27%	56%	77%	68%	33%	59%	44%
	Emerging	70%	66%	30%	68%	73%	9%	10%	24%	66%	12%	50%
Communication	Skilled	21%	9%	30%	15%	7%	69%	29%	31%	9%	51%	23%
	Competent	53%	47%	59%	43%	44%	24%	56%	59%	47%	43%	47%
	Emerging	26%	44%	11%	42%	49%	8%	14%	10%	44%	6%	30%
Resilience	Skilled	1%	6%	2%	4%	3%	42%	27%	5%	4%	33%	9%
	Competent	64%	62%	87%	55%	52%	50%	53%	80%	63%	57%	62%
	Emerging	35%	31%	11%	42%	44%	8%	21%	15%	34%	10%	29%
Participation	Skilled	49%	59%	47%	52%	40%	81%	67%	43%	51%	63%	53%
	Competent	43%	34%	49%	34%	38%	18%	32%	53%	39%	34%	38%
	Emerging	9%	8%	3%	14%	21%	1%	1%	4%	10%	2%	9%
Decision Making	Skilled	0%	0%	24%	0%	0%	36%	15%	28%	0%	31%	10%
	Competent	39%	39%	49%	36%	36%	51%	59%	40%	40%	52%	42%
	Emerging	61%	61%	27%	64%	64%	14%	26%	32%	60%	17%	48%
Self-Awareness	Skilled	0%	0%	14%	0%	0%	20%	3%	19%	0%	21%	6%
	Competent	21%	17%	45%	19%	18%	58%	65%	45%	19%	58%	31%

Skill ↓		States										Overall
		AS	DL	HP	J&K	JH	KT	ML	PB	RJ	TS	
Negotiation	Emerging	79%	83%	41%	81%	82%	21%	32%	35%	81%	21%	62%
	Skilled	16%	17%	17%	14%	12%	52%	32%	18%	18%	28%	19%
	Competent	58%	69%	76%	59%	60%	38%	64%	73%	60%	62%	62%
	Emerging	26%	15%	7%	27%	28%	10%	4%	9%	22%	10%	18%
Empathy	Skilled	31%	35%	13%	26%	17%	63%	56%	21%	33%	38%	30%
	Competent	52%	49%	79%	50%	52%	31%	37%	68%	50%	51%	53%
	Emerging	16%	16%	9%	23%	32%	6%	6%	11%	17%	11%	17%

State-wise Sub-Skill Level Insights:

Creativity: *Higher advancement in southern & north-eastern states, gradual development elsewhere*

- States like **Karnataka (66% Skilled, 3% Emerging)** and **Telangana (60% Skilled, 2% Emerging)** show strong presence in the Skilled category, indicating consistent idea generation and application.
- In contrast, **Jharkhand (49% Emerging)** and **J&K (46% Emerging)** show higher early-stage development, while states like **Punjab (58% Competent)** and **HP (66% Competent)** reflect functional creativity.
- The program is enabling strong creative application in some regions while building foundational ideation skills in others.

Critical Thinking: *Wide variation with strong progression in a few states*

- States such as **Karnataka (62% Skilled)** and **Telangana (39% Skilled)** show higher-order analytical thinking, while **Jharkhand (75% Emerging)** and **Rajasthan (58% Emerging)** indicate early-stage development.
- Several states including **HP (60%)**, **Punjab (59%)**, and **Meghalaya (60%)** cluster in Competent.
- The program is gradually strengthening analytical reasoning, with clear progression visible in select states.

Problem Solving: *Transition evident with strong competent clusters*

- States like **Meghalaya (77% Competent)**, **Punjab (68%)**, and **HP (67%)** reflect structured problem-solving abilities. At the same time, **Assam (70% Emerging)**, **Jharkhand (73%)**, and **J&K (68%)** show early-stage adoption, while **Karnataka (35% Skilled)** demonstrates higher application.
 - The program is supporting movement from basic problem understanding towards structured solution-building.
-

Communication: *Strong advancement in select states with steady development elsewhere*

- **Karnataka (69% Skilled)** and **Telangana (51% Skilled)** show higher effective communication levels, while **Jharkhand (49% Emerging)** and **Delhi (44% Emerging)** indicate developing abilities. Most states, including **Punjab (59%)**, **HP (59%)**, and **Meghalaya (56%)**, are clustered in Competent.
 - The program is enabling functional communication for a majority, alongside advanced expression in some regions.
-

Resilience: *Consistent functional ability across most states*

- A strong Competent presence is visible in **HP (87%)**, **Punjab (80%)**, and **Assam (64%)**, indicating the ability to cope with routine challenges. Advanced levels are seen in **Karnataka (42% Skilled)** and **Telangana (33%)**, while some states like **Jharkhand (44% Emerging)** remain in early stages.
 - The program is building consistent coping and adaptive capacities among students.
-

Participation: *High engagement across almost all states*

- Very high Skilled levels are seen in **Karnataka (81%)**, **Meghalaya (67%)**, **Telangana (63%)**, and **Delhi (59%)**, with minimal Emerging (mostly below 10%). Even lower-performing states maintain high Skilled + Competent shares (e.g., **Punjab 96% combined**).
 - The program is strongly enabling active participation and engagement in group and school-related activities.
-

Decision Making: *Developmental stage across many states with strong progress pockets*

- States like **Karnataka (36% Skilled)**, **Telangana (31%)**, and **Punjab (28%)** show stronger ability to evaluate options, while **Assam (61% Emerging)**, **Jharkhand (64%)**, and **J&K (64%)** indicate early-stage development. Competent levels are fairly consistent across states (~40-59%).
 - The program is supporting gradual strengthening of informed decision-making processes.
-

Self Awareness: *Predominantly early-stage with emerging competence in some states*

- Higher Emerging shares are observed in **Delhi (83%)**, **Assam (79%)**, **Jharkhand (82%)**, and **Rajasthan (81%)**, indicating initial engagement with introspection. At the same time, **Meghalaya (65% Competent)**, **Telangana (58%)**, and **Karnataka (20% Skilled)** show relatively progressed development.

- The program is initiating self-reflection skills, with gradual progression visible in select states.

Negotiation: *Strong functional ability across most states*

- A majority of states show high Competent levels **HP (76%)**, **Punjab (73%)**, **Delhi (69%)** indicating ability to collaborate and express viewpoints. Skilled levels are higher in **Karnataka (52%)** and **Meghalaya (32%)**, while Emerging remains relatively low across states.
- The program is strengthening collaborative discussion and conflict-resolution abilities.

Empathy: *Well-developed across states with strong skilled presence*

- States such as **Karnataka (63%)** and **Meghalaya (56%)** show high Skilled levels, while **HP (79%)** and **Punjab (68%)** are largely Competent. Emerging remains relatively low in most states (typically under 20%).
- The program is supporting strong development of social awareness and responsiveness to others.

Overall Insight:

Across sub-skills, **behavioural and social domains (Participation, Empathy, Communication)** show higher Skilled and Competent shares across states, while **cognitive and intrapersonal domains (Critical Thinking, Decision Making, Self Awareness)** show more gradual progression. The program is enabling broad-based development of life skills, with consistent engagement across states and varied progression aligned to the developmental nature of different skill domains.

Group-wise Life Skill Scores (N=1,979)

Group A reflects early-stage engagement with life skills, consistent with initial exposure. **Group B** showed a shift with 36% Emerging and an increase to 31% Competent and 12% Skilled, indicating movement towards functional skill application after continued exposure. **Group C** maintained higher Competent levels (32%) but also shows 43% Emerging, suggesting variation in consolidation even after longer exposure. **Group D** which are exited school has 35% Competent but 48% Emerging and no Skilled category, indicating stabilization at functional levels with limited representation in advanced bands.

Overall Group-wise Life Skill Scores:

Table 27: Overall Group-wise Life Skill Scores

Groups	Skilled	Proficient	Competent	Basic	Emerging
Group A (N=222)	7%	5%	20%	20%	48%
Group B (N=847)	12%	5%	31%	17%	36%

Groups	Skilled	Proficient	Competent	Basic	Emerging
Group C (N=754)	6%	4%	32%	16%	43%
Group D (N=156)	0%	1%	35%	16%	48%

Progression visible from early to mid-years (Group A to Group B)

There is a **reduction in Emerging from 48% (Group A) to 36% (Group B)** and an increase in **Competent (20% to 31%) and Skilled (7% to 12%)**, indicating movement along the life skills continuum. Continued program exposure (2–3 years) supports transition from foundational to functional and higher-order life skills.

Competent category strengthens with exposure across groups

Competent levels increase from **20% (Group A) to 31-35% (Groups B, C, D)**, showing consolidation of functional life skills, which aligns with the LSMT-S definition of applied ability across contexts. The program consistently builds functional life skills across students irrespective of duration.

Advanced skill levels (Skilled/Proficient) peak in mid-duration exposure

The highest Skilled share appears in **Group B (12%)**, compared to **7% (Group A)** and lower in **Group C (6%)** and **Group D (0%)**, indicating that advanced skill application may emerge during active engagement phases.

Emerging category remains present across all groups, reflecting developmental nature of skills

Even in longer exposure groups (C and D), **Emerging remains 43-48%**, where life skills evolve over time and vary by individual readiness. The program is enabling continuous development, with students progressing at different rates along the life skills continuum.

The group-wise trends suggest that the program contributes to **movement from Emerging towards Competent and Skilled levels**, particularly during active intervention years, while also reflecting that life skills development remains **progressive and sustained over time**.

Table 28: Overall Group-wise Sub Skill Scores

Sub-Skills		Creativity	Critical Thinking	Problem Solving	Communication	Resilience	Participation	Decision Making	Self-Awareness	Negotiation	Empathy
Group A	Skilled	18%	11%	7%	25%	9%	57%	6%	4%	19%	34%
	Competent	51%	34%	31%	46%	61%	36%	38%	25%	58%	49%
	Emerging	31%	55%	62%	29%	30%	7%	55%	71%	23%	18%
	Skilled	26%	17%	8%	26%	11%	52%	13%	8%	22%	29%

Sub-Skills		Creativity	Critical Thinking	Problem Solving	Communication	Resilience	Participation	Decision Making	Self-Awareness	Negotiation	Empathy
Group B	Competent	49%	42%	47%	46%	63%	38%	45%	37%	60%	54%
	Emerging	25%	41%	45%	28%	26%	10%	42%	55%	18%	17%
Group C	Skilled	20%	10%	5%	21%	8%	52%	10%	5%	18%	30%
	Competent	48%	45%	44%	47%	61%	38%	41%	30%	65%	53%
	Emerging	32%	45%	51%	32%	31%	10%	49%	65%	17%	17%
	Skilled	20%	1%	1%	12%	3%	51%	6%	5%	17%	29%
Group D	Competent	47%	45%	44%	54%	66%	42%	34%	20%	64%	56%
	Emerging	33%	54%	55%	34%	31%	7%	60%	75%	19%	15%

Group-wise Sub-Skill Level Insights:

Creativity: *Strong improvement in early mid years, stabilises thereafter*

- Skilled increases from **18% (Group A)** to **26% (Group B)**, then stabilises at **20% (Group C & Group D)**.
- Competent remains consistent (~47-51%) across all groups.
- Emerging declines from **31% (Group A)** to **25% (Group B)** but rises slightly in later groups (~32–33%). The program supports early gains in creative application, with sustained functional levels over time.

Critical Thinking: *Gradual strengthening with variation across later stages*

- Skilled improves from **11% (Group A)** to **17% (Group B)** but reduces in later stages (**10% Group C, 1% Group D**).
- Competent increases steadily from **34% (Group A)** to **45% (Group C/ Group D)**.
- Emerging is high in Group A (**55%**), reduces in B (**41%**), but remains moderate later. The program builds analytical thinking progressively, with steady strengthening of functional reasoning.

Problem Solving: *Progressive shift towards competent levels*

- Skilled remains low across groups (**7% - 8% - 5% - 1%**).
- Competent rises significantly from **31% (Group A)** to **47% (Group B)** and stabilises (~44%).
- Emerging reduces from **62% (Group A)** to **45% (Group B)** but remains moderate later. The program is enabling transition from basic problem recognition to structured problem-solving approaches.

Communication: *Early improvements with stable functional competence*

- Skilled improves slightly from **25% (Group A/ Group B)** but reduces to **12% (Group D)**.
 - Competent remains stable across groups (**46-54%**).
 - Emerging remains moderate (~28-34%). The program strengthens functional communication abilities across all stages.
-

Resilience: *Consistent functional strength across all groups*

- Skilled remains low (3-11%), while
 - Competent is consistently high (**61-66% across groups**).
 - Emerging remains around **26-31%**. The program consistently builds coping and adaptive abilities across all exposure levels.
-

Participation: *High engagement sustained across all years*

- Skilled remains high across groups (**57% - 52% - 52% - 51%**).
 - Emerging remains minimal (1-10%).
 - Competent remains stable (~36-42%). The program consistently enables strong active participation in group and school contexts.
-

Decision Making: *Improvement in mid years, variation in continuation phase*

- Skilled increases from **6% (Group A)** to **13% (Group B)** then stabilises (~6–10%).
 - Competent increases in Group B (**45%**) and remains stable.
 - Emerging reduces from **55% (Group A)** to **42% (Group B)** but rises again in Group D (**60%**). The program supports development of decision-making during active engagement phases.
-

Self-Awareness: *Continues to remain at early stages with gradual improvement*

- Skilled remains low across groups (**4-8%**).
 - Competent increases from **25% (Group A)** to **37% (Group B)** but varies later.
 - Emerging remains high across groups (**55-75%**). The program initiates self-reflection skills, with gradual but slower progression over time.
-

Negotiation: *Strong and consistent functional development across groups*

- Skilled improves slightly (**19% - 22% - 18% - 17%**).
 - Competent remains high across all groups (**58-65%**).
 - Emerging remains low (~17-23%). The program supports stable development of collaborative and negotiation skills.
-

Empathy: *Well-established across all years with stable high levels*

- Skilled remains strong across groups (**34% - 29% - 30% - 29%**).
 - Competent remains high (**49-56%**).
 - Emerging remains low (~15-18%). The program consistently strengthens social awareness and responsiveness to others.
-

Overall Insight:

- **Group B (Year 2-3)** shows the most visible improvements across several skills (Creativity, Critical Thinking, Decision Making), reflecting the impact of sustained engagement.
- **Behavioural and social skills (Participation, Empathy, Negotiation)** show consistently high Skilled and Competent levels across all groups.
- **Cognitive and intrapersonal skills (Critical Thinking, Decision Making, Self Awareness)** show gradual progression with variation across stages.

The programme demonstrates the strongest gains during the years of active engagement, while maintaining functional life skill levels over longer durations, reflecting the expected developmental progression of students. A declining trend in life skill scores is observed among students in Groups C and D.

Findings from the study suggest that QSP mentors are closely involved during the initial three years of programme implementation, providing intensive support, mentoring, and guidance. As programme approaches exit, mentor involvement gradually reduces, with greater responsibility being transferred to teachers through a structured handholding process. While this transition is essential for programme sustainability, teachers often balance multiple academic and administrative responsibilities. Over the past one and a half years, many teachers were additionally engaged in activities such as the SIR survey and election-related duties at the BLO (Booth Level Officer) level, which may have limited the time available for sustained mentoring and club activities. These factors could have contributed to the observed decline in life skill scores among students in the later cohorts.

Skill Based Thematic Analysis:

Social & Behavioural Skills (Participation, Empathy, Communication, Negotiation)

- High Skilled + Competent across all groups
- Participation remains **~50%+ Skilled across all groups**
- Empathy remains **~80%+ Skilled + Competent consistently**

The program is effectively building **observable and interaction-based skills early**, with sustained engagement and application across all years of intervention.

Cognitive Skills (Critical Thinking, Problem Solving, Decision Making, Creativity)

- Gradual shift from Emerging to Competent (**Group A to Group B**)
- Problem Solving Emerging drops from **62% to 45% (Group A to Group B)**
- Critical Thinking Competent rises from **34% to 42%**

The program **supports gradual strengthening of higher-order thinking skills**, with the most visible improvements occurring during sustained engagement (Year 2–3).

Intrapersonal Skills (Self Awareness, Resilience)

- Self-awareness remains largely Emerging (71% to 55-75%)
- Resilience stabilises in Competent (~61-66%)

The program is **consistently building adaptive behaviours** while gradually initiating self-reflective abilities, which develop over a longer duration.

What Improves Most vs What Stabilises:

Skills Showing Strongest Improvement (Early to Mid-Stages: Group A to Group B)

- Creativity Skilled increases from 18% to 26%
- Critical Thinking Emerging reduces from 55% to 41%
- Problem Solving Emerging reduces from 62% to 45%
- Decision Making Competent increases from 38% to 45%

The most significant gains occurred during Years 2–3, indicating that **sustained program exposure supports transition from foundational to applied skill levels**.

Skills that Remain Consistently Strong Across All Groups

- Participation: Skilled remains ~50%+ across all groups
- Empathy: ~80%+ in Skilled + Competent consistently
- Negotiation: ~60-65% in Competent across groups
- Resilience: ~61-66% in Competent across groups

The program ensured **stable development of social and behavioural competencies**, with consistent application across all stages of intervention.

Skills Showing Gradual or Long-term Development Patterns

- Self-Awareness: Emerging remains high (55-75% across groups)
- Problem Solving: Emerging remains 45-55% in later groups
- Critical Thinking: Competent increases but Skilled fluctuates in later stages

More complex cognitive and intrapersonal skills **develop progressively, requiring sustained engagement and continued reinforcement over time**.

Skills Showing Stabilisation in Later Stages (Group C to Group D)

- Competent levels across most skills (e.g., Communication 47-54%, Negotiation 64-65%)
- Limited increase in Skilled levels in later stages
- Some rise in Emerging in completed schools (e.g., Decision Making 60%, Self Awareness 75%)

After extended exposure, skills tend to stabilise at functional (Competent) levels, highlighting the **importance of continued reinforcement** beyond program completion.

Overall:

- Early years: Foundation building (higher Emerging)
- Mid years (2-3 years): Strongest skill progression
- Later years: Stabilisation at Competent levels
- Across all stages: Strong outcomes in social and behavioural skills

The program demonstrates a developmental impact with clear **progression in cognitive skills during active engagement and sustained strength in social and behavioural competencies across all groups.**

Life Skills Score of Students from Schools with Special Interventions Vs. without Special Interventions

The comparison across interventions highlights **variations in distribution across the levels (Skilled to Emerging)**, reflecting how exposure-based programs align with different stages of life skill development. Overall, schools with interventions demonstrate **slight shifts toward higher-level categories (Skilled and Proficient)** in some cases, while maintaining a spread across all levels, indicating diverse learning trajectories.

Table 29: Life Skills Score of Students from Schools with Special Interventions Vs. without Special Interventions

Special Interventions	With/Without Special Intervention	Skilled	Proficient	Competent	Basic	Emerging
IT Innovation Club	With	9%	4%	31%	16%	40%
	Without	6%	3%	30%	18%	43%
Astronomy	With	4%	2%	27%	19%	47%
	Without	9%	4%	31%	16%	40%
Digital Literacy	With	10%	4%	30%	16%	39%
	Without	4%	4%	31%	18%	43%
Internship	With	5%	4%	28%	16%	47%
	Without	11%	5%	34%	18%	32%

IT Innovation Club:

IT Innovation exposure shows a gradual upward shift toward higher competency levels.

Schools with IT Innovation Clubs show a **higher share in Skilled (9% vs 6%) and Proficient (4% vs 3%) levels**, along with a marginal reduction in Emerging (40% vs 43%). Competent levels remain comparable across both groups. This distribution suggests that innovation-based activities are associated with **incremental movement toward higher competency bands**, while still supporting learners across stages.

Astronomy:

Astronomy exposure reflects a broader spread across foundational and emerging stages.

In the case of Astronomy, schools without the intervention show **higher Skilled (9% vs 4%) and Proficient (4% vs 2%) levels**, while intervention schools have a higher share in **Basic (19%) and Emerging (47%)**. Competent distribution remains comparable. This indicates a **more foundational spread among intervention schools**, suggesting varying levels of exposure and engagement influencing outcomes.

Digital Literacy:

Digital literacy interventions indicate stronger representation in higher-order skill levels.

Digital Literacy interventions show a **notable increase in Skilled levels (10% vs 4%)**, with similar Proficient levels across both groups. Emerging levels are slightly lower (39% vs 43%), and Basic levels are also reduced. This suggests that digital exposure is associated with **movement toward higher skill application and reduced early-stage concentration**.

Internship:

Internship exposure reflects diverse outcomes, with broader distribution across learning stages.

Schools without internships show **higher Skilled (11% vs 5%), Proficient (5% vs 4%), and Competent (34% vs 28%) levels**, while intervention schools have a higher share in **Emerging (47%)**. This reflects a **more distributed profile with greater representation in early stages in intervention schools**, possibly linked to varying durations or depth of exposure.

Overall Insight:

Across interventions, the data reflects **alignment with the LSMT-S developmental continuum**, where students are distributed across all five competency levels. Selecting interventions, particularly **IT Innovation Club and Digital Literacy**, show **visible movement toward higher skill bands**, while others reflect a **wider spread across foundational and emerging stages**, indicating varied learning progressions based on exposure and engagement.

Pilar 2- Teacher Engagement



Pillar 2: Teacher Engagement

Teachers represent the most consequential lever of any school transformation program. They translate institutional intent into classroom practice, mediate between school leadership and students, anchor the school–parent interface, and ultimately determine whether systemic interventions take root or fade with time. The Quality Support Program (QSP), implemented by the Bharti Airtel Foundation, recognises this centrality and has placed teachers at the core of its intervention design, not as passive recipients of capacity-building inputs, but as active co-creators of a reimagined school environment.

This section evaluates the depth, breadth, and durability of QSP's impact on teacher engagement across **eleven states (Assam, Delhi, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Meghalaya, Punjab, Rajasthan, Telangana, and Uttar Pradesh)** drawing on a quantitative survey of **450 teachers** and a parallel qualitative inquiry conducted across active and exited schools. Teachers were classified into four groups based on their school's stage of QSP engagement, Group A (Year 1, n=43), Group B (Years 2–3, n=198), Group C (Years 4-6+, n=171), and Group D (Exited, n=38), enabling the assessment to interrogate not only the strength of impact but also its evolution and sustainability.



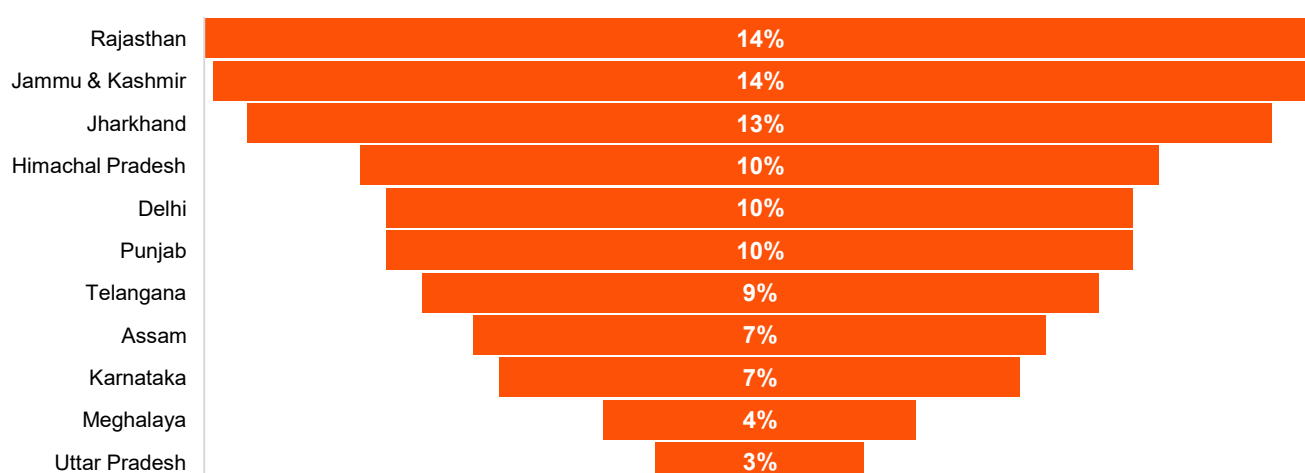
The findings that follow are organised around ten interlinked themes: **program awareness, capacity building, mentor support, classroom transformation, technology adoption, recognition and motivation, parent and community engagement, gender equity, and the sustainability of impact in exited schools**. Each theme is examined through a triangulated lens, combining survey-based quantitative evidence with qualitative observations and illustrative narratives, to provide a holistic, evidence-led account of how QSP has reshaped the role, agency, and aspirations of teachers across the Program's geographies.

QSP is designed to **strengthen teaching and learning in government schools by enhancing teachers' subject expertise and rekindling their passion** for education. Through a range of carefully curated activities and exposure programs, educators are equipped with contemporary **pedagogical practices** while being supported in their personal and professional growth. The program also focuses on **building the capacities of school leaders, recognizing their pivotal role in driving change**. Collectively, these efforts contribute to creating a more dynamic, supportive, and conducive learning environment for students.

3.1.6. Beneficiaries Profile

The study involved teachers from **11 states**, with Rajasthan and Jammu & Kashmir each making up 14% of the sample (N=450), followed by Jharkhand (13%), Himachal Pradesh, Delhi, and Punjab (10% each), Telangana (9%), Assam and Karnataka (7% each), Meghalaya (4%), and Uttar Pradesh (3%). This distribution illustrates diverse regional representation and offers valuable insights from the teachers.

Figure 26: Geographical spread of the teachers sampled for the study (N=450)



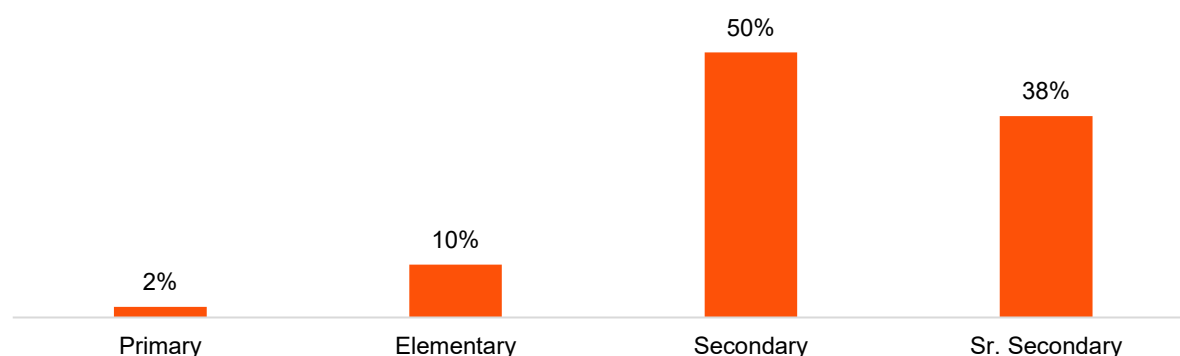
The sample teachers (N=450) are distributed across program school types as follows: **28%** are from **Group B (Year 3)**, **23%** from **Group C (Year 4)**, and **16%** from **Group B (Year 2)**. The remaining share is spread across the other stages, with **10%** each from **Group A (Year 1)** and **Group C (Year 5)**, **8%** from **Group D (Exit)**, and **5%** from **Group C (Year 6 and above)**.

Table 30: Group-wise Distribution of Teachers (N=450)

Group A (Year 1)	Group B (Year 2)	Group B (Year 3)	Group C (Year 4)	Group C (Year 5)	Group C (Year 6+)	Group D (Exit)
10%	16%	28%	23%	10%	5%	8%

Distribution of Teachers by School Type: A majority of the teachers covered in the sample (50%, N=450) are from **secondary schools**, indicating that half of the sample is concentrated at this level. This is followed by **senior secondary schools**, which account for 38% (N=450) of the teachers, reflecting substantial representation from higher grade levels as well. In contrast, **elementary schools constitute 10% (N=450)**, while **primary schools represent 2% (N=450)** of the sample.

Figure 27: Teachers across School-Types (N=450)



Further, the state-wise distribution of the respondent teachers across the school-types is as follows:

Table 31: State-Wise Distribution of Sampled Teachers Across School Types

State	Secondary (Till Class 10)	Senior Secondary (Till Class 12)	Elementary (Till Class 8)	Primary (Till Class 5)
Assam	45%	55%	0%	0%
Delhi	56%	21%	2%	21%
Himachal Pradesh	17%	76%	7%	0%
Jammu & Kashmir	37%	48%	16%	0%
Jharkhand	32%	51%	17%	0%
Karnataka	0%	100%	0%	0%
Meghalaya	33%	61%	0%	6%
Punjab	53%	47%	0%	0%
Rajasthan	80%	8%	11%	2%
Telangana	0%	100%	0%	0%
Uttar Pradesh	0%	0%	100%	0%

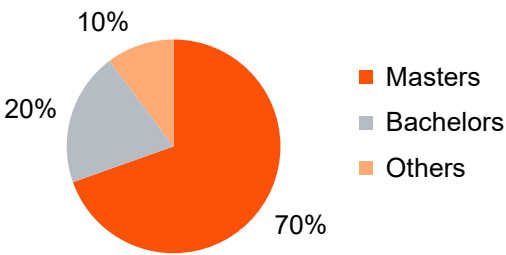
The sample distribution has been designed to ensure representation across all defined groups Group A, Group B, Group C, and Group D. The table below presents the **group-wise distribution of teachers across different types of schools**, highlighting how the sample is spread across each category:

Table 32: Group-Wise Distribution of Teachers Across Various School-Types (n=450)

Type of School	Group A (Year 1)	Group B (Year 2–3)	Group C (Year 4–6+)	Group D (Exited)
Primary (Till Class 5)	7%	5%	15%	16%
Elementary (Till Class 8)	0%	1%	4%	11%
Secondary (Till Class 10)	56%	61%	40%	39%
Senior Secondary (Till Class 12)	37%	34%	34%	42%

Highest Level of Educational Qualification of the Teachers: The graph presents the highest level of formal education attained by teachers in the sample. A significant majority, **70%, have completed a Master’s degree**, indicating a highly qualified pool of educators. This is followed by **20% of teachers who hold a Bachelor’s degree**, while the **remaining 10% possess other advanced qualifications**, including Doctorates and Post-doctorates, reflecting further academic specialization within the sample.

Figure 28: Highest Educational Qualifications of Teachers (N=450)



Further, the distribution across states and groups reflects **strong representation of teachers with both Master’s and Bachelor’s degrees**, ensuring adequate coverage of key qualification levels. This diversity indicates that the study incorporates **a range of perspectives within the teacher cohort**, capturing insights from respondents with varying educational backgrounds.

Figure 29: State-Wise Distribution of Teachers as per the Educational Qualifications (n=450)

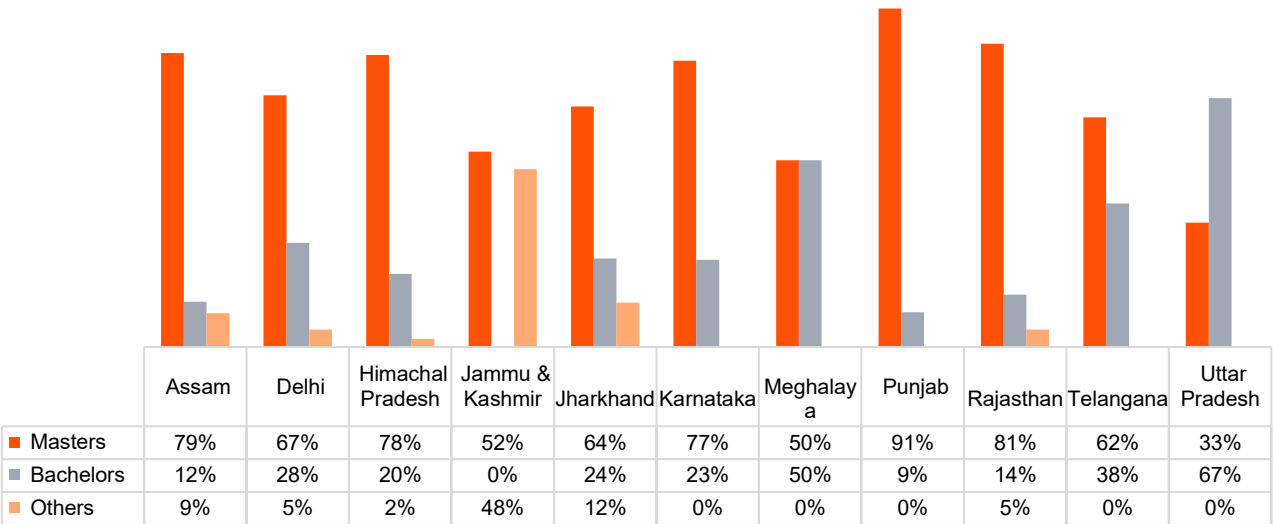
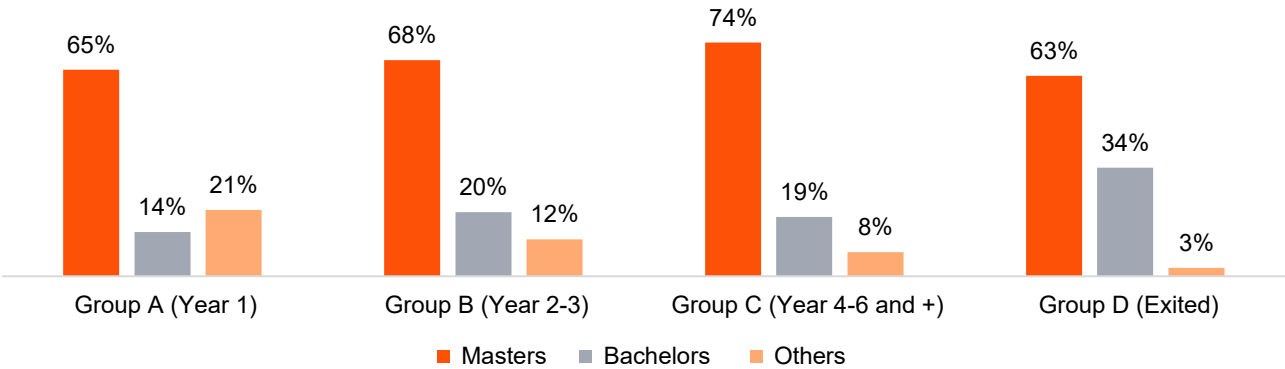


Figure 30: Group-Wise Distribution of Teachers as per their Educational Qualifications (n=450)



Overall Experience and Current Employment Status of the Teachers: The sample includes teachers with a wide range of experience levels, with a **significant proportion having more than 10 years of experience (65%, N=450)**. This is followed by **20% of teachers with 6-10 years of experience**, **14% with 1-5 years of experience**, and a very small share of **1% with less than one year of experience (N=450)**. This indicates that the insights and inferences drawn regarding the program's impact are informed by a **diverse mix of teacher perspectives, including those with substantial teaching experience**, ensuring depth and credibility in the findings.

Figure 31: Experience of Teachers (N=450)

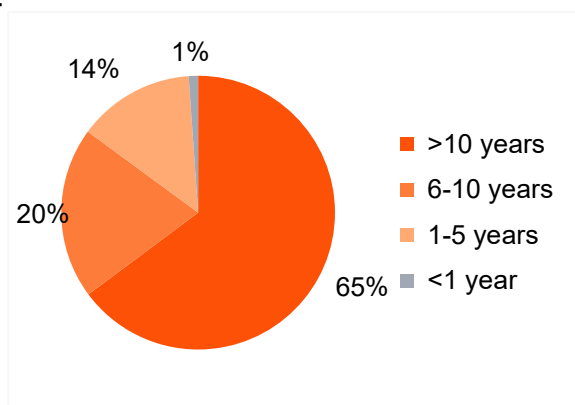


Table 33: State-wise Experience among Teachers (n=450)

State	>10 years	6–10 years	1–5 years	<1 year
Assam	73%	12%	15%	0%
Delhi	40%	37%	23%	0%
Himachal Pradesh	50%	22%	26%	2%
Jammu & Kashmir	73%	16%	11%	0%
Jharkhand	61%	31%	7%	2%
Karnataka	97%	3%	0%	0%
Meghalaya	44%	17%	33%	6%
Punjab	58%	33%	7%	2%
Rajasthan	66%	17%	17%	0%
Telangana	79%	10%	8%	3%
Uttar Pradesh	83%	17%	0%	0%

Table 34: Group-wise distribution of teachers as per their teaching experience (n=450)

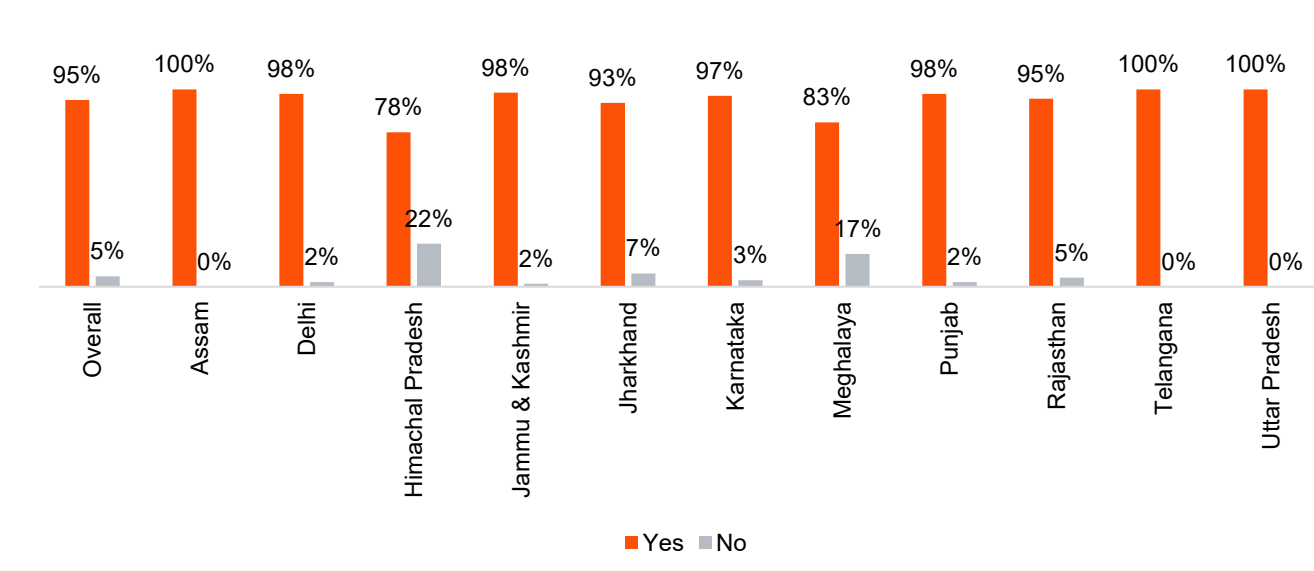
Group	>10 years	6-10 years	1-5 years	<1 year
Group A (Year 1)	74%	19%	5%	2%
Group B (Year 2-3)	67%	19%	13%	1%
Group C (Year 4-6 and +)	60%	23%	16%	1%
Group D (Exited)	63%	18%	18%	0%

Teacher participation in school clubs is notably high, with **82% of teachers actively engaged**. Participation is largely driven by **experienced teachers**, as 65% of club-involved teachers have more than **10 years of teaching experience** and 20% have 6–10 years of experience. Additionally, **70%** of participating teachers hold a **master's degree**, indicating that teachers with higher qualifications are more likely to be involved in club activities. However, this participation is the lowest in Group A schools, such that 67% teachers agree to be engaged with any clubs. On the other hand, between Group B and Group C, ~85% teachers agree to have participated in school clubs, similar to exit schools, where the pattern of engagement is 82%.

3.1.7. Teacher's Awareness and Capacity Building

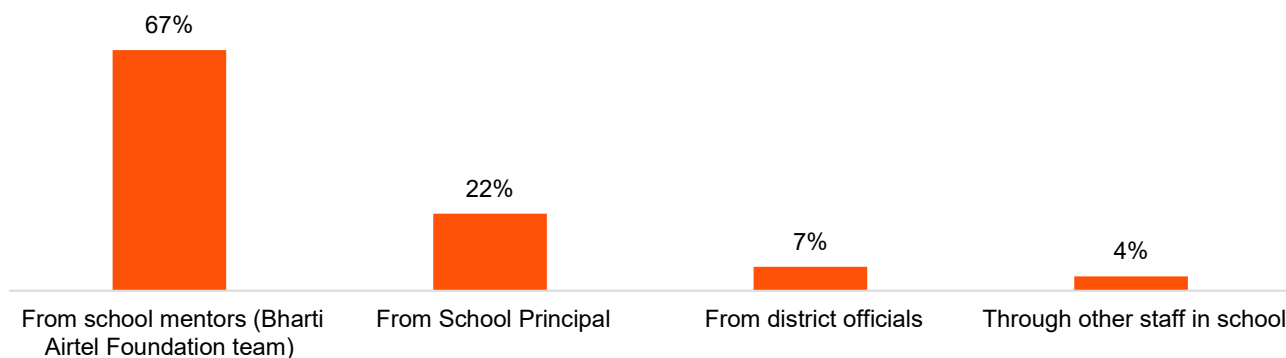
A program's effectiveness is foundationally dependent on whether its core stakeholders are aware of, engaged with, and able to articulate its purpose. For QSP, the first measurable indicator of success was therefore the depth of teacher awareness, and whether the Program had been onboarded through structured, identifiable channels rather than incidental exposure. Program awareness among teachers was found to be near-universal, and the route through which awareness was generated revealed a deliberate, mentor-led onboarding architecture rather than ad hoc communication.

Figure 32: Teachers Aware about QSP Program (n=450)



Program Awareness: 95% of teachers (n=450) confirmed they were aware of the Bharti Airtel Foundation's Quality Support Program and its presence in their school. Awareness of the QSP program among teachers is **consistently high across states, with an overall awareness of 95%**, indicating strong program visibility. Several states such as **Assam, Telangana, and Uttar Pradesh report near-universal awareness (100%)**, while even the relatively lower states like Himachal Pradesh (78%) and Meghalaya (83%) maintain substantial reach.

Figure 33: Source of Awareness about QSP (n=450)



Awareness levels were consistently high across all eleven states and all four cohorts, including exited (Group D) schools, indicating that institutional memory of the Program has remained intact even after Bharti Airtel Foundation's active phase concluded.

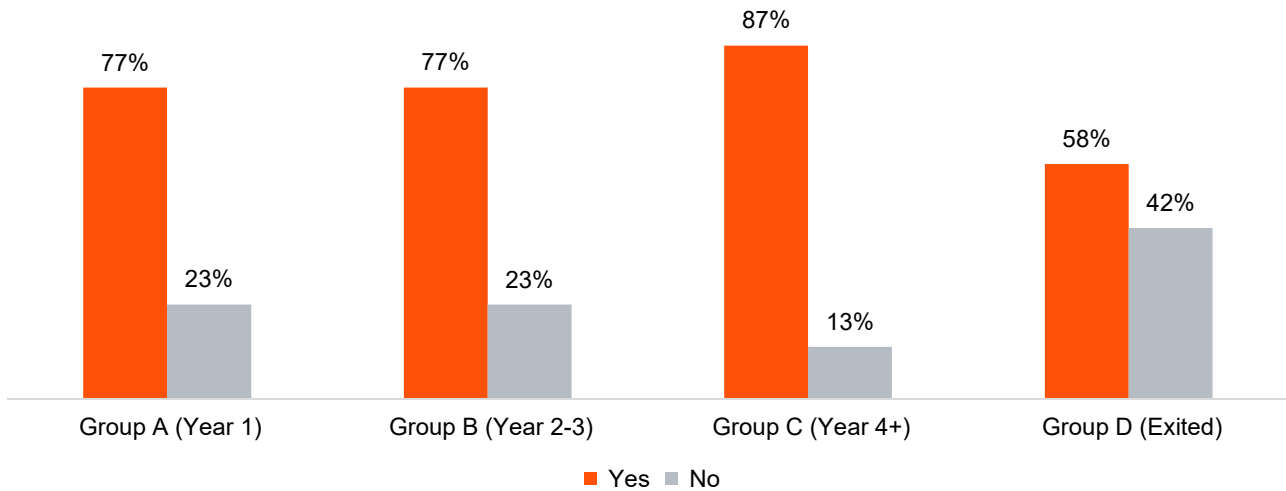
Source of Awareness: 67% of teachers (n=428) reported having first learnt about the Program directly from QSP Mentors, establishing the mentor as the single largest channel of Program onboarding. Other notable sources included school leadership (22%) reinforcing that the mentor was not merely one of several touchpoints, but the primary face of the Program.

Teachers consistently described their first interaction with QSP through the figure of the QSP Mentor. The mentor was described not as an external evaluator but as an embedded collaborator, someone who walked teachers through the Program's intent, demonstrated activities first-hand, and remained accessible through informal channels including school visits and WhatsApp groups. This mentor-led onboarding was credited with reducing the typical resistance that teachers often display towards new external interventions. As shared by teachers, the program was perceived as a holistic initiative aimed at strengthening not only academic outcomes but also overall school development, including student participation, school systems, and teacher capacity.

Capacity Building of Teachers:

QSP's design recognised that systemic transformation could not be achieved through single-event training workshops. Instead, the Program constructed a multi-touchpoint capacity-building architecture, comprising structured online training courses, exposure visits, leadership programs, and recognition platforms, designed to build teacher capability progressively, rather than episodically.

Figure 34: Teachers having TeachersApp (n=450)



The data shows that **TeachersApp adoption and course completion increase with years of program exposure**, rising from **77% in Groups A and B to 87% in Group C**, indicating sustained engagement over time. However, **Group D (Exited) shows a lower participation at 58%**, suggesting that continued program association supports higher digital engagement.

Overall, the trend reflects that **longer exposure to the program encourages consistent use of digital learning platforms and course completion among teachers**.

Teachers across geographies described QSP capacity-building as qualitatively different from the standardised in-service training programs they had previously experienced. The experiential design of exposure visits and the School Leadership Excellence Program was credited with shifting mindsets, not merely skills. Teachers described the capacity-building experience as cumulative, with each activity building on the previous one, rather than each session existing in isolation.

According to the teachers, training workshops and activity-based approaches have enabled them to move beyond routine teaching and adopt more interactive, structured, and student-centric classroom practices. There has been a noticeable improvement in student-teacher relationships, with students becoming more comfortable, communicative, and willing to take initiative in classroom and school activities.

"The exposure visit to a model school changed how I thought about my own classroom. I had read about activity-based learning for years but seeing it in practice that it was a different kind of training."

Teacher, Government School, Karnataka

3.1.8. Teacher Participation and Wins in External Events

The program also led to a **culture of participation and winning awards**, such as below, wherein 29% respondents won Best Teacher Award. Overall, a **higher percentage of teacher participation and wins are noticed in schools from Group C**.

Table 35: Awards Won by the Teachers (n=188)

Awards Won (N=188)	Overall	Group A	Group B	Group C	Group D
Government teaching awards	27%	21%	23%	32%	34%
SB-ERA Award (Participation)	14%	7%	13%	18%	16%
Any school Awards	25%	37%	23%	27%	13%
Best Teacher Award	29%	28%	28%	30%	29%
CONVOKE (Participation)	10%	9%	9%	12%	8%

- 90% teachers **integrated digital tools**, reporting **high student enthusiasm and engagement**. Teachers observed increased student curiosity and eagerness for digital learning, with growing demand to join technology initiatives and strong interest in exploring innovative learning approaches.
- The shift through QSP has reinforced by **90% digital tool adoption** and **79% Teacher App (TAP)** installation, embedding technology firmly into everyday teaching practice.

Teachers gained **professional growth through life skills and activity-based learning programs, enhancing confidence and student-centred teaching approaches**. Bharti Airtel Foundation provided workbooks and support materials enabled effective implementation of improved teaching practices. The program has contributed to creating a more engaging, participatory, and supportive school environment, where teachers act as facilitators of holistic development, parents are increasingly involved, and students demonstrate higher confidence, participation, and ownership of their learning.

3.1.9. Teachers Ownership and Participation for Program Activities

This section synthesizes key findings on teacher engagement, program exposure, and student outcomes, offering a concise view of how sustained participation contributes to the development of life skills across schools and contexts.

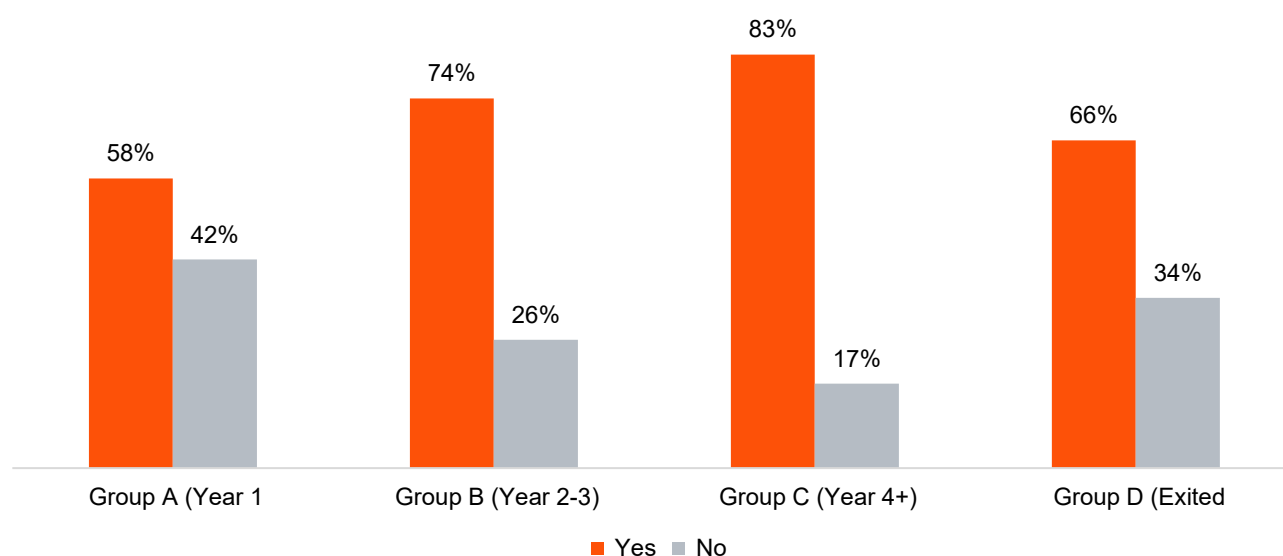
1. Participation in QSP Activities:

Table 36: Teacher's Participation in QSP Activities (n=450)

	All	AS	DL	HP	J&K	JH	KT	ML	PB	RJ	TS	UP
Yes	75%	67%	72%	74%	89%	64%	73%	78%	84%	83%	59%	83%
No	25%	33%	28%	26%	11%	36%	27%	22%	16%	17%	41%	17%

Active Program Participation: The data indicates that **three-fourths of teachers (75%) have participated in QSP-related activities**, reflecting strong program reach and with engagement spanning training programs, exposure visits, club activities, and recognition events. Participation levels are relatively consistent across gender, suggesting inclusive program access. State-wise variation highlights stronger engagement in regions such as Jammu & Kashmir (89%), Punjab (84%), Rajasthan (83%), and Uttar Pradesh (83%), while states like Assam (67%) and Jharkhand (64%) show comparatively lower participation. This suggests that while the program has achieved broad coverage, the depth of engagement varies across contexts, likely influenced by local implementation approaches and access to opportunities.

Figure 35: Teacher's Participation at Group Level (n=450)



According to the teachers, the program has been **effectively embedded within school ecosystems**, enabling teachers to engage in multiple activities over time. The higher participation in Groups B (74%) and C (83%) compared to Group A (58%) reflects that **continued exposure strengthens teacher involvement and familiarity with program offerings**. At the same time, participation in exited schools (66%) indicates that engagement continues even after formal association, pointing to a degree of sustained influence and recall.

Multi-Touchpoint Engagement: The average number of activities attended (**mean = 4.17**) suggests that teachers are not only participating but doing so **multiple times, indicating repeated engagement rather than one-off exposure**. There is visible variation across states, with higher averages in Uttar Pradesh (6.15), Jammu & Kashmir (5.75), and Assam (4.82), compared to relatively lower exposure in Jharkhand (2.45). This indicates differences in the **intensity and frequency of program delivery**, which may shape the depth of teacher experience.

The group-wise pattern shows that **engagement accumulates over time**, with Groups B (4.28) and C (4.28+) reflecting increased participation compared to Group A (3.87). Interestingly, Group D (exited schools) reports a higher mean (5.84), suggesting that teachers continue to draw upon past exposure or have had extended engagement during earlier program phases. This reflects that the program enables **ongoing and cumulative learning experiences**, contributing to sustained teacher development beyond initial participation.

Table 37: State-Wise View of Overall Teacher Engagement, Program Exposure, and Student Outcomes (n=450)

States	Parent Teacher Meetings (PTM)	Exposure visits for students	Reward and recognition for efforts/participation in competitions (internal and external)	Exposure visits for teachers	School leadership excellence program	
All	70%	59%	54%	43%	38%	9%
Assam	39%	18%	36%	45%	58%	6%
Delhi	44%	33%	40%	51%	63%	19%
Himachal Pradesh	59%	41%	39%	65%	65%	0%
Jammu & Kashmir	60%	44%	56%	76%	84%	33%
Jharkhand	36%	34%	37%	36%	54%	14%
Karnataka	57%	50%	47%	57%	73%	0%
Meghalaya	22%	17%	22%	50%	56%	0%
Punjab	63%	26%	49%	60%	70%	0%
Rajasthan	73%	48%	47%	58%	84%	5%
Telangana	59%	46%	41%	72%	72%	0%
Uttar Pradesh	58%	50%	50%	92%	75%	0%

2. Strengthening School–Home Engagement through PTMs

A substantial proportion of teachers (70%) report participation in Parent Teacher Meetings (PTMs), indicating that these platforms are widely integrated into the school ecosystem. Across states and groups, PTMs serve as a consistent interface for interaction, with relatively higher participation in states such as Rajasthan (73%) and Punjab (63%). Group-wise patterns show increasing participation with program exposure (from 42% in Group A to 58% in Group C), suggesting that continued engagement encourages structured parent–teacher interactions.

Table 38: State-Wise Breakdown of Topics Covered in PTMs (n=450)

Topics Covered in PTM	AI	AS	DL	HP	J&K	JH	KT	ML	PB	RJ	TS	UP
Student studies/academics related topics	78%	64%	51%	52%	44%	44%	50%	78%	74%	61%	72%	75%
Student co-curricular activities and participation	64%	82%	79%	67%	78%	76%	87%	89%	77%	75%	90%	75%
Responsibility taking/initiative	60%	42%	42%	50%	60%	63%	63%	67%	72%	61%	69%	83%
Student – student relationships	57%	70%	53%	39%	70%	51%	83%	78%	56%	73%	72%	100%
Home mentoring (someone to oversee child's Homework, activities, development at home)	42%	30%	23%	26%	48%	24%	57%	72%	47%	38%	36%	67%
Awards and recognition	38%	27%	44%	20%	65%	37%	60%	61%	47%	33%	31%	42%

From teachers' perspectives, PTMs have evolved beyond routine academic discussions into multi-dimensional engagement platforms. Along with academics (78%), discussions increasingly include co-curricular participation (64%), responsibility and initiative (60%), and peer relationships (57%). This reflects a shift towards a holistic understanding of student development, where teachers are engaging parents in behavioural, social, and developmental aspects. The inclusion of topics like home mentoring (42%) further indicates an effort to extend learning beyond the classroom into the home environment.

3. Role of QSP Mentors in Enabling School Processes

Teachers report high levels of mentor involvement across multiple school functions, particularly in school activities (81%) and academic support through frequent visits (70%). This indicates that mentors are not limited to advisory roles but are actively engaged in day-to-day school processes. Support in infrastructure (65%) and planning activities such as SDP preparation (49%) further highlights a multi-layered role of mentors within schools.

Table 39: Group-Wise Perception on Level of Involvement of QSP Mentors (n=450)

Level of Involvement of QSP Mentor	Group A (Year 1)	Group B (Year 2-3)	Group C (Year 4+)	Group D (Exited)
Support in school activities (clubs, houses, intra school competitions, celebrations, etc.	63%	70%	74%	68%
Frequent visits to support students and teachers academically	79%	81%	82%	79%
Support with renovation of school infrastructure	63%	68%	64%	50%
Supporting preparation of SDP/calendar	42%	50%	51%	45%
Being the communication channel between school and Bharti Airtel Foundation	44%	48%	40%	45%

This suggests that mentors act as enablers and facilitators, supporting both instructional and operational aspects. Their role as a bridge between schools and the program (44%) strengthens communication and alignment. The consistently low reporting of “no support” (0-5%) across groups reinforces that mentors are perceived as accessible and actively involved contributors, supporting sustained implementation and teacher confidence.

4. Implementation of School Development Plans (SDP)

The reported average SDP implementation of ~68% indicates that a substantial portion of planned activities are being executed within schools. Variations across states, such as higher implementation in Rajasthan (81.94%) and Telangana (83.23%) compared to Jharkhand (58.22%), reflect differences in execution capacity and contextual factors. Group-wise, implementation improves with program duration (72.47% in Group C vs ~65% in early stages), suggesting that familiarity with processes enhances execution.

From a qualitative lens, teachers’ responses indicate that SDP is not only a planning exercise but a functional framework guiding school activities. The increasing implementation levels across program years suggest that schools become more structured and systematic in planning and execution over time. Even in exited schools (66.89%), sustained implementation levels indicate continuity of practices beyond active program support, reflecting institutionalization of processes introduced by the intervention.

Teachers view the program as contributing to structured engagement (through PTMs), continuous academic and operational support (via mentors), and systematic school planning (through SDP implementation). Together, these elements indicate a shift toward more holistic, organised, and participatory school environments, where both academic and developmental aspects of students are actively supported.

3.1.10. Perceptions of Teachers on Pillars of QSP

This section presents the perception of teachers interacted with regarding the four pillars of QSP implemented by Bharti Foundation in their respective schools. Respondents who participated in the quantitative interaction were asked to share their opinion on a series of statements grouped under each of the four defined pillars on a scale of 1 to 5, where 1 stands for Completely Disagree and 5 stands for

Completely Agree. The responses for each statement have been colour coded from a lighter shade (Completely Disagree) to a darker shade (Completely Agree). The findings represent the views of 450 teachers spread across 11 states.

Student Empowerment:

During the interaction, teachers reported that the introduction of structured program activities, clubs, houses, intra-school competitions, workshops, and signature initiatives such as the Astronomy Club, IT Innovation Club, and Digital Literacy Club had visibly transformed the experience of students at school. Teachers shared that students were attending school more regularly, taking up leadership positions in greater numbers, and participating in both academic and extracurricular activities with significantly higher confidence. Several teachers observed that the most striking shift was the dissolution of the gender gap in classroom participation: girls who had earlier been hesitant to engage in school events were now visibly active across clubs, competitions, and student leadership forums. Teachers in Group D (exited) schools were particularly emphatic that these student-level gains had outlasted the active program period and had become an embedded part of school life.

- **92% of teachers** agreed that QSP had enabled equal or improved participation among girls and boys in extracurricular and regular activities (mean score: 4.37).
- **90% of teachers** affirmed an increase in students' attendance at school due to clubs, houses, workshops, and other initiatives strengthened by the Bharti Airtel Foundation team (mean score: 4.27).
- **90% of teachers** reported an increase in leadership skills among girl students and in the number of leadership positions held by girls (mean score: 4.34).
- **83% of teachers** noted increased enrolment in schools as a direct result of the new initiatives, including the Astronomy Club, IT Innovation Club, and Digital Literacy Club (mean score: 4.14).

Table 40: Teachers' Perception about the Student Empowerment Pillar of QSP (N=450)

Statements	Response	Group A	Group B	Group C	Group D
Increase in students' attendance at school due to clubs, houses, workshops and other initiatives strengthened/promoted by Bharti Airtel Foundation team	Completely disagree	2%	1%	2%	0%
	Disagree	0%	1%	1%	3%
	Neutral	5%	7%	9%	8%
	Agree	72%	47%	46%	42%
	Completely agree	21%	44%	41%	47%
Increased enrolment in schools due to the new initiatives as seen (New initiatives such as Astronomy club, IT Innovation Club, Digital Literacy Club)	Completely disagree	2%	3%	2%	5%
	Disagree	7%	2%	3%	5%
	Neutral	7%	12%	12%	8%

Statements	Response	Group A	Group B	Group C	Group D
Improved student teacher relationships and communication	Agree	60%	43%	43%	34%
	Completely agree	23%	41%	40%	47%
	Completely disagree	0%	1%	2%	0%
	Disagree	0%	0%	0%	0%
	Neutral	7%	9%	14%	5%
	Agree	44%	44%	35%	39%
	Completely agree	49%	47%	49%	55%
	Completely disagree	0%	1%	1%	0%
	Disagree	0%	1%	2%	0%
	Neutral	9%	7%	11%	3%
Increased student confidence levels due to the Bharti Airtel Foundation initiatives	Agree	42%	46%	37%	37%
	Completely agree	49%	46%	49%	61%
	Completely disagree	0%	0%	1%	0%
	Disagree	0%	2%	0%	3%
	Neutral	5%	5%	8%	3%
	Agree	49%	46%	52%	47%
	Completely agree	47%	47%	39%	47%
	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%
Increased initiative and responsibility taking among students in learning new activities/participating in new activities	Agree	49%	43%	42%	42%
	Completely agree	44%	48%	44%	53%
	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%
	Agree	49%	43%	42%	42%
	Completely agree	44%	48%	44%	53%
	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%
Improved peer relationships (student-student)	Agree	49%	43%	42%	42%
	Completely agree	44%	48%	44%	53%
	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%
	Agree	49%	43%	42%	42%
	Completely agree	44%	48%	44%	53%
	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%

Statements	Response	Group A	Group B	Group C	Group D
Equal participation or improved participation among girls and boys) in extra-curricular activities and regular activities	Completely disagree	0%	0%	1%	0%
	Disagree	0%	1%	2%	0%
	Neutral	12%	4%	8%	5%
	Agree	49%	45%	46%	45%
	Completely agree	40%	51%	43%	50%
Improved student peer/teacher relationships, improved attentiveness in class, participation, creative thinking, etc.	Completely disagree	0%	1%	1%	0%
	Disagree	0%	1%	2%	3%
	Neutral	5%	4%	8%	3%
	Agree	49%	44%	49%	39%
	Completely agree	47%	51%	42%	55%
Increased leadership skills of girl students and positions of leadership held by girls	Completely disagree	0%	1%	2%	0%
	Disagree	2%	2%	0%	0%
	Neutral	12%	6%	9%	5%
	Agree	42%	42%	44%	45%
	Completely agree	44%	50%	44%	50%
Increased engagement with career guidance among senior secondary students	Completely disagree	2%	1%	2%	3%
	Disagree	0%	1%	1%	0%
	Neutral	14%	10%	8%	11%
	Agree	44%	46%	48%	42%
	Completely agree	40%	43%	42%	45%

QSP intervention has been perceived as a holistic initiative that extends beyond academic improvement to strengthening overall school systems, student participation, and teacher capacity. Teachers highlighted that exposure to training workshops, activity-based learning approaches, and tools such as Teacher Learning Modules has enabled them to move away from traditional teaching practices towards more interactive, structured, and student-centric methods. These changes have contributed to enhanced classroom engagement and improved confidence among teachers in delivering content effectively.

Further, teachers observed a notable shift in student behaviour and engagement, with students becoming more communicative, participative, and willing to take initiative in both classroom and co-curricular settings. Life skills interventions, such as goal setting and time management, were seen as instrumental in fostering discipline, confidence, and self-awareness among students. Teachers also emphasized that the introduction of clubs, internships, and experiential learning opportunities has expanded student exposure, while increased participation particularly among girls reflects a more inclusive, confident, and dynamic school environment.

Teacher Empowerment:

Teachers reported that QSP had expanded the scope of their professional role, from being confined to in-class instruction to becoming active participants in workshops, inter-school competitions, recognition platforms, and structured engagement with parents and community stakeholders. During the interaction, teachers cited the on-the-job learnings, mentor-led demonstrations, and exposure to Foundation-led platforms such as CONVOKE and SB-ERA as having directly contributed to improvements in their teaching pedagogy, classroom confidence, and professional self-perception. Several teachers from Punjab, Telangana, and Jammu & Kashmir noted that being recognised externally, at block, district, or national levels, had marked a significant turning point in their careers. Teachers also indicated that their engagement with parents and guardians had moved from being event-driven to being continuous, with structured Parent–Teacher Meetings and informal channels such as WhatsApp groups now operating in parallel.

- **86% of teachers** agreed that QSP had increased their participation in external events such as teacher workshops and competitions (mean score: 4.18).
- **85% of teachers** affirmed that QSP had enabled them to win awards in inter-school events and across village, block, district, state, and national government platforms (mean score: 4.17).
- **86% of teachers** reported strengthened engagement with community members, parents, and guardians as compared to earlier (mean score: 4.23).
- **85% of teachers** affirmed the impact of being honoured with certificates, prizes, and gifts at signature Bharti Airtel Foundation events such as CONVOKE/SB-ERA/TLM Award etc (mean score: 4.22).

Table 41: Teachers' Perception about the Teacher Empowerment Pillar of QSP (N=450)

Statements	Response	Group A	Group B	Group C	Group D
Teacher participation in external events (teacher workshops/competitions)	Completely disagree	5%	0%	0%	0%
	Disagree	0%	2%	4%	3%
	Neutral	7%	10%	14%	13%

Statements	Response	Group A	Group B	Group C	Group D
	Agree	56%	48%	51%	53%
	Completely agree	33%	40%	31%	32%
Teachers winning awards in inter-school events, or events across village, block, district, state or national government platforms	Completely disagree	5%	1%	0%	0%
	Disagree	0%	2%	4%	3%
	Neutral	21%	11%	12%	11%
	Agree	51%	52%	48%	47%
	Completely agree	23%	35%	37%	39%
Teacher engagement with community members improved/increased as compared to earlier (parents, guardians)	Completely disagree	0%	0%	2%	0%
	Disagree	0%	2%	3%	0%
	Neutral	21%	8%	13%	5%
	Agree	60%	46%	43%	50%
	Completely agree	19%	44%	39%	45%
Increased teachers' motivation & engagement	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	1%	0%
	Neutral	5%	7%	10%	0%
	Agree	56%	45%	44%	50%
	Completely agree	40%	47%	43%	50%
Increased teachers' capacity building to engage students in classrooms	Completely disagree	0%	0%	2%	0%
	Disagree	0%	0%	1%	0%
	Neutral	5%	12%	12%	3%
	Agree	56%	41%	46%	50%
	Completely agree	40%	47%	40%	47%

Statements	Response	Group A	Group B	Group C	Group D
Consistent use of TeacherApp for sessions and consuming teaching content	Completely disagree	0%	0%	0%	0%
	Disagree	7%	3%	4%	0%
	Neutral	12%	9%	12%	13%
	Agree	47%	46%	45%	50%
	Completely agree	35%	42%	39%	37%
Quality of content on Teacher App	Completely disagree	0%	0%	0%	0%
	Disagree	5%	1%	2%	0%
	Neutral	7%	12%	12%	18%
	Agree	44%	40%	52%	42%
	Completely agree	44%	47%	34%	39%
Participation of teachers in TLM League on the TeacherApp	Completely disagree	9%	0%	2%	0%
	Disagree	7%	2%	1%	0%
	Neutral	12%	12%	15%	11%
	Agree	47%	38%	42%	39%
	Completely agree	26%	48%	40%	50%
Honouring teachers with certificates, prizes and gifts on events supported by Bharti Airtel Foundation like CONVOKE	Completely disagree	7%	0%	2%	0%
	Disagree	7%	1%	1%	3%
	Neutral	19%	10%	12%	8%
	Agree	49%	45%	43%	42%
	Completely agree	19%	43%	42%	47%

Parent and Community Engagement:

Teachers consistently reported that QSP had repositioned the school as a more visible and engaged institution within its surrounding community. Parents, who had earlier participated only intermittently in school life, were now attending Parent–Teacher Meetings regularly, communicating with teachers through dedicated WhatsApp groups, and actively tracking their child's academic and co-curricular progress. Beyond parents, teachers also noted a discernible increase in broader community participation, including volunteering at school events, in-kind contributions, and engagement during inter-school competitions and annual functions. In several geographies, this expanded community involvement had translated into tangible institutional support for the school. The endorsement was particularly strong in Group D schools, indicating that the engagement model has been internalised and continues to operate beyond the active program period.

- **89% of teachers** affirmed an increase in parental involvement in Parent–Teacher Meetings and in their ward's education (mean score: 4.25).
- **89% of teachers** reported a clear increase in the community's involvement in school life, including events, volunteering, and donations (mean score: 4.25).
- The strongest state-level endorsement on community involvement was recorded in **Himachal Pradesh, Karnataka, Punjab, and Telangana**, with each registering 100% Top 2 agreement.

Table 42: Teachers' Perception about the Parents and Community Engagement Pillar of QSP (N=450)

Statements	Response	Group A	Group B	Group C	Group D
Increased involvement of parents in school (Parent Teacher meeting) and ward's education	Completely disagree	0%	0%	1%	0%
	Disagree	0%	2%	2%	3%
	Neutral	5%	9%	12%	8%
	Agree	56%	46%	54%	53%
	Completely agree	40%	43%	32%	37%
Community's increased involvement in school (events, volunteering, donations)	Completely disagree	0%	1%	2%	0%
	Disagree	2%	2%	2%	0%
	Neutral	14%	6%	10%	3%
	Agree	56%	46%	49%	66%
	Completely agree	28%	45%	38%	32%

Enabling School Environment:

The school environment dimension drew the strongest aggregate endorsement among the four pillars. Teachers reported that QSP had visibly transformed the physical, cultural, and reputational dimensions of their schools, from the quality of learning infrastructure and the optimal utilisation of school resources to the institutionalisation of an award-winning culture among students and staff. Teachers shared that the school's standing within the community had improved markedly, with several stating that they would willingly recommend the program to peer institutions. The presence of structured display boards, gallery walks, and recognition platforms was credited with making student and teacher achievements more visible and with reinforcing the cycle of motivation and recognition. The improvements in learning infrastructure, including access to libraries, digital equipment, and sports facilities, were endorsed at the highest levels in the survey.

- **93% of teachers** reported a marked improvement in school learning infrastructure, including access to libraries, digital equipment, and sports equipment (mean score: 4.44), the highest endorsement across all 27 perception statements.
- **92% of teachers** confirmed the optimum utilisation of facilities and resources, including effective usage of school funds (mean score: 4.32).
- **92% of teachers** affirmed the presence and active use of a common school board or display board for awards, recognitions, and gallery walks (mean score: 4.41).
- **93% of teachers** reported increased recognition of skill, awards, and talent among students and teachers (mean score: 4.39).
- **91% of teachers** confirmed an improvement in the school's reputation in the community and indicated that they would actively promote or recommend the program to other schools in the region (mean score: 4.35).
- **90% of teachers** reported the strengthening of an award-winning culture in the school (mean score: 4.36).

Table 43: Teachers' Perception about the School Environment Pillar of QSP (N=450)

Statements	Response	Group A	Group B	Group C	Group D
Optimum utilization of facilities and resources (Effective usage of school funds)	Completely disagree	2%	0%	2%	0%
	Disagree	0%	0%	1%	3%
	Neutral	2%	9%	7%	0%
	Agree	49%	42%	51%	61%
	Completely agree	47%	49%	38%	37%
Common school board/display board for awards and recognitions, posters etc. (Gallery walk) in the school (board	Completely disagree	0%	1%	3%	0%
	Disagree	0%	0%	0%	0%

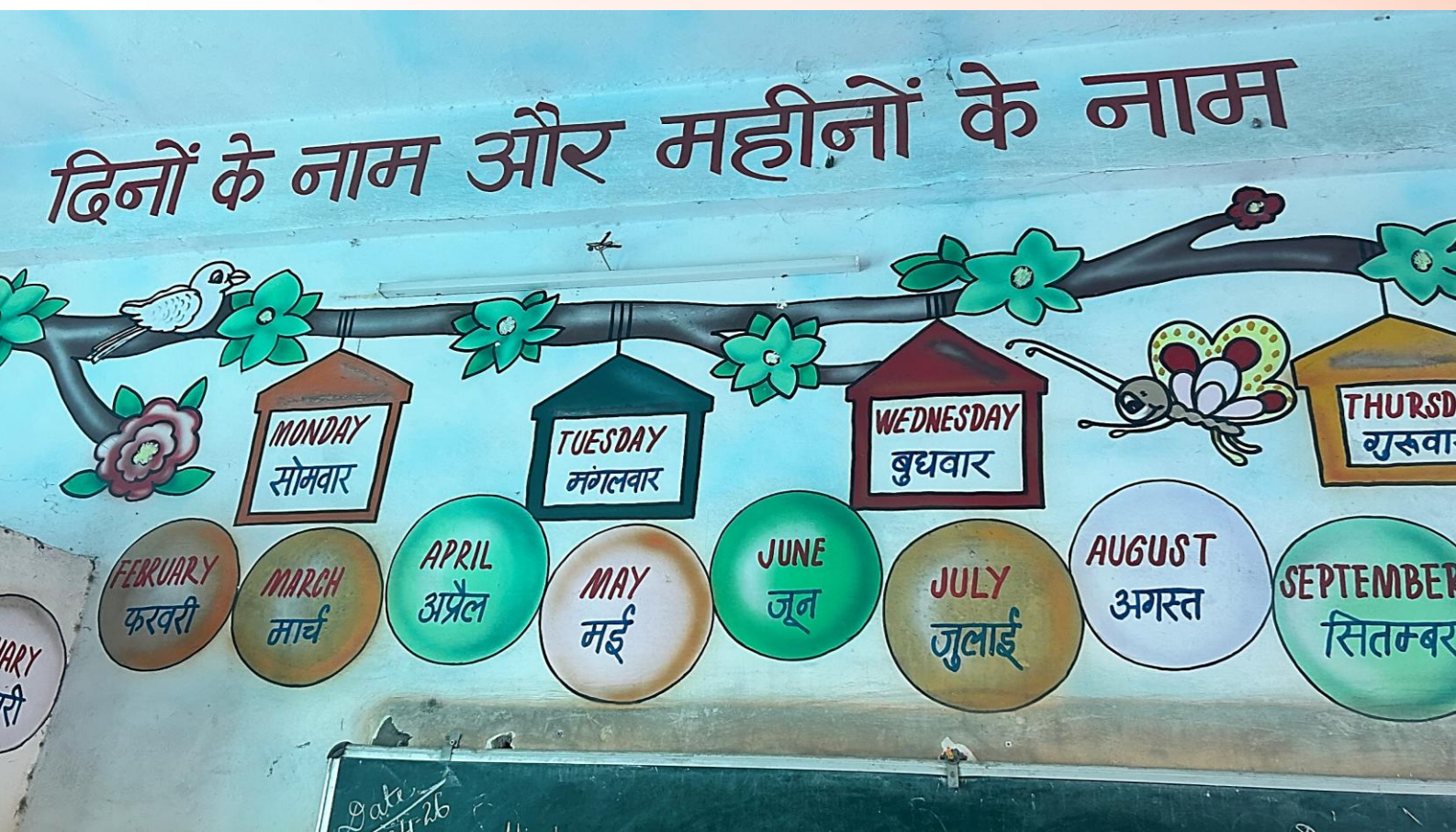
Statements	Response	Group A	Group B	Group C	Group D
usage and updating should also be captured)	Neutral	7%	6%	6%	8%
	Agree	47%	43%	37%	45%
	Completely agree	47%	51%	54%	47%
SDP/Annual calendar utilization in the schools	Completely disagree	0%	0%	2%	5%
	Disagree	0%	2%	1%	5%
	Neutral	12%	6%	8%	8%
	Agree	47%	40%	46%	47%
	Completely agree	42%	53%	43%	34%
Engagement with Bharti Airtel Foundation Mentors	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	1%	0%
	Neutral	12%	4%	8%	8%
	Agree	40%	39%	39%	45%
	Completely agree	49%	57%	51%	47%
Improved Schools' reputation in the community - Teacher would be willing to promote/recommend the program within the community or in other schools in the region.	Completely disagree	0%	0%	2%	0%
	Disagree	0%	0%	1%	3%
	Neutral	14%	8%	7%	3%
	Agree	40%	41%	49%	55%
	Completely agree	47%	52%	41%	39%
Increased Culture of award winning in the school	Completely disagree	5%	0%	2%	3%
	Disagree	2%	1%	1%	3%
	Neutral	9%	8%	7%	5%
	Agree	33%	37%	46%	42%

Statements	Response	Group A	Group B	Group C	Group D
Increased recognition of skill, award and/or talent among students and teachers (make simpler)	Completely agree	51%	55%	44%	47%
	Completely disagree	2%	0%	2%	0%
	Disagree	0%	1%	1%	0%
	Neutral	7%	4%	7%	8%
	Agree	42%	45%	45%	42%
Improvement in school learning infrastructure (access to libraries, digital equipment, sports equipment etc.)	Completely agree	49%	50%	46%	50%
	Completely disagree	2%	0%	2%	0%
	Disagree	0%	1%	1%	3%
	Neutral	9%	3%	6%	3%
	Agree	42%	37%	40%	53%
	Completely agree	47%	59%	51%	42%

Across all four pillars of the QSP, teacher endorsement consistently exceeded **83%** on every individual statement, with the strongest agreement registered on indicators related to school infrastructure (93%), gender-equitable participation (92%), recognition culture (92-93%), and community involvement (89%). The breadth and depth of agreement, particularly the high endorsement levels recorded in exited (Group D) schools, indicate that QSP has produced impact that is multi-dimensional, internally consistent across pillars, and durable beyond the active Program period.

A clear uplift in teacher **motivation and performance** is evident, with teachers **reporting higher levels of work satisfaction**. The most significant impacts of QSP training, as identified by teachers, include improved communication with students (89%), strengthened student attitudes toward initiative-taking (93%), and higher participation in extracurricular activities (92%). This reflects a healthier, more participative classroom culture, further increasing the teachers' morale.

3.2. Pilar 3- Parent and Community Involvement



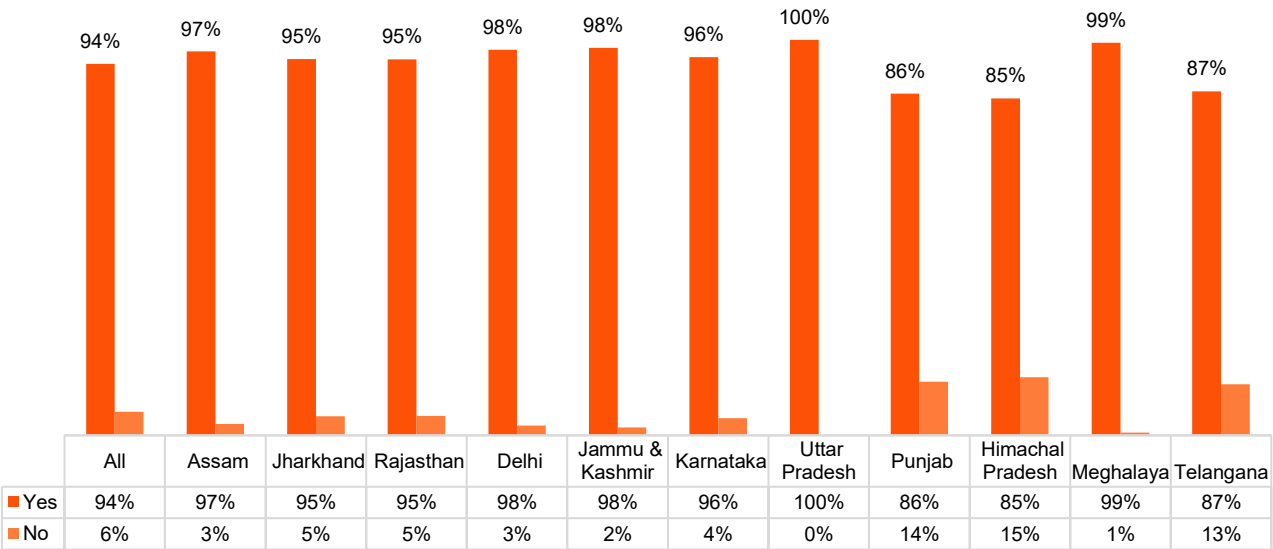
Pillar 3: Parents and Community Involvement

The **Parent and Community Involvement** pillar focuses on strengthening the relationship between schools and their surrounding communities through structured institutional forums such as Parent-Teacher Meetings. This initiative aims to **enhance parent participation and deepen community involvement** in school activities, from attending meetings to volunteering and contributing resources. As a result, there is a marked improvement in parental interest in their children’s education alongside a positive shift in community perceptions of schools. This increased engagement fosters collaborative support systems that contribute to improved accountability, resource mobilisation, and a more inclusive and motivated school environment.

3.2.1. Parent-Teacher Meetings

Parental attendance at Parent-Teacher Meetings (PTMs) was confirmed by 94% of students surveyed. This variation suggests that while PTMs are widely attended, there remain regional differences in the extent of parental engagement. The graph below shows the state-wise attendance statistics of partners during the PTMs:

Figure 36: State-Wise Depiction of Percentage of Parents Attending PTMs (n=3760)



State-wise data reveals exemplary attendance rates, with Uttar Pradesh achieving full participation (100%) and Meghalaya closely behind at 99%. Other states such as Assam, Delhi, Jammu & Kashmir, and Karnataka also show consistently high engagement levels ranging from 95% to 98%. This widespread involvement highlights the effectiveness of PTMs as a vital platform for parent-school communication and partnership.

Group-wise participation (as shown in the table below) further supports this encouraging trend, with attendance rates consistently exceeding 90% across all year groups. Starting at 96% in Year 1, parental involvement remains strong in the later years, underscoring sustained interest and support over time.

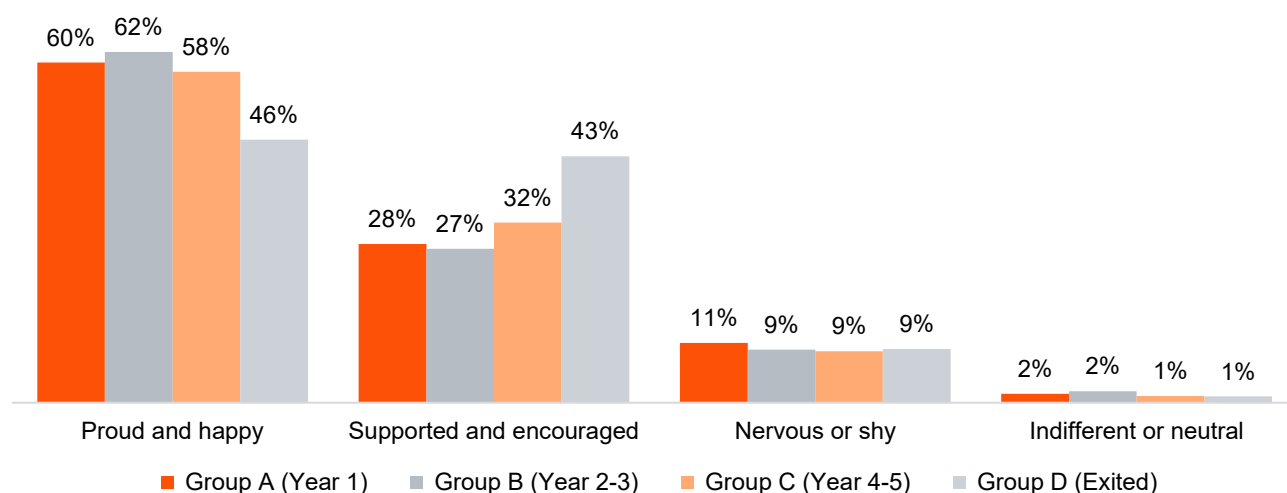
Table 44: Group-Wise Attendance of Parents in PTM (n=3760)

Group	Attendance of Parents during PTMs
Group A (Year 1)	96%
Group B (Year 2-3)	93%
Group C (Year 4-5)	95%
Group D (Exited)	90%

The **composition of parental participation** indicates a balanced pattern. Mothers accounted for 40% of attendance, fathers for 26%, and both parents jointly for 27%. This distribution demonstrates that PTMs are increasingly approached as a shared family responsibility. The presence of both parents together is particularly notable, as it reflects a collective approach to supporting children’s education rather than reliance on a single caregiver.

Parental presence in school has a **positive emotional resonance**, wherein **59%** of all the students surveyed across all groups reported feeling “**proud and happy**” and **30%** felt “**supported and encouraged**” when their parents visited the school, underscoring the role of parental engagement in reinforcing student well-being and self-worth. The group-wise emotional responses of students towards presence of their parents in PTMs are shown below:

Figure 37: Group-wise emotional Responses of Students to Parental Presence at PTMs (n=3760)



Parental participation also appears to influence student behaviour and motivation. 91% of the students across all groups stated that **parental involvement in PTMs motivated them to engage more actively in school life**. In addition, 89% reported that their parents are now meaningfully connected to school activities.

" We conducted four PTMs in a year to engage with parents. During these meetings, we discussed students' academic progress, attendance, and any behavioural issues that needed attention. Apart from the formal PTMs, I communicated with parents through phone calls and WhatsApp groups. These methods helped us maintain a basic level of communication throughout the year."

- Teacher, Telangana

Qualitative accounts provide further insight into the positive effects of strengthened parent and community involvement. Parents actively contributed to their children's education by regularly checking homework, attending Parent-Teacher Meetings (PTMs), and motivating students through goal setting and rewards. In several instances, parents went beyond routine involvement by personally delivering forgotten notebooks to the school, demonstrating a tangible commitment to supporting their children's learning.

Despite challenges such as transport difficulties and limited educational exposure within some families, teachers played a crucial role in maintaining and enhancing parental engagement. Through consistent counselling and encouragement, educators helped families to overcome these barriers and remain connected with the school community. This sustained interaction contributed to an environment where parental involvement became more consistent and meaningful.

A particularly notable impact was observed in the increased participation of girls in school activities. Parents expressed greater confidence in their daughters' safety and well-being, leading to enhanced engagement not only in regular school functions but also in extracurricular activities and competitions. This shift signifies a growing trust in the school environment and an acknowledgement of the importance of inclusive participation.

Overall, these qualitative insights highlight that active parental involvement extends beyond attendance at formal meetings to encompass a broader spectrum of supportive behaviours, which collectively reinforce student motivation, attendance, and performance. Such engagement serves as a critical pillar for fostering a collaborative school culture, facilitating improved educational outcomes and contributing to gender equity within the school community.

This demonstrates that PTMs function as more than administrative meetings. They serve as mechanisms for strengthening the link between home and school, thereby reinforcing continuity in educational support. 91% of the students surveyed across all groups said that they felt motivated to be more interested and engaged in school due to their parents' active involvement in school activities.

Figure 38: Parental Attendance in PTM as a motivating factor for students (n=3760)

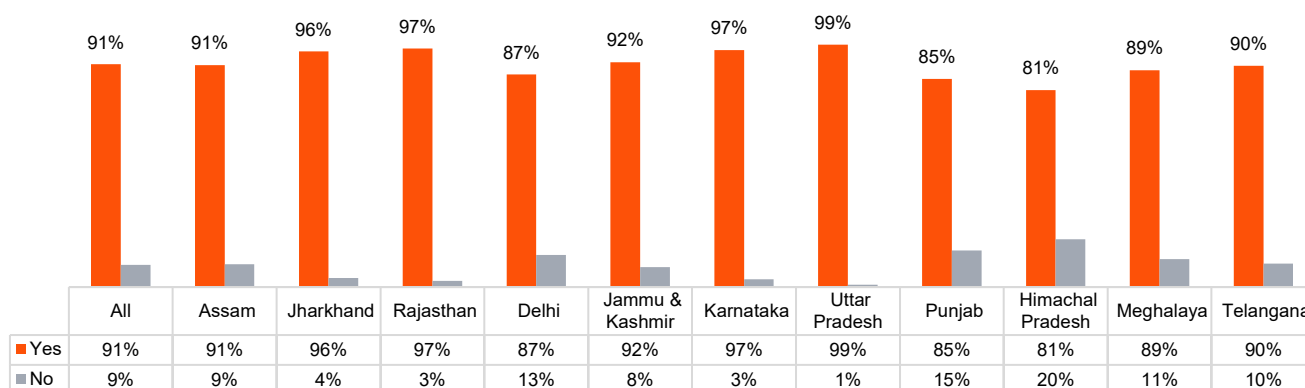


Table 45: Group-Wise Categorisation of Students Who Reported Parental Attendance in PTMs (n=3760)

Group	Attendance of Parents during PTMs
Group A (Year 1)	84%
Group B (Year 2-3)	92%
Group C (Year 4+)	88%
Group D (Exited)	85%

Teachers reported parallel improvements in their engagement with parents. **86%** of surveyed teachers reported a **meaningful improvement** in their engagement with parents and guardians (**average rating of 4.23 out of 5**). This has been driven by continuous communication, particularly through dedicated school and class WhatsApp groups, shifting parent and teacher interaction from periodic to ongoing. **~90%** of student respondents reported receiving **academic guidance and mentorship** from parents at home, signalling that parental involvement extends well beyond formal school touchpoints. The group wise distribution is depicted below:

Table 46: Group-Wise Categorisation of Students Who Reported Parents are More Connected (n=3760)

Group	Percentage of students reporting that parents are now more connected to what students do in schools
Group A (Year 1)	91%
Group B (Year 2-3)	88%
Group C (Year 4+)	91%
Group D (Exited)	87%

Through these mechanisms, the Parent and Community Involvement pillar contributed not only to strengthening educational outcomes but also to nurturing sustainable relationships that underpinned long-term school improvement.

Our School, Our Pride: A Parent's Journey

My name is Sunita, and I am the mother of Aarav, a Class IX student at a government school in Rajasthan. My husband works as a farmer, and I run our small household. When Aarav first joined this school, I only hoped that he would learn to read, write, and finish his studies. I never imagined that one day our school would become a source of pride for our entire family and community.

Ever since the Quality Support Programme came to our school, things have changed in ways we never expected. Aarav now leads his house during inter-school competitions, participates in the Astronomy Club, and proudly shares stories of workshops, exposure visits, and innovation projects at the dinner table.

"My son now teaches me things I never learnt. He shows me how to use the phone, talks about planets, and dreams of becoming an engineer. As a parent, I feel proud every single day."

Last year, when his school won a district-level competition, the whole village celebrated as if it were our own family's success. Today, neighbors came to me asking how to enroll their children here. People who once preferred private schools now talk about our government school with respect.

For me, this is no longer just my son's school, it is our community's pride.

Sunita, Parent of a Class IX Student, Rajasthan

3.2.2. Community Involvement

89% of teachers observed a clear increase in **community involvement** in school life (average rating of **4.25 out of 5**), reflected in higher community participation in school events, volunteering by local stakeholders, and contributions in the form of donations. Schools are increasingly viewed as community institutions, with instances of community-led infrastructure support.

Students described their participation in community-related initiatives, including cleanliness drives, skill festivals, and innovation projects addressing local issues such as waste management and water conservation. These activities helped them apply school learning to real-world challenges, fostered teamwork, and strengthened their sense of responsibility. A strong sense of pride in their school was also evident, with students highlighting achievements in innovation, competitions, and admissions to institutions such as IITs, as well as success in examinations like NEET.

" We participated in an anti-drug campaign organized by the school and engaged with the community. It was a meaningful experience and made us feel like we were contributing positively to society."

- Student, Jammu

Collectively, these findings showed that PTMs and parental involvement operated not only as administrative mechanisms but also as platforms for emotional support, behavioural motivation, and community integration, thereby reinforcing continuity in educational development.

3.3. Pilar 4- School Environment



Pillar 4: School Environment

The physical environment of a school is a fundamental factor in shaping students' academic progress and personal development. A supportive, hygienic, secure, and stimulating setting provides the foundation for meaningful learning experiences, while also promoting health, safety, and social interaction. Clean and well-maintained facilities contribute to regular attendance and interest of students, particularly among younger children, and safe spaces encourage confidence and participation. Also, engaging environment and school facilities such as libraries and laboratories foster curiosity, creativity, and independent learning, thereby contributing to holistic growth.

Pillar 4 of the Quality Support Program pertaining to school environment enhancement was designed to assist schools in strengthening their infrastructure by drawing upon government schemes and grants, engaging parents and the wider community, and making effective use of existing resources. This structured approach ensured that schools could address gaps in facilities in a systematic and sustainable manner. By combining public funding with community involvement, the program created a sense of shared responsibility and accountability, while also ensuring that improvements were aligned with broader educational priorities.

In addition, the Bharti Airtel Foundation provided **targeted support during critical periods**, undertaking renovation projects that directly addressed pressing needs. These included refurbishing toilets to improve hygiene standards and reduce barriers to attendance, particularly for female students, and enhancing libraries to create resource-rich environments that inspire reading and independent study. Such interventions revitalised learning spaces, making them more conducive to engagement and participation, while also contributing to long-term educational outcomes.

This section details out the impact of the project activities undertaken to enhance school environment under QSP.

3.3.1. Cleaner, Greener and Vibrant Schools

QSP sought to transform schools into cleaner, greener, and more vibrant spaces, recognising that the physical environment plays a decisive role in shaping both learning outcomes and community perceptions. Renovation of corridors, repainting of walls with motivational quotations, and the upgradation of libraries and ICT laboratories were among the key interventions implemented across the intervention states. These visible improvements not only enhanced the aesthetic appeal of schools but also contributed to creating environments that were more inviting and conducive to learning.

Teachers reported that such changes had a tangible impact, noting that newly renovated and colourful corridors made a positive difference to the overall atmosphere of the school.

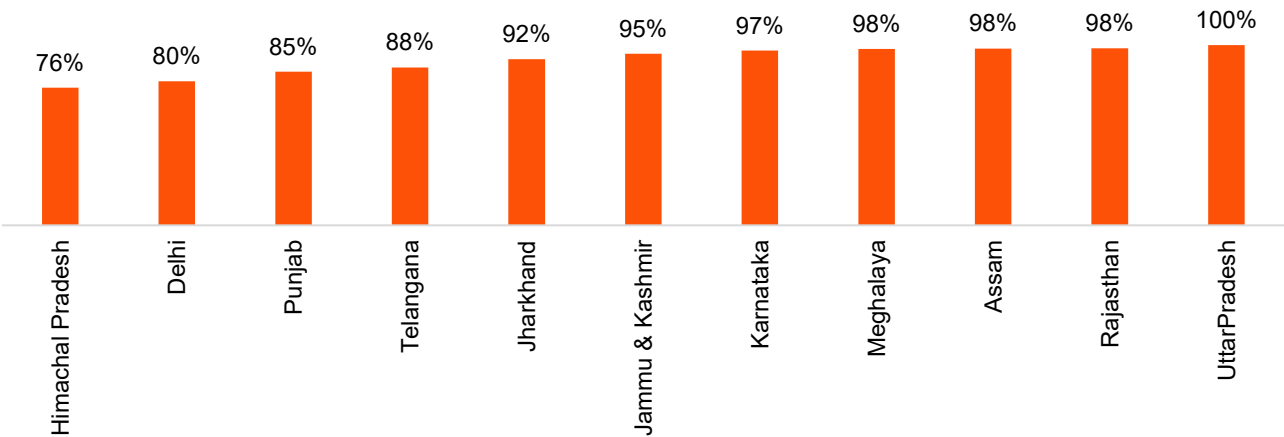
Interactions with the students further reinforced the significance of these efforts. With **93% expressing pride in their schools**, environmental improvements strengthened student identity and fostered a sense of belonging. Findings suggest that **infrastructural enhancements extend beyond functional utility, influencing how students perceive their institutions and how they engage with them.**

As reported by the teachers in Meghalaya, additional interventions such as playground markings and the installation of sanitary pad incinerators addressed recreational and gender-sensitive health needs. These measures contributed to dignity, safety, and inclusivity, ensuring that schools were responsive to the diverse requirements of their student populations.

Ensuring the proper functionality and maintenance of toilet facilities in schools contributed to the students being able to use the toilets without hesitation within the school premises. Out of the total student

respondents covered, 91 % of the students said that the toilets in their respective schools were usable. 92% of the female students and 89% of the male students said that they could comfortably use the toilets in the school premises. The state-wise student responses to the usage of toilets within school premises is shown below:

Figure 39: Student Responses on Usage of Toilets in Schools (N=3760)



Parents across regions confirmed that visible infrastructural improvements increased their confidence in schools and encouraged regular attendance.

Qualitative interactions with parents across regions also confirmed the value of these initiatives. Participatory activities and visible infrastructural improvements increased their confidence in schools and encouraged regular attendance. This indicates that environmental upgrades not only benefit students directly but also reinforce trust and collaboration between schools and communities.

Teachers noted that these changes made schools more inviting and conducive to learning:

“With Bharti Airtel Foundation’s support, the corridors were renovated and now looked new and colourful, which made a visible and positive difference to the school environment.”

- Teacher, Uttar Pradesh

The survey findings demonstrate that students consistently engage with key educational resources, specifically libraries and science laboratories, which play an integral role in their learning processes. 87% of all the students surveyed reported using the libraries for issuing books indicating that a significant proportion of students have access to and actively utilise library materials, reinforcing their independent study habits and enabling access to a broader range of academic content. This level of engagement supports the development of research skills and information literacy, which are essential components of effective learning.

With regard to science laboratories, 80% of all the surveyed students reported participating in practical sessions alongside their teachers. This interaction facilitates experiential learning, allowing students to contextualise theoretical knowledge through hands-on activities. Such engagement is likely to improve comprehension and retention of scientific concepts, fostering critical thinking and analytical skills relevant to STEM disciplines.

Usage of science lab by gender shows that 81% of female students and 79% of male students surveyed reported using the science laboratories. The near parity in lab usage between female and male students indicates an equitable access to practical science learning opportunities across genders. This is a positive

indication that barriers to female participation in hands-on STEM education are minimal within the sampled students, supporting inclusivity in science education.

Out of these, group wise bifurcation of the students using libraries and science labs is given below:

Table 47: Group-Wise Usage of Libraries and Science Labs by Students (n=3760)

Group	Usage of Science Lab	Usage of Libraries
Group A (Year 1)	78%	89%
Group B (Year 2-3)	78%	88%
Group C (Year 4+)	84%	87%
Group D (Exited)	78%	78%

The breakdown of usage by student groups suggests relatively stable engagement across different academic years, with a marginally higher utilisation of science labs among senior students (Year 4-5). This trend reflects a curriculum progression, where advanced topics require more frequent practical experimentation, thus emphasising the laboratories' role in supporting curriculum objectives and learning outcomes.

The state wise usage of library resources and science labs is as follows:

Table 48: State-Wise Usage of Libraries and Science Labs By Students (n=3760)

State	Library Usage	Science Lab Usage
All	87%	80%
Assam	96%	54%
Jharkhand	89%	87%
Rajasthan	95%	92%
Delhi	86%	73%
Jammu & Kashmir	84%	74%
Karnataka	95%	93%
Uttar Pradesh	99%	99%

State	Library Usage	Science Lab Usage
Punjab	84%	84%
Himachal Pradesh	78%	80%
Meghalaya	45%	45%
Telangana	89%	90%

Several states, including Uttar Pradesh, Karnataka, Rajasthan, and Telangana, report library and science lab usage rates above 90%, indicating that institutional provisions in these regions are successfully facilitating access to both theoretical and practical learning tools. The consistent use of these facilities reflects their recognised value in enhancing educational engagement and potentially improving academic performance.

Conversely, Meghalaya reports substantially lower rates of engagement in both library and laboratory usage, with only 45% participation. This disparity highlights possible limitations in infrastructure, availability, or awareness of these educational resources, which could impact the quality of learning experiences and outcomes for students in the region. Addressing these gaps through targeted resource allocation, capacity-building for educators, and student outreach initiatives will be important to support improved utilisation and broader educational equity.

Both library and laboratory facilities are essential complementary components of a holistic educational environment. Regular engagement with these resources supports not only academic achievement but also the development of critical skills relevant to lifelong learning and future career paths. Addressing regional disparities and ensuring equitable access will be key to maximising the educational impact of these facilities across all student populations.

3.3.2. Enriched Classrooms

Classrooms have undergone a notable transformation through the introduction of innovative teaching-learning materials (TLMs), activity-based pedagogy, and participatory instructional approaches. This shift has been observed across various states, where teachers reported moving away from traditional, textbook-centric methods towards more interactive and student-centred teaching practices. These changes are further reinforced by structured school-wide processes such as assemblies, house systems, and clubs, which provide regular opportunities for student engagement beyond conventional classroom activities.

The intervention has contributed to embedding recognition and creativity into the classroom culture, with tangible effects on student behaviour and learning outcomes. The presence of gallery walls displaying student artwork, display boards presenting house and club activities, and boards showcasing school achievements serve not only as motivational tools but also as visible affirmations of student effort and success. Such recognition fosters a positive learning environment that encourages student participation, ownership of their work, and a sense of belonging within the school community:



85% of students reported gallery walls displaying their artwork.



87% of the students observed display boards showcasing house and club activities.



87% of the students noted boards highlighting achievements and student-created content.

These visual and participatory elements have transformed classrooms into dynamic hubs of learning. The intervention's emphasis on integrating creativity and recognition within daily school life contributed to improved student-teacher relationships. By fostering environments where students feel valued and acknowledged, QSP helped build stronger rapport and trust between the teachers and students, which positively influenced academic motivation and discipline. However, in some schools during field visits it was observed that even though the display boards were present, their positioning could be improved for enhanced visibility.

Teachers testified that students became more inquisitive and engaged. Teachers report that students appear more inquisitive and motivated to contribute actively to lessons, suggesting a deeper level of cognitive involvement. The participatory nature of these approaches supports the development of critical thinking, collaboration, and communication skills, which are essential for holistic student development.

"Since the introduction of more interactive and creative classroom practices, I've noticed a marked increase in student engagement. They come to class more curious and eager to participate, which has enriched our discussions and deepened their understanding. The focus on recognising their efforts through displays and activities has also strengthened the bond between students and teachers, creating a more supportive and motivating learning environment."

- Teacher, Rajasthan

Table 49: State-Wise Student Responses on Display of Artwork, House and Club Activities and School Achievements in School (n=3760)

State	Presence of gallery walls displaying student artwork	Display board showcasing house and club activities	Display board showcasing school achievements and important notifications
All	85%	87%	87%
Assam	98%	98%	98%
Jharkhand	91%	90%	91%
Rajasthan	95%	96%	97%

State	Presence of gallery walls displaying student artwork	Display board showcasing house and club activities	Display board showcasing school achievements and important notifications
Delhi	76%	76%	78%
Jammu & Kashmir	80%	82%	80%
Karnataka	81%	89%	88%
Uttar Pradesh	100%	100%	100%
Punjab	82%	84%	81%
Himachal Pradesh	78%	79%	77%
Meghalaya	93%	95%	95%
Telangana	72%	82%	83%

State-wise data highlights notable achievements in the integration of enriched classroom elements across several states, reflecting substantial progress in embedding creativity, student recognition, and participatory learning environments within schools.

States such as Uttar Pradesh, Assam, Rajasthan, Meghalaya, and Jharkhand demonstrate exemplary implementation of gallery walls, with adoption rates ranging from 91% to 100%. These figures indicate a strong commitment to showcasing student creativity as a core part of the school culture, providing students with a platform for visual expression and enhancing their sense of ownership and pride in their work.

The presence of display boards dedicated to house and club activities is notably high in Uttar Pradesh, Assam, Rajasthan, Meghalaya, and Jharkhand, where 90% or more of schools have incorporated these elements. This reflects the success of schools in promoting extracurricular engagement, fostering teamwork, and celebrating student participation beyond academic instruction.

Uttar Pradesh, Rajasthan, Assam, and Meghalaya consistently report high percentages (95% and above) in the display of school achievements and important notifications, indicating effective communication strategies and a culture that values recognising student accomplishments. This practice likely contributes to heightened student motivation and awareness of school-wide activities.

Overall, these states exemplify best practices in cultivating enriched learning environments that prioritise creativity, participation, and recognition. The high levels of adoption serve as encouraging indicators of the positive impact such initiatives have in creating dynamic and inclusive educational settings where students feel valued and motivated.

“Seeing our artwork and achievements displayed around the school makes me feel proud and motivated. It’s encouraging to be part of clubs and activities where everyone’s efforts are recognised. The classroom feels livelier and more inspiring, and I want to keep participating and learning more.”

- Student, Kashmir

Figure 40: Display of House Activities in School Premises



The data indicates gallery walls, as visual embodiments of student creativity, have become a core feature of school culture in several states, fostering inclusivity, motivation, and pride among students. This cultural shift is likely contributing positively to broader educational outcomes, such as enhanced classroom participation, stronger student-teacher bonds, and higher morale.

Table 50: Group-Wise Student Responses on Display of Artwork, House and Club Activities and School Achievements in School (n=3760)

Group	Gallery Walls displaying student artwork	Display board showcasing house and club activities	Display board showcasing school achievements and important notifications
Group A (Year 1)	78%	82%	84%
Group B (Year 2-3)	85%	87%	86%

Group C (Year 4-5)	88%	88%	89%
Group D (Exited)	84%	83%	84%

There is a steady increase in the proportion of students who reported gallery walls showcasing their artwork, rising from 78% in Year 1 (Group A) to 88% in Years 4-5 (Group C). This upward trend suggests that as students spend more time under the mentorship program, they become increasingly immersed in a learning environment that values visual creativity and student expression.

Similarly, the display boards featuring house and club activities show a positive progression, with 82% of first-year students (Group A) observing such displays, increasing to 88% among students in Years 4-5 (Group C). This indicates that participation in extracurricular and co-curricular activities is well integrated into the school culture and gains momentum as students advance through the grades.

The data also reveals high levels of observation for display boards highlighting school achievements and important notifications, starting at 84% in Year 1 and reaching 89% in Years 4-5. This demonstrates consistent communication of achievements and school-wide events, fostering a sense of pride and collective identity among students.

Notably, students who have exited the program (Group D) also report substantial presence of these enriched classroom features, with percentages close to or exceeding 80% across categories. This suggests that the initiatives have been effectively institutionalised and sustained within the school environment beyond the immediate mentorship period.

Conclusively, visual and interactive elements have become embedded in daily classroom life, reinforcing creativity and student identity. Sustained mentor involvement has played a critical role in embedding these practices deeply within the school culture, with the highest adoption seen in students who have spent more years under mentorship.

Learning Comes Alive

My name is **Riya**, and I study in Class VIII at a government school in **Jharkhand**. I have always been a quiet student. For a long time, I used to feel that the classroom was just a place where we listened, copied notes, and prepared for tests. Subjects like science and mathematics felt difficult and far away from my world. I rarely raised my hand, and most of the time, I struggled to truly understand what was being taught.

Everything began to change when our school became part of the **Quality Support Programme**. Our classrooms were transformed, **colourful charts on the walls, models of the solar system and the human body, learning corners with activity materials, and digital tools** that brought our lessons to life. Suddenly, learning didn't feel like memorising anymore. It felt like discovering.

"Earlier, science felt like memorising. Now, when I see the models in our classroom, I understand the lessons much faster. I even ask questions in class now."

My teachers also started teaching us in new ways. They used **group activities, storytelling, visual aids, and real-life examples**, which made even the hardest topics feel simple. For the first time, I began to feel that **I could understand, I could ask, and I could speak**. Slowly, I started raising my hand. I started answering questions. I started enjoying school.

Today, I am one of the **top performers in my class**. My dream is to become a **science teacher** one day, so that I can give other quiet students like me the same gift my teachers gave me, **a classroom where learning truly comes alive**.

- **Riya, Class VIII, QSP School, Jharkhand**

*Details have been changed to maintain anonymity

3.4. IRECS Analysis



Based on interactions with the key stakeholders and desk review, the impact of the programs under the theme of Women Empowerment was also assessed on the IRECS framework parameters. The IRECS analysis summary has been presented in the table below:

Parameter	Assessment from Study
Inclusiveness <i>Assessed based on access, equity, gender inclusion, participation, and inclusive learning experiences.</i>	- QSP works exclusively with government schools, which serve students from economically weaker sections, rural communities, and first-generation learners. By bringing high-quality interventions, mentorship, and digital tools to these schools, QSP plays a critical role in bridging the equity gap between government and private school students. - Instead of targeting select students or specific grades, QSP adopts a whole-school approach, ensuring that every child within a partner school benefit, regardless of class, academic ability, gender, or background. From morning assemblies to inter-school competitions, from clubs to internships, every student is given a platform to participate, contribute, and grow. This universal coverage ensures that no learner is excluded from the opportunities QSP creates. - QSP operates across 12 states, spanning northern, southern, eastern, north-eastern, and central regions of India, including diverse geographies such as Jammu & Kashmir, Meghalaya, Punjab, Telangana, Jharkhand, and Himachal Pradesh. By engaging with students from varied linguistic, cultural, and socio-economic backgrounds, QSP ensures that its model is adaptable, equitable, and contextually relevant across India's diverse landscape. - QSP's inclusivity extends beyond students. Besides parents and communities, it actively engages with teachers and school heads, equipping them with the resources, training, and recognition needed to support inclusive learning environments. - QSP has consistently created equal opportunities for boys and girls, with several findings reflecting higher participation among girls, for example, 59% of the study sample comprised girls, 31% of girls held leadership positions in houses (compared to 28% of boys), and higher participation in inter-school competitions (55% compared to 51% in boys) and winning % (67% in girls compared to 63% in boys). This balance signals an active commitment to breaking gender stereotypes and empowering girls in both leadership and learning spaces. In essence, QSP is inclusive not merely because it reaches a wide range of students, but because it is intentionally designed to create equitable opportunities, celebrate diverse talents, and empower every learner, regardless of who they are or where they come from. It is this deep, deliberate commitment to inclusion that makes QSP not just an educational programme, but a movement towards equitable, holistic, and empowering school transformation across India.
Relevance <i>Assessed based on alignment of programme interventions with student, teacher, parent, and</i>	- QSP's design strengthens the vision of NEP 2020, which calls for a shift from rote-based learning to holistic, experiential, skill-based, and learner-centric education. Through interventions improving upon the existing interventions and activities in schools such as houses, clubs, internships, career guidance, exposure visits, and IT Innovation clubs, Digital Literacy club, QSP brings NEP's vision to life within government schools. It actively promotes 21st century skills, vocational exposure, scientific temperament, and creativity, the very pillars on which the policy is built. - India's government schools educate the majority of the country's children, many of whom come from economically weaker, rural, and first-generation learner backgrounds. These schools often face challenges related to infrastructure, exposure,

Parameter	Assessment from Study
<i>community needs and aspirations.</i>	and access to enrichment opportunities. QSP plays a vital role in bridging this equity gap, ensuring that students in government schools receive opportunities, mentorship, and platforms in becoming holistic places of learning by improving school environment (consequentially, attendance and enrolment of students) by providing amenities that are often available only in well-resourced private institutions. - The program equips students and provides schools with the means in enhanced delivery of activities and interventions which support technology, automation, digital communication, and global interconnectedness. QSP's focus on digital literacy, IT innovation, astronomy, career guidance, and internships ensures that students are not only prepared for academic success but are equipped with future-ready skills, early career awareness, and the ability to navigate a complex, technology-driven world. - QSP also focuses heavily on life skills, soft skills, leadership, emotional intelligence, and adaptability as QSP recognises that academic learning alone is not enough. Through house systems, clubs, life-skill workshops, and competitions, the programme nurtures confidence, communication, teamwork, and leadership, qualities that are critical for personal growth and lifelong success. Together, QSP is deeply relevant because it addresses the education of today with the lens of tomorrow. It bridges policy with practice, equity with excellence, and academics with aspirations. By empowering students, supporting teachers, and transforming schools, QSP is not just preparing children to do well in exams, it is preparing them to thrive in life, contribute to society, and shape the future of the country. In a time when education must do more than ever before, QSP stands as a timely, meaningful, and forward-looking response, making it not just relevant, but essential.
Effectiveness <i>Assessed based on educational, developmental, and behavioural outcomes achieved through programme interventions.</i>	- According to 97% of students, a structured house system is actively present in their schools. The gap in presence of housing systems is noted in Group A (97%), and exit schools (99%), with 100% students from Group B and C reporting prevalent house systems. 98% of students are participating in school clubs, of which 27% are occupying leadership roles. Students within leadership roles are primarily distributed between Presidents (48%) and Vice-Presidents (47%). 100% participation was noted in eight of the eleven states. Students actively participate across a specialised spectrum of interests, with the highest engagement noted in Eco Club, Arts and Culture, and Sports and Health, among others. 66% students engaged in workshops such as reading, problem solving and stress management, completing an average of four sessions during the academic year. Highest participation was noted in Uttar Pradesh (98%), followed by Jammu and Kashmir (82%) and Punjab (81%). Additionally, 55% respondents agreed to have participated in exposure visits, with a reported frequency of one to two excursions to outside school venues annually. - Overall, 98% of students participated in special events, however, surveys reflect participation in inter-school competitions (61%) and special day celebrations (52%), followed by the Swachhata Initiative (41%). - While 95% of respondents confirmed that their school participates in inter-school competitions, the frequency in participation varied; notably, 67% of the students believe these competitions foster a significant sense of institutional pride among peers.

Parameter	Assessment from Study
	- While 80% of students reported having an IT Innovation club, 50% of those with clubs in the school participate actively. Among club participants, 58% completed one to two projects and successfully showcased their work within the school community. Club participation is highest in U.P. (81%), Punjab (65%) and J&K (56%). 61% of schools offer an astronomy club. 44% of eligible students participate actively. 70% of members engage in activities, such as telescope viewing with an average frequency of one to two observation sessions per academic year. - While 78% of schools host a digital literacy club, 55% students agreed to active participation in the club. The formal structure of a club as reported by students has enhanced their learning. 88% of respondents reported that they had a similar club in their school prior to the program, however, 95% of them stated that they learnt something new from this new club. - According to 72% of students, internships are provided in their school to students. However, only 37% of students agreed to having done an internship. - On average, 75% teachers have participated in activities conducted under QSP. Each teacher has participated in approximately four training courses, which is a clear signal of voluntary, repeated engagement rather than one-time exposure. - Schools have implemented an average of 68% of their SDP with the support from QSP, peaking in Telangana (83%), Rajasthan (82%) and Uttar Pradesh (80%), demonstrating the program's capacity to convert planning into measurable execution. 90% teachers integrated digital tools, reporting high student enthusiasm and engagement. Teachers observed increased student curiosity and eagerness for digital learning, with growing demand to join technology initiatives and strong interest in exploring innovative learning approaches. - The shift through QSP has reinforced by 90% digital tool adoption and 79% Teacher App (TAP) installation, embedding technology firmly into everyday teaching practice. - Teachers gained professional growth through life skills and activity-based learning programs, enhancing confidence and student-centred teaching approaches. Bharti Airtel Foundation provided workbooks and support materials enabled effective implementation of improved teaching practices. - The program also led to a culture of participation and winning awards, such as below, wherein 29% respondents won Best Teacher Award. Overall, a higher percentage of teacher participation and wins are noticed in schools from Group C. 90% of student respondents reported receiving academic guidance and mentorship from parents at home, signalling that parental involvement extends well beyond formal school touchpoints. 89% of teachers observed a clear increase in community involvement in school life (average rating of 4.25 out of 5), reflected in higher community participation in school events, volunteering by local stakeholders, and contributions in the form of donations. Schools are increasingly viewed as community institutions, with instances of community-led infrastructure support.

Parameter	Assessment from Study
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- **93% of students** rated their **schooling experience** as **Excellent (62%) or Very Good (31%)**, a strong composite endorsement of the learning environment delivered under QSP.
- The **visibility of student work and school achievements** is now near universal, wherein **87% students confirmed a display board** for house and club activities, and a **display board for school achievements and student-led content**, each. Additionally, **85%** of students confirmed the **presence of a gallery wall** in their school. These touchpoints have created a **sustained culture of recognition, celebration, and student visibility** across cohorts.

5th to 8th Grade:

- Overall **Inter-personal skills are strongest**, followed by personal, while cognitive skills need the improvement. Overall, students largely remain at foundational to functional levels, with a clear need to build higher proficiency.
- Among 5th to 8th grade, in state wise comparison Rajasthan (66%), Meghalaya (54%), Karnataka (54%), and Uttar Pradesh (77%) demonstrate strong representation in the **Competent category**, indicating effective engagement in group and social learning contexts.
- The group-wise comparison shows that **Cognitive skills strengthen during the active intervention years**, with Groups B and C reporting the highest **Competent levels (41%)**, indicating consolidation of understanding and application.
- Across interventions, there is a **visible alignment with the LSMT-S developmental continuum**, where exposure-based program support movement into higher competency categories. Among the interventions, **Astronomy demonstrates the most distinct shift toward advanced skill levels**, while others contribute to **gradual and steady progression across stages**, reinforcing applied and experiential learning outcomes.

9th to 12th Grade:

- States such as **Karnataka (58% Skilled)** and **Telangana (36% Skilled)** show a higher concentration in advanced categories, while states like **Jharkhand (72% Emerging)** and **Jammu & Kashmir (64% Emerging)** have a larger share in early-stage categories.
- States like **Karnataka (66% Skilled, 3% Emerging)** and **Telangana (60% Skilled, 2% Emerging)** show strong presence in the Skilled category, indicating consistent idea generation and application.
- States like **Karnataka (66% Skilled, 3% Emerging)** and **Telangana (60% Skilled, 2% Emerging)** show strong presence in the Skilled category under **Creativity Skill**, indicating consistent idea generation and application.
- In State wise comparisons across sub-skills, **behavioural and social domains (Participation, Empathy, Communication)** show higher Skilled and Competent shares across states, while **cognitive and intrapersonal domains (Critical Thinking, Decision Making, Self Awareness)** show more gradual progression. The program is enabling broad-based development of life skills, with consistent engagement across states and varied progression aligned to the developmental nature of different skill domains.
- The program was **recognised at district, block-level government officials**. This validated Bharti Airtel Foundation's role as a **key educational partner**. Officials, such as in Meghalaya and Rajasthan shared that QSP prioritises comprehensive school

Parameter	Assessment from Study
	improvement and student well-being with the same rigor as traditional academic performance. QSP is effective because it is thoughtfully designed, executed, evidence-driven, inclusive, and sustainable. It works because it engages the whole school, over multiple years, with diverse interventions, strong mentorship, and aligned national priorities. Most importantly, it works because it focuses on its four pillars and consistency that produces real, lasting, and meaningful change.
Convergence <i>Assessed based on stakeholder participation, institutional partnerships, community engagement, and system-level integration.</i>	- QSP's core design is closely aligned with the vision of NEP 2020, which advocates for holistic, learner-centric, experiential, and skill-based education. By operationalising NEP's principles in real classrooms, QSP serves as a practical model for policy implementation at the school level. - QSP's strong focus on cleanliness, hygiene, and environmental responsibility, reflected in its Swachhata Initiative (with 41% student participation) directly supports the Swachh Bharat Mission and Swachh Vidyalaya Abhiyan. By embedding these values into student-led activities, QSP contributes to building lifelong habits of cleanliness and civic responsibility among young learners. - Through its IT Innovation Club, QSP supports in nurturing scientific temperament, problem-solving, and innovation, values central to the Atal Innovation Mission. The programme actively encourages students to submit projects to AIM, INSPIRE MANAK, Pramerica, and the Young Creators League, thereby creating a strong pipeline of innovators feeding into national innovation platforms. Similarly, Astronomy Club is uniquely aligned with ISRO's Young Scientist Programme (YUVIKA), Digital Literacy Club is deeply aligned with the Digital India Mission, and emphasis on internships, life skills workshops, career guidance, and pre-vocational training directly supports the Skill India Mission and Pradhan Mantri Kaushal Vikas Yojana. QSP is convergent with government efforts not by coincidence, but by conscious design. It is built to plug into, strengthen, and extend the government's vision for school education, filling critical gaps, amplifying impact, and supporting the implementation of national priorities at the grassroots level. By aligning with NEP 2020, Atal Innovation Mission, Digital India, Skill India, Swachh Bharat, ISRO's YUVIKA, among others, QSP demonstrates that public-private partnership in education is most powerful when it works in harmony with the government's own commitment to building a stronger, more equitable India. In doing so, QSP serves as a model of meaningful convergence, where government vision, foundation expertise, and community participation come together to transform schools and shape futures.
Sustainability <i>Assessed based on educational continuity, institutional strengthening, community ownership, capacity building, and</i>	- QSP follows a structured, multi-year journey with each partner school—moving through Group A (Year 1), Group B (Years 2–3), Group C (Year 4+), and Group D (Exit Schools). This phased engagement allows the programme to gradually transfer ownership from external mentors to internal stakeholders, ensuring that schools are well-equipped to continue the work independently by the time the formal intervention concludes. - The most powerful evidence of QSP's sustainability lies in the continued performance of Exit Schools (Group D). Even after formal support has ended, exited schools sustain meaningful outcomes, for example, 97% report active house systems, and 61% of students continue participating in inter-school competitions. These figures clearly

Parameter	Assessment from Study
<i>long-term continuation of outcomes.</i>	demonstrate that the systems, culture, and capacity built during the QSP years continue to deliver value long after direct support is withdrawn. • A strong driver of sustainability is QSP's emphasis on student leadership. Through rotational house captaincies, club presidencies, peer-led discipline, students take active ownership of school activities. This distributed leadership model ensures that the programme's spirit lives on through generations of students, who pass down responsibilities, traditions, and values to their juniors. • Sustainability is also evident in the lasting behavioural change observed among students and ongoing engagement with leadership and clubs. These are not temporary outcomes; they represent internalised mindsets and habits that students carry forward into their lives, careers, and communities. Sustainability is one of the most defining strengths of the Quality Support Programme (QSP) led by the Bharti Airtel Foundation. The programme is not designed as a short-term intervention but as a long-term, systemic, and self-sustaining transformation of government schools. Its sustainability stems from how it builds internal capacity, embeds processes, nurtures ownership, and creates lasting cultural change within the school ecosystem. QSP is sustainable because it is built not on what Bharti Airtel Foundation does for schools, but on what schools learn to do for themselves.

4. Recommendations



Based on the findings of the assessment and detailed engagement with stakeholders across Quality Support Program schools, the following recommendations are proposed to further strengthen the programme's reach, depth, and long-term impact.

1. Strengthen Participation in Specialised Clubs

Currently 80% students have an active IT innovation Club, 60% an Astronomy Clubs, and 78% a literacy clubs. Additionally, 72% students report having internships in schools, with only 37% eligible students having undertaken it. IT Innovation Club, Digital Literacy Club, and Astronomy Club or Internships for the students have emerged as powerful platforms for nurturing scientific temperament, digital fluency, and curiosity. To further deepen their impact, it is recommended that **participation be expanded among all eligible students**, particularly those who have shown initial interest but remain on the periphery. Schools could consider **rotating membership cycles, peer-led recruitment drives to encourage broader engagement**.

As per our observation, it is equally important to **actively involve teachers as co-participants and learners**, especially in technology-driven clubs, so they feel equipped to **support students beyond the formal mentorship period**. This dual-engagement approach will build a stronger ecosystem of innovation and learning within schools.

2. Increase the Frequency and Visibility of Life skill Workshops

Basis our findings, life skill workshops have been a meaningful component of the Student Empowerment pillar. As shared by the students during conversations that they were often unsure about which workshops had been conducted and what life skill did they learn from them.

To address this, it is recommended that the **frequency of workshops be increased**, with a **clear annual calendar with topics of workshops shared with students** at the beginning of the academic year. Workshops such as stress management, time management, goal setting, communication, and good touch/bad touch are especially valuable and should be **repeated periodically to reinforce learning**. Schools could also maintain a **'Workshop Wall' or display board to document each workshop conducted**, ensuring visibility, **recall**, and continued reinforcement of life skills among students.

3. Strengthen Follow-Through on Scholarship Opportunities

Basis our study findings, 22% of students have received academic scholarships reflects strong programme reach and aspirational awareness. Building on this firm foundation, it is recommended that the **program further strengthen students' motivation and follow-through on scholarship application processes**. This could be achieved by **introducing structured 'Scholarship Mentorship Sessions', providing step-by-step support for application forms, exam preparation, and result tracking, and creating peer support groups** of past scholarship recipients who can guide aspiring applicants. A **scholarship tracker** maintained at the school level would also help schools monitor student progress and ensure that no eligible student misses out on the opportunities available to them.

4. Deepen Teacher Training and Engagement Through the Teacher App

The TeacherApp has emerged as a valuable digital learning tool, and there is significant scope to deepen its impact further. It is recommended that the program team **curate and conduct quarterly in-person review meetings**, where Bharti mentors and the team can **engage directly with teachers, address challenges, and share best practices**.

As per our interactions with teachers, majority of them have shared that they were still to complete many of the modules. Hence, stronger **monitoring mechanisms** is recommended which could be put

in place to track timely course completion, classroom application of **learnings, and pedagogical improvement**. Periodic classroom observation visits by mentors, coupled with reflective feedback sessions, would help reinforce a culture of continuous improvement. Together, these steps will ensure that teacher training translates directly into stronger classroom engagement and improved learning outcomes for students.

5. Strengthen Parental Engagement Beyond SMC and PTMs

The study found that parental engagement is currently limited primarily to SMC meetings and PTMs, with many parents remaining distant from their child's learning process. To build a more sustained connection between home and school, it is recommended that schools **broaden the channels of parental engagement**. Initiatives such as **monthly parent newsletters, WhatsApp-based class groups, parent volunteering during school events, and digital updates on student attendance, homework**, and participation could significantly enhance parental involvement. Parents participation could be further enhanced **in club exhibitions, annual functions, and celestial observation events**, helping them experience first-hand the richness of their child's school journey. Strengthening this partnership will reinforce shared accountability and deeper community ownership of the school's progress.

6. Improve Visibility of Gallery Walks and Display Boards

Gallery walks, display boards, and student artwork are powerful tools for celebrating student creativity and reinforcing learning, yet during school visits it was observed that several of these displays were placed in less visible or underutilised spaces. It is recommended that **schools strategically position display boards in high-footfall areas such as main corridors, near entrances, assembly grounds, and outside classrooms, ensuring maximum visibility and engagement**. Boards could be **refreshed periodically, themed around current learning topics, and accompanied by short student-led 'Gallery Tours' during morning assemblies**. Such steps will not only enhance student awareness and pride but also turn these displays into active learning tools rather than static exhibits.

7. Refine School Selection Criteria for Greater Equity

The findings suggest that some program-supported schools, such as CM Shri schools, already receive substantial government funding and infrastructural support. While these schools continue to benefit from Quality Support Program, it is recommended that the **selection criteria be further refined to prioritise schools in greater need of support**, particularly those in underserved, remote, or resource-constrained regions where the marginal impact of program interventions would be significantly higher. A needs-based assessment framework, factoring in with **higher weightage for infrastructure status, student-teacher ratios, learning outcomes, and access to enrichment opportunities**, could guide future school selection. This will ensure that the program resources are channelled where they can drive the most transformative and equitable change.

8. Clearly Define and Communicate the Roles of Clubs and Houses

Discussions with students revealed that the distinct roles of clubs and house systems are sometimes blurred, with students occasionally **interchanging or merging the two structures**. To strengthen clarity and enhance participation, it is recommended that schools clearly **define and document the roles, responsibilities, and activities of clubs and houses separately, and share these with students at the beginning of each academic year**. **Orientation sessions for newly elected house and club leaders, supported by simple role charters and visual posters displayed in classrooms, could help reinforce these distinctions**. Greater clarity will not only strengthen leadership effectiveness but also help students participate more meaningfully and confidently in both structures.

In summary, these recommendations are not corrective measures but forward-looking opportunities to build on QSP's already strong foundation. Implementing them will help the programme deepen its impact, broaden its reach, and strengthen its sustainability, ensuring that Quality Support Program continues to empower students, support teachers, and transform schools with even greater purpose in the years ahead.

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Final Impact Assessment Report: Satya Bharti Schools Programme

Bharti Airtel Foundation

2026



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List of Abbreviations

Abbreviation	Full Form
ASER	Annual Status of Education Report
BAF	Bharti Airtel Foundation
B.Com.	Bachelor of Commerce
B.Tech.	Bachelor of Technology
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
FY	Financial Year
IA	Impact Assessment
ICAI	Institute of Chartered Accountants of India
IDI	In-Depth Interview
IRECS	Inclusiveness, Relevance, Effectiveness, Convergence, Sustainability
KYC	Know Your Customer
KYAN	Knowledge Yantra (digital smart classroom system)
LSMT	Life Skills Measurement Tools
LSMT-E	Life Skills Measurement Tools – Elementary
LSMT-S	Life Skills Measurement Tools – Secondary
NEP	National Education Policy
Nukkad Natak	Street Play (awareness activity format)
PIB	Press Information Bureau

Abbreviation	Full Form
PTM	Parent-Teacher Meeting
PWCALLP	Price Waterhouse Chartered Accountants LLP
R&R	Rewards and Recognition
SMC	School Management Committee
SMDC	School Management and Development Committee
SPOC	Single Point of Contact
SST	Social Studies
TSKT	Teacher Subject Knowledge Test
UDISE+	Unified District Information System for Education Plus
UNICEF	United Nations Children's Fund

Table of Contents

Executive Summary	14
1. Introduction	21
1.1. About Bharti Airtel Foundation.....	22
1.2. About Satya Bharti Schools Programme	23
1.2.1. Programme Objectives.....	23
1.2.2. Programme Approach	24
1.2.3. Programme Goals and Key Activities	25
1.2.4. Geographical Coverage	26
2. Approach and Methodology	28
2.1. Study Objectives and Scope of Work	29
2.1.1. Key Stakeholders Identified.....	29
2.1.2. Key Areas of Enquiry	29
2.2. Overall Methodology	31
2.3. Sampling Framework	32
2.4. Assumptions & Limitations	37
3. Detailed Analysis and Findings.....	39
3.1. Pillar 1 – Holistic Development of Students	40
3.1.1. Student Voice, Participation, and Inclusion	41
3.1.2. Gender Equity and Equal Opportunities	47
3.1.3. Confidence in Public and Leadership Roles	48
3.1.4. Sports, Discipline and Resilience	49
3.1.5. Participation in Competitions/Cultural Events and Confidence Building.....	52
3.1.6. Civic Awareness and Community Engagement (Student-Led)	55
3.1.7. Career Readiness and Future Pathways (Specific to Sr. Secondary Grades)	60
3.1.8. Transition Rates within schools and Meritorious Admissions.....	61
3.1.9. Teachers' Perception on Holistic Development of Students	61
3.1.10. Parents' Perception on Holistic Development of Students	63

3.1.11. Alumni's Perception on Holistic Development of Students.....	64
3.1.12. Summary of Outcomes under Holistic Development	65
3.2. Pillar 2 – Child-friendly and Technology Based Infrastructure	67
3.2.1. Student Safety	68
3.2.2. Cleanliness and Usability of the Facilities.....	71
3.2.3. Welcoming and Supportive Environment.....	74
3.2.4. Accessibility & Reliability of Digital Tools.....	75
3.2.5. Student Confidence in using Technology	77
3.2.6. Effectiveness of Digital Tools in Learning.....	78
3.2.7. Green Audit Awards	80
3.2.8. Teachers' Perception on Child Friendly & Technology Infrastructure.....	80
3.2.9. Parents' Perception on Child Friendly and Technology Infrastructure	82
3.2.10. Alumni Perception on Child-friendly & Technology Infrastructure	83
3.2.11. Summary of Findings on Child-Friendly and Technology-Based Infrastructure.....	84
3.3. Pillar 3 – Teacher Engagement & School Leadership.....	87
3.3.1. Quality of Classroom Instructions.....	88
3.3.2. Teacher Accessibility and Student Support	90
3.3.3. Individual Academic Support and Feedback	91
3.3.4. Teacher Fairness	94
3.3.5. Classroom Routines & Discipline	95
3.3.6. Smart TV/KYAN Teacher Engagement	96
3.3.7. Encouraging Student Participation & Motivation.....	97
3.3.8. Teachers' Perception on Teacher Engagement & School Leadership	99
3.3.9. Parents' Perception of Teacher Engagement & School Leadership	101
3.3.10. Alumni's Perception of Teacher Engagement & School Leadership	102
3.3.11. Summary of Outcomes under Teacher Engagement and School Leadership.....	103
3.4. Pillar 4 – Teacher, Parent and Community Engagement	105
3.4.1. Frequency & Quality of Parent-School Interaction.....	106
3.4.2. Home Support for Learning	108

3.4.3. Community Support & Participation.....	110
3.4.4. School Preference & Reputation	112
3.4.5. School Shift in Parental & Community Attitudes	114
3.4.6. Shift in Parental & Community Attitudes towards Girls' Education and Impact of the Bharti Scholarship.....	115
3.4.7. Teachers' Perception on Parent & Community Engagement.....	117
3.4.8. Parents' Perception on Parent & Community Engagement	118
3.4.9. Alumni's Perception on Parent & Community Engagement.....	120
3.4.10. Parent and Community Engagement Outcomes Emerging from the Assessment	121
3.5. Life-Skills Assessment	124
3.5.1. Life Skills Assessment	125
3.5.2. Summarising the Key Findings of Life Skills Assessment.....	137
4. IRECS Analysis.....	139
4.1. IRECS Analysis.....	140
5. Recommendations	146
5.1. Recommendations:	147

List of Figures

Figure 1: Bharti Airtel Foundation's Key Interventions	23
Figure 2: Satya Bharti School Programme's Core Objectives.....	24
Figure 3: Programme Pillars	24
Figure 4: 4-stage Approach for Impact Assessment	31
Figure 5: IRECS Framework guiding the Assessment	31
Figure 6: Secondary Grades (N=150)	42
Figure 7: Upper Primary Grades (N=488)	42
Figure 8: Primary Grades (N=1,013)	42
Figure 9: Secondary Grades (N=150)	43
Figure 10: Upper Primary Grades (N=488)	43
Figure 11: Primary Grades (N=1,013)	43
Figure 12: Secondary Grades (N=150), Group Work	45
Figure 13: Secondary Grades (N=150), Presenting Work.....	45
Figure 14: Upper Primary Grades (N=488), Group Work	45
Figure 15: Upper Primary Grades (N=488), Presenting Work.....	45
Figure 16: Primary Grades (N=1,013), Group Work	45
Figure 17: Primary Grades (N=1,013), Presenting Work	45
Figure 18: Secondary Grades (N=150)	47
Figure 19: Upper Primary Grades (N=488)	47
Figure 20: Primary Grades (N=1,013)	47
Figure 21: Secondary Grades (N=150)	48
Figure 22: Upper Primary Grades (N=488)	48
Figure 23: Primary Grades (N=1,013)	48
Figure 24: Secondary Grades (N=150)	50
Figure 25: Upper Primary Grades (N=488)	50
Figure 26: Primary Grades (N=1,013)	50
Figure 27: Secondary Grades (N=150)	51
Figure 28: Upper Primary Grades (N=488)	51
Figure 29: Primary Grades (N=1,013)	51

Figure 30: Secondary Grades (N=150)	52
Figure 31: Upper Primary Grades (N=488)	52
Figure 32: Primary Grades (N=1,013)	52
Figure 33: Secondary Grades (N=150)	53
Figure 34: Upper Primary Grades (N=488)	53
Figure 35: Primary Grades (N=1,013)	53
Figure 36: Secondary Grades (N=150)	54
Figure 37: Upper Primary Grades (N=488)	54
Figure 38: Primary Grades (N=1,013)	54
Figure 39: Secondary Grades (N=150)	56
Figure 40: Upper Primary Grades (N=488)	56
Figure 41: Primary Grades (N=1,013)	56
Figure 42: Secondary Grades (N=150)	57
Figure 43: Upper Primary Grades (N=488)	57
Figure 44: Primary Grades (N=1,013)	57
Figure 45: Secondary Grades (N=150)	58
Figure 46: Upper Primary Grades (N=488)	58
Figure 47: Secondary Grades (N=150)	58
Figure 48: Upper Primary Grades (N=488)	58
Figure 49: Primary Grades (N=1,013)	58
Figure 50: Teachers' Perception on Holistic Development of Students (N=222)	62
Figure 51: Secondary Grades (N=150)	69
Figure 52: Upper Primary Grades (N=488)	69
Figure 53: Primary Grades (N=1,013)	69
Figure 54: Secondary Grades (N=150), Safety Drills	70
Figure 55: Secondary Grades (N=150), Awareness.....	70
Figure 56: Upper Primary Grades (N=488), Safety Research.....	70
Figure 57: Upper Primary Grades (N=488), Awareness	70
Figure 58: Primary Grades (N=1,013), Safety Drills	70
Figure 59: Primary Grades (N=1,013), Awareness	70
Figure 60: Secondary Grades (N=150)	72
Figure 61: Upper Primary Grades (N=488)	72

Figure 62: Primary Grades (N=1,013)	72
Figure 63: Secondary Grades (N=113)	73
Figure 64: Secondary Grades (N=113)	73
Figure 65: Secondary Grades (N=150)	73
Figure 66: Upper Primary Grades (N=488)	73
Figure 67: Primary Grades (N=1,013)	73
Figure 68: Secondary Grades (N=150)	74
Figure 69: Upper Primary Grades (N=488)	74
Figure 70: Primary Grades (N=1,013)	75
Figure 71: Secondary Grades (N=150)	76
Figure 72: Upper Primary Grades (N=488)	76
Figure 73: Primary Grades (N=1,013)	76
Figure 74: Secondary Grades (N=150)	77
Figure 75: Upper Primary Grades (N=488)	77
Figure 76: Secondary Grades (N=150)	78
Figure 77: Upper Primary Grades (N=488)	78
Figure 78: Secondary Grades (N=150)	78
Figure 79: Upper Primary Grades (N=488)	78
Figure 80: Primary Grades (N=1,013)	79
Figure 81: Secondary Grades (N=150)	80
Figure 82: Upper Primary Grades (N=488)	80
Figure 83: Teachers' Perception on Child Friendly (A) & Technology Infrastructure (B)	81
Figure 84: Secondary Grades (N=150)	89
Figure 85: Upper Primary Grades (N=488)	89
Figure 86: Primary Grades (N=1,013)	89
Figure 87: Secondary Grades (N=150)	90
Figure 88: Upper Primary Grades (N=488)	90
Figure 89: Primary Grades (N=1,013)	90
Figure 90: Secondary Grades (N=150)	91
Figure 91: Upper Primary Grades (N=488)	91
Figure 92: Primary Grades (N=1,013)	92
Figure 93: Secondary Grades (N=150)	93

Figure 94: Upper Primary Grades (N=488)	93
Figure 95: Primary Grades (N=1,013)	93
Figure 96: Secondary Grades (N=150)	94
Figure 97: Upper Primary Grades (N=488)	94
Figure 98: Primary Grades (N=1,013)	94
Figure 99: Secondary Grades (N=150)	95
Figure 100: Upper Primary Grades (N=488)	95
Figure 101: Primary Grades (N=1,013)	95
Figure 102: Secondary Grades (N=150)	98
Figure 103: Upper Primary Grades (N=488)	98
Figure 104: Primary Grades (N=1,013)	98
Figure 105: Teachers' Perception on Teacher Engagement & School Leadership	99
Figure 106: Secondary Grades (N=150)	106
Figure 107: Upper Primary Grades (N=488)	106
Figure 108: Primary Grades (N=1,013)	107
Figure 109: Secondary Grades (N=150)	108
Figure 110: Upper Primary Grades (N=488)	108
Figure 111: Primary Grades (N=1,013)	108
Figure 112: Secondary Grades (N=150)	109
Figure 113: Upper Primary Grades (N=488)	109
Figure 114: Primary Grades (N=1,013)	109
Figure 115: Secondary Grades (N=150)	110
Figure 116: Upper Primary Grades (N=488)	110
Figure 117: Primary Grades (N=1,013)	110
Figure 118: Secondary Grades (N=150)	111
Figure 119: Upper Primary Grades (N=488)	111
Figure 120: Primary Grades (N=1,013)	112
Figure 121: Secondary Grades (N=150)	113
Figure 122: Upper Primary Grades (N=488)	113
Figure 123: Primary Grades (N=1,013)	113
Figure 124: Secondary Grades (N=150)	114
Figure 125: Upper Primary Grades (N=488)	114

Figure 126: Primary Grades (N=1,013)	114
Figure 127: Secondary Grades (N=150), Scholarship Awareness.....	116
Figure 128: Secondary Grades (N=150), Know Whom to Reach for Info on Scholarship	116
Figure 129:Secondary Students' Perception on Scholarship	116
Figure 130: Teachers' Perception on Parent & Community Engagement.....	117

List of Tables

Table 1: Geographical Expanse of the Programme	27
Table 2: Number of Schools sampled across each state	35
Table 3: Grade-wise quantitative sample across school types	36
Table 4: State-wise number of students sampled (quantitative) across school types and grades.....	36
Table 5: Sub-skill scores (Secondary Sections)	126
Table 6: School-wise sub skills (Secondary Sections) (1/2).....	126
Table 7: School-wise sub skills (Secondary Sections) (2/2).....	126

Executive Summary

The **Satya Bharti Schools (SBS) Programme**, implemented by the Bharti Airtel Foundation, delivers free, quality education to children from underserved rural communities **across Punjab, Haryana, Rajasthan, and Uttar Pradesh, covering Primary (up to Class 5th), Elementary (up to Class 8th), and Senior Secondary (up to Class 12th) schools**. The SBS Programme is funded by grantors/contributing parties including Bharti Airtel Limited, Indus Towers Limited; and Bharti Airtel Foundation which is an extended CSR arm of Bharti Group. The programme is designed to address multi-dimensional barriers to education by integrating academic learning with life skills development, socio-emotional learning, teacher capacity building, and strong parent and community engagement, with a particular emphasis on first-generation learners and girls. Over time, the **model has evolved from a focus on improving access and enrolment to enabling deeper developmental outcomes, including enhanced student confidence, leadership, participation, and preparedness for future pathways**.

In addition to expanding access, the programme aims to influence the quality and experience of education by strengthening classroom practices, institutional systems, and the broader ecosystem in which students learn and grow. Given its multi-layered design and implementation across diverse geographies, it is critical **to assess not only the extent of programme coverage but also the depth, consistency, and sustainability of outcomes across grade levels**, from foundational learning at the Primary stage (Class 5) to life skills development and career readiness at the Secondary stage (Classes 9-12). In this context, **Bharti Airtel Foundation has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an independent third-party impact assessment of the programme**, with the objective of evaluating both outcome-level effectiveness and systemic impact.

This impact assessment study adopts a structured and evidence-based approach to evaluate how effectively programme design translates into measurable student outcomes and system-level changes, while also identifying variations across stages and geographies to inform future strengthening and scale-up.

Approach and Methodology:

- The assessment adopted a **mixed-method approach combining quantitative and qualitative tools to generate comprehensive and triangulated insights across stakeholders**. A total of 1,651 students across Primary (Class 5th), Upper Primary (Classes 6th–8th), and Secondary (Classes 9th–12th), along with 222 teachers, were covered through structured surveys to capture breadth of programme outcomes.
- Qualitative insights were gathered through 100 interactions, including focus group discussions and interviews with students, parents, teachers, alumni, and programme staff. These interactions helped contextualise behavioural changes, institutional processes, and community-level impact that may not be fully captured through quantitative tools alone.
- Sampling followed a **stratified random approach for quantitative tools and purposive sampling for qualitative tools, covering approximately one-fourth of programme schools**. The analysis is structured using the **IRECS** framework (Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability) to assess both programme outcomes and systemic impact.
- The sampling strategy was designed to balance representativeness with analytical depth, ensuring coverage across key dimensions (state, grade level, and stakeholder type), while also enabling nuanced interpretation of programme performance across different cohorts. This approach

supports both comparative analysis across grades (Primary vs Elementary vs Secondary) and insight generation for programme refinement.

Please refer to the **Approach and Methodology** section of the report for further details

Please refer to the **IRECS Analysis** section of the report for further details

Key Findings from the Study:

Pillar 1 – Holistic Development of Students:

- Classroom environments across grade levels demonstrate strong student participation, with 76% of Secondary students reporting regular opportunities to express views and 70% indicating that teachers actively listen to them. At the Primary level, participation levels reach 79-100%, indicating that participatory learning practices are deeply embedded from early stages.
- Student confidence improves consistently across stages, with 77% of Secondary students reporting confidence in public speaking, while Upper Primary students show moderate but developing confidence (approximately 50–88%), and Primary students report high confidence in structured settings in several states (up to 98%). This reflects cumulative programme impact over time.
- Gender inclusion remains strong across the continuum, with 71% of Secondary and 87–96% of Primary students reporting equal opportunities for boys and girls. Teachers also corroborate these findings, indicating that gender-equitable participation is consistently practised within classrooms.
- Community engagement is particularly prominent among older students, with 68% of Senior Secondary students participating in community activities and 63% reporting positive behavioural changes at home. At the Primary level, participation reaches near-universal levels in certain geographies, indicating strong early-stage engagement.
- While participation and confidence outcomes are strong across stages, the transition from foundational engagement at the Primary level to deeper self-driven agency at the Secondary stage indicates that the programme is able to sustain behavioural and developmental outcomes over time, though strengthening higher-order competencies remains an area for further focus.
- The programme demonstrates a strong cumulative impact on student development, with participatory classroom practices at the Primary level fostering higher confidence, leadership, and social responsibility at the Secondary stage, reflecting a well-integrated developmental progression across grade levels. This holistic development is further substantiated by the Life Skills Assessment, which shows that, in particular, a majority of secondary-grade students achieve Competent (55%) or Proficient (27%) levels in key life skills such as communication, creativity, critical thinking, decision-making, empathy, and negotiation, reinforcing evidence of enhanced student confidence, participation, leadership, and socio-emotional growth as reported by stakeholders.

Pillar 2 – Child-Friendly and Technology-Based Infrastructure:

- Perceptions of safety are consistently high across grade levels, with 94–100% of Primary students reporting that they feel safe within school premises, while at the Secondary level, 74% report always feeling safe and 26% feeling safe most of the time. This reflects robust safety protocols and secure school environments.

- Infrastructure quality and hygiene are well-maintained, with 75% of Secondary students reporting fully clean facilities and the remaining 25% reporting mostly clean conditions. At the Primary level, satisfaction with cleanliness is higher in several states, reaching up to 98%, indicating consistent maintenance practices.
- Girls particularly valued the availability of sanitary napkins and safe disposal facilities through incinerators, which contributed to a sense of dignity, comfort, and respectful access to education. Students reported that these facilities made them feel cared for, respected, and supported within the school environment.
- Technology integration is a core strength of the programme, with 69% of Senior Secondary students using smart boards or panels and 54% using TabLabs, while Primary-level access reaches near-universal levels in some contexts. This ensures early exposure to digital learning tools.
- However, the lower frequency of reported technology use in Senior Secondary schools should be interpreted cautiously. Larger enrolment levels, multiple sections per grade, and the shared nature of certain digital resources may influence utilisation patterns despite the overall availability of technology infrastructure.
- The impact of technology on learning is positively perceived, with 63% of Secondary students reporting improved conceptual understanding and up to 99–100% of Primary students indicating similar benefits. This suggests that early digital exposure may be contributing to stronger learning engagement.
- Teachers reported that technology-enabled classrooms enhance student engagement and understanding by making abstract concepts more visual, interactive, and relatable. They particularly highlighted the value of smart classrooms, digital content, and audiovisual resources in supporting differentiated learning and sustaining student attention during lessons.
- Virtual classroom interventions have supported continuity of teaching and learning by enabling access to quality instruction and subject-specific support across geographies, thereby extending learning opportunities beyond traditional classroom constraints.
- The infrastructure and technology ecosystem effectively creates a safe and engaging learning environment, where early exposure to digital tools and consistent infrastructure quality reinforce student participation and enhance conceptual learning outcomes across grade levels.

Pillar 3 – Teacher Engagement and School Leadership:

- Teaching practices are largely adaptive and learner-centred, with 68% of Secondary students reporting that teachers consistently use multiple methods to explain concepts. At the Primary level, responses indicate near-universal adoption of flexible teaching methods in certain states, reflecting strong pedagogical practices.
- Teacher accessibility remains high across all stages, with 71% of Secondary students reporting that they can always approach teachers for academic or personal support. Primary students report even higher comfort levels, reaching up to 99%, indicating strong trust-based relationships.
- Individual learning support is widely available, with 71% of Secondary students and up to 96–100% of Primary students reporting access to additional academic help when needed. This indicates a strong emphasis on personalised and remedial learning systems.

- Teachers reported that the Teacher Subject Knowledge Test (TSKT) serves as an effective diagnostic mechanism for identifying learning gaps, while Continuous Professional Development (CPD) trainings provide targeted opportunities to address those gaps through structured learning, mentoring, and classroom application. Together, these mechanisms contribute to continuous teacher improvement.
- Despite strong instructional practices and teacher capacity systems, variations in student perception of emotional support, particularly at the Upper Primary stage, indicate that relational aspects of teaching and student engagement may require targeted strengthening alongside pedagogical improvements.
- Strong teacher capacity and leadership systems underpin programme effectiveness, ensuring that consistent pedagogical practices, teacher accessibility, and structured support mechanisms translate into improved student engagement and learning outcomes across all stages.

Pillar 4 – Parent and Community Engagement:

- Parent engagement is substantial but varies by grade level, with 67% participation reported at the Secondary stage and significantly higher participation at the Primary level (up to 99–100% in certain states). This indicates that engagement is stronger during early schooling years and declines moderately at higher grades.
- Home support for students follows a similar trend, with 64% of Secondary students reporting parental encouragement for studies compared to near-universal support among Primary students in some contexts. This suggests the need to sustain engagement as students' progress. The relatively lower levels of direct academic support reported by Senior Secondary students may partly reflect the educational background of parents, many of whom may feel less confident supporting higher-grade coursework despite remaining actively engaged in their children's educational journey.
- The programme significantly reduces the financial burden on families, saving approximately ₹16,000-18,000 annually per student. This cost reduction contributes directly to improved enrolment, regular attendance, and sustained retention across grade levels. The finding is substantiated by the interactions with the parents, as well as through secondary research of publicly available data.
- At the community level, the programme has catalysed changes in attitudes towards education, particularly for girls, with increased community participation in school activities. In several contexts, programme schools are preferred over low-cost private alternatives, indicating strong local credibility.
- While high levels of parental engagement at the Primary stage contribute significantly to enrolment and retention, the observed decline in engagement at the Secondary stage suggests the need for more targeted engagement strategies aligned with adolescent needs and career-related decision-making.
- The programme has successfully built strong school-community linkages, where financial accessibility and early-stage parental engagement drive enrolment and participation, though sustaining engagement at higher grades remains a key area for strengthening long-term impact.
- Stakeholder interactions indicate that the programme has contributed to positive shifts in parental aspirations, greater community support for education, and stronger commitment towards continued schooling, especially for girls.

- Teachers also reported that strong parent-school engagement contributes positively to student attendance, discipline, academic motivation, and learning continuity, particularly when parents are regularly informed about student progress and encouraged to support learning at home.

Please refer to the **Key Findings** section of the report for further details on the pillar-specific findings.

Life Skills Findings:

- At the Secondary level, life skills outcomes show that 7% of students reach the 'Skilled' level, while 27% are in the 'Proficient' category and 55% in the 'Competent' category. This indicates strong foundational and intermediate development with some advancement into higher-order competencies.
- At the Upper Primary stage, 65% of students are categorised at the 'Basic' level and 18% at the 'Emerging' level, suggesting that life skills are still developing and have not yet reached higher levels of application and mastery for a majority of students.
- At the Primary level¹, approximately 72% of students fall within the 'Emerging' category overall, with notable state-level variations indicating uneven progress. While some contexts show strong competency levels, others remain concentrated in early stages of development.
- Across all stages, students demonstrate stronger performance in communication and creativity, while lower outcomes are observed in problem-solving, decision-making, and self-awareness. This indicates the need for more structured and continuous integration of life skills across grades.

Please refer to the **Life Skills Findings** section of the report for further details.

IRECS Analysis:

Following is a brief overview of the findings from IRECS Analysis:

IRECS Parameter	Key Analysis and Inferences
Inclusiveness	- The programme ensures equitable access to quality education for underserved rural communities and first-generation learners, generating annual household savings of approximately ₹16,000-18,000 per annum per student. - Gender inclusion is strongly embedded across school levels, supported by high participation rates, equitable classroom practices, and life skills outcomes reflecting empathy, participation, and social inclusion.
Relevance	- The programme demonstrates strong relevance through a holistic approach integrating academic learning, life skills, socio-emotional development, career awareness, and technology-enabled education. - Stakeholder aspirations and student outcomes, including awareness of vocational pathways, scholarships, and admissions to competitive institutions,

¹ It should be noted that life skills assessment at the Primary level was conducted among Class 5 students only and should therefore be interpreted as representative of this grade rather than the entire primary stage.

IRECS Parameter	Key Analysis and Inferences
	indicate strong alignment with learner needs and future educational aspirations.
Effectiveness	- The programme has contributed to measurable improvements in student confidence, leadership, participation, and teacher effectiveness, supported by strong perceptions of CPD and classroom engagement. - Life skills outcomes and qualitative evidence demonstrate positive developmental gains, with students reporting greater self-confidence, communication skills, resilience, and preparedness for future educational pathways.
Convergence	- The programme demonstrates strong convergence through active engagement of students, parents, teachers, alumni, communities, and government stakeholders, creating a cohesive educational ecosystem. - The PPP model in Senior Secondary Schools, combined with parent participation, community engagement initiatives, and integrated teacher-support systems, reflects effective collaboration across multiple stakeholders.
Sustainability	- Sustainability is strengthened through free access to education, community ownership, teacher development systems, and increasing educational aspirations among students and families. - High transition rates across schooling stages, strong scholarship support, and progressive improvement in life skills outcomes indicate the potential for sustained educational and developmental impact over time.

Overall, the assessment indicates **strong performance across all five IRECS dimensions**. The programme has **expanded equitable access to quality education, effectively addressed stakeholder needs, generated positive educational and developmental outcomes**, fostered strong stakeholder partnerships, and established systems that support the sustainability of impact.

Please refer to the **IRECS Analysis** section of the report for further details.

Recommendations:

- Introduce Science Streams (Medical and Non-Medical) Beyond Class 10:** Explore the phased introduction of Science streams within select Senior Secondary schools, supported by laboratory infrastructure, qualified faculty, and scholarship support mechanisms to ensure continuity of educational pathways for students aspiring to pursue science-related higher education and careers. This could help expand academic choices and reduce the need for students to transition to external institutions after Class 10.
- Strengthen Alumni Engagement and Mentorship Mechanisms:** While alumni demonstrate a strong affinity towards the programme, there is limited structured engagement. Establishing formal

mentorship platforms and regular alumni interactions can help provide guidance to current students, especially at the Senior Secondary level, while also strengthening long-term institutional linkages.

- **Enhancing Life Skills through Integrated and Experiential Learning:** Findings reveal lower outcomes in problem-solving, decision-making, and self-awareness compared to communication and creativity. It is recommended to integrate these skills across grades through scenario-based learning, reflective practices, teacher training, and student leadership opportunities to ensure holistic development.
- **Enhance Student-Teacher Engagement through Structured Feedback and Mentorship:** Variations in student perceptions of teacher support, particularly at the Upper Primary stage (Classes 6-8), indicate the need for more structured engagement. Institutionalising student feedback mechanisms and small-group mentorship models can help ensure consistent support and strengthen student-teacher relationships.
- **Scale Programme Implementation in Uttar Pradesh Based on Strong Performance Trends:** Programme performance in Uttar Pradesh reflects strong outcomes across participation, confidence, and technology use, particularly at the Primary and Elementary levels. Expanding the programme within the state can help extend proven practices to a larger population and address broader educational challenges.

Please refer to the **Recommendations** section of the report for further details.

1. Introduction



1.1. About Bharti Airtel Foundation

Bharti Airtel Foundation (“Foundation”, “Bharti Airtel Foundation”) is the philanthropic arm of Bharti Enterprises, with a **longstanding commitment to transforming India through education**. Since its inception in 2000, the Foundation has focused on enabling equitable access to quality education, particularly for children, youth, and teachers in underserved and rural communities across the country. Its vision is anchored in the belief that **education is a powerful driver of social change and national development, and that every child deserves the opportunity to learn, grow, and thrive**, supported by well-equipped and empowered teachers.

The Foundation positions education, not merely as a service, but **as a movement aimed at creating systemic and sustainable impact**. Its approach combines direct school interventions, partnerships with government systems, teacher capacity building, and support for higher education, ensuring continuity across the education lifecycle.

Outreach and Impact

Since its inception, the Foundation has achieved wide **reach across thousands of villages, schools, teachers, and students, touching the lives of millions of beneficiaries nationwide**. Its interventions span early schooling, government school reform, teacher empowerment, and higher education support, reflecting a comprehensive and scalable education model.

Guiding Philosophy

The leadership of Bharti Airtel Foundation emphasises nurturing the potential of children and youth while equipping teachers with the tools required to drive meaningful change in classrooms. The Foundation remains **deeply rooted in its founding belief that inclusive and quality education is essential to building a more equitable and future-ready India**.

Brief Summary of Key Programmes

The Bharti Airtel Foundation drives impactful initiatives focused on improving access, quality, and outcomes across the Education domain. The following visual highlights the core areas and approach of its interventions:

Figure 1: Bharti Airtel Foundation's Key Interventions

Satya Bharti Schools (SBS)

The flagship initiative of Bharti Airtel Foundation, this programme delivers quality education to underprivileged children through purpose-built rural schools. It focuses on holistic development by integrating scholastic learning with co-scholastic and values-based education. The programme reaches 155 Satya Bharti Schools across 4 states.

Quality Support Programme (QSP)

The Quality Support Program works with partner government schools to strengthen learning environments through academic and co-scholastic interventions. It aims to improve learning outcomes by supporting students and building teacher capacity within existing school systems.

QSP – State Partnerships

Through state-level partnerships, the Foundation undertakes large-scale systemic initiatives in collaboration with state governments. These efforts focus on enhancing educational practices and improving learning outcomes across districts and states.

The TeacherApp

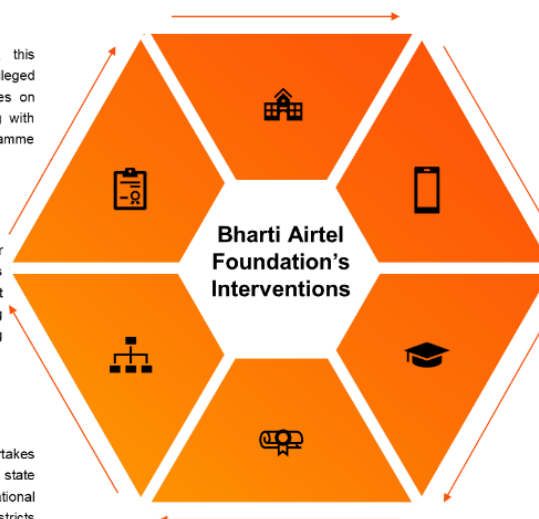
The TeacherApp is a digital platform created to empower teachers and educationists through continuous professional development. It offers free, anytime access to teaching resources, training content, and certification opportunities.

Bharti Airtel Scholarship

This is a fully funded, merit-cum-means based scholarship programme for students enrolled in the top 50 NIRF-ranked engineering institutes in India. The initiative supports deserving students in accessing quality higher education.

Higher Education Support & Scholarship

Beyond engineering scholarships, the Foundation undertakes philanthropic initiatives to promote access to quality higher education across India. These programmes aim to nurture future leaders by supporting academic excellence and opportunity.



Source: Bharti Airtel Foundation website

1.2. About Satya Bharti Schools Programme

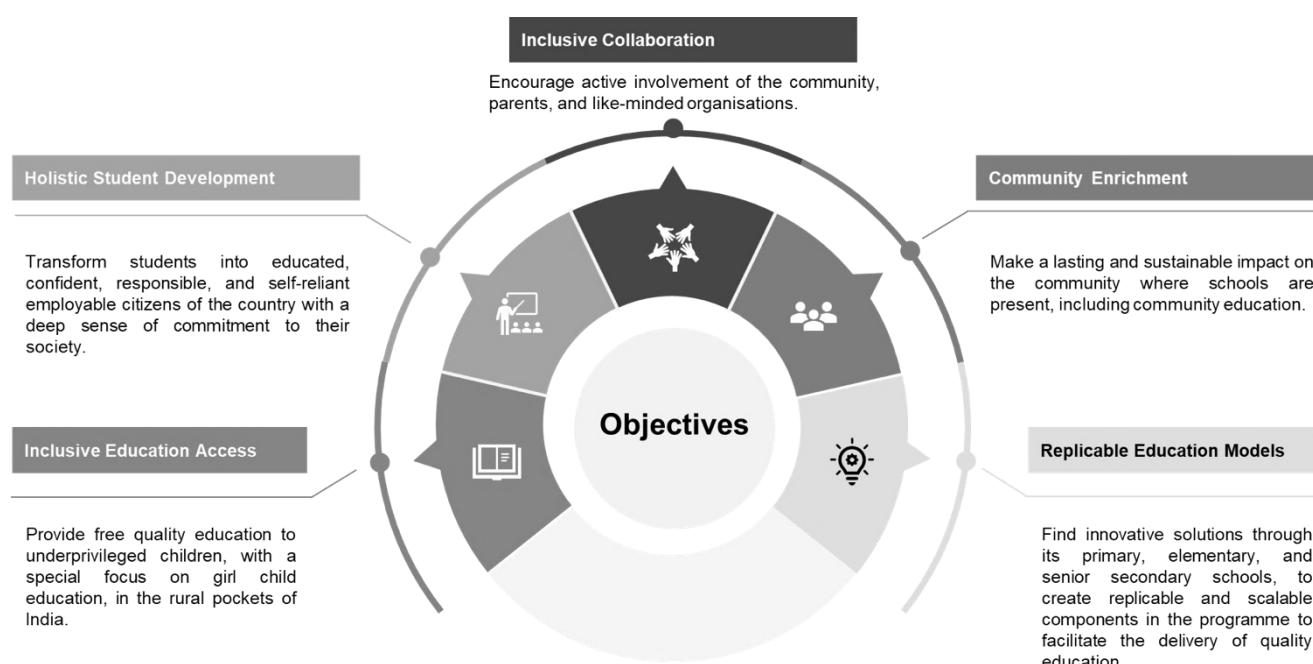
As Satya Bharti Schools are a network of schools established and supported by Bharti Airtel Foundation, dedicated to **providing free, quality education to underprivileged children in rural India**. The programme operates with a deep commitment to holistic development, community involvement, and nurturing first-generation learners, with a particular emphasis on the girl child. **To support learning and reduce the financial burden on families, the schools provide essential resources including free textbooks, uniforms, stationery, shoes, and bags, along with nutritious mid-day meals.** The schools further incorporate innovative teaching methodologies, experiential learning, and community service as integral components of the educational experience.

At its core, the Satya Bharti Schools programme is a **mission-driven initiative aimed at ensuring that children from the marginalised and underserved rural communities have access to quality education**, completely free of cost. As of the time of this study, the programme spans a network of 155 schools across four states.

1.2.1. Programme Objectives

The Satya Bharti Schools programme is guided by five core objectives that define its educational vision and operational mandate:

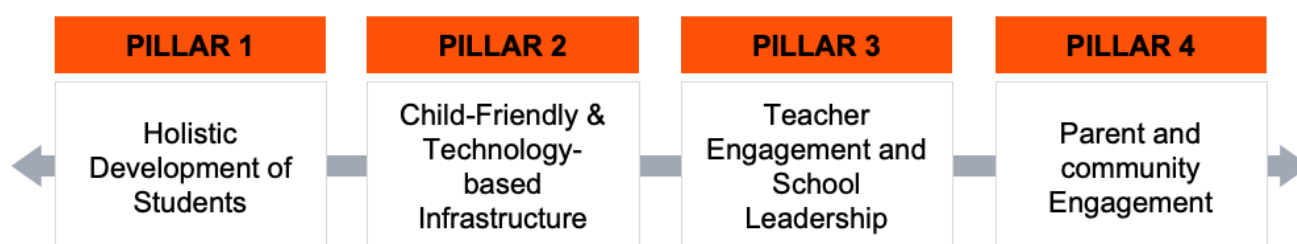
Figure 2: Satya Bharti School Programme's Core Objectives



1.2.2. Programme Approach

The Satya Bharti Schools programme **employs a holistic approach, structured around four key programme pillars that together address every dimension of the school ecosystem**, namely, students, infrastructure, teachers, and the community. With **schools established as Primary, Elementary, and Senior Secondary² institutions** across the intervention geographies to cater to different age groups of students, the programme design extends beyond learners to also engage teachers, parents, and school administrators through **a standardised yet flexibly implemented approach**, aimed at transforming schools into vibrant and happy learning centres. The overarching goal is to develop a self-sustaining model driven by students, teachers, and the community.

Figure 3: Programme Pillars



² Senior Secondary Schools developed on Public Private Partnership Model

1.2.3. Programme Goals and Key Activities

Following is a mapping of Programme Goals/Focus Areas and Key Activities against the Programme Pillars:

Pillar	Focus Areas	Key Activities
Pillar 1: Holistic Development of Students	Student voice & participation; Gender equity & equal opportunities; Confidence, communication & public speaking; Life skills & socio-emotional development; Sports, discipline & resilience; Civic awareness & community engagement; Career readiness & future pathways; Long-term alumni readiness	• Providing students with regular opportunities to speak, ask questions, present, and lead discussions in school forums • Fostering life skills such as teamwork, empathy, agency, decision-making, and respectful behaviour through co-scholastic interventions • Encouraging participation in school-led civic activities, community-based initiatives, and awareness campaigns • Exposure of senior secondary students to career guidance, pre-vocational courses, post-school options, and scholarship information including the Satya Bharti Scholarship • Participation in student governance bodies including Bal Sabhas and Student Councils
Pillar 2: Child-Friendly and Technology-Based Infrastructure	Student safety; Comfort in reporting concerns; Cleanliness & usability of facilities; Responsiveness to facility issues; Welcoming & inclusive school environment; Accessibility & reliability of digital tools; Student confidence in using technology; Effectiveness of digital tools in learning; Virtual classes & lab-based learning	• Ensuring student safety through child-protection protocols, attendance monitoring, visitor control, and emergency drills • Maintaining cleanliness and usability of school facilities including classrooms, toilets, and drinking water points • Providing and maintaining digital tools such as Smart TVs, KYAN, panels, tablets, and digital classrooms • Enabling learning continuity through virtual classes when regular teachers are unavailable • Building student confidence and future preparedness through Language Labs, Robotics Labs, and TabLabs

Pillar	Focus Areas	Key Activities
Pillar 3: Teacher Engagement and School Leadership	Effectiveness of CPD training; Quality of classroom instruction; Individual academic support & feedback; Encouraging student participation; Student motivation & encouragement; TSKT effectiveness & curriculum support; Teacher motivation & sense of being valued; School leadership accessibility & responsiveness	• Continuous Professional Development (CPD) training to improve child-centric, inclusive, and activity-based pedagogy • Use of the Teacher Subject Knowledge Test (TSKT) as a self-assessment tool to identify learning gaps and guide need-based capacity building • Mentoring, coaching, and provision of adequate teaching-learning materials and curriculum support • A Rewards and Recognition (R&R) programme to motivate teachers and reinforce effective and inclusive teaching practices • Strengthening school leadership through accessible and responsive Head Teachers/Principals fostering a culture of collaboration, peer learning, and gender equity
Pillar 4: Parent and Community Engagement	Frequency & quality of parent-school interaction; Home support for learning; Quality of parent-school communication; Impact of free provisions on household expenses; Community support & participation; Student participation in community activities; School preference & reputation; Shift in parental & community attitudes; Long-term impact of scholarship on alumni	• Regular parent-school interaction through Parent-Teacher Meetings (PTMs), informal visits, and phone-based touchpoints • Home Mentoring to encourage consistent learning support at home • Active community participation in school-led events, campaigns, and celebrations • The Saksharta Bharti Abhiyan — a student-led literacy and numeracy outreach initiative for adults in the community • Influencing community attitudes toward education, gender equality, hygiene, and environment, with a particular focus on girl students

1.2.4. Geographical Coverage

Punjab represents the largest operational concentration with 85 schools across three districts (Amritsar, Ludhiana, and Sangrur), including all 5 Senior Secondary Schools in the programme. Haryana covers 31 Primary Schools across two districts, namely, Kaithal and Kurukshetra. Rajasthan operates across Jodhpur district with 27 schools, including a mix of primary and elementary schools. Uttar Pradesh, based in Shahjahanpur district, contributes 12 primary schools to the network.

Table 1: Geographical Expanse of the Programme

State	Districts Covered	Primary Schools	Elementary Schools	Sr. Secondary Schools	Total Schools (Universe)
Punjab	Amritsar, Ludhiana, Sangrur	60	20	5	85
Haryana	Kaithal, Kurukshetra	31	-	-	31
Rajasthan	Jodhpur	17	10	-	27
Uttar Pradesh	Shahjahanpur, Farrukhabad	12	-	-	12
Total		120	30	5	155

2. Approach and Methodology



2.1. Study Objectives and Scope of Work

Bharti Airtel Foundation has engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to **conduct a comprehensive Impact Assessment Study of the Satya Bharti Schools Programme**. The assessment is designed to assess the impact of the programme's performance across its four pillars and provide recommendations for Bharti Airtel Foundation's management's consideration.

The study adopts the IRECS framework, **assessing the programme across the dimensions of Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability**, as the overarching evaluation framework to measure and interpret impact.

2.1.1. Key Stakeholders Identified

The study captures perspectives from a diverse set of stakeholders directly associated with the Satya Bharti Schools programme, ensuring a comprehensive and multi-dimensional assessment:

Stakeholder Category	
1	Principal/Head of School
2	Teachers
3	Students (Classes 5 th – 12 th)
4	Parents/Community Members
5	Alumni Students
6	Bharti Airtel Foundation Team/State SPOCs

2.1.2. Key Areas of Enquiry

Below are a few broad areas of enquiry around which the findings of the report are drafted:

Pillar 1: Holistic Development of Students		
• Student voice, participation, and inclusion • Confidence, communication, and public speaking • Civic awareness and community engagement	• Teacher accessibility and student support • Life skills and socio-emotional development • Career readiness and future pathways	• Gender equity and equal opportunities • Sports, discipline, and resilience • Long-term impact on alumni readiness for higher studies and long-term life outcomes

Pillar 2: Child-Friendly & Technology-Based Infrastructure

- Student safety
- Responsiveness to facility-related issues
- Student confidence in using technology
- Lab-based learning and future preparedness
- Comfort in reporting concerns
- Welcoming and supportive school environment
- Effectiveness of digital tools in learning
- Cleanliness and usability of facilities
- Accessibility and reliability of digital tools
- Learning continuity through virtual classes

Pillar 3: Teacher Engagement and School Leadership

- Effectiveness of CPD training
- Encouraging student participation
- Teacher motivation and sense of being valued
- Quality of classroom instruction
- Student motivation and encouragement by teachers
- School leadership accessibility and responsiveness
- Individual academic support and feedback
- TSKT effectiveness and curriculum support

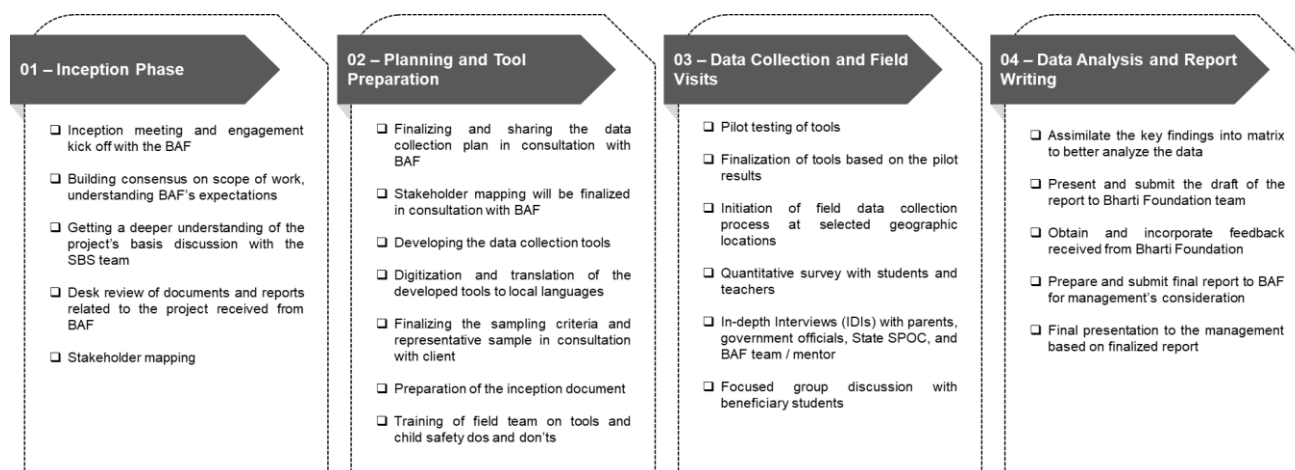
Pillar 4: Parent and Community Engagement

- Frequency and quality of parent–school interaction
- Impact of free provisions on household expenses
- School preference and reputation
- Home support for learning
- Community support and participation
- Shift in parental and community attitudes
- Quality of parent–school communication
- Student participation in community activities
- Long-term impact of scholarships on alumni

2.2. Overall Methodology

The research team adopted a **coherent and integrated approach** to deliver the scope of work of the engagement. The following **4-stage approach** ensured that **impact assessment study was carried out in systematic and consultative manner**:

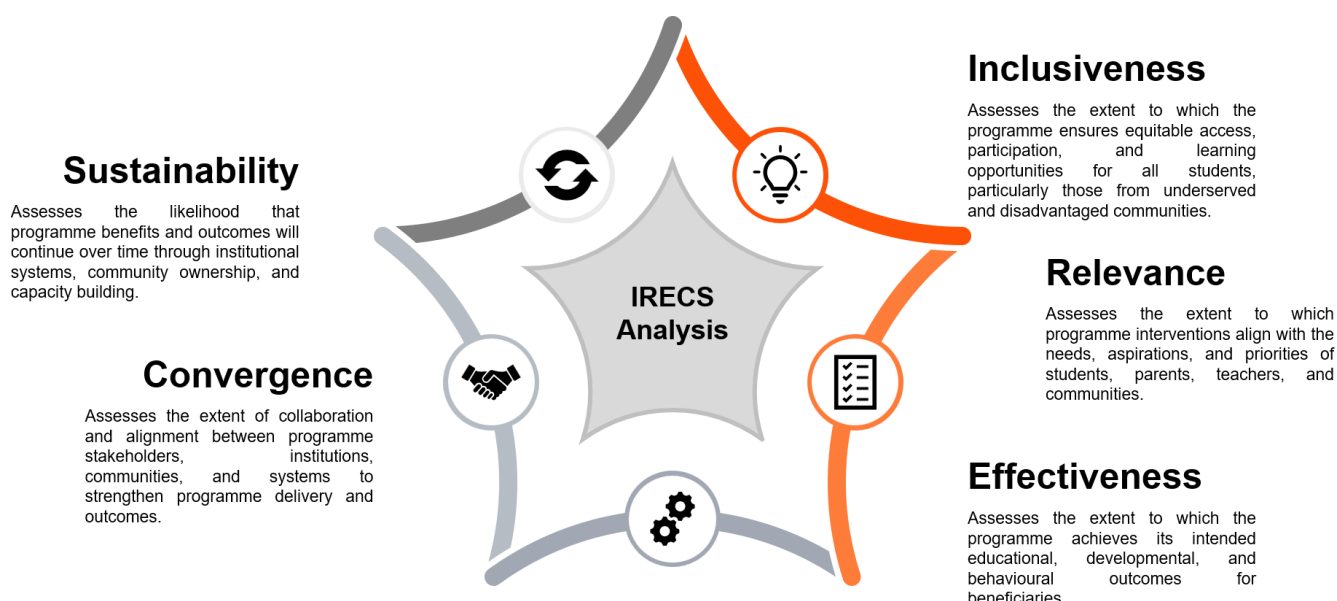
Figure 4: 4-stage Approach for Impact Assessment



Further, this **study adopts a contribution-based impact assessment approach rather than a counterfactual evaluation design**. As the assessment does not involve treatment and control groups, the **assessment seeks to understand the changes experienced by students, teachers, parents, schools, and communities that can be associated with programme participation**, based on evidence generated through quantitative surveys, qualitative consultations, life skills assessments, and secondary review.

The assessment was guided by the IRECS framework to assess the impact around each pillar holistically around the parameters of **Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability**.

Figure 5: IRECS Framework guiding the Assessment



The IRECS framework is an analytical tool used in impact assessment studies to evaluate development programmes across five critical dimensions: Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability. It provides a structured lens to assess whether a programme reaches the most marginalized populations (Inclusiveness), addresses genuine community needs (Relevance), delivers measurable outcomes against stated objectives (Effectiveness), complements existing government schemes and national goals (Convergence), and creates lasting change that persists beyond the programme's direct intervention (Sustainability). By applying IRECS, the study moves beyond simple output measurement to a holistic understanding of how a programme creates equitable, meaningful, and enduring social value for its intended beneficiaries and the wider ecosystem.

The assessment is also **guided by a set of research questions designed to examine whether and how programme interventions have contributed to changes across key outcome areas.** These include **student development, learning environments, teacher capacity, parental and community engagement, and broader educational aspirations.** Findings presented in subsequent chapters are structured around these research questions and provide evidence on the changes observed among programme stakeholders.

2.3. Sampling Framework

The assessment study was cross sectional with **mixed method approach (both quantitative & qualitative)** deciphering the myriads of questions that needs to be answered for evidence backed impact mapping.

The quantitative study focused on quantitative data to generate insights and evidence to map the expected impact. On the other hand, qualitative data helped in translating observations, perspective and experiences into insights.

Quantitative Interactions		Qualitative Interactions
Sampling Technique: Stratified Random Sampling Tools used: Quantitative questionnaire Types of respondents: 5th Class – Any 30 Students 6th-8th Class – Any 30 Students 9th-12th Class- Any 30 Students		Sampling Technique: Purposive Sampling Tools used: Discussion Guides for In-depth Interviews (IDI) / Focus Group Discussion (FGD) Types of respondents and tools proposed: Students – FGD Parents – IDI Principal/Teachers – IDI Bharti Airtel Foundation team - IDI

Sampling Approach and State-wise Distribution of Selected Schools

- Around 25% of the schools implementing the intervention in each state have been selected for the study to ensure adequate representation while maintaining feasibility.
- The distribution of sampled schools across states is as follows: **Haryana – 7 schools, Punjab – 24 schools, Rajasthan – 6 schools and Uttar Pradesh – 3 schools**

A. Quantitative Sampling

A.1 Senior Secondary Schools

- Senior Secondary Schools have the maximum number of interventions; therefore, **all Senior Secondary Schools have been included in the study.**

A.2 Elementary Schools

Elementary schools have been **selected based on the type of special interventions implemented**, as well as the presence or absence of such interventions, to allow for comparative analysis:

- **Punjab:** 1 school with no special intervention; 2 schools with Robotics Labs; and 2 schools with Tab Labs
- **Rajasthan:** 1 school with no special intervention; 1 school with Robotics Labs; and 1 school with Tab Labs

A.3 Primary Schools

For Primary Schools, sampling **ensures geographical representation** by:

- Covering all districts within the state
- Selecting two clusters from each district

Quantitative Sample Size per School

In each selected school, the following number of students will be covered for quantitative interactions:

- **Sr Secondary Schools:** Class 5: Any 30 students; Classes 6–8: Any 30 students; Classes 9–12: Any 30 students
- **Elementary Schools:** Class 5: Any 30 students, and Classes 6–8: Any 30 students
- **Primary Schools:** Class 5: Any 30 students

This totals **1,740 student interactions (quantitative) in 40 sampled schools** across various locations however, the study was conducted with 1,651 respondents. The shortfall was due to unavailability of some students at the time of fieldwork in a few schools Out of which the sample

coverage is 59% girls and 41% boys. Further, **222 number of teachers** are also covered for a brief quantitative interaction across the sampled schools.

B. Selection Criteria for Qualitative Interactions

- For qualitative interactions, two schools per state have been selected based on the following priority criteria:
 - Senior Secondary Schools**, wherever available
 - Elementary Schools**, if Senior Secondary Schools are not present
 - Primary Schools**, only if both Senior Secondary and Elementary Schools are not present in the state
- Further, schools selected for **qualitative interactions are drawn from those in which quantitative surveys are conducted**, allowing for a better understanding of the data.

This totals to **100 interactions (qualitative) in 8 sampled schools** across various locations. Qualitative Sample is as follow:

Respondent	Mode of Interaction	No. of Interactions per School	No. of Interactions per State	Total No. of Interactions (across 4 states)
Students	Focus Group Discussion (FGD)	2	4	16
Teachers/Principals/Head Teachers	In-Depth Interview (IDI)	5	10	40
Parents	In-Depth Interview (IDI)	4	8	32
Alumni Students	Focus Group Discussion (FGD)	1	2	8
Bharti Foundation's Team (State SPOCs)	In-Depth Interview (IDI)	1	1	4
Total Interactions				100

Following tables detail the quantitative sample (in numbers) drawn out from each state.

Table 2: Number of Schools sampled across each state

School Type ↓	Haryana		Punjab		Rajasthan		Uttar Pradesh	
	Universe	Sample	Universe	Sample	Universe	Sample	Universe	Sample
Primary	31	7	60	14	17	4	12	3
Elementary	-	-	20	5	10	2	-	-
Sr. Secondary	-	-	5	5	-	-	-	-
Total	31	7	85	24	27	6	12	3

Table 3: Grade-wise quantitative sample across school types

Grades ↓	Primary	Elementary	Sr. Secondary	Total
5 th	810	240	150	1,200
6 th – 8 th	-	240	150	390
9 th – 12 th	-	-	150	150
Total	810	480	450	1,740

The proposed sample size was 1,740 students; however, the study was conducted with 1,651 respondents. The shortfall was due to unavailability of some students at the time of fieldwork in a few schools and limited batch capacity of the classes, despite mobilization support from Bharti Airtel Foundation.

Table 4: State-wise number of students sampled (quantitative) across school types and grades

States ↓	Grades ↓	Primary	Elementary	Sr. Secondary	Total
Punjab	5 th	420	150	150	720
	6 th – 8 th	-	150	150	300
	9 th – 12 th	-	-	150	150
	Total	420	300	450	1,170
Rajasthan	5 th	90	90	-	180
	6 th – 8 th	-	90	-	90
	9 th – 12 th	-	-	-	-
	Total	90	180	-	270
Haryana	5 th	210	-	-	210
	6 th – 8 th	-	-	-	-
	9 th – 12 th	-	-	-	-
	Total	210	-	-	210

States ↓	Grades ↓	Primary	Elementary	Sr. Secondary	Total
Uttar Pradesh	5 th	90	-	-	90
	6 th – 8 th	-	-	-	-
	9 th – 12 th	-	-	-	-
	Total	90	-	-	90

2.4. Assumptions & Limitations

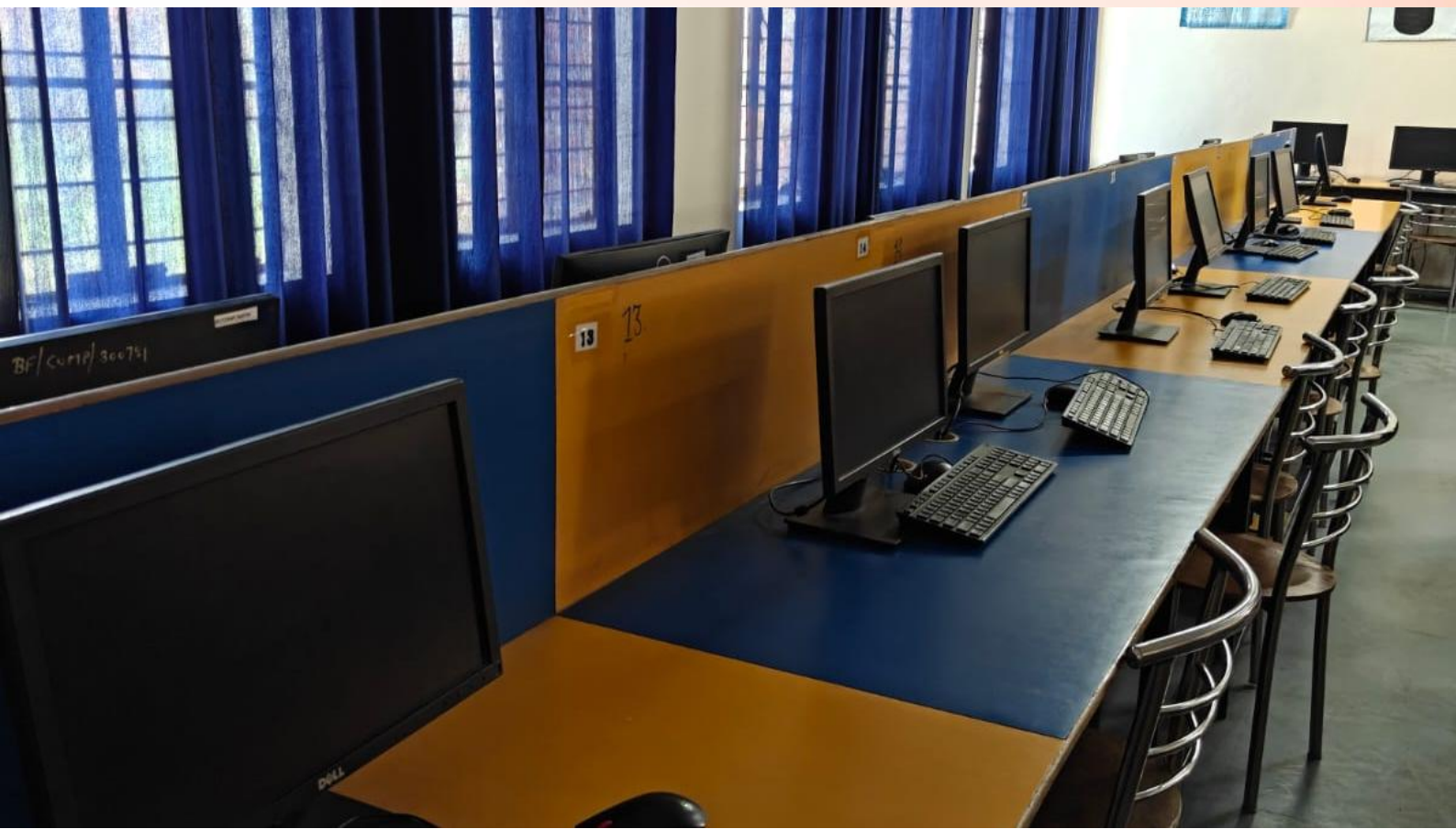
General

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- The nature of service provided under this engagement does not in any manner constitute provision of legal service or/advice as the term is generally understood under various laws for the time being in force. The intent of PWCALLP was to provide assistance and support in accomplishing the stated objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.
- Our scope of work, including any advice/assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.
- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.
- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind you that the examination of controls over the maintenance and integrity of your website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

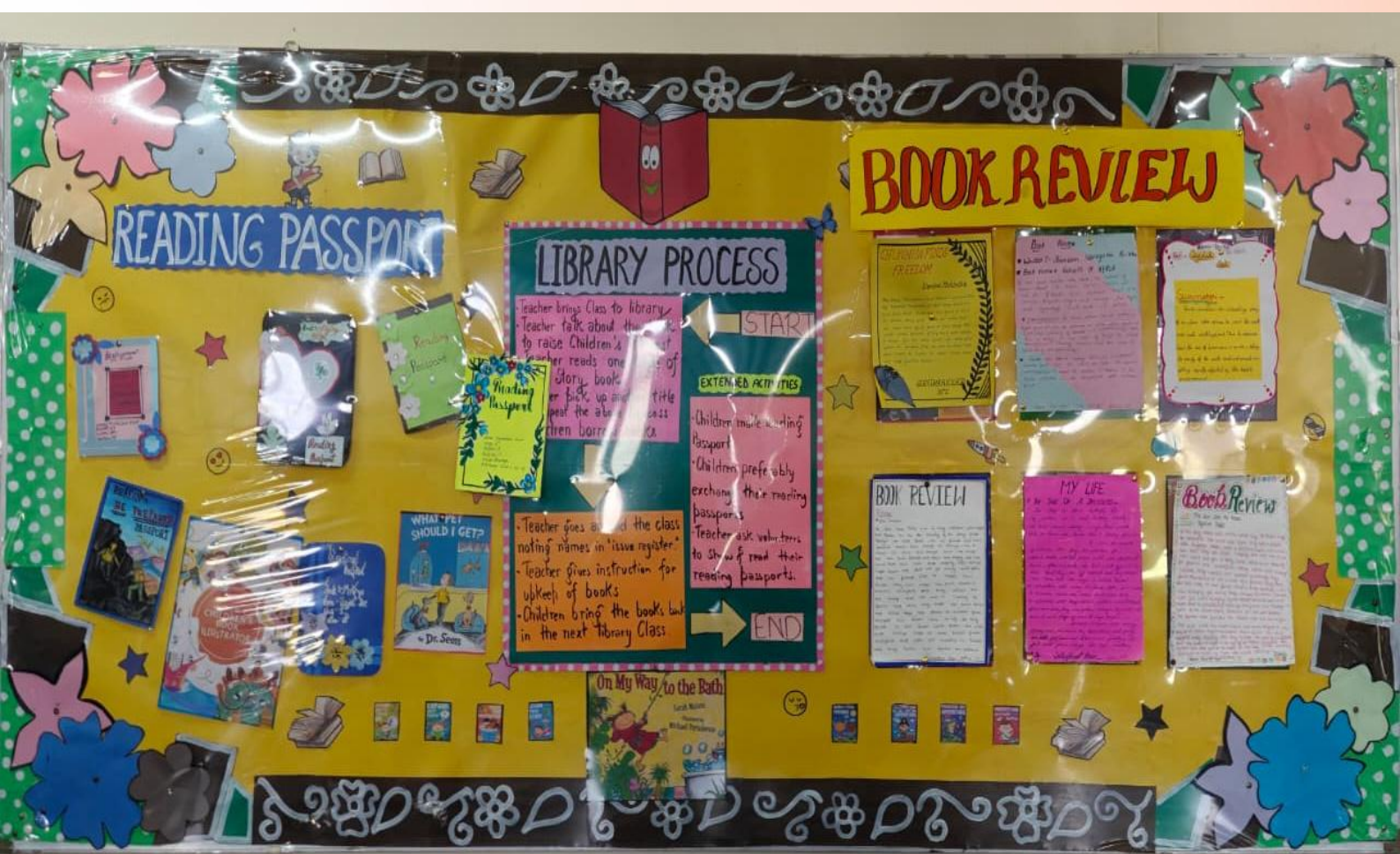
Pertaining to this report

- The report prepared by the PWCALLP is based upon the (a) information/documents provided by Bharti Airtel Foundation and (b) data collected during the field visit to the project location by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.
- PWCALLP's work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as respondents. Accordingly, changes in circumstances/samples/procedures or information available could affect the findings outlined in this report.
- The projects assessed as part of this report were identified and selected for impact assessment by Bharti Airtel Foundation management. PWCALLP has relied on the information and representations provided by Bharti Airtel Foundation in this regard and has not independently verified the applicability or eligibility of the selected projects under the provisions of the Companies (Corporate Social Responsibility Policy) Rules, 2014, or any subsequent amendments thereto.
- Student mobilization presented certain challenges in a few schools. Although mobilization of the candidates was to be facilitated by Bharti Airtel Foundation, the unavailability of some students at the time of the fieldwork resulted in a few of the proposed sample students not being covered under the study.

3. Detailed Analysis and Findings



3.1. Pillar 1 – Holistic Development of Students



Background

This pillar assesses the impact of the Satya Bharti Schools programme on the holistic development of students. It examines whether the programme's interventions have contributed to meaningful shifts in how students engage with learning, express themselves, collaborate with peers, internalise values of inclusion, and develop aspirations for their future. The impact has been assessed from the perspective of multiple stakeholders including students, teachers, parents, and alumni. **The assessment is anchored around the following aspects that together define the contours of holistic development:**

- **Student engagement, confidence, and higher-order skills:** The extent to which students demonstrate interest, curiosity, and active participation in classroom learning, and how confidently they express ideas, ask questions, communicate with peers and teachers, and apply creativity, critical thinking, and problem-solving in classroom activities and projects.
- **Teamwork, inclusion, values, and leadership:** The ways in which students display teamwork, collaboration, and respectful behaviour while working with others, and whether they demonstrate empathy, ethical behaviour, respect for diversity and gender equality, and leadership qualities through Bal Sabhas, Student Councils, and other school platforms.
- **Social awareness, responsibility, and future aspirations:** Whether students show awareness of community issues such as gender equality, environment, health, and hygiene, take responsibility for addressing challenges around them, and demonstrate clarity about career aspirations and future pathways including higher education, skills development, and scholarships, especially among girls.

The assessment draws on quantitative data from **1,651 students** across Senior Secondary, Elementary, and Primary grades, along with qualitative interactions with students, teachers, parents, and alumni across multiple states. Each sub-section that follows addresses a specific dimension of holistic development, contributing to an understanding of how the programme is shaping learners as active, confident, ethical, and socially aware individuals.

3.1.1. Student Voice, Participation, and Inclusion

The assessment captures **whether students get regular and consistent opportunities to ask questions and present their work in class, whether teachers actively listen to and value students' views and ideas, and whether collaborative learning through group work and presentations is embedded in everyday classroom practice.** It looks at how these three dimensions together shape an environment where students feel heard, included, and encouraged to participate actively in their own learning. This directly addresses the aspect of student interest, curiosity, and active participation in classroom learning.

Active Student Voice in Classroom Learning

Figure 6: Secondary Grades (N=150)

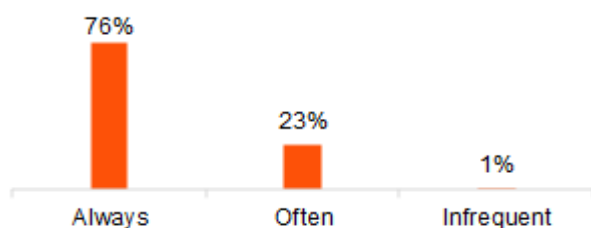


Figure 7: Upper Primary Grades (N=488)

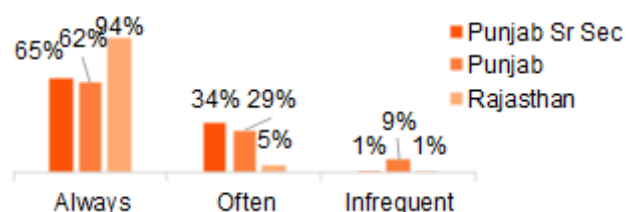
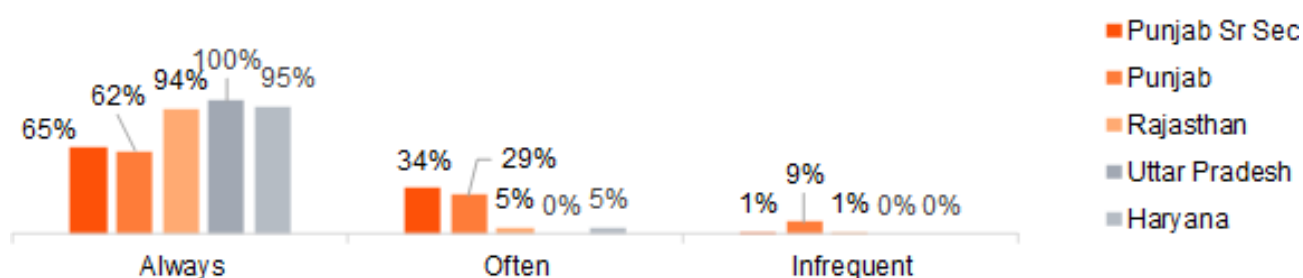


Figure 8: Primary Grades (N=1,013)



When asked whether students get regular chances to ask questions and present their work in class, **responses across all school levels showed strong participatory culture** embedded in Satya Bharti Schools.

For Secondary Grades (N=150)

- 76% of students reported that they always get regular chances to ask questions and present their work, 23% said they get such opportunities often, and only 1% reported these chances as infrequent. This indicates that **most Sr Secondary classrooms provide consistent opportunities for students to voice their questions and share their work**, with very few classrooms lacking in this practice.
- During interactions, Sr Secondary students confirmed that classrooms are interactive and teachers regularly ask questions and encourage participation. Students shared that **teachers do not just lecture but ask questions, encourage students to speak, and make the class interactive**. One student, in particular, shared that when he was in 5th class, he was very shy, but now he confidently participates in rubrics and science exhibitions.

For Upper Primary Grades (N=488)

- Students always get regular chances to ask questions and present their work in **65% of Punjab Senior Secondary classrooms, 62% of Punjab elementary classrooms, and 94% of Rajasthan classrooms**. Often, such opportunities are provided in 34%, 29%, and 5% of classrooms respectively. Rajasthan classrooms universally ensure regular student participation, while Punjab classrooms show a more distributed pattern.

- Students in elementary grades shared that **teachers gave them chances to speak in class, ask questions, and come in front**. They said it feels very good when they get a chance to share their thoughts because they feel heard and understood. Some students mentioned that **earlier they felt shy and had hesitation, but slowly their confidence increased because teachers responded well**.

For Primary Grades (N=1,013)

- Students always get regular chances to ask questions and present their work in **79% of Punjab Senior Secondary schools, 72% in Punjab remaining schools, 94% in Rajasthan, 100% in Uttar Pradesh, and 95% in Haryana classrooms**. Often, such opportunities are provided in 20%, 24%, 3%, 0%, and 5% of classrooms respectively. Uttar Pradesh, Haryana, and Rajasthan classrooms nearly universally provide these opportunities, while Punjab classrooms show slightly more variation with about a fifth offering these chances often rather than always.
- Students in primary grades reported that **whenever they raise their hands, teachers usually give them a chance to speak**. They felt happy and confident when teachers listened to them. Some students also shared that group discussions happened in class, which helped them express their thoughts more easily.

I used to be very shy and never raised my hand in class. But my teachers always encouraged me to speak up by saying 'beta bolo'. Now I confidently ask questions in every class and even participate in rubrics and science exhibitions. This school changed me from a silent listener to an active speaker.

- As narrated by a Sr. Secondary Student in Punjab

Teacher Listens to Students' Views

Figure 9: Secondary Grades (N=150)

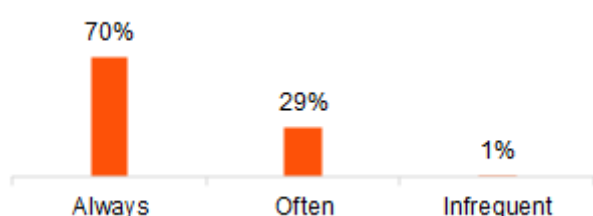


Figure 10: Upper Primary Grades (N=488)

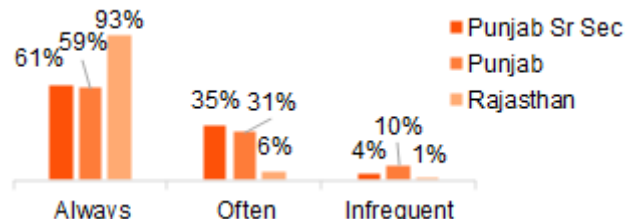
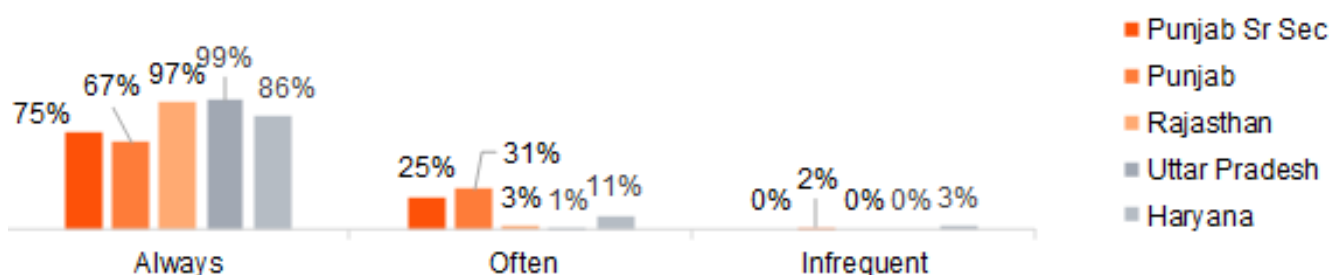


Figure 11: Primary Grades (N=1,013)



For Secondary Grades (N=150)

- 70% of students reported that teachers always listen to their views or ideas in class, 29% said this happens often, and only 1% said it occurs infrequently. This demonstrates that **student opinions are valued and integrated into the learning process at the senior secondary level.**
- Qualitatively, students shared that when they raise concerns or suggestions, **teachers listen and changes become visible within a few days.** Students confirmed that teachers make them feel their ideas matter and respond to their suggestions with seriousness.

For Upper Primary Grades (N=488)

- Teachers always listen to student views in **61% of Punjab Sr Sec classrooms, 59% of Punjab elementary classrooms, and 93% of Rajasthan classrooms.** Often, teachers listen in 35%, 31%, and 6% of classrooms respectively, while the infrequent category stands at 4%, 10%, and 1%.
- Rajasthan classrooms show near-universal teacher receptivity, while Punjab classrooms demonstrate a comparatively wider distribution. Students shared that when they have doubts, **teachers usually clear them and help them feel comfortable expressing themselves freely.**

For Primary Grades (N=1,013)

- Teachers always listen in 75% of Punjab Sr Sec, 67% of Punjab, 97% of Rajasthan, 99% of Uttar Pradesh, and 86% of Haryana classrooms. Often, this occurs in 25%, 31%, 3%, 1%, and 11% of classrooms respectively. **Uttar Pradesh and Rajasthan report nearly complete teacher receptivity, while Haryana and Punjab schools show minor variation.**
- Students in primary grades reported that **teachers listen to them kindly and respond well to their doubts and ideas.** They shared that this makes them feel good and happy because they feel heard.

Group Work & Presentation Participation

Figure 12: Secondary Grades (N=150), Group Work

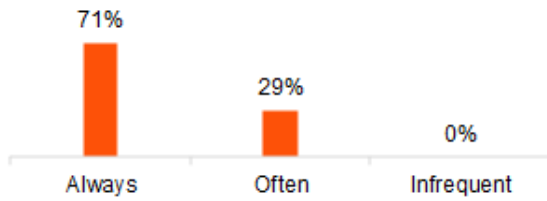


Figure 13: Secondary Grades (N=150), Presenting Work

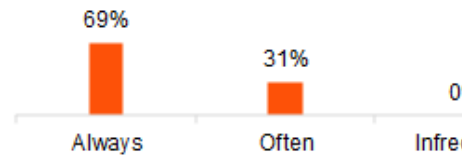


Figure 14: Upper Primary Grades (N=488), Group Work

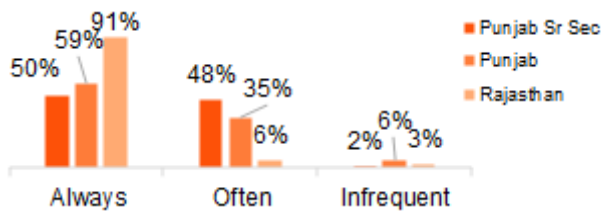


Figure 15: Upper Primary Grades (N=488), Presenting Work

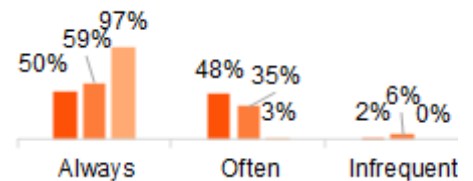


Figure 16: Primary Grades (N=1,013), Group Work

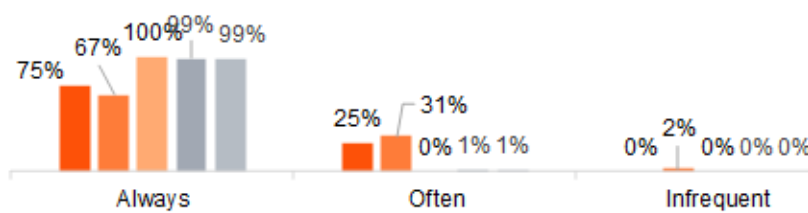
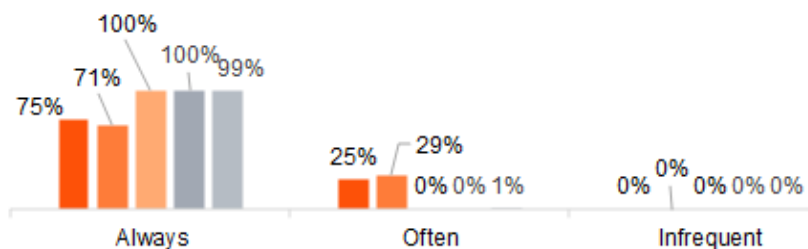


Figure 17: Primary Grades (N=1,013), Presenting Work



When asked whether students work in teams frequently for classwork or activities, and whether they got chances to deliver presentations in front of the class, **the responses across school levels revealed strong emphasis on collaborative and presentation-based learning.**

For Secondary Grades (N=150)

- Regarding presenting work in front of class, 69% of students report they always get chances, and 31% say often, with 0% infrequent. For group work, 71% always work in teams, 29% often, and 0% infrequently. This shows that collaborative work and public presentation are strongly embedded in the Sr Secondary learning experience.
- Students mentioned participating in science exhibitions, rubrics (presentations), cultural events, and leadership council roles. Students who are part of the leadership council help co-organize events, coordinate with teachers, and encourage other students to participate. In Class 8, students made a project on India's states and capitals with LED touch panels.

For Upper Primary Grades (N=488)

- Regarding presenting work, 50% of Punjab Sr Sec, 59% of Punjab, and 97% of Rajasthan students always get chances to present. For group work, 50% of Punjab Sr Sec, 59% of Punjab, and 91% of Rajasthan always work in teams. Rajasthan classrooms demonstrate near-universal opportunities for both teamwork and presentations.
- Students reported participating in drama, debates, and group projects. They shared that working in groups helped them make friends and learn teamwork. They noted that "It was scary at first to speak on stage, but after doing it, we felt brave and confident".

For Primary Grades (N=1,013)

- Regarding presenting work, 75% of Punjab Sr Sec, 71% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana students always get chances. For group work, 75% of Punjab Sr Sec, 67% of Punjab, 100% of Rajasthan, 99% of Uttar Pradesh, and 99% of Haryana always work in teams.
- Students shared that group discussions happened in class and this helped them express their thoughts more easily. Working in groups taught them to listen to others and share ideas.

I have done dramas, group projects, and science exhibitions. Speaking in front of the class was scary at first, but after doing it many times, I now feel brave and confident. Working in groups taught me to listen to others and help each other. These experiences helped me in studies and in personality development.

- As narrated by an Elementary Student in Punjab

3.1.2. Gender Equity and Equal Opportunities

The focus here is on assessing **whether girls and boys receive equal chances to participate, answer, and lead activities** across learning as well as co-curricular spaces. It captures how gender-inclusive practices are experienced by students in their day-to-day classroom interactions and whether teachers create an environment free of bias. This aligns with the aspect of respectful behaviour, inclusion, and respect for gender equality among students.

Equal Participation Opportunities for Girls and Boys

Figure 18: Secondary Grades (N=150)

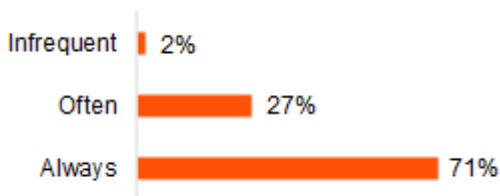


Figure 19: Upper Primary Grades (N=488)

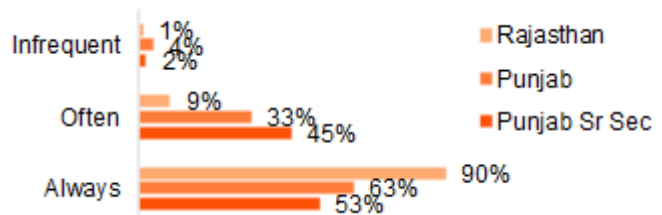
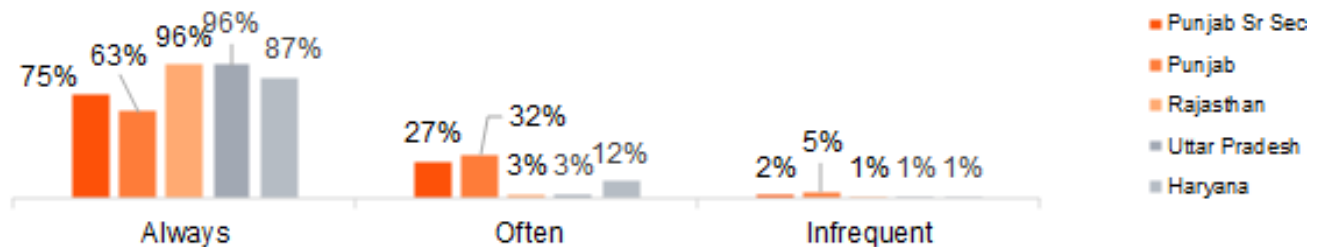


Figure 20: Primary Grades (N=1,013)



When asked whether girls and boys receive equal chances in all roles whether learning or sports, the survey responses across all levels confirmed strong gender equity practices in Satya Bharti Schools.

For Secondary Grades (N=150)

- 71% reported that girls and boys always get equal chances to participate, answer, and lead activities, 27% said often, and only 2% reported this as infrequent.
- During interactions, Sr Secondary students explicitly stated that they have never felt inequality on any grounds. Teachers treat them equally, and expectations from teachers are the same for both boys and girls regarding exams and performance. Students confirmed there is no bias between boys and girls, and both get equal attention with no favouritism based on gender.

For Upper Primary Grades (N=488)

- Students responded that equal participation is always ensured in 53% of Punjab Sr Sec, 63% of Punjab and 90% of Rajasthan Grades, with "often" responses at 45%, 33% and 9% respectively.

- Students confirmed that boys and girls both get the same care and equal chances to answer and participate. Teachers do not differentiate based on family background, making the classroom friendly and respectful.

For Primary Grades (N=1,013)

- Equal participation is always ensured in 75% of Punjab Sr Sec, 63% of Punjab, 96% of Rajasthan, 96% of Uttar Pradesh, and 87% of Haryana classrooms. These findings reflect that schools across states maintain strong gender equity, with Rajasthan and Uttar Pradesh showing near-universal gender parity.
- Students shared that "boys and girls both get the same help and attention. No one is treated differently." When asked if teachers have favourite students, primary students said all children are treated as important and they did not feel unfair favouritism in class.

I have never felt any difference between how boys and girls are treated in our school. We all get equal chances to answer, participate in activities, and take on responsibilities. My teachers always tell us that both sons and daughters are equal and should be given the same opportunities.

- As narrated by an Elementary Student in Punjab

3.1.3. Confidence in Public and Leadership Roles

The assessment here captures **whether students feel confident and self-assured while speaking in front of school visitors, guests, examiners, or peers from other institutions**, and whether they take up leadership positions such as Head Boy/Girl or Prefect. This connects to the aspects of confidence in self-expression and leadership through school initiatives.

Student Confidence, Self Expression and Communication

Figure 21: Secondary Grades (N=150)

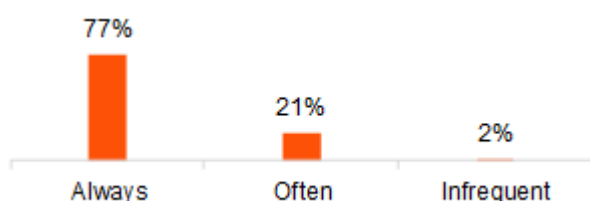


Figure 22: Upper Primary Grades (N=488)

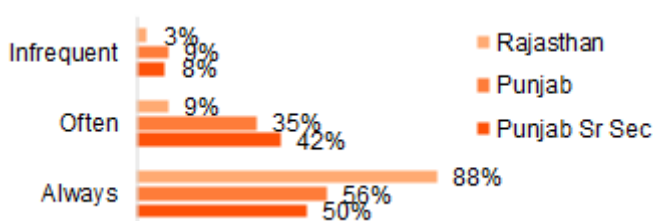
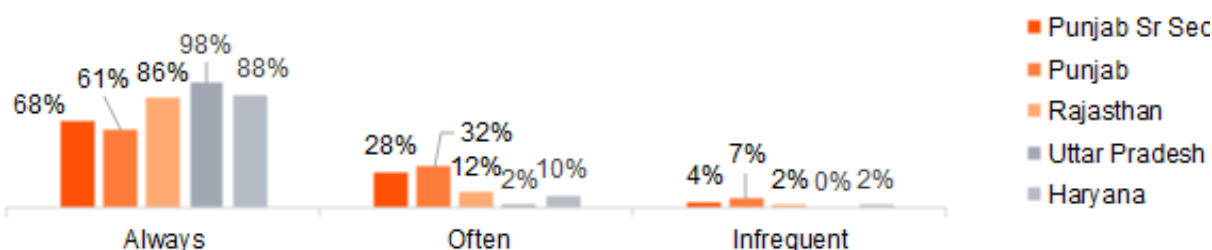


Figure 23: Primary Grades (N=1,013)



When asked whether students express self-assurance while speaking before school visitors like guests, examiners, or peers from other institutions, the responses demonstrated growing confidence among students across all levels.

For Secondary Grades (N=150)

- 77% of students always feel confident speaking in front of visitors, 21% feel confident often, and only 2% report infrequent confidence. Additionally, 92% of Sr Secondary students reported holding leadership positions such as Head Boy/Girl or Prefect.
- During interactions, students shared that they feel no nervousness speaking in front of unknown people because they were trained progressively, from small-level practice in school to larger audiences. One student noted that the confidence he has today is because of rubrics and science exhibitions where outside judges come to evaluate their work.

For Upper Primary Grades (N=488)

- 50% of Punjab Sr Sec School, 56% of Punjab and 88% of Rajasthan students always feel confident speaking before visitors. The "often" category stands at 42%, 35% and 9% respectively.
- Students reported that activities like drama, role play, debates, and school functions have helped them grow from shy children to confident speakers. They shared that speaking in front of the class was scary at first, but after doing it repeatedly, they felt more confident.

For Primary Grades (N=1,013)

- 68% of Punjab Sr Sec, 61% of Punjab, 86% of Rajasthan, 98% of Uttar Pradesh, and 88% of Haryana students always feel confident speaking before visitors. The data from Rajasthan, Uttar Pradesh, and Haryana shows near-universal confidence, while Punjab shows a slightly more varied pattern with about a third reporting "often" rather than "always."
- Students shared that activities like speaking in front of the class, group work, role plays, and stage presentations during functions helped them improve their confidence.

3.1.4. Sports, Discipline and Resilience

Under this theme, the assessment captures **whether students regularly participate in sports and physical activities at school, and whether this participation has helped them follow rules, maintain routine, and build discipline** in their daily lives. It looks at how engagement in sports contributes to values like teamwork, fitness, and self-management that extend beyond the playground. This aligns with the aspect of teamwork, collaboration, and disciplined behaviour among students.

Participation in Sports/Physical Activities

Figure 24: Secondary Grades (N=150)

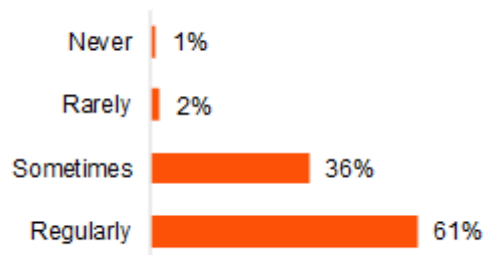


Figure 25: Upper Primary Grades (N=488)

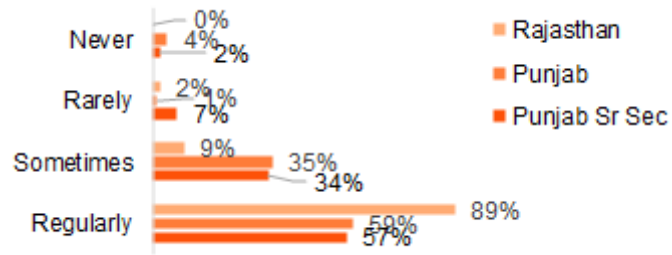
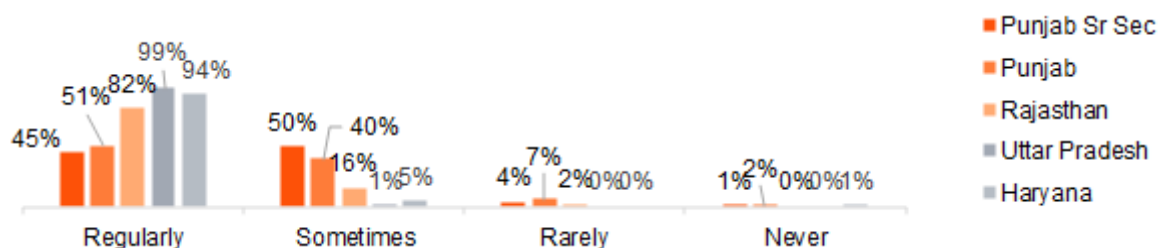


Figure 26: Primary Grades (N=1,013)



When asked whether students take part in sports or physical activities at school, the survey revealed widespread engagement in sports across all levels.

For Secondary Grades (N=150)

- 61% of students participate in sports regularly, 36% sometimes, 2% rarely, and 1% never. Students actively play multiple sports including Cricket, Volleyball, Basketball, Football, Handball, and Kho-Kho. Values learned from sports include teamwork, discipline, compassion, leadership, and putting the team's interest first.
- One student shared a personal story where he was low in confidence, but the sports teacher formed a team for inter-school competitions and gave him a chance to play football; after regular practice, he improved significantly. Students also discussed mind games and strategic thinking in sports, especially in volleyball.

For Upper Primary Grades (N=488)

- 57% of Punjab Sr Sec, 59% of Punjab, and 89% of Rajasthan students participate regularly. The "sometimes" category stands at 34%, 35%, and 9% respectively. The "rarely" category is 7%, 1%, and 2%, while "never" is 2%, 4%, and 0%. Students shared that sports teach them discipline, teamwork, and how to stay active.
- Some students also shared that sports help in improving health, strength, and height. They play cricket, football, and kabaddi in school.

For Primary Grades (N=1,013)

- 45% of Punjab Sr Sec, 51% of Punjab, 82% of Rajasthan, 99% of Uttar Pradesh, and 99% of Haryana students participate regularly. The "sometimes" category stands at 50%, 40%, 16%, 1%, and data for Haryana is near 0% respectively. Uttar Pradesh and Haryana show near-universal regular participation.
- Students shared they play football, kabaddi, potato race, and lemon spoon race. "These games teach us teamwork and discipline. We also take part in rallies about cleanliness and women's rights".

Sports Help Follow Rules & Maintain Routine

Figure 27: Secondary Grades (N=150)

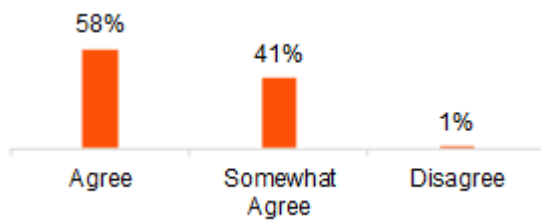


Figure 28: Upper Primary Grades (N=488)

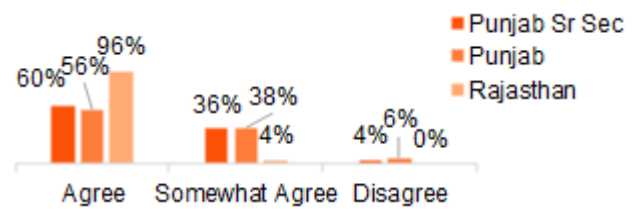
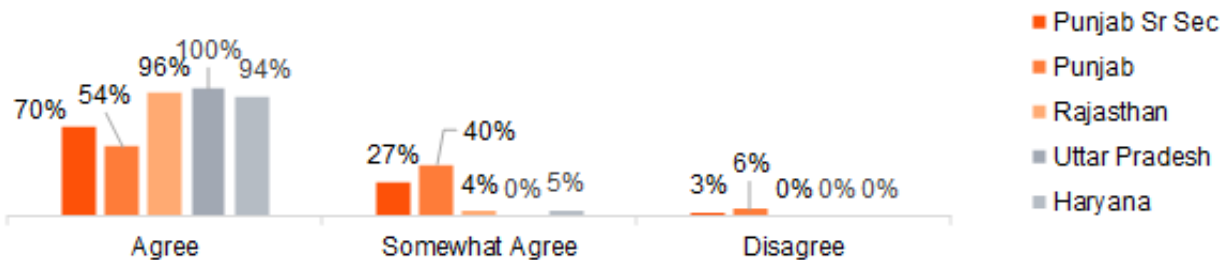


Figure 29: Primary Grades (N=1,013)



When asked whether playing sports or joining physical activities in school has helped students follow rules and maintain a routine, responses confirmed that sports contribute significantly to discipline building.

For Secondary Grades (N=150)

58% of students agree that sports help them follow rules and maintain routine, 41% somewhat agree, and only 1% disagree. Students discussed how discipline, stamina, and strategic thinking are developed through sports participation.

For Upper Primary Grades (N=488)

60% of Punjab Sr Sec, 56% of Punjab, and 96% of Rajasthan students agree, with 36%, 38%, and 4% somewhat agreeing respectively. The "disagree" category stands at 4%, 6%, and 0%. Students shared that sports help in improving health, strength, and discipline. They learn teamwork, fitness, stamina, and unity from sports activities.

For Primary Grades (N=1,013)

70% of Punjab Sr Sec, 54% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, 94% of Haryana agree. The "somewhat agree" category stands at 27%, 40%, 4%, 0%, 5% respectively. Students confirmed that physical activities keep them active, healthy, and disciplined. "From these activities, we learn the importance of health, discipline, teamwork, and keeping our surroundings clean".

Sports in my school taught me to wake up on time, follow the timetable, and be disciplined in everything I do. I learned that to win, you have to follow rules and practice regularly. This discipline now helps me in my studies and daily routine too.

- As narrated by an Elementary Student in Rajasthan

3.1.5. Participation in Competitions/Cultural Events and Confidence Building

Students credited **participation in debates, cultural programmes, sports events, science exhibitions, and inter-school competitions with helping them build confidence, teamwork, leadership, and communication skills** while providing opportunities for broader exposure beyond the classroom. It looks at how such platforms build confidence, motivate students academically, and develop collaborative skills through shared effort. This connects to the aspects of creativity, problem-solving, and teamwork among students.

Participation in Intra-School Competitions/Cultural Events

Figure 30: Secondary Grades (N=150)



Figure 31: Upper Primary Grades (N=488)

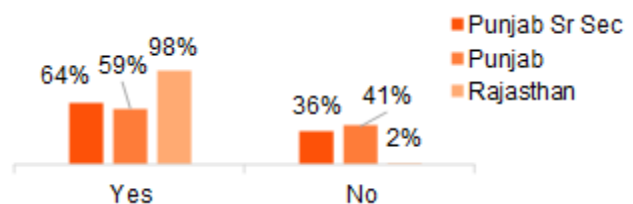
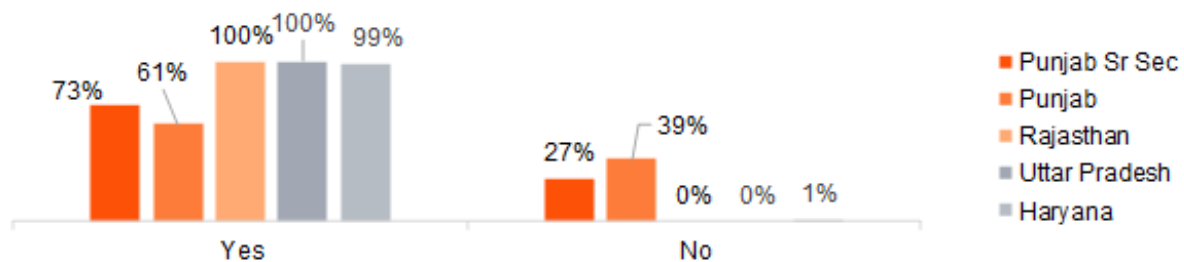


Figure 32: Primary Grades (N=1,013)



When asked whether students participated in competitions or cultural events or assemblies in the school this year, the data showed high levels of engagement.

For Secondary Grades (N=150)

64% have participated in competitions or cultural events this year, while 36% have not. Students mentioned participating in science exhibitions, rubrics, cultural events, and activities organized by the leadership council.

For Upper Primary Grades (N=488)

64% of Punjab Sr Sec, 59% of Punjab, and 98% of Rajasthan have participated. Students shared that they took part in cultural events, science exhibitions, and group projects. They spoke about making models, including a solar system model, and presenting their work. These activities helped them learn teamwork and responsibility.

For Primary Grades (N=1,013)

73% of Punjab Sr Sec, 61% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and Haryana (near complete participation) confirm participation. Students shared that the school organized cultural events, festivals, science day, exhibitions, and children's day activities. They enjoyed these functions and said these activities helped them work together and take part in school life.

Participation in Inter-School Competitions

Figure 33: Secondary Grades (N=150)

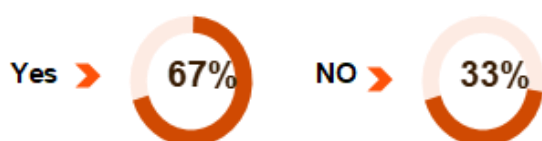


Figure 34: Upper Primary Grades (N=488)

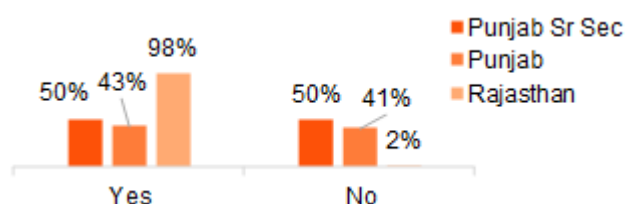
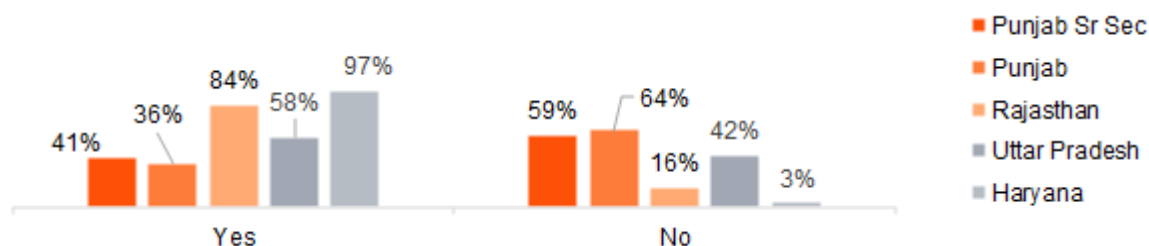


Figure 35: Primary Grades (N=1,013)



When asked whether students got an opportunity to participate in external competitions (outside school) related to science, robotics, etc., the responses revealed opportunities for exposure beyond the school.

For Secondary Grades (N=150)

67% reported having participated in external/inter-school competitions, while 33% have not. Students mentioned robotics competitions with outside judges, inter-school sports, and science exhibitions.

For Upper Primary Grades (N=488)

50% of Punjab Sr Sec, 43% of Punjab, and 98% of Rajasthan have participated. Rajasthan shows near-universal external competition participation.

For Primary Grades (N=1,013)

41% of Punjab Sr Sec, 36% of Punjab, 84% of Rajasthan, 58% of Uttar Pradesh, and data for Haryana confirm varied participation levels. The lower participation in Punjab primary grades compared to Rajasthan may reflect fewer available opportunities at the primary level in Punjab.

Learning Teamwork through Competitions

Figure 36: Secondary Grades (N=150)

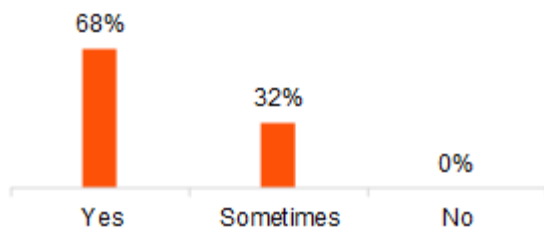


Figure 37: Upper Primary Grades (N=488)

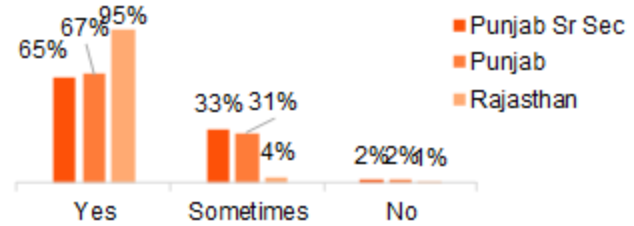
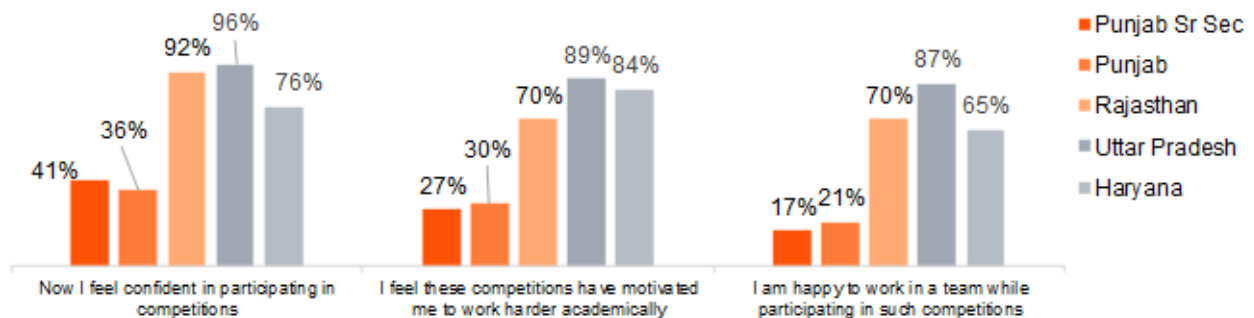


Figure 38: Primary Grades (N=1,013)



When asked whether competitions and events helped students learn to work better in a team, responses followed a positive trend overall.

For Secondary Grades (N=150)

65% have participated in inter-school competitions and report learning teamwork. Students who are part of the leadership council help co-organize events, coordinate with teachers, and encourage other students to participate, building strong organizational and collaborative skills.

For Upper Primary Grades (N=488)

Students reported similar patterns with students sharing that working in a group helps them feel more confident because each child has different ideas, and when all ideas come together, the final work becomes better.

For Primary Grades (N=1,013)

- When asked about the impact of competitions, the data shows 41% of Punjab Sr Sec, 36% of Punjab, 92% of Rajasthan, 96% of Uttar Pradesh, and 76% of Haryana now feel confident in participating in competitions. Further, 27% of Punjab Sr Sec, 30% of Punjab, 70% of Rajasthan, 89% of Uttar Pradesh, and 84% of Haryana feel these competitions motivated them to work harder academically
- Additionally, 17% of Punjab Sr Sec, 21% of Punjab, 70% of Rajasthan, 87% of Uttar Pradesh, and 65% of Haryana are happy to work in a team while participating. The lower numbers in Punjab primary suggest that building participation confidence at the primary level requires continued focus.

I participated in a science exhibition where we made models and presented them in front of judges from outside. Earlier I never participated in any competition, but this school gave me the confidence. Now I feel I can present my work in front of anyone. The confidence I have today is because of rubrics and science exhibitions.

- As narrated by an Elementary Student in Punjab

3.1.6. Civic Awareness and Community Engagement (Student-Led)

Under this theme, the assessment captures **whether students participate in school-led community activities such as awareness drives, Nukkad Nataks, and campaigns on health, environment, and gender respect; whether this participation has changed their own habits around waste segregation, water saving, and gender respect; whether students contribute to adult literacy and numeracy through the Saksharta Bharti Abhiyan; and whether school campaigns have influenced their behaviour at home.** This directly addresses the aspect of student awareness of community issues and their sense of responsibility towards the world around them.

Participation in School-Led Community Activities

Figure 39: Secondary Grades (N=150)



Figure 40: Upper Primary Grades (N=488)

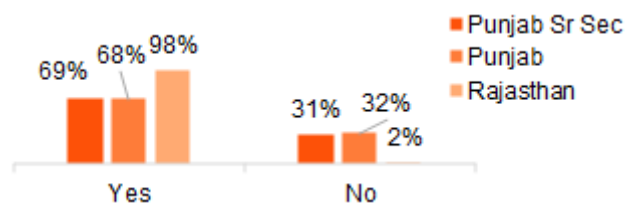
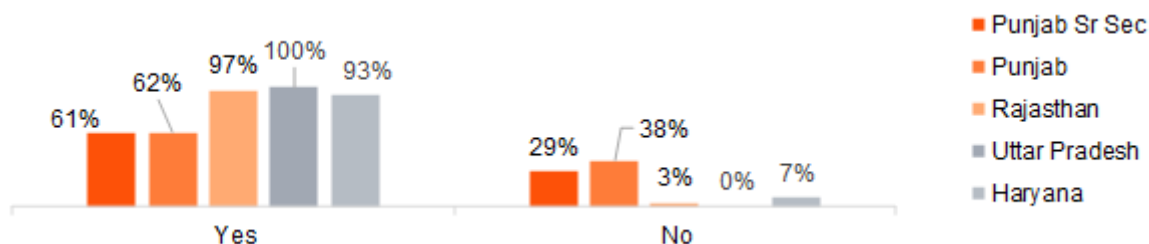


Figure 41: Primary Grades (N=1,013)



When asked whether students have participated in school-led community activities related to health, environment, and gender respect such as awareness drives, Nukkad Nataks, and campaigns, the data showed strong community engagement across all levels.

For Secondary Grades (N=150)

68% said yes, they have participated, 32% said sometimes, and 0% said no. Students go to villages and conduct slogans and awareness campaigns on hygiene, water conservation, pollution control, girl child awareness (Girl Child Day), and anti-dowry campaigns through Nukkad Natak.

For Upper Primary Grades (N=488)

65% of Punjab Sr Sec, 67% of Punjab, and 95% of Rajasthan said yes, with 33%, 31%, and 4% saying sometimes, and 2%, 2%, and 1% saying no. Students shared that they take part in community-related activities like rallies and awareness campaigns on girls' education, saving water, environment, cleanliness, and plantation. They feel happy when they help people and spread awareness in the community.

For Primary Grades (N=1,013)

71% of Punjab Sr Sec, 62% of Punjab, 97% of Rajasthan, 100% of Uttar Pradesh, and Haryana confirm participation. Students confirmed that they also join cleaning drives and rallies about women's rights and the environment. "It feels good to help".

Community Activities Changed Habits

Figure 42: Secondary Grades (N=150)

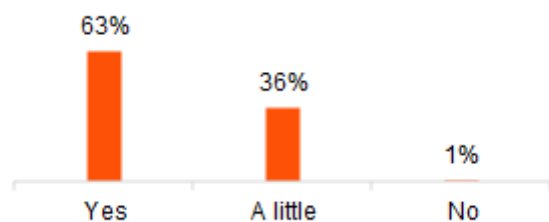


Figure 43: Upper Primary Grades (N=488)

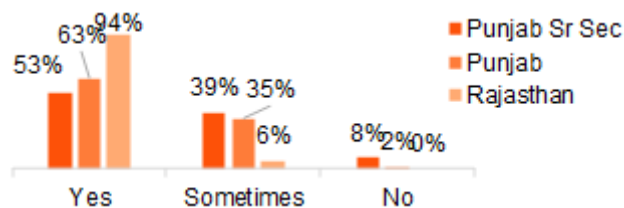
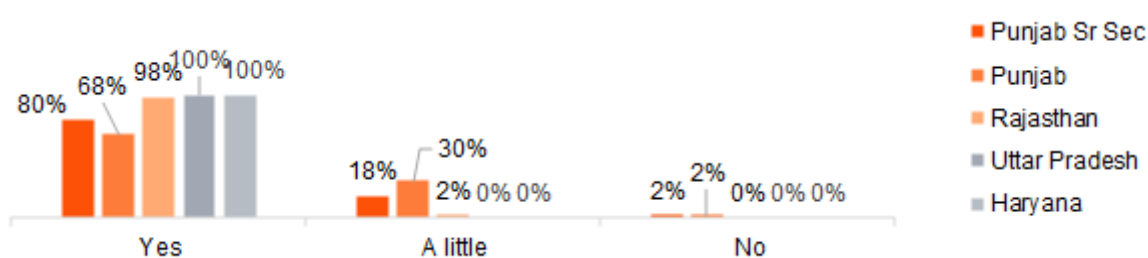


Figure 44: Primary Grades (N=1,013)



When asked whether participation in community activities changed their own habits related to waste segregation, water saving, and gender respect, the responses revealed meaningful behavioural change.

For Secondary Grades (N=150)

63% said yes, 36% said a little, and only 1% said no. Students shared that awareness campaigns changed their own behaviour and understanding of community issues. They now practice water conservation, cleanliness, and environmental protection at home.

For Upper Primary Grades (N=488)

53% of Punjab Sr Sec, 63% of Punjab, and 94% of Rajasthan said yes, with 39%, 35%, and 6% saying a little. Students shared that school programs brought changes in their own behaviour. For example, they became more aware of cleanliness and started following these habits at home too.

For Primary Grades (N=1,013)

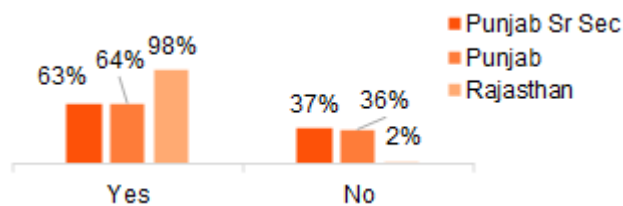
80% of Punjab Sr Sec, 68% of Punjab, 98% of Rajasthan, and 100% of Uttar Pradesh said yes. Students confirmed that community-related activities taught them that they should also help others and be responsible citizens.

Saksharta Bharti Abhiyan Participation (Adult Literacy/Numeracy Support)

Figure 45: Secondary Grades (N=150)



Figure 46: Upper Primary Grades (N=488)



When asked whether students have taught the elders at home basic literacy and numeracy through the Saksharta Bharti programme, the data showed significant participation.

For Secondary Grades (N=150)

66% said yes and 34% said no. Students shared that during summer vacations, through such programmes, they taught family members who could not read. One alumnus later confirmed: "I taught my uneducated mother basic reading and writing, and now she can sign her name".

For Upper Primary Grades (N=488)

63% of Punjab Sr Sec, 64% of Punjab, and 98% of Rajasthan said yes. Students shared that during summer, they help teach younger or non-reading children and adults basic things. They said these activities made them feel that people who cannot read should be taught, because reading and writing are important in daily life.

School Campaigns Influenced Behaviour at Home

Figure 47: Secondary Grades (N=150)

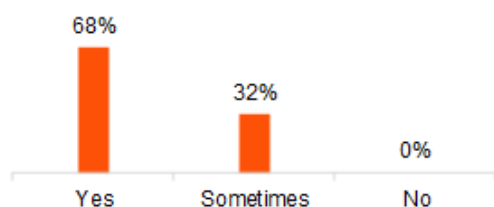


Figure 48: Upper Primary Grades (N=488)

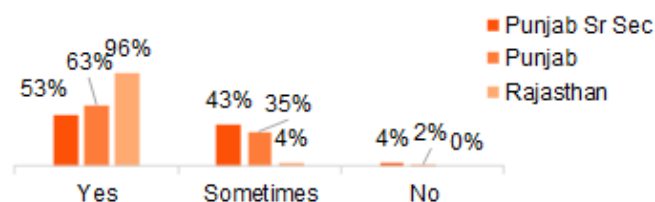
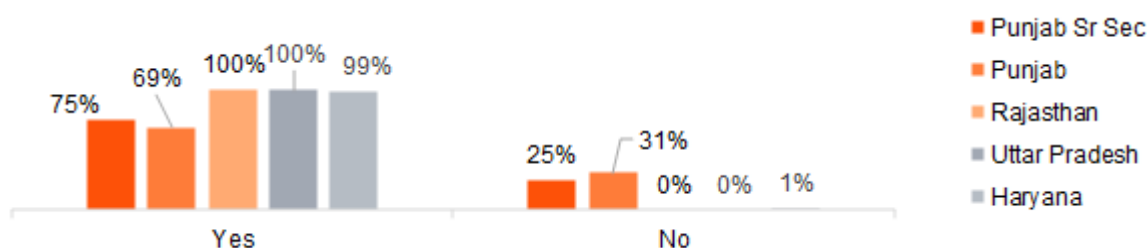


Figure 49: Primary Grades (N=1,013)



When asked whether learning from the school campaigns has been shared with the family and behavioural change is also observed at home, responses confirmed a strong ripple effect.

For Secondary Grades (N=150)

68% said yes, 32% said sometimes, and 0% said no. Students shared that they spread awareness about hygiene, water conservation, pollution control, and gender equality among their families and communities.

For Upper Primary Grades (N=488)

53% of Punjab Sr Sec, 63% of Punjab, and 96% of Rajasthan said yes, with 43%, 35%, and 4% saying sometimes. Students mentioned that teachers select students for school programs to create awareness about cleanliness, saving the girl child, health, and stopping the use of plastic bags, and students follow these practices at home.

For Primary Grades (N=1,013)

75% of Punjab Sr Sec, 69% of Punjab, 100% of Rajasthan, and 100% of Uttar Pradesh said yes. Students said they feel happy when they help people and spread awareness in the community. School activities encouraged students to think about cleanliness, environment, and helping others.

Additionally, when asked whether students have been part of efforts to create awareness about environmental or health issues (e.g., through Saksharta Abhiyan), 65% of Sr Secondary students said yes. For Elementary Grades, 69% of Punjab Sr Sec, 68% of Punjab, and 98% of Rajasthan said yes.

I have learned so much about saving water, keeping our village clean, and respecting girls through school campaigns. I now teach my family about these things. During summer, I even taught my grandmother how to write her name through the Saksharta Bharti programme. Helping others learn makes me feel proud and responsible.

- As narrated by a Sr. Secondary Student in Punjab

3.1.7. Career Readiness and Future Pathways (Specific to Sr. Secondary Grades)

The assessment here captures **whether Senior Secondary students can name career options, know about pre-vocational courses, are aware of scholarship opportunities, and know whom to contact for career guidance.** It looks at how career counselling sessions, psychometric tests, and career dream boards have given students clarity about their future. This directly addresses the aspect of career aspirations and future pathways, especially among girls from underserved backgrounds.

Indicators	Yes	No
Can name at least two career options after Class 12 ³	63%	37%
Knows about pre-vocational courses in school	76%	24%
Aware of scholarship opportunities after Class 12	72%	28%
Knows whom to contact for career/scholarship guidance	70%	30%

The above table presents data on career awareness among Sr Secondary students. Career progression trees are drawn in the Sr Secondary schools to teach students career pathways. Aptitude and attitude related psychometric tests are conducted to guide the students' career progression or pathways as per their interest, aptitude, and attitude.

- During interactions, Sr Secondary students shared detailed awareness of career counselling. Elementary grades' 8th Class students are also part of these sessions. The school conducts career counselling sessions in the school hall by external experts. A career dream board/wall is set up where students identify their interests and explore corresponding career options.
- Psychometric tests are administered (computer-based) to analyse students' interests, skills, and suitable career paths. Students mentioned career options they learned about including Non-medical, Graphic Design, UI/UX Design, Architecture, and Footwear Design. One student said she did not know earlier but after the session she discovered she could pursue graphic design.
- Vocational training courses offered include Beauty and Wellness (skin analysis, skin types, care procedures, practicals like facials and eyebrows) and Retail (store structure, billing counter operations, cash handling, customer interaction, handling aggressive customers, and store outlook enhancement). Students reported access to these vocational courses with industrial visits connecting classroom learning to real-world industry operations.
- Regular visits and labs give hands-on experience. Students find the career sessions very helpful. However, students noted the school currently offers only Arts and Commerce streams after 10th and expressed a strong desire for Medical and Non-Medical streams to be added, as some students who want Science cannot afford to go to private institutions.

³ The finding should be interpreted as reflecting limitations in the diversity and specificity of career awareness rather than an absence of aspirations. While most students expressed clear educational and career ambitions, a proportion were unable to identify multiple career pathways beyond commonly known professions, indicating some need for broader career exposure and guidance.

I did Retail vocational course which helped me in Business Studies later. The career counselling sessions from 9th class onwards gave me clarity about my future. I now know exactly what I want to pursue after Class 12. The psychometric test showed me my strengths, and the career dream board helped me visualize my path.

- As narrated by a Sr. Secondary Student in Punjab

3.1.8. Transition Rates within schools and Meritorious Admissions

- The programme demonstrates strong student progression across schooling stages (in Sr. Secondary schools in Punjab), **reflected in high transition rates from Class 5 to 6 (~98%), Class 8 to 9 (~98%), and Class 9 to 10 (~95%)**, indicating effective retention and continuity across Primary, Elementary, and Senior Secondary levels. This **compares marginally better when compared to overall transition rates** for Punjab for Class 5 to 6 (~96%), Class 8 to 9 (~94%), and Class 11 to 12 (~91%) as per the UDISE+ report for FY 2024-25.⁴
- Similarly, student progression at the elementary level remains robust **across Punjab and Rajasthan**, with **transition rates from Primary to Upper Primary recorded at ~95% and 100%**, respectively, suggesting strong continuity in schooling. In comparison to state benchmarks, **Rajasthan's transition rate is notably higher than the overall average (as mentioned in UDISE+ report) (~93.8%), while Punjab's rate is marginally below the corresponding state figure (~96.4%)**.
- These trends reinforce that students are not only enrolled but are **sustained through critical transition points**, validating the strength of academic support systems and school engagement mechanisms.
- The programme's impact on academic achievement and aspiration is further evidenced through **meritorious admissions to institutions such as Jawahar Navodaya Vidyalayas, Schools of Eminence, and other residential or model schools**, with **388 students securing such admissions across geographies**.
- These outcomes indicate that **students are achieving competitive academic benchmarks and successfully transitioning into higher-quality educational pathways**, particularly from Primary and Elementary stages.

3.1.9. Teachers' Perception on Holistic Development of Students

Teachers' perspectives are captured here as **a validation of the impact observed from the students' side**. The assessment looks at whether teachers, as daily observers of classroom dynamics, confirm the growth in student confidence, participation, and gender-equal treatment that students themselves report. This provides an important cross-check across all three aspects of holistic development.

⁴ UDISE+ report

Figure 50: Teachers' Perception on Holistic Development of Students (N=222)



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **93% of teachers strongly agree** (and 5% agree) that they provide regular student participation opportunities
- **92% strongly agree** (and 7% agree) that they ensure equal gender participation opportunities
- **89% strongly agree** (and 9% agree) that they observe growth in student confidence

Further, following was reported based on the various qualitative interactions conducted with the teachers/principals across the states.

- **Confidence Transformation:** Teachers observe that students who join school are often shy, low in confidence, and hesitant to speak or interact. Over time, with focused encouragement through assemblies, Bal Sabha events, debates, drama, and group presentations, students undergo remarkable transformation and become confident, expressive, and socially active. Teachers focus on each child individually, encouraging them to ask questions, speak in class, do group activities, and make friends.
- **Student Participation:** Teachers ensure that teacher talking time is kept low so that students get more opportunities to participate. Classroom activities include flow charts, discussions, concept-based tasks, and student-led presentations. Even reserved students are given specific roles to encourage their participation gradually. Teachers use techniques where they ask questions in class to check understanding and encourage students to come forward.
- **Equal Gender Treatment:** Both boys and girls engage equally in classroom activities and leadership opportunities. Teachers reported no significant difference between girls and boys in participation and leadership roles. In fact, girls tend to be more proactive in taking leadership positions in classroom activities and beyond.
- **Socio-Emotional Development:** "Happy Hour" sessions are conducted where students discuss their emotions and learn empathy. This fosters respectful behaviour and cooperation. Teachers observe students helping one another and resolving conflicts amicably during group tasks and school events.
- **Leadership Building:** Students who are part of the leadership council help co-organize cultural events, coordinate with teachers, and encourage other students to participate. This has been key to building leadership qualities and organizational skills among students.

When students join our school, they are shy, low in confidence with timid body language. They hesitate to speak or interact. As they spend time here, we focus on each child individually, encouraging them to ask questions, speak in class, do group activities and make friends. Over the year, we observe remarkable change. They become confident, expressive and socially active. The transformation from a shy child to a confident young individual is the most rewarding part of our work.

- As narrated by a Sr. Secondary Teacher in Punjab

3.1.10. Parents' Perception on Holistic Development of Students

Under this theme, the assessment captures **whether the impact of the programme is visible at home** through changes that parents observe in their children's confidence, discipline, values, and aspirations. It looks at whether what happens inside the school is also reflected in how students behave and speak outside the school environment. This provides a household-level confirmation across all three aspects of holistic development.

Following was observed around parents' perception on Holistic Development of students through Satya Bharti Schools programme based on the qualitative interactions conducted:

- **Communication and Confidence:** Parents notice their children now speak confidently at home and no longer hesitate to talk to elders or visitors, a shift from their earlier nature. One parent shared that earlier his children's way of talking was different, but now their speaking has become better and more proper. He said his children could now speak directly to people and were less hesitant. They are able to go on stage and speak during school functions, which is a clear sign that their confidence has grown.
- **Discipline and Self-Management:** Parents observe that children have become more disciplined. They wake up on time, keep their belongings organized, and maintain hygiene. One parent noted that the child greets elders properly, behaves with more manners, and shows signs of good upbringing. The child has become more self-driven in studies and now sits to study without being pushed all the time.
- **Aspirations and Awareness:** Parents feel their children now talk about future goals, career options, and higher education, something they as parents could never introduce due to limited exposure, giving the family a new sense of hope and pride. One parent shared that her daughter studied in this school and later moved forward to higher education and is now doing B.Tech, which made her feel very proud.
- **Behavioural Transformation:** Parents linked their children's improvements directly to the school's teaching and environment. Children show better manners, more willingness to study independently, and have become more responsible. Parents feel that growth is not only in studies but also in personal behaviour and confidence.
- **Financial Savings and Access to Free Education:** The school provides free education, uniforms, books, bags, shoes, stationery, socks, and bottles. Parents confirmed this has significantly reduced their household burden. One parent stated: "**I save approximately 1,000 rupees per month because of these free items.** The money I save, I transfer into my child's bank account so that it can be used for their higher studies later on." **This amounts to an overall annual saving of approximately Rs. 16,000 to 18,000 per student per year.** Parents emphasized that without these free items, it would have been very difficult to provide quality education to their children. The free facilities ensure that financial constraints never come in the way of their child's education. This

is also corroborated through secondary research, wherein a PIB release⁵ states that approximately Rs. 13,000 is spent on schooling and coaching (except meals) as of 2025.

- **Preference Over Private Schools:** One parent stated: "No private institute near our village has the kind of faculty or infrastructure this school has. Private schools charge 20 to 30 thousand rupees per class and still cannot provide what this school gives for free." Multiple parents confirmed they would recommend this school to every family in their village.
- **Value-Based Education:** Parents observed that children have learned values such as kindness, respect for elders, helping others, honesty, and environmental responsibility. Children now teach their parents about hygiene, water conservation, and the importance of education. "The school has given my child values that we as parents could not have taught alone".

My child has transformed since joining this school. Earlier he would stay uninvolved at home. Now he thinks creatively, shares his emotions, respects elders without being reminded and teaches us about kindness and helping others. The school has not only educated him academically but shaped him into a responsible and confident human being. I am grateful that all this comes at zero cost to our family.

- As narrated by a Parent in Uttar Pradesh

3.1.11. Alumni's Perception on Holistic Development of Students

Alumni perspectives are captured here to understand **the long-term and sustained impact of the programme**. It looks at whether confidence, communication, discipline, civic awareness, teamwork, and career clarity developed during school have stayed with students into college and professional life. This provides the strongest indication of lasting programme impact across engagement, values, and aspirations.

Following are the key findings around Pillar 1 as elucidated during the Alumni interactions:

- **Confidence for Higher Education and Beyond:** Alumni shared that the confidence built in school directly helped them in college and professional life. One alumna stated: "When I had to speak in front of 70 to 80 unknown students in college, I felt no nervousness because I was trained here. First we practiced at a small level in school, then in college we could speak even better." The school instilled a mindset of "I CAN DO IT" that helped alumni push through every challenge in life.
- **Skills for Life:** Alumni reported learning communication skills through assemblies, debates, and presentations; discipline through school routines and rules; civic awareness through campaigns; teamwork through house activities and sports; and responsibility through community engagement. One alumna said: "I learned the value of water and resources through campaigns. Most importantly, I learned equal treatment and no discrimination. In our school, all communities sit and eat together like langar".
- **Career and Scholarship Support:** Alumni confirmed receiving career counselling from 9th class onwards, with one to two periods per week, including activities and mind games. One alumna shared receiving the Satya Bharti Foundation scholarship covering hostel, mess, and tuition fee (close to 1 lakh rupees in the first year). The scholarship covers graduation and post-graduation

⁵ PIB Release

within India, which has been life-changing support for families who otherwise cannot afford higher education.

- **Long-term Life Impact:** Alumni feel the school shaped their entire life trajectory. One stated: "This school shaped my entire life. My education choices, confidence, values, and dreams are all because of here. The strong academic foundation led me to pursue B.Com. I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class. I feel completely ready to face life challenges because of what this school taught me".
- **Community Responsibility:** Alumni continue to practice community values learned in school. They participated in save water drives, Nukkad Natak, slogan writing campaigns, and taught family members to read. "These experiences gave me a deep sense of community responsibility and taught me that education is not just about earning money but about making society better".
- **Sustained Connection with School:** Alumni expressed that they still visit the school, interact with current students, and feel emotionally connected to their institution. They recommend the school to other families in their villages and feel proud to be alumni of Satya Bharti School.

I got many chances to speak and lead activities in school. We had morning assemblies, Bal Sabha every week, debates, presentations, and house activities. The school gave me a confident mindset that helped me push through every challenge in life. During summer vacations, through 'Shiksha Par Charcha', I taught my uneducated mother basic reading and writing, and now she can sign her name. I feel completely ready to face life because of what this school taught me.

- As narrated by an Alumnus in Punjab

3.1.12. Summary of Outcomes under Holistic Development

This section brings together the key outcomes from all the themes covered under Pillar 1. It draws on the findings from students, teachers, parents, and alumni to present a consolidated view of the impact that Satya Bharti Schools are making on the holistic development of their students.

A. On student engagement, confidence, and higher-order skills:

- **76% of Secondary students** always get regular chances to ask questions and present their work; **70% report that teachers always listen** to their views and ideas; **71% always work in teams** and **69% always get chances to present** in front of the class.
- **77% of Secondary students** always feel confident speaking in front of visitors, guests, and examiners; **92% hold leadership positions** such as Head Boy/Girl or Prefect.
- **64-100% participation** in intra-school competitions and cultural events across levels; **43-98% participation** in inter-school competitions at Senior Secondary and Elementary levels.
- Teachers confirmed that students who join the school undergo **visible transformation** over time into confident, expressive individuals.
- Alumni shared that they felt **no nervousness speaking before large audiences** in college because of the progressive training received in school.

The findings indicate that the programme has created **consistent and structured opportunities for student voice, teacher responsiveness, and collaborative learning**, resulting in observable growth

in confidence and communication. The transformation is not limited to the classroom but extends to public forums, competitions, and eventually into higher education settings.

B. On teamwork, inclusion, values, and leadership:

- **71% of Secondary students** confirmed that girls and boys always get equal chances to participate, answer, and lead activities; this rises to **87-96% in primary grades** across Rajasthan, Uttar Pradesh, and Haryana.
- **92% of teachers strongly agree** that they ensure equal gender participation; teachers reported **no difference** between girls and boys, with girls often being more proactive in leadership roles.
- **65% of Senior Secondary students** report that competitions and events helped them learn to work better in teams; students shared that working in groups brings different ideas together and makes the final work better.
- **Happy Hour sessions** foster empathy and respectful behaviour; teachers observe students helping one another and resolving conflicts during group tasks.
- Students who are part of the **leadership council** help co-organize events, coordinate with teachers, and encourage peers to participate.

The findings suggest that the programme has **embedded strong norms of gender equity, cooperation, and respectful collaboration** within the school environment. Equal treatment is not just a stated policy but something students experience in their daily interactions. Parents confirm that values such as kindness, respect, honesty, and environmental responsibility are now visible in their children's behaviour at home.

C. On social awareness, responsibility, and future aspirations:

- **61% of Punjab Primary students** have participated in school-led community activities on health, environment, and gender respect; this reaches **95-100%** in Rajasthan and Uttar Pradesh.
- **63% of Secondary students** confirmed that community activities **changed their own habits** around waste segregation, water saving, and gender respect.
- **66% of Secondary students** taught elders literacy and numeracy through the **Saksharta Bharti Abhiyan**; students shared that they feel proud and responsible when helping others learn.
- On career readiness: **76% know about pre-vocational courses, 72% are aware of scholarship opportunities, and 70% know whom to contact for guidance.** Career counselling, psychometric tests, and career dream boards are provided from Class 9 onwards.

3.2. Pillar 2 – Child-friendly and Technology Based Infrastructure



Background

This pillar evaluates the impact of the Satya Bharti Schools programme on creating a safe, inclusive, and technology-enabled learning environment for students. It looks at whether the physical and digital infrastructure provided by the programme contributes meaningfully to student safety, wellbeing, comfort, and enhanced learning experiences. Perspectives of students, teachers, parents, and alumni have been drawn upon to understand how infrastructure shapes the everyday school experience. **The assessment is anchored around the following aspects that together define the scope of child-friendly and technology-based infrastructure:**

- **Safety, inclusion, and emotional support:** The extent to which schools provide a safe, inclusive, and emotionally supportive environment for all students, and how effectively child safety policies, protocols, and school processes are implemented in day-to-day functioning.
- **Access, relevance, and teacher readiness for technology:** How accessible, relevant, and curriculum-aligned the digital and technological tools (such as Smart TVs, KYAN, panels, and virtual classes) are for teaching needs, and how comfortable and confident teachers feel in using these tools.
- **Technology integration and its influence on learning:** How frequently and meaningfully technology is integrated into teaching practices, and whether the use of digital tools and technology-enabled initiatives has influenced student engagement, understanding, retention, and the addressing of learning gaps or teacher shortages.

The assessment draws on quantitative data from **1,651 students** and **222 teachers**, supplemented by qualitative interactions with parents and alumni across all programme states. Each sub-section that follows examines a specific facet of infrastructure, contributing to a comprehensive understanding of whether Satya Bharti Schools have built an environment that is physically safe, emotionally nurturing, and technologically empowering for their students.

3.2.1. Student Safety

A safe school environment is the foundation on which all other learning outcomes depend. This theme assesses **whether students feel physically and emotionally secure on campus, whether clear safety rules and child-protection protocols are in place, and whether students feel comfortable reporting concerns to school staff.** It helps understand how effectively the programme has translated safety policies into a lived experience for students across school levels and states. This aligns with the aspect of providing a safe, inclusive, and emotionally supportive environment.

Students feel Safe and Secure on Campus

Figure 51: Secondary Grades (N=150)

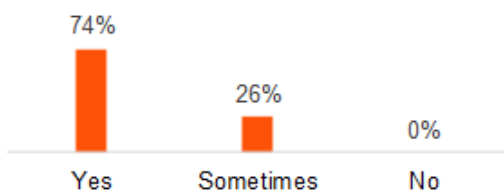


Figure 52: Upper Primary Grades (N=488)

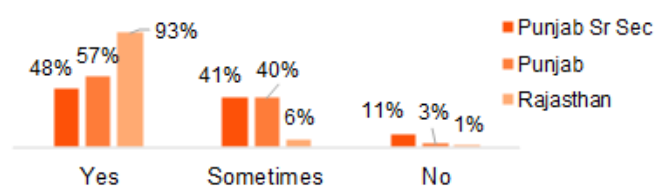
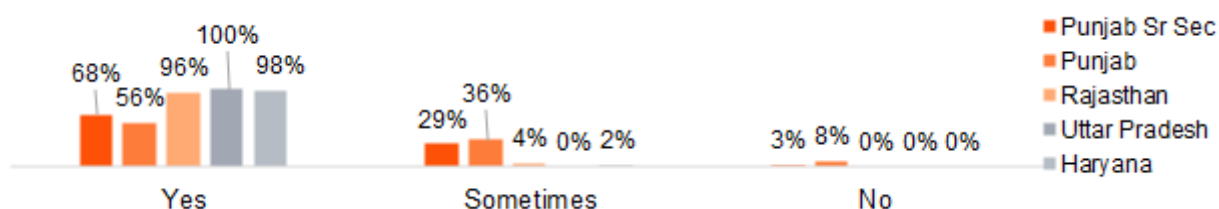


Figure 53: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

- 74% of students reported feeling safe and secure on campus, while 26% said sometimes. This indicates that a majority of senior secondary students consistently experience a secure school environment. During interactions, students confirmed that they feel properly safe in school.
- No incidents of feeling unsafe were reported despite many students having been there for 10 or more years. A security guard is posted at the gate, visitors cannot enter directly, and messages are sent to teachers when parents arrive. One concern mentioned was that the school area is occasionally affected by floods, but overall safety measures are well in place.

For Upper Primary Grades (N=488)

48% of Punjab Sr Sec, 57% of Punjab, and 93% of Rajasthan students said yes. The "sometimes" category stands at 41%, 40%, and 6% respectively, while "no" is at 11%, 3%, and 1%. Rajasthan schools demonstrate near-universal feelings of safety, while Punjab schools show a more distributed pattern with a notable "sometimes" category. Students shared that teachers and school staff take care of them properly. Attendance is checked regularly, and the school keeps watch on who comes inside.

For Primary Grades (N=1,013)

68% of Punjab Sr Sec, 56% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana students feel safe. The "sometimes" category stands at 29%, 36%, 4%, 0%, and 2% respectively. Uttar Pradesh, Rajasthan, and Haryana report near-universal safety perceptions. Students in primary grades confirmed that they feel safe because teachers always watch over them.

I feel completely safe in my school. There is a security guard at the gate, visitors cannot enter without permission, and teachers are always watching over us. We practice fire drills every month, so we know exactly what to do in an emergency. In 10 years here, I have never once felt unsafe.

- As narrated by a Sr. Secondary student in Punjab

Safety Drills and Awareness

Figure 54: Secondary Grades (N=150), Safety Drills



Figure 55: Secondary Grades (N=150), Awareness



Figure 56: Upper Primary Grades (N=488), Safety Research

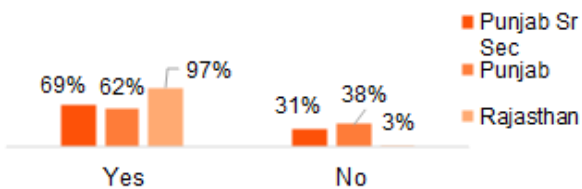


Figure 57: Upper Primary Grades (N=488), Awareness

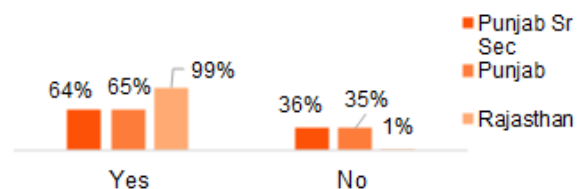


Figure 58: Primary Grades (N=1,013), Safety Drills

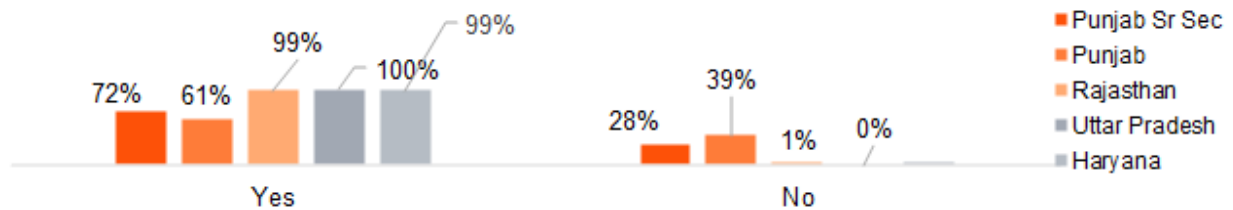
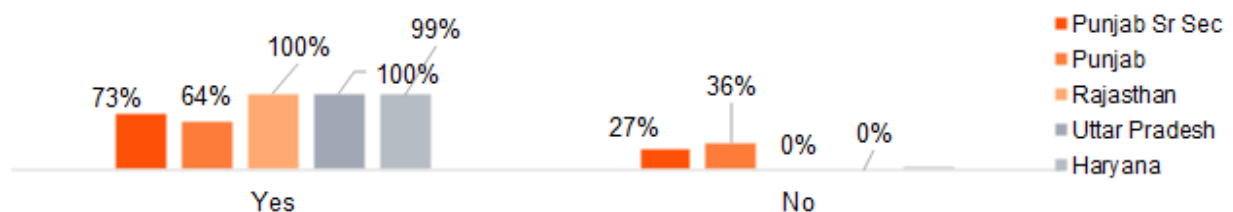


Figure 59: Primary Grades (N=1,013), Awareness



When asked whether they know what to do during safety drills or emergencies, and whether they know whom to tell if they feel unsafe in school, the responses showed strong awareness across school levels.

For Secondary Grades (N=150)

- Regarding knowing what to do during safety drills, 76% said yes and 24% said no. 70% students said 'yes' that they know whom to contact if they are feeling unsafe in school.
- Students shared that fire drills are conducted almost every month, and drills also cover other scenarios like electricity problems. During drills, students are instructed on what to do and how to respond in different emergency situations.

For Upper Primary Grades (N=488)

- Regarding knowing what to do during safety drills, 69% of Punjab Sr Sec, 62% of Punjab, and 97% of Rajasthan said yes. Regarding knowing whom to tell if feeling unsafe, 64% of Punjab Sr Sec, 65% of Punjab, and 99% of Rajasthan said yes.
- Students confirmed that during the drill, when the bell rings repeatedly, students form a line and move out. They are taught how to respond during emergencies and know which teacher to approach if they feel unsafe.

For Primary Grades (N=1,013)

- Regarding knowing what to do during safety drills, 69% of Punjab Sr Sec, 62% of Punjab, and 97% of Rajasthan said yes. Regarding knowing whom to tell if feeling unsafe, 64% of Punjab Sr Sec, 65% of Punjab, and 99% of Rajasthan said yes.
- Students confirmed that during the drill, when the bell rings repeatedly, students form a line and move out. They are taught how to respond during emergencies and know which teacher to approach if they feel unsafe.

I know exactly what to do when the emergency bell rings. We form a line, stay calm, and walk to the assembly area. Teachers taught us different drills for fire and earthquake. I also know that if I ever feel unsafe, I can immediately tell my class teacher or the principal.

- As narrated by an Elementary student in Rajasthan

3.2.2. Cleanliness and Usability of the Facilities

Well-maintained infrastructure signals care and respect for learners. This theme captures **whether classrooms, toilets, and drinking water points are consistently clean and usable, and whether facility-related issues are resolved promptly when reported.** It assesses whether the programme's focus on physical maintenance has created an environment where students can learn without discomfort or disruption. This connects to the aspect of how effectively school processes support day-to-day student wellbeing.

Clean Classrooms, Toilets and Water Points

Figure 60: Secondary Grades (N=150)

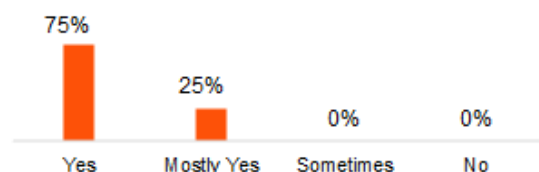


Figure 61: Upper Primary Grades (N=488)

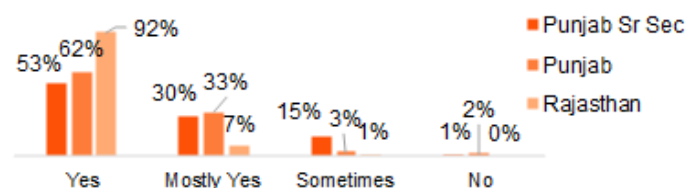
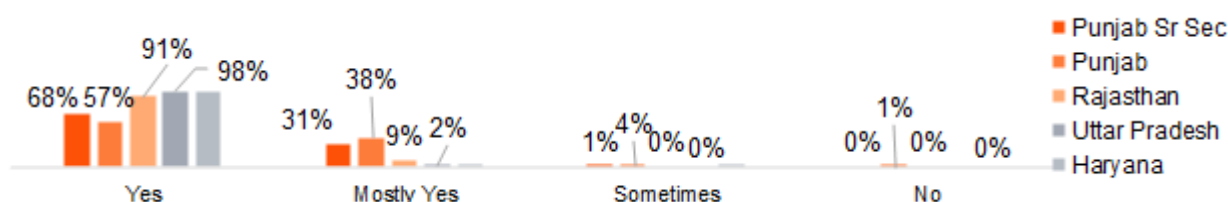


Figure 62: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

75% said yes and 25% said mostly yes. This indicates that all senior secondary students report either full or near-full cleanliness of facilities. During qualitative interactions, students shared that toilets and washrooms have proper water supply and soaps and are generally clean. The school has a system of cleanliness ambassadors. Both teachers and students are appointed as cleanliness ambassadors who help maintain cleanliness across the school.

For Upper Primary Grades (N=488)

53% of Punjab Sr Sec, 62% of Punjab, and 92% of Rajasthan said yes. The "mostly yes" category stands at 30%, 33%, and 7% respectively. "Sometimes" was reported by 15%, 3%. Students reported, during the qualitative interactions, that classrooms and toilets are cleaned several times a day and that the drinking water is clean and safe.

For Primary Grades (N=1,013)

68% of Punjab Sr Sec, 57% of Punjab, 91% of Rajasthan, 98% of Uttar Pradesh, and Haryana (near complete) said yes. The "mostly yes" category stands at 31%, 38%, 9%, 2%, and similar. Students shared that classrooms and toilets are cleaned and drinking water is good. In hot weather they also get cold filtered water. "Our classrooms and toilets are cleaned several times a day and have soap for washing hands. The drinking water is clean and safe," said a student.

Sanitary Napkin Access and Disposable System (Girls – Sr. Secondary)

Figure 63: Secondary Grades (N=113)

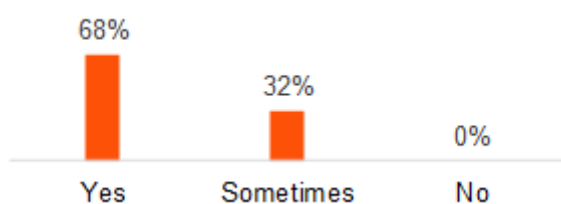
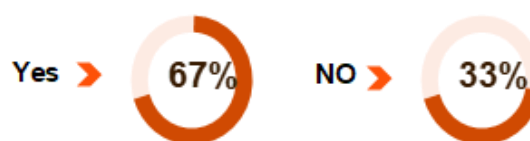


Figure 64: Secondary Grades (N=113)



When asked whether girls can access sanitary napkins within the school premises if required, and whether the school has a proper disposal system such as an incinerator, the responses confirmed strong support for adolescent girls' menstrual hygiene.

For sanitary napkin access, 68% of Sr Secondary girls said yes, 32% said not sure, and 0% said no. For having a proper disposal system (such as an incinerator), 67% said yes and 33% said no. Teachers confirmed that the school has a sanitary napkin vending machine to support girls' hygiene needs and proper disposal systems are in place.

I feel comfortable in school because the toilets are always clean, there is soap and water, and for girls there is a sanitary napkin machine and incinerator. These facilities make us feel cared for and respected. We never have to worry about hygiene.

- As narrated by a Sr. Secondary girl student in Punjab

Awareness of Grievance Redressal Mechanism

Figure 65: Secondary Grades (N=150)

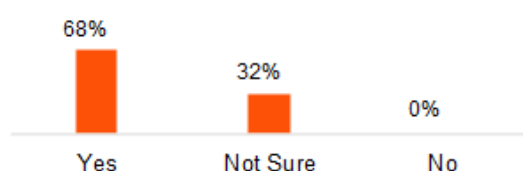


Figure 66: Upper Primary Grades (N=488)

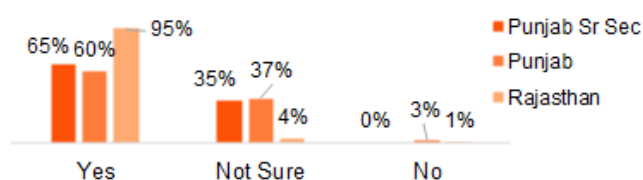
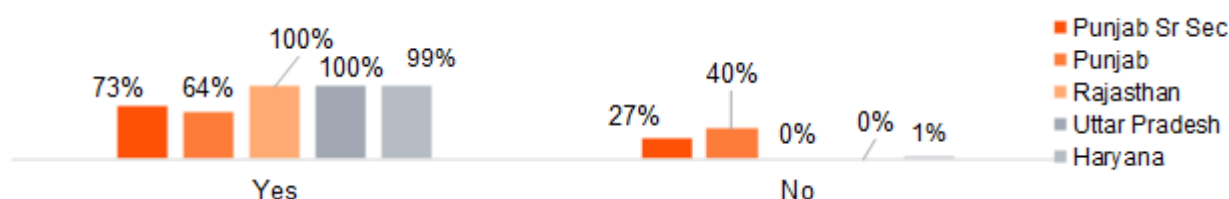


Figure 67: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

68% said yes and 32% said not sure, with 0% saying no. Students shared that they can approach the counsellor or principal if they have any concern, and the school has a proper process for handling complaints.

For Upper Primary Grades (N=488)

65% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Not sure" stood at 35%, 37%, and 4% respectively, with "no" at 0%, 3%, and 1%. Students confirmed that when they raise concerns or suggestions, teachers listen and changes become visible. "If we have any problem, including personal issues, we can talk to our teachers. They listen and try to help us."

For Primary Grades (N=1,013)

73% of Punjab Sr Sec, 64% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said yes. Rajasthan, Uttar Pradesh, and Haryana show near-universal awareness of the grievance mechanism. Students in primary grades shared that they can tell their teachers about any personal or other problems, and the counsellor helps them solve issues.

I feel completely safe in my school. There is a security guard at the gate, visitors cannot enter without permission, and teachers are always watching over us. We practice fire drills every month, so we know exactly what to do in an emergency. In 10 years here, I have never once felt unsafe.

- As narrated by a Sr. Secondary student in Punjab

3.2.3. Welcoming and Supportive Environment

Beyond safety and cleanliness, whether a school feels welcoming determines how deeply students connect with their learning space. This theme looks at **whether students feel happy coming to school and whether the overall environment is experienced as warm, inclusive, and supportive.** It captures the emotional dimension of infrastructure and its role in making students feel that school is a second home. This aligns with the inclusive and emotionally supportive aspect of the assessment.

Likert Scale: "I feel happy coming to school because it is safe and welcoming"

Figure 68: Secondary Grades (N=150)

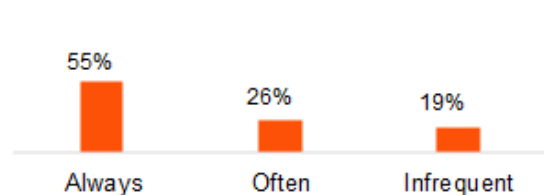


Figure 69: Upper Primary Grades (N=488)

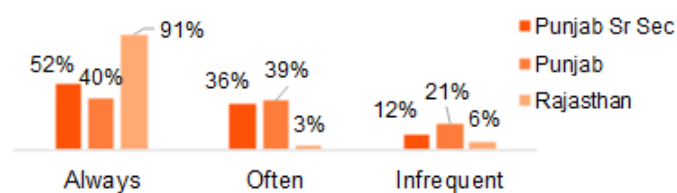
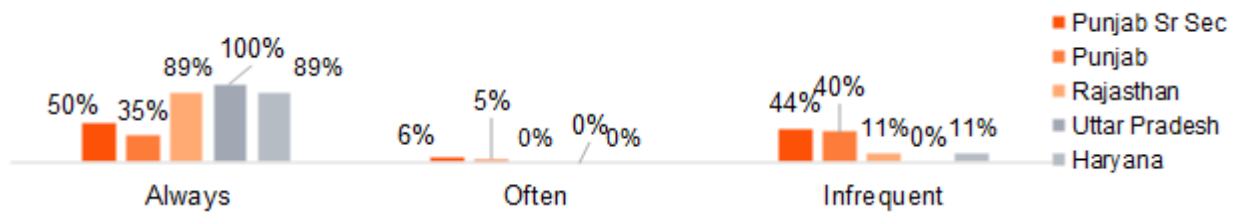


Figure 70: Primary Grades (N=1,013)



When asked whether they feel happy coming to school because it is safe and welcoming, the responses reflected overall positive sentiment, with some state-level variation.

For Secondary Grades (N=150)

55% said always, 26% said often, and 19% said infrequently. The senior secondary responses show a notable "infrequent" category of 19%, which may reflect the academic pressure and expectations at this level rather than any fundamental issue with the welcoming environment.

For Upper Primary Grades (N=488)

52% of Punjab Sr Sec, 40% of Punjab, and 91% of Rajasthan said always. The "often" category stands at 36%, 39%, and 3% respectively, and "infrequent" at 12%, 21%, and 6%. Rajasthan schools demonstrate overwhelmingly positive welcoming environment perceptions. Students shared that the school environment makes them feel comfortable and supported. "We feel good coming to school because teachers greet us, classrooms are clean, and the whole school is well maintained".

For Primary Grades (N=1,013)

50% of Punjab Sr Sec, 35% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 89% of Haryana said always. "Often" stood at 6%, 5%, 0%, 0%, and 0%, while "infrequent" was 44%, 40% (Punjab), 11%, 0%, and 11%. The high "infrequent" percentage in Punjab primary grades requires further exploration but may relate to the Likert scale interpretation by younger students. Students nonetheless confirmed that they enjoy coming to school. "It feels like a second home where teachers care about us".

While the proportion of students reporting negative responses on this indicator appears relatively high, particularly in Punjab, it does not appear to be fully corroborated by broader qualitative evidence, which largely characterises schools as safe, inclusive, and supportive environments. The finding may therefore be interpreted as reflecting varying perceptions of belonging, participation, and connectedness rather than concerns related to physical safety alone.

3.2.4. Accessibility & Reliability of Digital Tools

Technology can only enhance learning if it is consistently available and functional. This theme assesses **whether digital tools like Smart TVs, KYAN, Computer Labs, TabLabs, and panels are regularly accessible to students and whether this equipment works reliably during lessons without frequent disruptions**. It captures the foundational infrastructure condition that enables technology-based teaching. This directly addresses the aspect of how accessible and relevant digital tools are for teaching needs.

Regular Access to Smart TV, TabLab, Computer Lab

Figure 71: Secondary Grades (N=150)

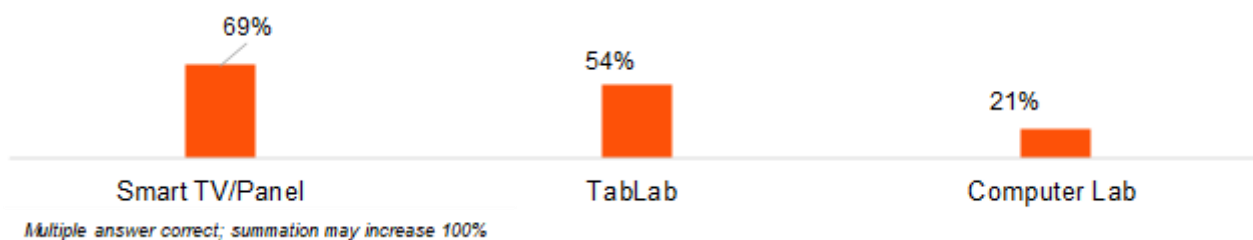


Figure 72: Upper Primary Grades (N=488)

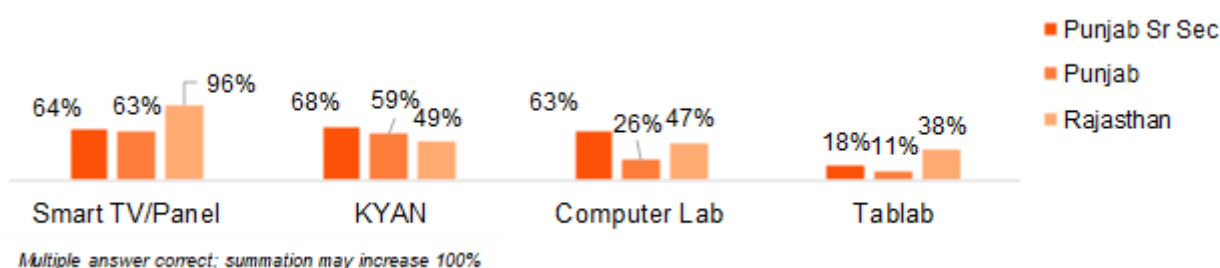
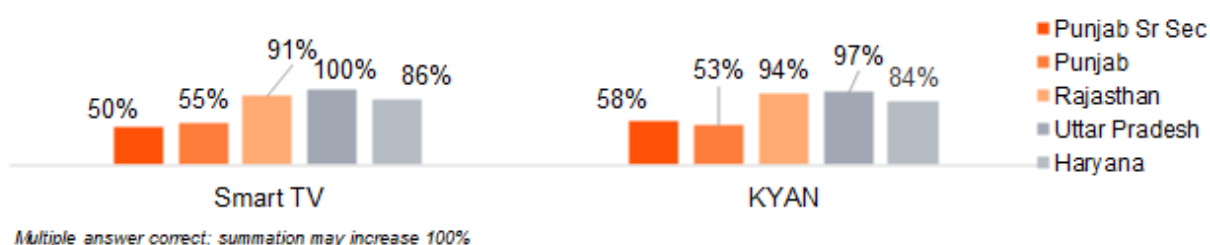


Figure 73: Primary Grades (N=1,013)



When asked about access to digital tools for learning, the responses⁶ showed strong availability of technology infrastructure, especially the Smart TV/Panel and TabLab.

For Secondary Grades (N=150)

- 69% reported using Smart TV/Panel, 54% use TabLab, and 21% use Computer Lab (multiple choice, hence totals exceed 100%). Students shared that the school has multiple labs with digital tools including a Computer lab, Tab lab (tablet lab), Robotics lab, Language lab, Retail lab, and Smart classrooms.
- Projectors are available from 5th class onwards, and the Tab lab is accessible from 6th class. In the Tab lab, each student gets an individual tablet with 41 to 42 tablets available for a class strength of approximately 40 students, so every student gets one.

For Upper Primary Grades (N=488)

⁶ Please note that the findings should be interpreted as reflecting student responses to the specific survey question on technology usage. Preferences and actual usage may differ depending on subject requirements, content availability, and frequency of access to individual tools.

- 64% of Punjab Sr Sec use Smart TV/Panel, 68% use KYAN, 63% use Computer Lab, and 18% use TabLab. In Punjab elementary schools, 63% use Smart TV/Panel, 59% use KYAN, 26% use Computer Lab, and 11% use TabLab. In Rajasthan, 96% use Smart TV/Panel, 49% use KYAN, 47% use Computer Lab, and 38% use TabLab.
- Rajasthan shows very high Smart TV usage, while Punjab schools show broader distribution across KYAN and Smart TV. Students confirmed that they use computers and smart boards every week and feel comfortable using these tools for learning.

For Primary Grades (N=1,013)

- Smart TV usage stands at 50% (Punjab Sr Sec), 55% (Punjab), 91% (Rajasthan), 100% (Uttar Pradesh), and 86% (Haryana). KYAN usage stands at 58%, 53%, 94%, 97%, and 84% respectively. Uttar Pradesh and Rajasthan report near-universal access to both Smart TV and KYAN.
- Students in primary grades confirmed: "Yes, we have computers and smart boards. We use them often, maybe every week. We understand lessons better because of the videos and pictures".

Equipment Works Reliably during Lessons

Figure 74: Secondary Grades (N=150)

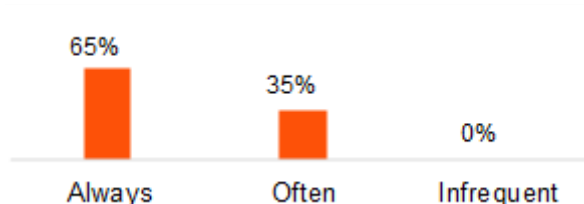
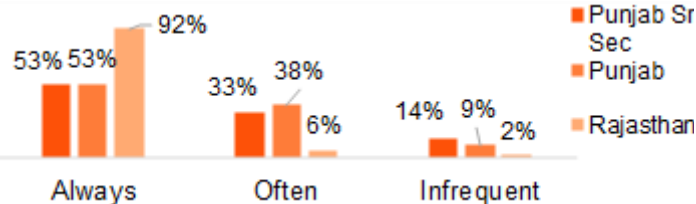


Figure 75: Upper Primary Grades (N=488)



When asked whether the digital equipment works reliably during lessons without frequent disruptions, the responses showed strong equipment reliability.

For Secondary Grades (N=150)

- 65% said always, 35% said often, and 0% said infrequent. Students confirmed that the equipment is properly functional most of the time, and if any tablet gets damaged, it is repaired or replaced promptly.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 53% of Punjab, and 92% of Rajasthan said always. "Often" stood at 33%, 38%, and 6% respectively, while "infrequent" was 14%, 9%, and 2%. Rajasthan schools report very high equipment reliability. Students shared: "We haven't seen the smart board have any issues yet" and "If any problem comes, the IT ma'am helps solve it quickly".

3.2.5. Student Confidence in using Technology

Access to technology must translate into student comfort and independence. This theme captures **whether students can use tablets and computers independently, and whether regular exposure to digital tools has built their confidence and digital literacy.** It assesses whether the programme

has moved students from being unfamiliar with technology to being self-assured users. This connects to the aspect of how technology integration influences student engagement and preparedness.

Can Use Tablet/Computer Independently

Figure 76: Secondary Grades (N=150)

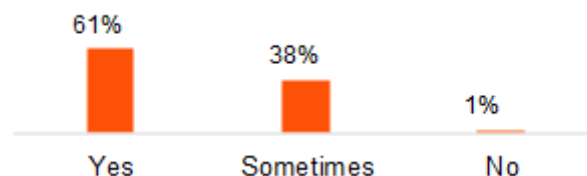
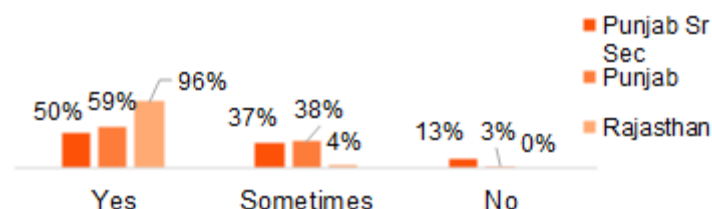


Figure 77: Upper Primary Grades (N=488)



When asked whether students can use tablets or computers independently, the responses confirmed growing digital independence among students.

For Secondary Grades (N=150)

- 61% said yes, 38% said sometimes, and 1% said no. Students feel very comfortable and confident using devices since they use tablets frequently. Though it is not allowed in school to access the tablets or computers independently without the presence of the teacher. The teachers informed that it is done to ensure that students use these devices judiciously without any misuse.

For Upper Primary Grades (N=488)

- 50% of Punjab Sr Sec, 59% of Punjab, and 96% of Rajasthan said yes. "Sometimes" stood at 37%, 38%, and 4% respectively, while "no" was 13%, 3%, and 0%. Rajasthan schools show near-universal student independence with technology. Students shared: "We feel comfortable using these digital tools, but sometimes we still need teacher help, especially when learning something new. Slowly, we are becoming more confident in using them on our own".

3.2.6. Effectiveness of Digital Tools in Learning

The ultimate measure of technology infrastructure is whether it improves learning outcomes. This theme assesses **whether students find it easier to understand difficult concepts through Smart TVs, panels, and animated videos, and whether digital tools make lessons more engaging and memorable**. It captures the learning impact of technology, not just its availability. This directly addresses how digital tools influence understanding, retention, and the addressing of learning gaps.

Digital Tools help Understand Difficult Concepts Better

Figure 78: Secondary Grades (N=150)

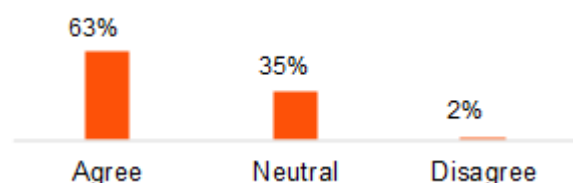


Figure 79: Upper Primary Grades (N=488)

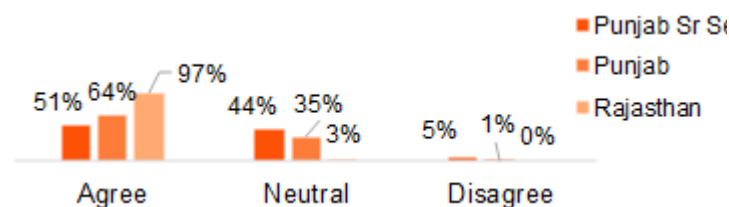
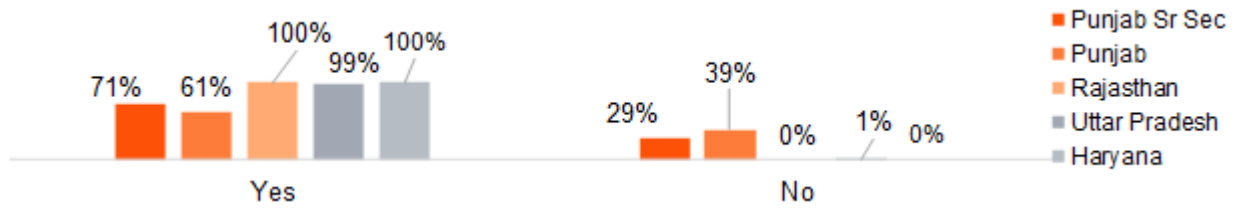


Figure 80: Primary Grades (N=1,013)



When asked whether digital tools help them understand difficult concepts better, the responses showed overwhelming agreement.

For Secondary Grades (N=150)

- 63% agreed, 35% were neutral, and 2% disagreed. Students shared that digital learning helps through visualization and listening, and it improves language skills. Digital tools make subjects like Maths and Science easier to understand because students can see and hear the concept more clearly through animated videos.

For Upper Primary Grades (N=488)

- 51% of Punjab Sr Sec, 64% of Punjab, and 97% of Rajasthan agreed. "Neutral" stood at 44%, 35%, and 3% respectively, while "disagree" was 5%, 1%, and 0%. Rajasthan shows near-universal agreement that digital tools enhance understanding. Students confirmed: "Smart boards and digital classrooms make learning science and math more fun and easier to understand. When we can see the concept through a video, it stays in our mind longer".

For Primary Grades (N=1,013)

- 71% of Punjab Sr Sec, 61% of Punjab, 100% of Rajasthan, 99% of Uttar Pradesh, and 100% of Haryana said yes. Students in primary grades confirmed: "Yes, we have computers and smart boards. They make the class more interesting. Sometimes, we need teacher help but mostly we manage on our own".

I understand Science much better when I watch animated videos on the smart TV. Topics like photosynthesis and light refraction become so clear through visuals. Earlier I found these difficult, but now I can understand and remember them easily because I saw them on screen. Technology has made my studies easier and more interesting.

- As narrated by an Elementary student in Punjab

Class Continued Through Online/Video Mode if Teacher Unavailable

Figure 81: Secondary Grades (N=150)

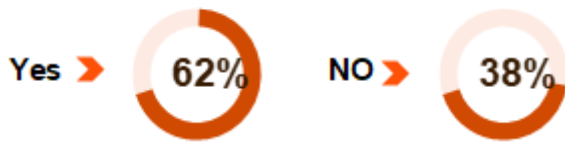
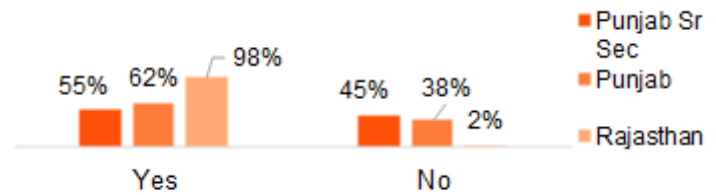


Figure 82: Upper Primary Grades (N=488)



When asked whether classes continued through online or video mode when a teacher was unavailable, the responses reflected strong learning continuity systems, particularly in Rajasthan.

For Secondary Grades (N=150)

- 62% said yes and 38% said no. Though most students during qualitative interactions suggested they would prefer in-person classes, they acknowledged that virtual classes help when teachers are absent.

For Upper Primary Grades (N=488)

- 55% of Punjab Sr Sec, 62% of Punjab, and 98% of Rajasthan said yes. Rajasthan shows near-universal learning continuity through virtual classes. Students confirmed that when subject teachers are unavailable, digital content and lab resources help maintain learning. The Tab lab and smart classrooms ensure that students are not left without learning opportunities.

When our teacher is not available, we still study through videos and digital content in the smart classroom. It keeps our learning going. But I feel that having the teacher explain alongside the video makes it even better, so I prefer when both happen together.

- As narrated by an Elementary student in Rajasthan

3.2.7. Green Audit Awards

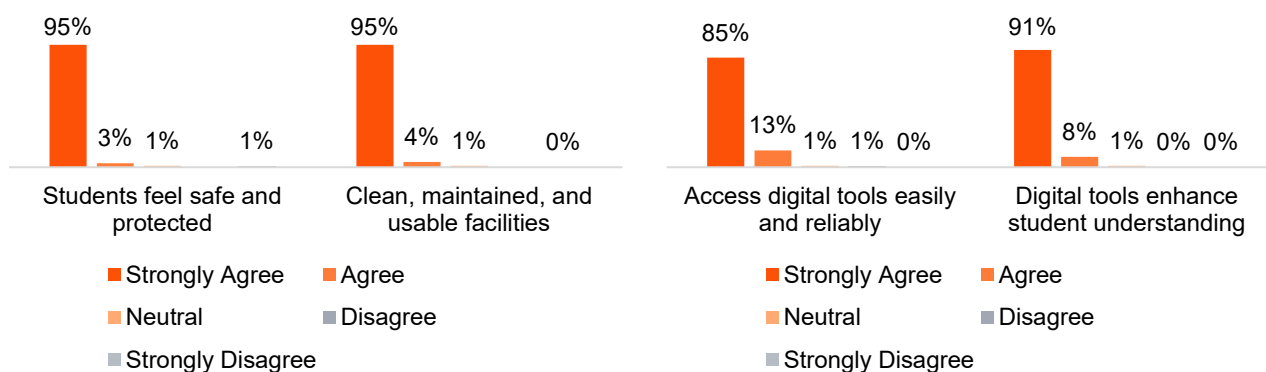
- The programme's focus on creating **environmentally sustainable school ecosystems** is reflected in multiple schools receiving **national-level recognition under Green School Audit programmes**, including several '**Green Category**' certifications and first-rank awards across states.
- These recognitions indicate strong institutional practices in **environmental management, cleanliness, and sustainability awareness**, reinforcing the programme's commitment to holistic, child-friendly infrastructure.

3.2.8. Teachers' Perception on Child Friendly & Technology Infrastructure

Teachers offer an operational lens on how infrastructure functions in practice. This theme captures **whether teachers confirm that students feel safe and protected, that digital tools are accessible and enhance understanding, and that facilities are well-maintained**. It provides the practitioner's

validation of what students report about their school environment. This offers a cross-check across all three aspects of the pillar.

Figure 83: Teachers' Perception on Child Friendly (A) & Technology Infrastructure (B)



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **95%** strongly agree (and 3% agree) that students feel safe and protected
- **85%** strongly agree (and 13% agree) that students access digital tools easily and reliably
- **91%** strongly agree (and 8% agree) that digital tools enhance student understanding
- **95%** strongly agree (and 4% agree) that facilities are clean, maintained, and usable

Teachers reported high levels of access to digital tools, **with 85% strongly agreeing that digital resources are easily and reliably available within their schools**. This access appears to translate into positive classroom experiences, as **91% of teachers strongly agreed that digital tools enhance student understanding by making lessons more interactive, engaging, and conceptually clearer**.

Further, following was reported based on the various qualitative interactions conducted with the teachers/principals across the states.

- **Safety Protocols:** Schools follow comprehensive safety measures daily. Teachers arrive before students to check the campus for any hazards. Gate entry is controlled, with visitors required to sign a register. Emergency drills including fire and earthquake drills are conducted quarterly or monthly. Students are trained on exit routes, assembly points, and how to respond calmly during emergencies. Different classes use different exits, and teachers supervise the entire process carefully. Attendance is monitored through biometric face scanning and manual roll calls, and absentees are followed up by calling parents
- **Child Protection Systems:** Students feel comfortable approaching teachers with personal, emotional, or safety concerns. Although some schools do not have a formal counsellor on site, teachers are trained to handle situations sensitively. If a teacher feels the matter needs escalation, it is reported to the principal, and appropriate steps are taken including speaking to parents or referring for counselling. The close-knit school community fosters an environment of trust and openness.

- **Cleanliness and Maintenance:** Schools maintain cleanliness through a system of cleanliness monitors including one teacher and one student who oversee the school environment daily. Toilets are equipped with flush systems, continuous water supply, and soaps, and are cleaned thoroughly twice a day. Sanitary napkin vending machines support girls' hygiene needs. Drinking water is readily available throughout the school and is regularly checked for safety. The sports grounds are well maintained with properly trimmed grass.
- **Digital Infrastructure:** Schools have robust digital infrastructure including Smart classrooms, Tab labs (with individual tablets for each student), Computer labs, Robotics labs, Language labs, and Retail labs. Projectors are available from 5th class onwards and Tab labs from 6th class. Recently installed smart boards and tablets function reliably. Teachers have received training to troubleshoot minor issues independently, and technical support is available for complex problems. Digital tools are used regularly, usually two periods per week per subject.
- **Student Confidence with Technology:** Teachers report that students are very confident and independent in using digital tools. Students show great interest and enthusiasm during digital learning sessions, often reminding teachers about digital periods. Visual and animated learning is especially effective for Science, Maths, SST, and English. Digital tools have significantly enhanced student engagement and understanding. However, for subjects requiring step-by-step practice like Mathematics, traditional board work remains more effective.
- **Value and Role of Virtual Learning:** Teachers perceived virtual classrooms as a valuable mechanism for expanding access to quality instruction and specialised subject support. They noted that virtual sessions expose students to diverse teaching approaches and enable continuity of learning where subject-specific expertise may not be readily available within a school. At the same time, teachers emphasised the importance of integrating virtual learning with regular classroom interactions to maximise learning outcomes.

Our school has a strong digital infrastructure including a Computer lab, Tab lab, Robotics lab, Language lab, and Smart classrooms. Each student gets an individual tablet in the Tab lab. Students are very confident and independent in using digital devices. They find virtual lessons particularly engaging and their attention levels are higher during digital lessons. The balanced approach of technology with teacher explanation gives students a strong foundation for learning.

- As narrated by a Principal in Punjab

3.2.9. Parents' Perception on Child Friendly and Technology Infrastructure

Parents assess school infrastructure through the lens of trust and observed impact on their children. This theme captures **whether parents feel satisfied with the school's safety measures, hygiene standards, and technology exposure, and whether they observe their children becoming excited and confident about digital learning.** It provides confirmation from outside the school walls. This contributes to understanding whether infrastructure investments translate into visible impact for families.

Following was observed around parents' perception on Holistic Development of students through Satya Bharti Schools programme based on the qualitative interactions conducted:

- **Campus Safety:** Parents feel assured sending their children to school as the campus is secure with proper boundary walls, gates, and controlled entry. Parents also shared that if a child is absent, the school contacts the family, which gives them confidence that the school is attentive and responsible.

- **Care for Girls and First-Generation Learners:** Parents expressed that the school is especially caring for girls and first-generation learners. Teachers give extra attention to children who are first in their family to go to school. Fire drills and emergency drills are conducted regularly so children know what to do in any situation. Because of the school's safe environment, people in the village are now less afraid to send girls to school.
- **Hygiene and Cleanliness:** Parents mentioned that the school maintains clean classrooms, toilets, and drinking water facilities. One parent confirmed: "The classrooms are clean and well organized. The toilets are clean and usable, with proper water supply and soaps, including separate toilets for girls. Clean drinking water is available and accessible at all times. The school has cleanliness ambassadors among both teachers and students who take responsibility for maintaining hygiene." Some parents suggested that filtered or cooler water, especially in summer, would be a welcome improvement.
- **Technology Exposure:** Parents noted that their children now use smart panels, tablets, and computer labs at school which has given them confidence with technology, something they could not have provided at home due to limited resources. One parent shared: "Children talk about digital learning tools used in school and seem excited by them. Some things cannot be understood easily only through reading, but children can learn more quickly when they see them visually." Parents felt digital learning increases interest in studies and helps children learn in an easier way. They did not express worry about technology; instead, they saw it as a helpful addition to learning.
- **Responsiveness to Complaints:** Parents confirmed that whenever they have raised any concern, the school has listened and fixed it. One parent shared: "I have never had to complain about cleanliness, but I know that if I did, the school would listen and fix it quickly." This responsive approach builds trust between parents and the school.

I feel my child is completely safe in this school. There is a proper boundary wall and gate, not just anyone can walk in, and when I visit, a message is sent to the teacher first. The classrooms are clean and well organized, and my child comes home excited about learning on smart boards and tablets. The school provides things that we could never afford at home, and I am very satisfied with the infrastructure and safety here.

- As narrated by a Parent in Rajasthan

3.2.10. Alumni Perception on Child-friendly & Technology Infrastructure

Alumni provide a long-term perspective on whether early technology exposure shaped their digital confidence in higher education and work. This theme captures **whether the school's technology foundation, safe environment, and well-maintained infrastructure gave alumni an advantage compared to peers from other schools**. It reveals the enduring impact of infrastructure investments on students' future readiness.

Following are the key findings around Pillar 1 as elucidated during the Alumni interactions:

- **Technology Foundation for Life:** Alumni confirmed that the school's technology exposure gave them an edge in higher education and work. One alumnus shared: "We had computer labs and learned basics like PowerPoint, Excel, and Word, which laid the foundation for my tech skills at college and beyond. While technology wasn't a major part of our education at the time, it definitely gave me an edge compared to students from typical government schools. I also gained some exposure to coding, which further built my comfort with technology".

- **Digital Learning Approach:** Alumni who studied in later batches confirmed more advanced technology use. Teachers used screens to teach and showed animated videos for better understanding, especially in English and Science. The teachers did not make them fully dependent on videos. They explained alongside, cleared doubts, and conducted tests. Because of this exposure, they are very comfortable with technology now. The balanced approach of technology plus teacher explanation gave them a strong foundation.
- **Confidence in Technology Compared to Peers:** Multiple alumni reported feeling more confident with technology than their peers from other schools. One alumna stated: "Our school was even better than many other private schools in this area in terms of digital facilities. Since we got this exposure in school, I am comfortable with technology now".
- **Safe and Caring Environment:** Alumni recalled the school as a safe, secure, and nurturing environment. One shared: "The school environment was very inclusive and motivating. Teachers treated all students fairly and provided special support to those who needed it. This fair and nurturing environment made me feel valued and confident".
- **Evolution of Infrastructure Over Time:** Alumni from earlier batches acknowledged that while basic computer training was available in their time, technology education has improved considerably since. "We had computers and basic training on Microsoft 365 and some computer fundamentals. However, we didn't have advanced technology like robotics when I was in 8th standard. I believe technology education has improved now".

We had ICR rooms and smart TVs in school. Teachers used screens to teach but did not make us fully dependent on videos. They explained alongside, cleared doubts, and conducted tests. Because of this balanced exposure, I am very comfortable with technology now. In college, I handle presentations and digital tools without any difficulty. This school gave me a technology foundation that many students from other schools do not have.

- As narrated by an Alumna in Punjab

3.2.11. Summary of Findings on Child-Friendly and Technology-Based Infrastructure

This section consolidates the key outcomes from all themes covered under Pillar 2. It draws together findings from students, teachers, parents, and alumni to present an integrated view of how Satya Bharti Schools' infrastructure and technology investments are shaping the learning environment.

A. On safety, inclusion, and emotional support:

- Students across grades report feeling safe and secure on campus, **with 74% at the Secondary level and primary-level responses ranging from 56–68% in Punjab to 96–100% in Rajasthan, Uttar Pradesh, and Haryana.**
- Awareness of safety protocols and reporting mechanisms is evident across grades, with around **70–73% of Senior Secondary students reporting clear safety rules and knowledge of whom to approach**, and higher awareness levels observed in Rajasthan and Uttar Pradesh at elementary and primary levels.
- Teachers report that **95% of students feel safe and protected, supported by systems** such as controlled entry, CCTV monitoring, biometric attendance, regular emergency drills, and grievance redressal mechanisms.

- Students across grades report feeling welcomed in school, with **75% of Senior Secondary students indicating this and responses in Rajasthan, Uttar Pradesh, and Haryana ranging from 89% to 100% across elementary and primary levels.**
- Parents report that the school environment has reduced hesitation in sending children to school, particularly girls, and has contributed to greater acceptance of schooling within communities.

The findings indicate that **safety and emotional wellbeing are strongly embedded** in the programme's daily operations. The combination of physical safety measures and a warm, supportive school culture has created an environment where students feel protected and included. This is particularly significant for girl students in rural communities, where parental trust in school safety directly influences enrolment and retention decisions.

B. On access, relevance, and teacher readiness for technology:

- Students across grades report **access to digital tools, with Smart TVs/Panels being commonly used** (up to 91-100% at primary level in some states), along with KYAN systems, TabLabs, and Computer Labs.
- Tablet access in higher grades is structured to allow individual use during sessions, with approximately 41-42 tablets available for a class of around 40 students.
- Students indicate that digital equipment functions during lessons in most cases, with **65% of Senior Secondary students reporting consistent functionality and higher levels reported in Rajasthan elementary schools (up to 92%).**
- Teachers report **(85%) students can access digital tools easily, and 91% indicate that these tools support student understanding.**
- Teachers note that **digital tools are useful for visual and conceptual learning**, while some topics, particularly in Mathematics and Science, are addressed using a combination of digital and board-based methods.

The findings suggest that **technology infrastructure is well-established and functional**, particularly in Rajasthan, Uttar Pradesh, and Haryana. Teachers are comfortable using these tools and find them relevant for curriculum delivery. Punjab schools show slightly lower access levels, indicating that continued investment in device availability and maintenance will further strengthen technology readiness across all locations.

C. On technology integration and its influence on learning:

- Students across grades report that **digital tools support understanding of concepts**, with **63% of Senior Secondary students indicating this and responses in Rajasthan, Uttar Pradesh, and Haryana reaching 97-100% at the primary level.**
- Students report increasing familiarity with digital tools, with **61% of Senior Secondary students** indicating that they can use tablets or computers independently, rising to **96% in Rajasthan elementary schools.**
- Students report that classes continue through digital or video-based modes when teachers are unavailable, with **62% at Senior Secondary level and up to 98% in Rajasthan elementary schools.**
- Students indicate that visual and animated content supports understanding and recall, particularly for subjects such as Mathematics and Science.

- Alumni report that **exposure to technology in school has contributed to their familiarity with digital tools in higher education** and work environments.

The findings indicate that technological integration has moved beyond mere access to **meaningful impact on comprehension and retention**. Students find digital learning engaging, and the virtual class system provides effective learning continuity during teacher absences. The long-term value is confirmed by alumni who report that early exposure to technology gave them a distinct advantage in college and professional settings. This is particularly significant for first-generation learners who have no access to such tools at home.

3.3. Pillar 3 – Teacher Engagement & School Leadership



Background

This pillar assesses the impact of the Satya Bharti Schools programme on the quality, confidence, and professional growth of its teachers, and on the effectiveness of school leadership in supporting teaching and learning. It looks at whether the programme's structured interventions around training, assessment, mentoring, and recognition have translated into better classroom practices, stronger subject knowledge, and a motivated and empowered teaching workforce. Insights have been gathered from students, teachers themselves, parents, and alumni. **The assessment is anchored around the following aspects that together define the scope of teacher engagement and school leadership:**

- **Self-assessment, subject knowledge, and reflective practice:** How the Teacher Subject Knowledge Test (TSKT), regular assessments, and feedback processes help teachers identify their strengths and areas for improvement, build subject knowledge confidence, and encourage continuous reflection and improvement in teaching practice.
- **Evolution of instructional practices:** How teachers' instructional practices evolve toward child-centric, inclusive, and competency-based approaches, including adaptation to different learning levels, improved classroom management, and effective use of questioning, formative assessment, and feedback to support student learning.
- **Professional development, motivation, and institutional support:** How relevant and responsive CPD, mentoring, rewards, recognition, and professional growth opportunities are in addressing classroom challenges, and how these initiatives influence teachers' motivation, sense of value, commitment, and performance.

The assessment draws on quantitative data from **1,651 students** and a dedicated **teacher survey of 222 respondents**, along with qualitative interactions with teachers, principals, parents, and alumni. Each sub-section evaluates a specific dimension of teaching quality and school leadership, building towards an understanding of whether the programme has developed a confident, capable, and motivated teaching community.

The **findings presented in Sections 3.3.1 to 3.3.7 are based on students' reported experiences and perceptions of teacher accessibility, support, feedback practices, fairness, and classroom engagement.** These perspectives provide direct insight into how teaching practices are experienced by learners within Satya Bharti Schools.

3.3.1. Quality of Classroom Instructions

Effective teaching begins with the ability to explain concepts in ways that reach every learner. This theme assesses **whether teachers use multiple methods, explanations, and practical examples to ensure student understanding, and whether classroom instruction is activity-based, hands-on, and engaging rather than lecture-dependent.** It captures the instructional quality that students experience daily. This aligns with the aspect of how teachers' practices evolve toward child-centric and inclusive approaches.

Teacher Explains Concepts in More Than One Way

Figure 84: Secondary Grades (N=150)

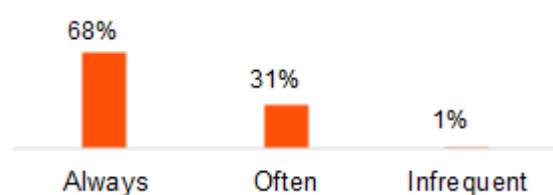


Figure 85: Upper Primary Grades (N=488)

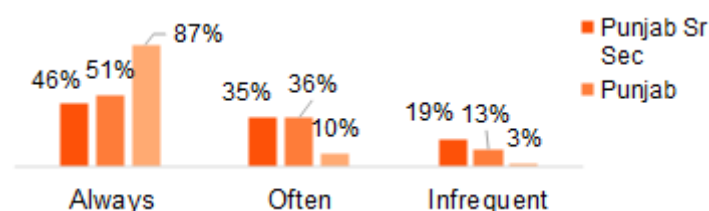
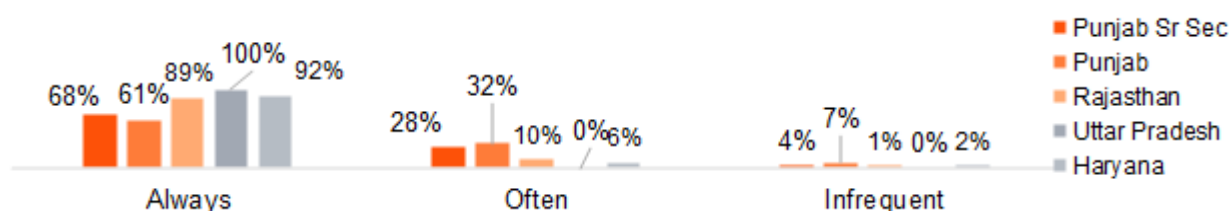


Figure 86: Primary Grades (N=1,013)



When asked whether, if they do not understand something, their teacher explains it in multiple ways, the responses across all levels confirmed strong adaptive teaching practices in Satya Bharti Schools.

For Secondary Grades (N=150)

- 68% of students reported that teachers always explain concepts in more than one way, 31% said often, and only 1% said infrequently. This reflects that teachers at the senior secondary level are skilled in using multiple explanations, tools, and examples to ensure student understanding. During interactions, students confirmed that teachers use diverse, creative, and hands-on methods to make learning engaging. Teachers prepare activities, questions, and interactive tasks for each topic. Concept-based practical examples are used.
- In Science, teachers demonstrate concepts physically. For solid, liquid, and gas, the teacher had students stand close together for solid (more bonds), slightly apart for liquid, and far apart for gas to show molecular bonding. History maps and Maths-based hands-on activities are used in higher classes. If a concept is not understood from one example, teachers give additional relevant examples until it is clear.

For Upper Primary Grades (N=488)

- Teachers always explain in multiple ways in 46% of Punjab Sr Sec, 51% of Punjab, and 87% of Rajasthan classrooms. The "often" category stands at 35%, 36%, and 10% respectively, while "infrequent" is at 19%, 13%, and 3%.
- Rajasthan shows very strong adaptive teaching with 87% reporting "always." Students shared that for difficult subjects, teachers break lessons into smaller parts and explain them step by step. For example, in Class 7, the chapter on "Understanding Markets" was difficult for many students, so the teacher did a practical classroom activity where some students acted as wholesalers and some as retailers. Through this role play, students understood how goods move in the market. In another class, to explain the solar eclipse, the teacher used students of different heights to represent the sun and the moon, making the concept very clear and interesting.

For Primary Grades (N=1,013)

- Teachers always explain in multiple ways in 68% of Punjab Sr Sec, 61% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 92% of Haryana classrooms. The "often" category stands at 28%, 32%, 10%, 0%, and 6% respectively.
- Uttar Pradesh shows universal adaptive teaching. Students confirmed that teachers explained lessons in different ways using activities, practical examples, and sometimes role play. When students were younger, teachers used pencils to teach addition and subtraction (e.g., 5 pencils minus 2 equals 3 pencils). Students also said that if they do not understand something, teachers explain again until it becomes clear.

3.3.2. Teacher Accessibility and Student Support

A teacher's impact extends beyond the lesson when students feel free to approach them with academic doubts or personal concerns. This theme captures **whether students can always go to their teachers for help, whether teachers create a non-threatening atmosphere for questions and sharing, and whether there is a system for handling student concerns sensitively.** It assesses the relational quality of teaching and its role in student wellbeing. This connects to inclusive classroom management and the support environment created by teachers.

Students Can Approach Teachers for Academic Help

Figure 87: Secondary Grades (N=150)

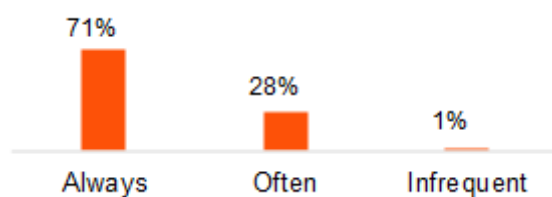


Figure 88: Upper Primary Grades (N=488)

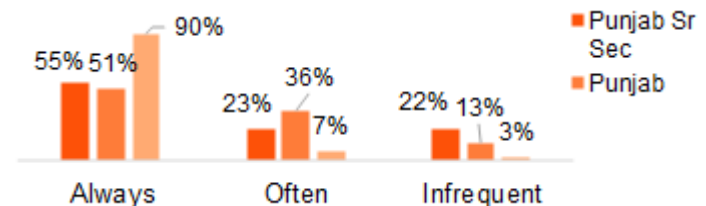
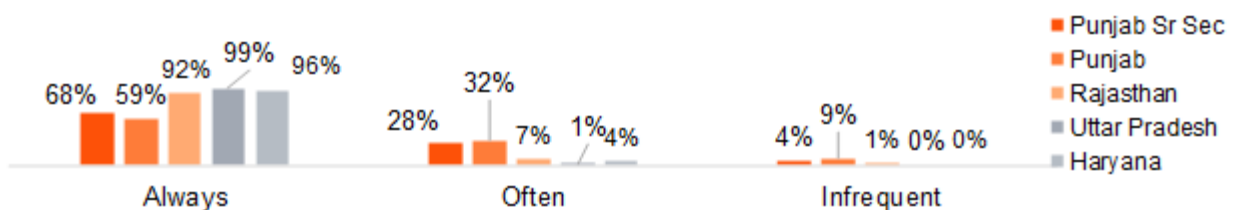


Figure 89: Primary Grades (N=1,013)



When asked whether they can approach teachers for academic help during or after class, the responses demonstrated strong teacher accessibility across all school levels.

For Secondary Grades (N=150)

- 71% of students reported they can always approach teachers for academic help, 28% said often, and only 1% said infrequently. Students shared that they feel comfortable reaching out to teachers for both academic doubts and personal problems.

- The school has a dedicated counselling room and a counselling teacher. Students go to whichever teacher they feel most comfortable with, not just the designated counsellor. When school-related issues are raised, changes become visible within a few days. Teachers listen to problems and provide suggestions.

For Upper Primary Grades (N=488)

- 55% of Punjab Sr Sec, 51% of Punjab, and 90% of Rajasthan students can always approach teachers. The "often" category stands at 23%, 36%, and 7% respectively, while "infrequent" is 22%, 13%, and 3%. While Rajasthan shows near-universal accessibility (90% always), Punjab Sr Sec shows a higher "infrequent" category of 22%, suggesting some variation in teacher accessibility.
- Students shared that if they have difficulty understanding something or are feeling sad or worried, they can go and talk to their teacher. Teachers usually behave well and help them. One student said that when he raises a question, the teacher clears it immediately.

For Primary Grades (N=1,013)

- Students can always approach teachers in 68% of Punjab Sr Sec, 59% of Punjab, 92% of Rajasthan, 99% of Uttar Pradesh, and 96% of Haryana classrooms. The "often" category stands at 28%, 32%, 7%, 1%, and 4% respectively.
- Students in primary grades confirmed: "We go to teachers when we have doubts. They explain nicely and do not get angry. Boys and girls both get the same care. The teachers are very friendly".

3.3.3. Individual Academic Support and Feedback

Personalised attention and timely feedback are hallmarks of effective teaching. This theme looks at **whether teachers provide timely and specific feedback on homework and classwork, give individual attention to students who struggle, and tell students clearly what to improve and how.** It assesses whether teaching goes beyond whole-class delivery to genuinely respond to individual learning needs. This aligns with the aspect of formative assessment and feedback to support student learning.

Feedback is Timely and Specific to Mistakes

Figure 90: Secondary Grades (N=150)

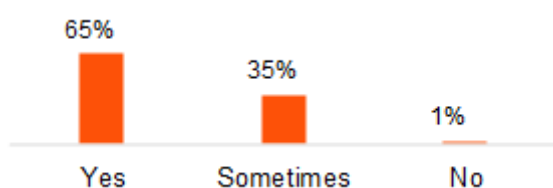


Figure 91: Upper Primary Grades (N=488)

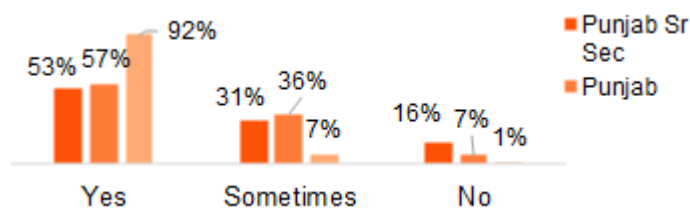
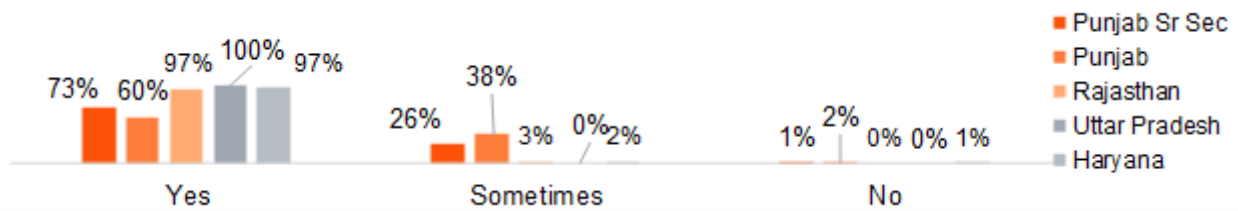


Figure 92: Primary Grades (N=1,013)



When asked whether the feedback they get is timely and specific to their mistakes regarding homework, the responses reflected strong feedback practices, particularly in Rajasthan and Uttar Pradesh.

For Secondary Grades (N=150)

- 65% said yes, 35% said sometimes, and only 1% said no. Students confirmed that homework is given regularly and checked by teachers. If homework is not done, teachers give mild consequences like standing outside as motivation and also inquire about the reason.
- Teachers actively check understanding by asking students to explain back what they learned. Teachers support shy and less confident students individually.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 57% of Punjab, and 92% of Rajasthan said yes. "Sometimes" stood at 31%, 36%, and 7% respectively, while "no" was 16%, 7%, and 1%. Rajasthan shows very strong feedback practices with 92% reporting timely feedback.
- Students confirmed that teachers give feedback on classwork and homework and tell them when something is wrong. Teachers motivate them to study and improve. "Teachers check whether they have understood the topic by asking questions in class. Before moving ahead, teachers ask students about what was taught".

For Primary Grades (N=1,013)

- 73% of Punjab Sr Sec, 60% of Punjab, 97% of Rajasthan, 100% of Uttar Pradesh, and 97% of Haryana said yes. "Sometimes" stood at 26%, 38%, 3%, 0%, and 2% respectively. Uttar Pradesh shows universal timely feedback.
- Students said teachers conduct doubt sessions and tests and also take feedback from students. "They care about our learning and want us to do well in life. They support us like parents and encourage us to move forward".

My teachers always check my homework and tell me exactly where I made a mistake. They do not just say 'wrong'; they explain why it is wrong and how to correct it. Before moving to a new topic, they ask us questions to check if we have understood. This makes me confident because I know exactly how to improve.

- As narrated by a Sr. Secondary student in Punjab

Extra Help/Remedial/Doubt-Clearing Available

Figure 93: Secondary Grades (N=150)

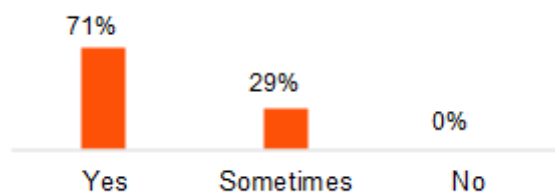


Figure 94: Upper Primary Grades (N=488)

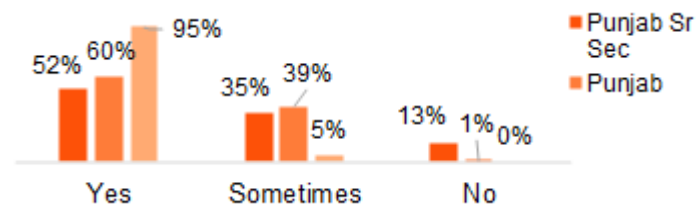
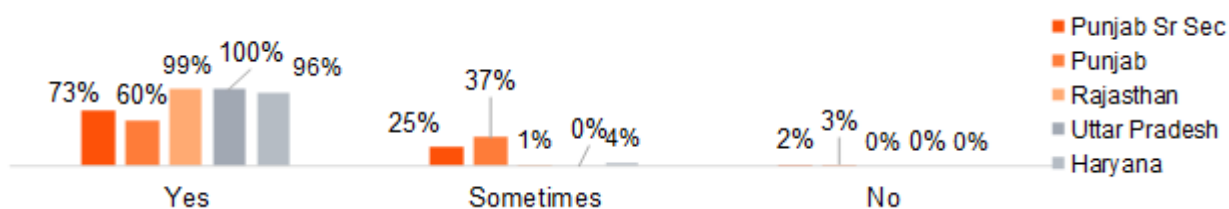


Figure 95: Primary Grades (N=1,013)



When asked whether they can attend doubt-clearing or extra support sessions when needed from the teacher, or whether the school management arranges remedial classes for students who are weak in studies, responses confirmed strong support systems.

For Secondary Grades (N=150)

- 71% said yes, 29% said sometimes, and 0% said no. Students who do not understand can take help from classmates and then clarify remaining doubts with the teacher. Students shared that before board exams, doubt sessions were held even on Sundays, which was very helpful.

For Upper Primary Grades (N=488)

- 52% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Sometimes" stood at 35%, 39%, and 5% respectively, while "no" was 13%, 1%, and 0%. Students shared that extra classes are held earlier in the morning for students who are weak in studies. Teachers gave personal help and focused on children who needed more support.

For Primary Grades (N=1,013)

- 73% of Punjab Sr Sec, 60% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 96% of Haryana said yes. "Sometimes" stood at 25%, 37%, 1%, 0%, and 4% respectively, while "no" was 2%, 3%, 0%, 0%, and 0%.
- Students in primary grades confirmed that if a concept is not understood, teachers repeat and re-explain using different examples until all students are clear.

3.3.4. Teacher Fairness

Equitable treatment of all students is a fundamental marker of school quality and a prerequisite for inclusive learning. This theme assesses whether **teachers treat all students fairly regardless of gender, socio-economic background, or academic ability, and whether students experience their classroom as a space free from favouritism or discrimination.** It captures how inclusiveness is practised at the interpersonal level between teachers and learners. This aligns with the aspect of respectful behaviour, empathy, and the creation of an inclusive classroom culture that enables every child to participate and grow without apprehension.

Teachers Treat All Students Fairly Regardless of Gender, Background or Ability

Figure 96: Secondary Grades (N=150)



Figure 97: Upper Primary Grades (N=488)

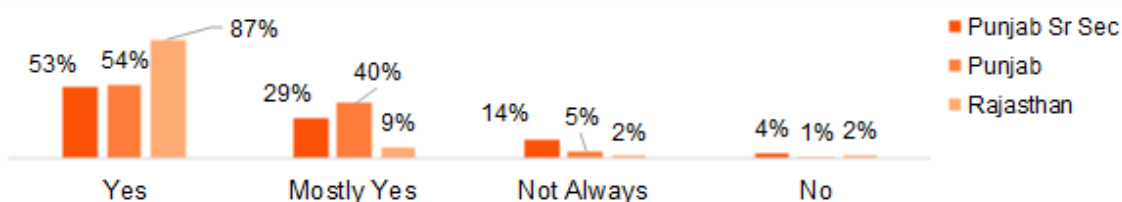
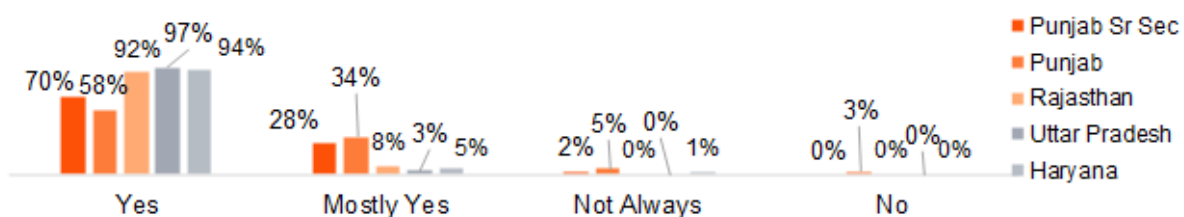


Figure 98: Primary Grades (N=1,013)



When asked whether they feel their teachers treat all students equally regardless of gender, background, or ability, the responses confirmed strong perceptions of fairness across all school levels.

For Secondary Grades (N=150)

- 72% said yes, 26% said mostly yes, 1% said not always, and 1% said no. Students explicitly stated they have never felt inequality on any grounds. Gender equality is well maintained. Both boys and girls receive equal treatment with the same expectations in exams and performance.
- No favouritism based on gender or family background was reported. Teachers can identify struggling students just by reading their facial expressions. One student mentioned the teacher can tell by looking at my face.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 54% of Punjab, and 87% of Rajasthan said yes. "Mostly yes" stood at 29%, 40%, and 9% respectively, "not always" at 14%, 5%, and 2%, and "no" at 4%, 1%, and 2%.
- Students confirmed that teachers encourage them to ask questions. They said teachers listen to doubts and respond properly. They also said teachers treat all students fairly. Boys and girls get equal attention and equal chances to answer questions and participate. Students did not report strong favouritism. They said they feel respected in school.

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 58% of Punjab, 92% of Rajasthan, 97% of Uttar Pradesh, and 94% of Haryana said yes. "Mostly yes" stood at 28%, 34%, 8%, 3%, and 5% respectively.
- Students said that teachers treat all students fairly, and boys or girls were not treated differently. They felt both boys and girls get equal opportunities to answer questions and participate. When asked if teachers have favourite students, the students said all children are treated as important and they did not strongly feel unfair favouritism in class.

3.3.5. Classroom Routines & Discipline

Structured routines provide the scaffold within which effective learning occurs. This theme assesses whether teachers follow **timetables consistently, start classes on time, and maintain an organized learning environment where students know what to expect each day**. It captures whether the programme has established predictable and disciplined classroom operations that minimize learning time lost to disorganization or delays. This connects to the aspect of how institutional practices support effective teaching and create conditions for focused, purposeful instruction.

Teachers Start Class on Time/Follow Timetable

Figure 99: Secondary Grades (N=150)

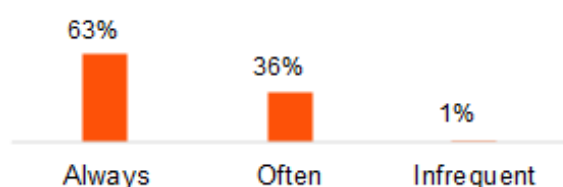


Figure 100: Upper Primary Grades (N=488)

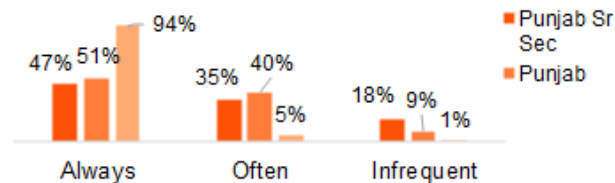
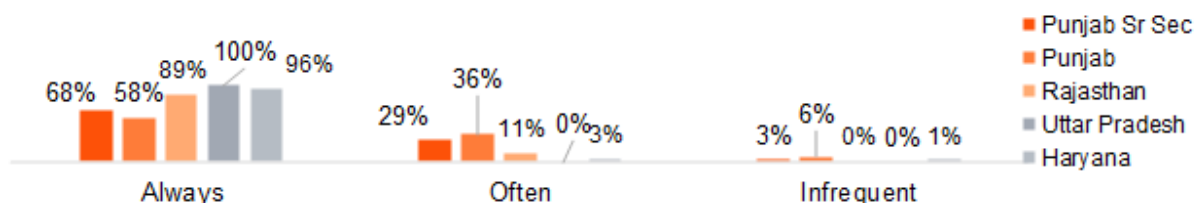


Figure 101: Primary Grades (N=1,013)



When asked whether teachers come on time and start lessons quickly as per the timetable, the responses showed strong adherence to structured school routines across all levels.

For Secondary Grades (N=150)

- 63% said always, 36% said often, and only 1% said infrequent. Students confirmed that the school follows a proper timetable with structured schedule of classes and breaks. Teachers maintain punctuality and classes start on time.

For Upper Primary Grades (N=488)

- 47% of Punjab Sr Sec, 51% of Punjab, and 94% of Rajasthan said always. "Often" stood at 35%, 40%, and 5% respectively, while "infrequent" was 18%, 9%, and 1%.
- Rajasthan shows very strong routine adherence with 94% reporting "always." Students shared that the timetable is followed properly and classes happen on time. "Teachers are punctual and we know exactly what subject comes when".

For Primary Grades (N=1,013)

- 68% of Punjab Sr Sec, 58% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 96% of Haryana said always. "Often" stood at 29%, 36%, 11%, 0%, and 3% respectively, while "infrequent" was 3%, 6%, 0%, 0%, and 1%.
- Uttar Pradesh shows universal punctuality. Students in primary grades confirmed that teachers follow the timetable and classes begin on time. "The bell rings and teachers come to class. We know our daily schedule well".

3.3.6. Smart TV/KYAN Teacher Engagement

Technology is only as effective as the teacher who mediates it. This theme assesses whether teachers remain **actively present and engaged while using Smart TVs, KYAN, or digital panels, explaining concepts alongside visual content rather than simply switching on devices and stepping away**. It captures whether the programme's investment in digital infrastructure is complemented by pedagogically sound teacher behaviour that integrates technology with explanation, questioning, and conceptual reinforcement. This addresses the aspect of how meaningfully technology is integrated into teaching practices and whether it genuinely enhances student understanding.

Teachers Start Class on Time/Follow Timetable

Indicators	Secondary Grades		Upper Primary Grades	
	Punjab	Punjab Sr Sec	Punjab	Rajasthan
Starts it and stays for the full class, explaining the concepts	65%	67%	59%	94%
Starts it and stays for some part of the class	35%	33%	41%	6%

Indicators	Primary Grades				
	Punjab Sr Sec	Punjab	Rajasthan	Uttar Pradesh	Haryana
Starts it and stays for the full class, explaining the concepts	70%	61%	92%	100%	93%
Starts it and stays for some part of the class	30%	39%	8%	0%	7%

The survey assessed the extent to which teachers remain actively engaged while using digital tools, as opposed to simply switching on the device and leaving students to watch passively.

In Rajasthan, Haryana and Uttar Pradesh, teachers stay and explain for the entire class duration in over 90% of cases, reflecting exemplary integration of technology with active teaching. In Punjab, a notable proportion (30 to 41%) of teachers stay for only part of the class, which suggests a need to strengthen teacher engagement during digital lessons in Punjab schools.

During interactions, teachers confirmed that they do not make students fully dependent on videos. They explained alongside digital content, cleared doubts, and conducted tests. Students confirmed: "Teachers use screens to teach and show animated videos for better understanding, especially in English and Science. But teachers are smart about it. They explain alongside, clear doubts, and conduct tests".

3.3.7. Encouraging Student Participation & Motivation

Active student participation is both a teaching skill and an outcome of good pedagogy. This theme assesses **whether teachers actively encourage students to ask questions, speak up in class, and participate in discussions and activities, especially students who are shy or reserved.** It captures the extent to which teachers create participatory classrooms where every child gets a chance to engage. This connects to the effective use of questioning and encouraging diverse learners.

Teachers Care About Me and Want Me to Do Well in Studies

Figure 102: Secondary Grades (N=150)



Figure 103: Upper Primary Grades (N=488)

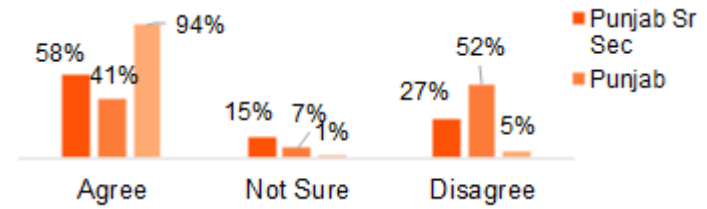
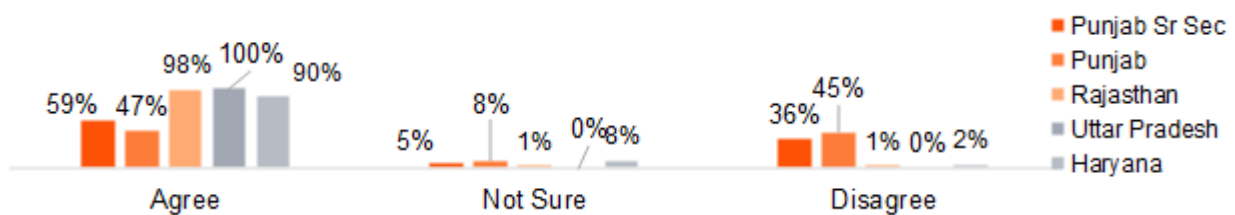


Figure 104: Primary Grades (N=1,013)



When asked whether they feel their teachers care about them and want them to do well in their studies, the responses on this Likert-scale question revealed important state-level variations.

For Secondary Grades (N=150)

- 74% agreed, 1% were not sure, and 25% disagreed. The 25% disagreement in Sr Secondary is notable and may reflect the academic pressure and high expectations at this level, where some students may interpret strictness as lack of caring. However, qualitatively, students expressed gratitude and confirmed that teachers genuinely care about their progress and well-being.

For Upper Primary Grades (N=488)

- 58% of Punjab Sr Sec, 41% of Punjab, and 94% of Rajasthan agreed. "Not sure" stood at 15%, 7%, and 1% respectively, while "disagree" was 27%, 52%, and 5%.
- The high disagreement in Punjab elementary (52%) is significant and needs further exploration. However, qualitative data from students in Punjab confirms that they feel teachers support them and care about their learning. Students shared: "We feel that teachers care about our learning and want us to do well in life. They support us like parents and encourage us to move forward".

For Primary Grades (N=1,013)

- 59% of Punjab Sr Sec, 47% of Punjab, 98% of Rajasthan, 100% of Uttar Pradesh, and 90% of Haryana agreed. "Not sure" stood at 5%, 8%, 1%, 0%, and 8% respectively. The higher "disagree" percentages in Punjab primary grades warrant attention, though this may partly be attributed to scale interpretation among younger students.

- Rajasthan, Uttar Pradesh, and Haryana show near-universal agreement. Students in primary grades confirmed: "Teachers motivate them to study and improve. Students feel that teachers care about their learning and want them to do well in life".

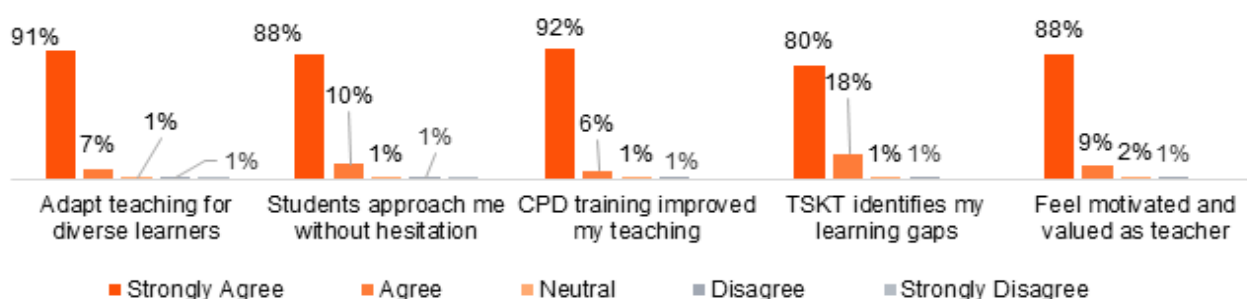
I know my teachers care about me because they always ask how I am doing, they notice when I am quiet, and they give me extra help when I need it. Even when they are strict, I understand it is because they want us to succeed. They support us like our own parents

- As narrated by a Sr. Secondary student in Punjab

3.3.8. Teachers' Perception on Teacher Engagement & School Leadership

Teachers' own reflections provide the most direct insight into the impact of professional development. This theme captures **whether teachers feel that CPD training has improved their practice, whether TSKT helps them identify gaps, whether they can adapt to diverse learners, and whether they feel motivated and valued.** It provides a self-assessment perspective from the teaching workforce. This offers validation across all three aspects of the pillar.

Figure 105: Teachers' Perception on Teacher Engagement & School Leadership



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **91%** strongly agree (and 7% agree) they can adapt teaching for diverse learners
- **88%** strongly agree (and 10% agree) that students approach them without hesitation
- **92%** strongly agree (and 6% agree) that CPD training improved their teaching
- **80%** strongly agree (and 18% agree) that TSKT identifies their learning gaps
- **88%** strongly agree (and 9% agree) they feel motivated and valued as teachers

Based on qualitative interactions with teachers and principals:

- **Multiple Teaching Methods:** Teachers feel confident adapting lessons using different explanations and real-life examples tailored to students' learning patterns. For difficult topics, they use a mix of verbal, visual, and practical approaches to meet diverse needs. They use tangible objects like pencils for basic math, physical demonstrations for science concepts, interactive projects for history, and animated videos via smart classrooms. However, some topics in math and science remain challenging to adapt digitally and require more hands-on explanations.
- **Individual Student Support:** After receiving training and mentoring, teachers feel well-equipped to provide individual support to struggling students. They identify students who need extra help

by observing their facial expressions, participation levels, and homework performance. If a student does not understand a concept, teachers repeat and re-explain using different examples until they are clear. They encourage students to ask questions without fear by saying things like "beta bolo" (speak up, child) and creating a supportive classroom atmosphere. Shy students are given specific attention and gradually encouraged to participate.

- **CPD Training Impact:** Continuous Professional Development training has been invaluable in adopting activity-based, child-centric methods. Techniques for individualized support and interactive teaching have improved classroom dynamics. Teachers now use dramas, role plays, hands-on experiments, real-life examples, concept-based activities, and creative methods instead of relying solely on lectures. Training programs are conducted in June and December at the district office, organized level-wise and aligned with subjects. Teachers confirmed the training content is relevant and useful for classroom teaching.
- **TSKT (Teacher Subject Knowledge Test):** Teachers reported that the TSKT process effectively identifies areas requiring additional attention in subject knowledge and pedagogy. Based on these results, targeted CPD trainings, mentoring support, and coaching interventions are provided, helping teachers strengthen instructional practices, improve classroom effectiveness, and support ongoing professional growth.
- **Motivation and Recognition:** Being recognized through the Rewards and Recognition programme has positively impacted teacher motivation and sense of value. It reinforces their commitment to the community and encourages continuous improvement. Teachers shared that handling multiple responsibilities such as being admission in-charge and mid-day meal in-charge has helped them grow professionally. Rewards and recognition motivate teachers and inspire them to work better.
- **School Leadership (Principal's Role):** Principals support teachers in implementing what they learn from CPD by conducting regular follow-ups, providing feedback after classroom observations, and creating opportunities for peer learning. They encourage teachers to experiment with new methods and share their successes with colleagues. The school leadership conducts regular meetings with teachers to address challenges, plan activities, and ensure smooth functioning of the academic programme.

CPD training has transformed my classroom practice. I now use dramas, role plays, hands-on experiments, and real-life examples instead of relying only on lectures. The training taught me to recognize that each child learns differently and gave me practical tools to reach every student. The TSKT helps me identify my own gaps, and the mentoring support ensures I keep growing. I feel truly motivated and valued as a teacher here.

As narrated by a Teacher in Punjab

3.3.9. Parents' Perception of Teacher Engagement & School Leadership

Parents observe teaching quality through its visible effects on their children. This theme looks at **whether parents find teachers accessible, kind, and effective, whether they see their children understanding lessons better, and whether they trust the school leadership to be responsive and fair.** It captures the external validation of teaching quality from families who interact regularly with the school. This provides a community-level perspective on teaching and leadership effectiveness.

Based on qualitative interactions with parents:

- **Teacher Accessibility:** Parents feel comfortable going to school and speaking with teachers. Teachers listen properly and explain the child's progress in a way that parents can understand. There is no sign of fear or hesitation in meeting school staff. One parent shared: "I feel comfortable coming to school and speaking with teachers. They listen properly and explain my child's progress in simple language so that I can understand even though I am not highly educated myself".
- **Teaching Quality:** Parents mentioned that their children understand lessons better as teachers use different methods to explain concepts. Children often come home excited about what they learned in class. Parents observed that children's interest in studies has increased and they actively share what they learned at school. "Teachers care about children's overall development, not only about classroom marks. My child is now genuinely interested in studies and often teaches younger siblings what was learned in school".
- **Teacher Kindness and Equal Treatment:** Teachers behave very kindly and respectfully with all children. There is no difference in treatment whether the child is a boy or girl, from a rich or poor family, or academically strong or weak. All children get equal attention and opportunities. Parents have never heard about any harsh behaviour from any teacher. Teachers tell parents clearly how their child is doing and give simple guidance on what can be done at home, like encouraging regular study, checking homework, and creating a quiet study space.
- **Extra Help for Weak Students:** If a child is weak in studies or has any problem, teachers give extra attention and help. Parents confirmed that teachers identify children who need more support and provide additional classes or individual help. One parent mentioned: "When my child was struggling in one subject, the teacher gave extra attention and even called me to explain what we should practice at home. Within months, my child improved significantly".
- **School Leadership:** Parents confirmed that the Principal is approachable, listens carefully, and takes action on any concerns. One parent stated: "Yes, if I have any problem or complaint, I can go and talk to the Principal directly. The Principal listens carefully and takes action. I have never felt that my concerns were ignored. The school management is transparent and responsive. Overall, I am very happy with how the school is managed and how teachers teach." Parents described the Head Teacher as supportive, fair, and accessible.
- **Trust in School:** Multiple parents expressed deep trust in the school management and teaching staff. The dedication of the teachers, the quality of education, the safety measures, and the free facilities together make the school the best option in their area. Parents have no major complaints about the management.

I am very happy with how teachers teach in this school. They speak politely and with care. They explain my child's progress clearly during meetings and guide me on what I can do at home. If my child faces any difficulty, teachers pay extra attention. The Principal also listens whenever I need to talk. I trust this school completely with my child's education and development.

As narrated by a Parent in Punjab

3.3.10. Alumni's Perception of Teacher Engagement & School Leadership

Alumni carry the longest-term perspective on whether good teaching made a lasting difference. This theme captures **whether alumni recall teachers as dedicated, supportive, fair, and impactful, and whether the teaching quality gave them a strong foundation for higher education and career success**. It reveals whether the investment in teacher quality translates into enduring outcomes for students. This provides the strongest long-term validation of teaching and leadership impact.

Based on qualitative interactions with alumni:

- **Dedicated and Supportive Teachers:** Alumni recalled that teachers were extremely helpful and dedicated. They taught repeatedly until every child understood, using multiple ways and examples. Before exams, teachers worked very hard to prepare students. Regular tests were conducted throughout the year, and doubt sessions were held even on Sundays before board exams. One alumnus shared: "Teachers here are extremely helpful. They teach repeatedly until every child understands, using multiple ways and examples. They clear all doubts patiently and never make a student feel afraid to ask questions".
- **Encouragement to Question and Speak:** Teachers encouraged students to ask questions freely and express themselves confidently. Alumni confirmed that they were never afraid to speak up in class because teachers created a supportive atmosphere. One alumnus shared: "My teachers were hugely supportive. They encouraged me to ask questions freely and express myself confidently, which greatly boosted my academic performance and self-belief".
- **Fairness and Equal Treatment:** Teachers were very fair and treated every student equally, regardless of background or academic ability. They motivated students consistently, creating a positive and inclusive environment. One alumnus stated: "Teachers were very fair and treated every student equally, regardless of background or academic ability. They motivated us consistently, creating a positive and inclusive environment".
- **Teachers as Life Mentors:** Alumni viewed teachers not just as academics but as mentors who shaped their entire personality and future direction. One alumnus specifically thanked teachers who helped with school admission transitions, made subjects enjoyable, and provided individual guidance. "My teachers made math enjoyable and helped me decide to pursue economics in my undergraduate studies. The Principal helped me with admission to senior secondary. They were not just teachers but mentors who believed in me".
- **Long-term Impact of Teacher Support:** Alumni confirmed that the teaching quality and teacher dedication gave them a strong foundation for higher education. Despite challenges like language barriers (transitioning from Punjabi medium to English medium), teacher support and the "I CAN DO IT" mindset instilled by teachers helped them push through. "The school laid a solid foundation for my education, discipline, and values. The confident mindset my teachers gave me helped me push through every academic challenge in college".

- **Feedback and Exam Preparation:** Alumni remembered that teachers gave regular feedback, cleared doubts properly, and prepared them thoroughly for board exams. "Whenever I had difficulty in understanding something, teachers explained it again patiently. They also gave regular feedback and cleared doubts properly. I never felt afraid to ask questions in class".

Teachers in my school taught repeatedly until every child understood. Before board exams, they held doubt sessions even on Sundays. They never made me feel afraid to ask questions. My math teacher made the subject enjoyable and inspired me to pursue economics in college. I am most grateful for the teachers who encouraged and believed in me despite my struggles. My message to them is: thank you for your patience and guidance, it made all the difference in my life

As narrated by an Alumnus in Punjab

3.3.11. Summary of Outcomes under Teacher Engagement and School Leadership

This section consolidates the key outcomes from all themes covered under Pillar 3. It brings together findings from students, teachers, parents, and alumni to present an integrated picture of how the programme's investments in teacher development and school leadership are shaping classroom practice and student experience.

A. On self-assessment, subject knowledge, and reflective practice:

- **80% of teachers strongly agree** (and 18% agree) that the TSKT helps them identify their learning gaps; based on TSKT results, relevant training and coaching are provided to address specific areas of weakness.
- Teachers confirmed that they strengthen their subject knowledge through the syllabus, sample papers, and self-study guided by TSKT outcomes.
- The school offers **routine mentoring and access to teaching materials**, fostering ongoing professional growth; teachers noted that more frequent coaching on modern methodologies would further help.
- Principals support implementation through **regular follow-ups, classroom observations, and constructive feedback**, creating a culture of continuous reflection.
- Alumni recalled that teachers **taught repeatedly until every child understood**, using multiple ways and examples, suggesting that strong subject preparation translated into persistent classroom effort.

The findings indicate that the TSKT process has established a **structured cycle of self-assessment and targeted improvement** for teachers. While 80% strong agreement confirms widespread acceptance of the tool, the fact that teachers themselves ask for more frequent coaching suggests a healthy appetite for continued professional growth. School leadership plays an enabling role in ensuring that assessment leads to action.

B. On the evolution of instructional practices:

- **68% of Senior Secondary students** report that teachers always explain concepts in more than one way; this reaches **87-100% in Rajasthan, Uttar Pradesh, and Haryana** elementary and primary schools.

- **65% of Senior Secondary students** say teachers always provide personal attention when they struggle; **65%** say they receive timely and specific feedback on their work.
- **91% of teachers strongly agree** they can adapt teaching for diverse learners; they use tangible objects, physical demonstrations, interactive projects, animated videos, and real-life examples.
- **88% of teachers strongly agree** that students approach them without hesitation, indicating that teachers have created a supportive and non-threatening classroom atmosphere.
- Students confirmed that teachers do not just lecture but **ask questions, use activities, and create interactive classrooms** where participation is encouraged through techniques like "beta bolo" (speak up, child).

The findings suggest that instructional practices across the programme have **shifted meaningfully toward child-centric, activity-based approaches**. Teachers are not relying solely on lectures but are using a diverse repertoire of methods adapted to different learners. The strong student-reported accessibility and the culture of questioning indicate that classrooms have become spaces of dialogue rather than one-way instruction. Parents corroborate this by noting that children understand lessons better and come home excited about what they learned.

C. On professional development, motivation, and institutional support:

- **92% of teachers strongly agree** that CPD training has improved their teaching; training is conducted twice yearly, organized level-wise and aligned with subjects.
- **88% of teachers strongly agree** they feel motivated and valued; the Rewards and Recognition programme reinforces commitment and encourages continuous improvement.
- Teachers confirmed that CPD has been **invaluable in adopting activity-based, child-centric methods**; they now use dramas, role plays, experiments, and creative methods instead of relying only on lectures.
- Principals support teachers by conducting regular meetings, **creating opportunities for peer learning**, encouraging experimentation with new methods, and sharing successes across the team.
- Alumni confirmed that the **teaching quality and teacher dedication gave them a strong foundation** for higher education; one alumnus credited his teachers with making subjects enjoyable and shaping his career choice.

The findings indicate that the programme's professional development ecosystem has created a **motivated, skilled, and continuously improving** teaching community. The combination of CPD training, TSKT-based self-assessment, mentoring, and recognition has built both competence and commitment among teachers. Parents describe teachers as kind, accessible, and effective. Alumni go further, describing them as life mentors who shaped not just academic outcomes but personality and future direction. The leadership structure ensures that training translates into classroom practice through sustained follow-up and a culture of collaboration.

3.4. Pillar 4 – Teacher, Parent and Community Engagement



Background

This pillar assesses the impact of the Satya Bharti Schools programme on building strong connections between the school, parents, and the wider community. It looks at whether the programme's initiatives around parent engagement, community participation, and scholarship support have created an ecosystem where families actively support their children's education, where community attitudes toward schooling (especially for girls) have shifted, and where the model demonstrates meaningful alignment with broader educational goals. Inputs from students, teachers, parents, and alumni inform the assessment. **The assessment is anchored around the following aspects that together define the scope of parent and community engagement:**

- **School leadership, instructional support, and gender-equitable culture:** How effective and accessible school leadership is in supporting academic needs, implementing academic planning and follow-up, and fostering a culture of collaboration, peer learning, best practice sharing, and gender equity with strong role models for girl students.
- **Parent and community involvement and attitudinal shifts:** How parents and community members engage with and support the school through initiatives such as Home Mentoring, PTMs, Saksharta Bharti Abhiyan, and student-led campaigns, and what changes are observed in parental attitudes toward education, especially girls' education.
- **Programme influence, sustainability, and alignment with national goals:** Overall, how the Satya Bharti Schools programme influences students, teaching practices, and the school environment, and how well the model aligns with NEP goals and the needs of first-generation learners while demonstrating sustainability, meaningful impact, and scope for further improvement.

The assessment integrates quantitative data from students and teachers with extensive qualitative insights from parents, community members, and alumni. Each sub-section that follows examines a specific dimension of parent and community engagement, building towards an understanding of how the programme has turned families and communities from passive observers into active partners in their children's education.

3.4.1. Frequency & Quality of Parent-School Interaction

Regular and meaningful contact between parents and schools is the bedrock of community-supported education. This theme assesses **whether parents attend PTMs at least once a year, how frequently schools engage families through formal and informal touchpoints, and whether these interactions are substantive rather than perfunctory**. It captures whether the programme has established patterns of consistent two-way communication between school and home. This aligns with the aspect of how parents engage with and support the school through structured initiatives.

Parents/Guardians Attended PTM At Least Once

Figure 106: Secondary Grades (N=150)



Figure 107: Upper Primary Grades (N=488)

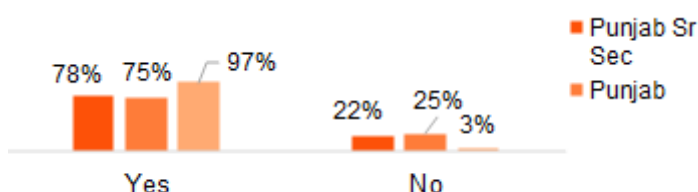
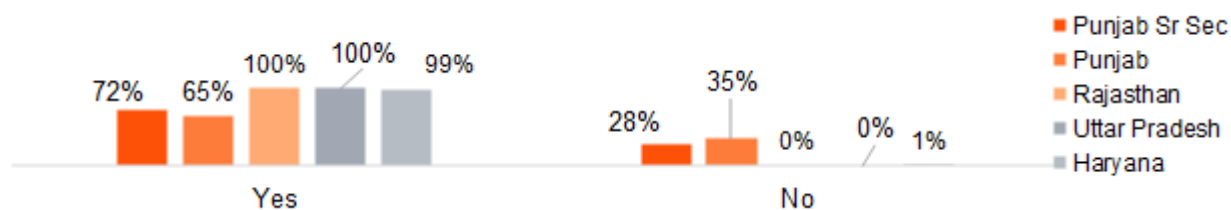


Figure 108: Primary Grades (N=1,013)



When asked whether their parents or guardians have attended a PTM or interacted with their teachers at least once this year, the responses showed strong parent-school connectivity across all levels.

For Secondary Grades (N=150)

- 67% of students confirmed that their parents or guardians attended PTM at least once this year, while 33% said no. This indicates that two-thirds of Sr Secondary families are actively engaging with the school through formal parent-teacher meetings.
- During qualitative interactions, parents confirmed they attend PTMs regularly. One parent shared: "I attend school meetings every time I am called. PTMs happen seven to eight times a year and I make sure to go for everyone. I also visit the school sometimes on my own to check on my child's progress". 71% said yes, 29% said sometimes, and 0% said no. Students who do not understand can take help from classmates and then clarify remaining doubts with the teacher. Students shared that before board exams, doubt sessions were held even on Sundays, which was very helpful.

For Upper Primary Grades (N=488)

- 78% of Punjab Sr Sec, 75% of Punjab, and 97% of Rajasthan confirmed attendance. Non-attendance stood at 22%, 25%, and 3% respectively.
- Rajasthan shows near-universal parental engagement through PTMs. Parents confirmed they attend meetings when called and receive guidance from teachers about children's studies. They try to follow this advice, especially around homework and learning support at home. 52% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Sometimes" stood at 35%, 39%, and 5% respectively, while "no" was 13%, 1%, and 0%. Students shared that extra classes are held earlier in the morning for students who are weak in studies. Teachers gave personal help and focused on children who needed more support.

For Primary Grades (N=1,013)

- 72% of Punjab Sr Sec, 65% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana confirmed attendance. Non-attendance stood at 28%, 35%, 0%, 0%, and 1% respectively.
- Rajasthan, Uttar Pradesh, and Haryana show near-universal parental attendance. Parents shared that there is no hesitation in meeting teachers or discussing the child's progress. The school maintains an open and welcoming environment for parents.

We attend every PTM without fail because I want to know how my child is doing. Teachers explain everything clearly and guide me on how to help my child at home. When I go to school, I feel respected and welcomed. This connection between school and home has made a big difference in my child's studies.

- As narrated by a Parent in Punjab

3.4.2. Home Support for Learning

What happens at home reinforces or undermines what happens at school. This theme looks at **whether parents provide a supportive learning environment at home by monitoring homework, creating study routines, and following through on teacher guidance**. It assesses the extent to which the programme's Home Mentoring approach has empowered parents to become active partners in their child's academic journey, even when they themselves have limited education. This connects to the changes observed in parental attitudes and behaviours around supporting education.

Family Encourages Study at Home

Figure 109: Secondary Grades (N=150)

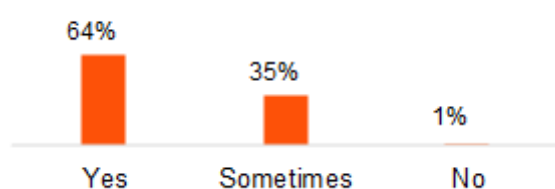


Figure 110: Upper Primary Grades (N=488)

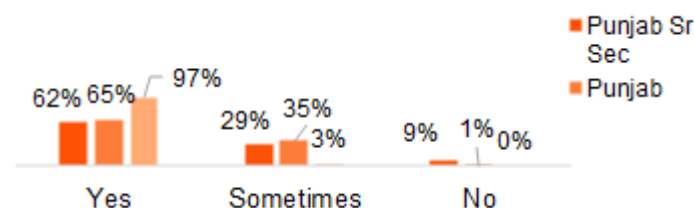
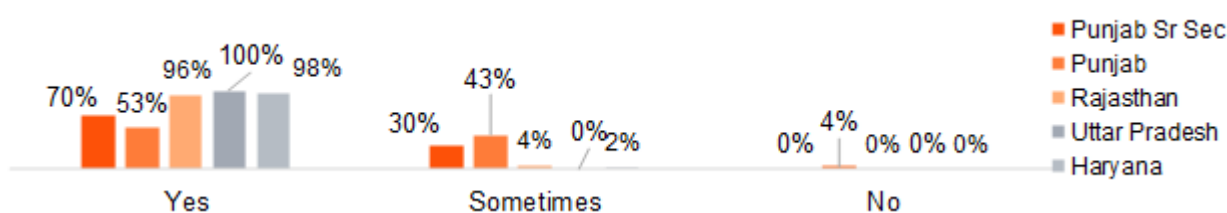


Figure 111: Primary Grades (N=1,013)



When asked whether their family encourages them to study at home, the responses revealed strong home support systems with some state-level variation.

For Secondary Grades (N=150)

- 64% said yes, 35% said sometimes, and 1% said no. This indicates that most families are encouraging study at home, though a third provide only intermittent encouragement.

For Upper Primary Grades (N=488)

- 62% of Punjab Sr Sec, 65% of Punjab, and 97% of Rajasthan said yes. "Sometimes" stood at 29%, 35%, and 3% respectively, while "no" was 9%, 1%, and 0%. Rajasthan shows near-universal family encouragement.

- Parents confirmed they encourage their children to study and remind them that this is the age for learning. One parent shared: "When teachers give me advice about helping my child study at home or behave well, I try my best to follow it. I encourage my child to study, check homework, and remind them that this is the age for learning".

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.
- Parents shared that families try to follow the advice given by teachers about supporting children's studies. "We make the child sit, open the book, and complete the work. Even if we cannot teach the subject ourselves, we make sure the child is studying".

Study Corner⁷ at Home

Figure 112: Secondary Grades (N=150)



Figure 113: Upper Primary Grades (N=488)

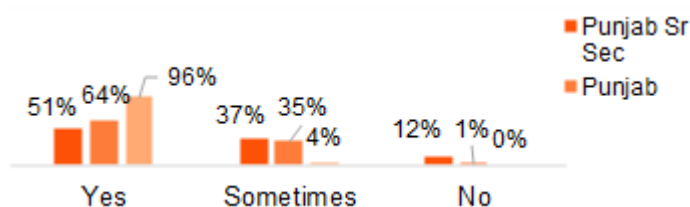
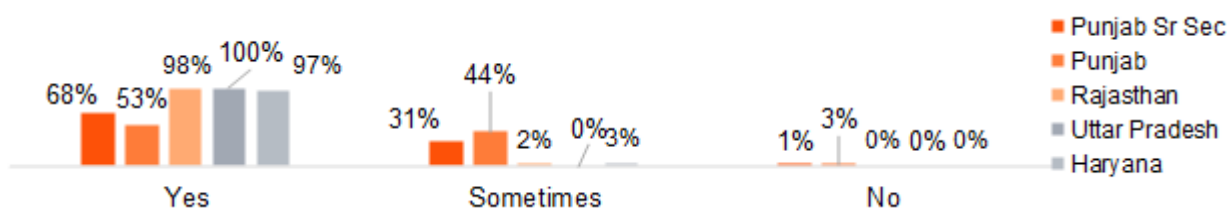


Figure 114: Primary Grades (N=1,013)



When asked whether they have a study corner at home, the responses showed considerable variation by state and highlight socio-economic differences across communities.

For Secondary Grades (N=150)

- 64% said yes, 35% said sometimes, and 1% said no. While most have access to a study corner, about a third face intermittent challenges, possibly due to household crowding or seasonal work demands.

⁷ a designated and relatively distraction-free space for learning within the household

For Upper Primary Grades (N=488)

- 51% of Punjab Sr Sec, 64% of Punjab, and 96% of Rajasthan said yes. "Sometimes" stood at 37%, 35%, and 4% respectively, while "no" was 12%, 1%, and 0%. Rajasthan shows near-universal availability of study corner at home.

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.
- Parents shared that families try to follow the advice given by teachers about supporting children's studies. "We make the child sit, open the book, and complete the work. Even if we cannot teach the subject ourselves, we make sure the child is studying". 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.

3.4.3. Community Support & Participation

A school's relationship with its surrounding community determines whether education remains an isolated institutional activity or becomes a shared endeavour. This theme assesses whether **community members actively participate in school events such as Annual Day, Sports Day, and awareness rallies, whether people in the community are aware of the school's work, and whether local leaders support the school's initiatives**. It captures the breadth and depth of community investment in the school. This aligns with the aspect of how the model demonstrates meaningful community-level impact and growing ownership.

Community Members Attend School Events (Annual Day/Sports/Rallies)

Figure 115: Secondary Grades (N=150)

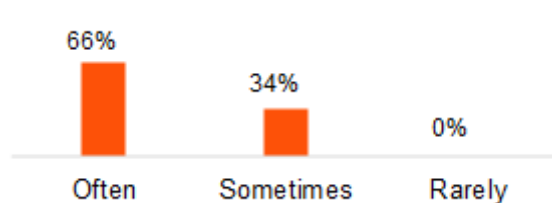


Figure 116: Upper Primary Grades (N=488)

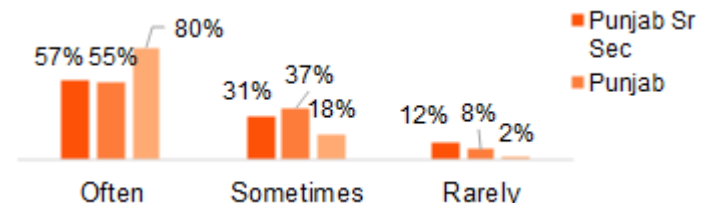
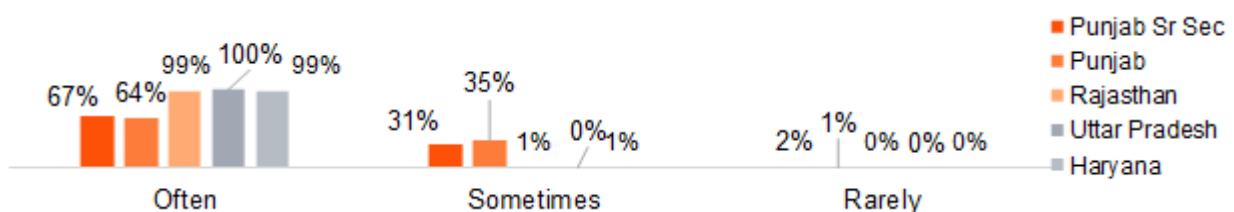


Figure 117: Primary Grades (N=1,013)



When asked whether community members attend school events such as Annual Day, Sports Day, or awareness rallies, the responses showed strong community involvement across all levels.

For Secondary Grades (N=150)

- 66% said often, 34% said sometimes, and 0% said rarely. This indicates consistently strong community participation in school events at the senior secondary level.
- During qualitative interactions, teachers shared that the highest community participation is seen during major school events such as Independence Day, Annual Day, and similar celebrations. Parents come in large numbers to watch performances and prize distribution. Community members, local leaders, and parents all contribute to making the school a community-centred institution.

For Upper Primary Grades (N=488)

- 57% of Punjab Sr Sec, 55% of Punjab, and 80% of Rajasthan said often. "Sometimes" stood at 31%, 37%, and 18% respectively, while "rarely" was 12%, 8%, and 2%. Rajasthan shows the strongest community engagement.
- Teachers confirmed that community support is growing: "We regularly invite community members to school functions and events. During these events, important social messages are communicated through dramas, role plays, and activities performed by students".

For Primary Grades (N=1,013)

- 67% of Punjab Sr Sec, 64% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said often. "Sometimes" stood at 31%, 35%, 1%, 0%, and 1% respectively.
- Rajasthan, Uttar Pradesh, and Haryana show near-universal community participation. Parents confirmed: "The school organizes events and the community participates actively. We attend school functions and watch children's performances. It brings the community together"

People in Community Know About School's Work/Events

Figure 118: Secondary Grades (N=150)

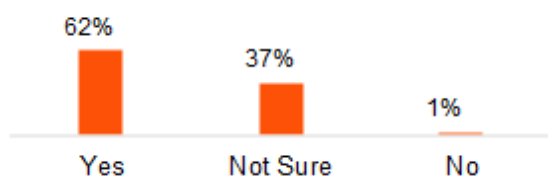


Figure 119: Upper Primary Grades (N=488)

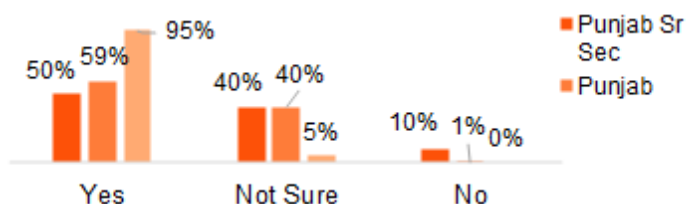
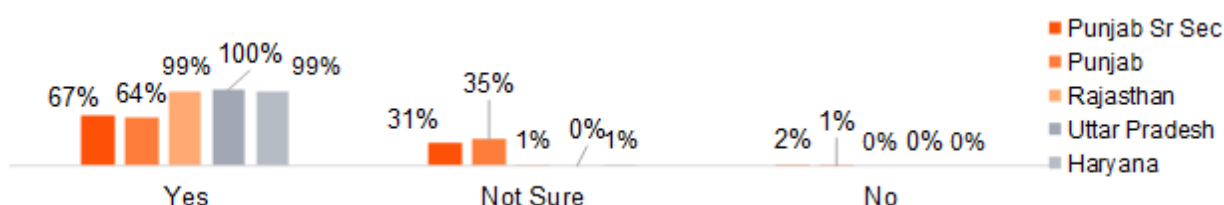


Figure 120: Primary Grades (N=1,013)



When asked whether people in their community know about their school's work and events, the responses revealed varying levels of community awareness.

For Secondary Grades (N=150)

- 62% said yes, 37% said not sure, and 1% said no. Students confirmed that the school has a strong reputation in the area. Alumni come back to visit and interact with current students. The school's rallies and community campaigns make the school visible in the village.

For Upper Primary Grades (N=488)

- 50% of Punjab Sr Sec, 59% of Punjab, and 95% of Rajasthan said yes. "Not sure" stood at 40%, 40%, and 5% respectively, while "no" was 10%, 1%, and 0%. Rajasthan shows overwhelming community awareness. Teachers confirmed that over the years, community engagement has evolved from passive participation to active partnership.

For Primary Grades (N=1,013)

- 67% of Punjab Sr Sec, 64% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said yes. "Not sure" stood at 31%, 35%, 1%, 0%, and 1% respectively.
- Parents confirmed that the school has a strong name in the area and people speak well about its teaching and care for children. This positive reputation influenced many families' decision to choose this school.

Everyone in our village knows about our school. When we do rallies and awareness campaigns in the community, people see us and know this is Satya Bharti School. My parents tell everyone in the neighbourhood about this school, and many families have sent their children here because of our recommendation.

- As narrated by a Student in Punjab

3.4.4. School Preference & Reputation

A school's reputation among its stakeholders is the ultimate external validation of its impact. This theme assesses whether **students feel proud to study in this school and would recommend it to others, and whether families choose this school over nearby government and private alternatives based on perceived quality.** It captures whether the programme has built sufficient trust and demonstrated enough value that community members actively advocate for it. This connects to

the aspect of sustainability, community endorsement, and the school's standing as a preferred institution within its locality.

I Feel Proud to Study in This School and Would Tell Others It Is a Good School

Figure 121: Secondary Grades (N=150)

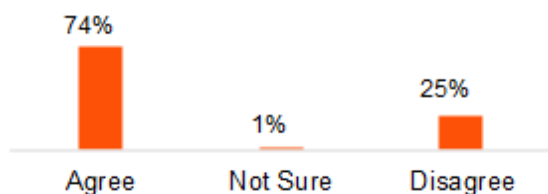


Figure 122: Upper Primary Grades (N=488)

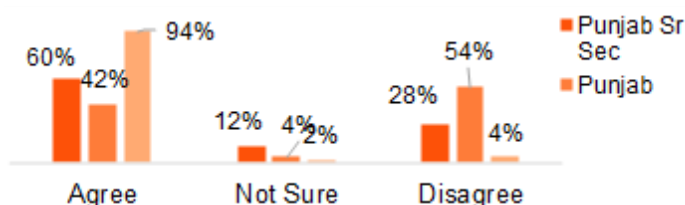
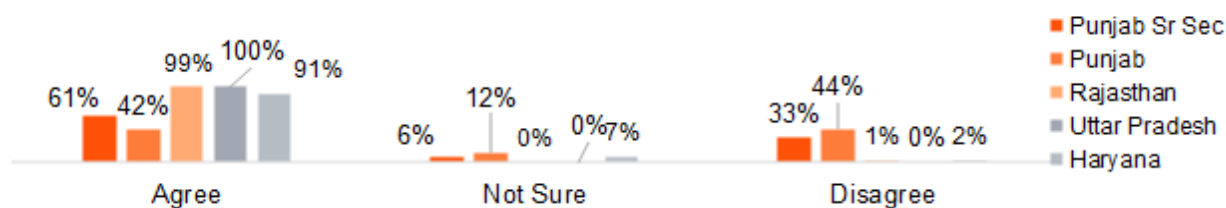


Figure 123: Primary Grades (N=1,013)



When asked whether people in their community know about their school's work and events, the responses revealed varying levels of community awareness.

For Secondary Grades (N=150)

- 74% agreed, 1% were not sure, and 25% disagreed. The 74% agreement demonstrates strong school pride among the majority of students at the senior secondary level.
- Students during qualitative interactions expressed pride in their school, with one alumna stating: "I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class".

For Upper Primary Grades (N=488)

- 60% of Punjab Sr Sec, 42% of Punjab, and 94% of Rajasthan agreed. "Not sure" stood at 12%, 4%, and 2% respectively, while "disagree" was 28%, 54%, and 4%.
- The higher disagreement in Punjab elementary (54%) is a concern that needs further exploration; however, Rajasthan shows near-universal school pride. Parents from Punjab confirmed pride in their children studying here: "I feel proud telling everyone in the village that my child studies in Satya Bharti School".

For Primary Grades (N=1,013)

- 61% of Punjab Sr Sec, 42% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 91% of Haryana agreed. "Not sure" stood at 6%, 12%, 0%, 0%, and 7% respectively, while "disagree" was 33%, 44% (Punjab), 1%, 0%, and 2%.

- Rajasthan, Uttar Pradesh, and Haryana show near-universal school pride. Parents confirmed: "No private institute near our village has the kind of faculty or infrastructure this school has. We would tell other families to send their children here".

Further, qualitative interactions suggest that students' sense of pride stems from multiple factors, including the quality of education received, opportunities for participation in extracurricular activities, exposure to leadership opportunities, the supportive school environment, and their association with a school that is widely respected within the community. Several students also expressed pride in personal achievements made possible through their schooling experience.

3.4.5. School Shift in Parental & Community Attitudes

Shifting deeply held attitudes toward education, especially for girls, is one of the most significant impacts a programme can achieve. This theme assesses whether village-level thinking about girls' education has changed, whether more **families now support sending daughters to school, whether school-led campaigns have influenced civic behaviour around cleanliness and environment, and whether the Satya Bharti Scholarship has strengthened students' confidence about pursuing higher education.** It captures attitudinal transformation at both family and community level, addressing the changes observed in parental attitudes toward education and the programme's broader social influence beyond academic outcomes.

School Activities Help Learn Civic Sense (Cleanliness Drives, Awareness Rallies)

Figure 124: Secondary Grades (N=150)



Figure 125: Upper Primary Grades (N=488)

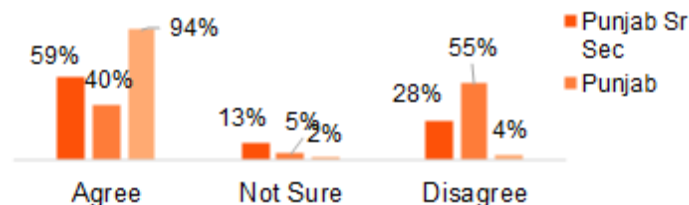
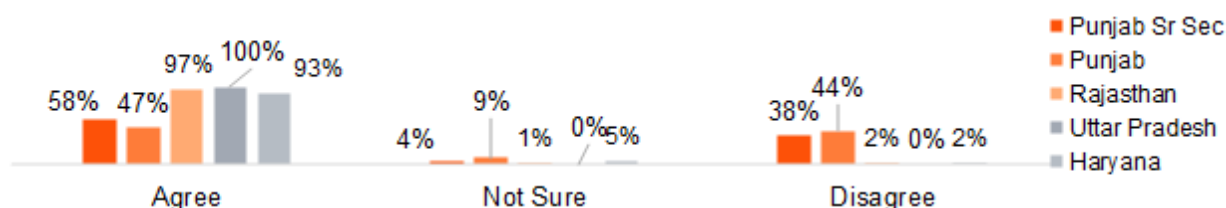


Figure 126: Primary Grades (N=1,013)



When asked whether school activities like cleanliness drives, awareness rallies, and campaigns help them learn civic sense, the responses showed a positive contribution of school community activities to civic awareness building.

For Secondary Grades (N=150)

- 76% agreed, 3% were not sure, and 21% disagreed. The 76% agreement indicates that a majority of students at the senior secondary level feel school campaigns have contributed to their civic awareness.
- Students confirmed they participate in campaigns on hygiene, water conservation, pollution control, girl child awareness, and anti-dowry through Nukkad Nataks.

For Upper Primary Grades (N=488)

- 58% of Punjab Sr Sec, 43% of Punjab, and 96% of Rajasthan agreed. "Not sure" stood at 12%, 6%, and 2% respectively, while "disagree" was 30%, 51%, and 2%. Rajasthan shows near-universal agreement.
- Students confirmed that they participate in cleanliness and awareness activities and that these activities brought changes in their own behaviour.

For Primary Grades (N=1,013)

- 59% of Punjab Sr Sec, 47% of Punjab, 97% of Rajasthan, 100% of Uttar Pradesh, and 93% of Haryana agreed. "Not sure" stood at 10%, 9%, 2%, 0%, and 5% respectively, while "disagree" was 31%, 44%, 1%, 0%, and 2%.

3.4.6. Shift in Parental & Community Attitudes towards Girls' Education and Impact of the Bharti Scholarship

Shifting deeply held attitudes toward education, especially for girls, is one of the most significant impacts a programme can achieve. This theme assesses **whether village-level thinking about girls' education has changed, whether more families now support sending daughters to school, and whether the Satya Bharti Scholarship has strengthened students' confidence about pursuing higher education.** It captures attitudinal transformation at both family and community level. This directly addresses the changes observed in parental attitudes toward education, especially girls' education.

Community members and parents also **acknowledged the positive influence of school activities on student behaviour and civic awareness.** They noted improvements in students' attitudes towards cleanliness, environmental responsibility, gender equality, and community participation, often observing that **students were able to carry these messages beyond the school environment into their homes and neighbourhoods.**

Figure 127: Secondary Grades (N=150), Scholarship Awareness

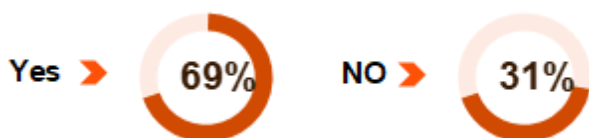
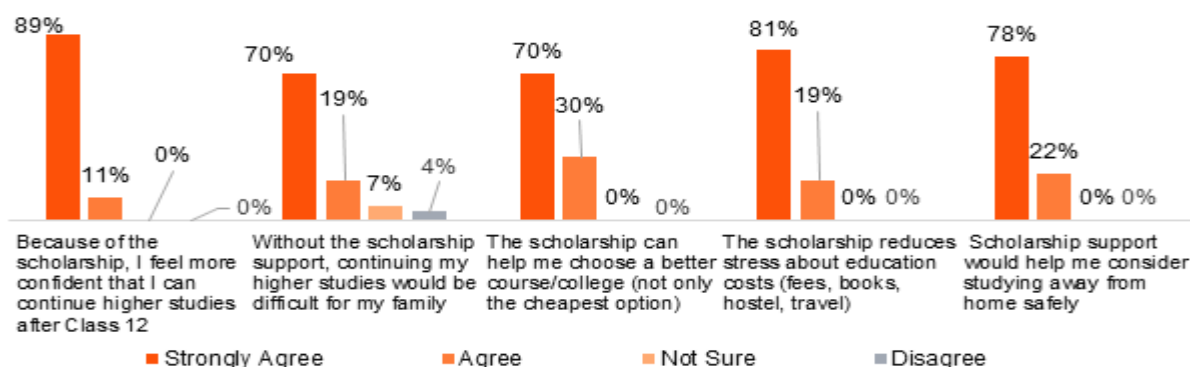


Figure 128: Secondary Grades (N=150), Know Whom to Reach for Info on Scholarship



Figure 129: Secondary Students' Perception on Scholarship



The findings presented in Figure 129 highlight the extent to which shifts in community perceptions are translating into tangible support for education. The evidence suggests growing acceptance of continued education, stronger aspirations for higher studies, and increased willingness among families to invest time and effort in supporting children's educational journeys.

When asked about the impact of the Satya Bharti Scholarship Scheme on their confidence and ability to pursue higher education, the responses from Sr Secondary students showed overwhelming agreement.

The data reveals that 100% of students either strongly agree or agree that the scholarship makes them more confident about continuing higher studies. An overwhelming 89% strongly agree on this point. Similarly, 100% agree that the scholarship helps them choose better courses and reduces stress about education costs.

During interactions, alumni confirmed the transformative impact of the scholarship. One alumnus shared: "I received the Satya Bharti Foundation scholarship covering hostel, mess, and tuition fee, close to 1 lakh rupees in the first year. The scholarship covers graduation and post-graduation within India. This has been life-changing support for my family who otherwise cannot afford higher education".

Parents also confirmed awareness of scholarship opportunities: "The school informs us about scholarships available after passing out, which cover tuition, hostel, and mess fees for graduation and post-graduation. This gives us hope that our child can continue studying even after Class 12".

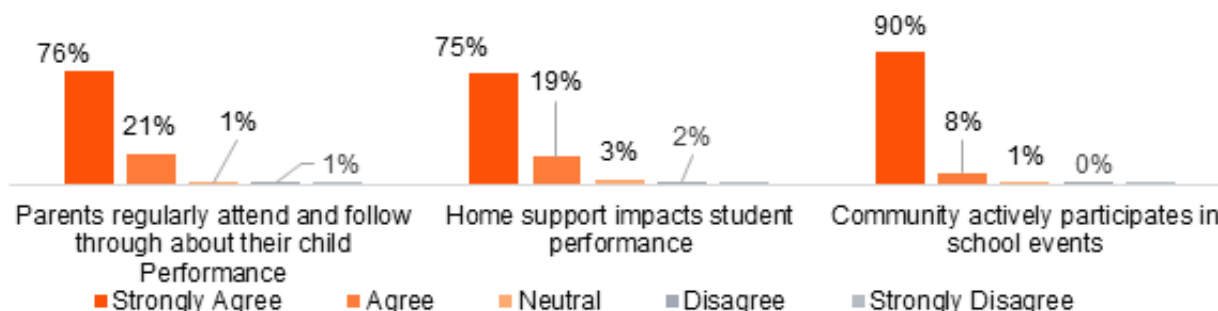
The scholarship from Satya Bharti Foundation changed my life. Without it, my family could never have afforded college fees, hostel, and mess charges. Because of this support, I was able to focus on studies without worrying about money. I chose a better college and course than I ever thought possible. This scholarship does not just pay for education; it gives hope and removes the biggest barrier between a poor child and a bright future

- As narrated by an Alumnus in Punjab

3.4.7. Teachers' Perception on Parent & Community Engagement

Teachers observe parent and community engagement from the front line of implementation. This theme captures **whether teachers confirm that parents attend regularly, follow through on guidance, and whether the community actively participates in school events and campaigns.** It provides the institutional perspective on how effectively the school-community relationship is functioning. This offers practitioner-level validation across the pillar's key aspects.

Figure 130: Teachers' Perception on Parent & Community Engagement



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **76%** strongly agree (and 21% agree) that parents regularly attend and follow through about their child's performance
- **75%** strongly agree (and 19% agree) that home support impacts student performance
- **90%** strongly agree (and 8% agree) that community actively participates in school events

Community engagement stands out as the strongest area, with 90% of teachers strongly agreeing that the community actively participates in school events. This is the highest strongly agree percentage among the three indicators for this pillar.

Based on interactions with teachers and principals:

- **PTM Participation and Quality:** Parent-Teacher Meetings are held regularly, especially around exam times, and attendance is expected from all parents. Teachers report PTM attendance of around 70 to 80 percent. Both mothers and fathers attend, though mothers come more often, especially for younger children. During PTMs, teachers discuss student progress, behaviour, and guidance for the next academic phase. Parents are also invited to cultural events and school functions where they actively participate. The school maintains contact records and teachers reach out to parents often. Parents are connected through WhatsApp groups for regular updates.
- **Home Support and Follow-Through:** Most families follow through on the guidance provided by teachers regarding home learning and behaviour reinforcement. Parents encourage their children

to study and remind them that this is the age for learning. During PTMs, teachers provide specific guidance on self-study habits, upcoming academic changes, and areas where the child needs improvement. However, some challenges exist. Many parents come from labour-class backgrounds and are not highly educated, which limits their ability to directly help with academic work at home, though their encouragement and emotional support remain strong. Some families involve children in household or seasonal work during peak agricultural periods.

- **Community Engagement and Events:** Community support for the school is strong and growing. Schools regularly invite community members to school functions and events. During these events, important social messages are communicated through dramas, role plays, and activities performed by students. Topics that cannot be addressed directly are conveyed creatively, which makes the community reflect on issues like drugs, education, social awareness, and environmental responsibility. The school also organizes special community skill-development sessions. For example, one school conducted a vermicompost session where community members were invited to learn a skill that could help them start their own livelihood.
- **SMC/SMDC Role:** The School Management Committee plays a supportive role in school development by providing input on school needs, participating in planning, and helping bridge the gap between the school and the community. Meetings happen regularly (around every three months), and the committee gives guidance on school discipline, student behaviour, safety, and management matters. Community members, local leaders, and parents all contribute to making the school a community-centred institution. Over the years, community engagement has evolved from passive participation to active partnership.
- **Impact of Community Campaigns:** Schools have conducted campaigns on topics such as girls' education, cleanliness, environment, plantation, and hygiene. Students participate actively in these campaigns through rallies, role plays, public speaking, and outreach activities. A literacy-related school activity involves students teaching someone in the family or neighbourhood who cannot read; later that person comes to school for an assessment. Teachers report that after community campaigns, student confidence, empathy, awareness, and responsibility improve noticeably.
- **Scholarship Awareness:** Teachers confirmed that the school has already informed parents about the Satya Bharti Scholarship Scheme during PTMs and interactions. Parents are aware of the scholarship that covers higher education costs including tuition, hostel, and mess fees for graduation and post-graduation.

Parent participation has grown significantly over the years. I have spoken with parents and they are quite appreciative of the school and its impact on their children and the community. Parents' behaviour has changed dramatically. Earlier, especially for girls, parents did not see the value of education, but now they actively seek admissions for their daughters. The enrolment of girls being more than boys reflects the strong trust and support parents have in us. Community engagement has evolved from passive participation to active partnership, and this shared responsibility enriches our school culture.

- As narrated by a Principal in Punjab

3.4.8. Parents' Perception on Parent & Community Engagement

Parents themselves are the most important voice on whether the programme has succeeded in making them active partners. This theme looks at **whether parents feel connected to the school, follow through on learning advice, participate in community events, prefer this school over others, and see changes in how their village values education.** It captures the parent's own account of transformation. This provides direct stakeholder confirmation of the pillar's intended outcomes.

Based on qualitative interactions with parents:

- **Parent-School Connect:** Parents attend PTMs regularly and feel comfortable approaching the school to ask about their child. Teachers give useful guidance during meetings, especially around studying at home and paying attention to the child's work. Families try to follow this advice. One parent shared: "I attend school meetings every time I am called. PTMs happen seven to eight times a year and I make sure to go for everyone. When teachers give me advice, I try my best to follow it".
- **Home Learning Support:** Parents confirm that teachers guide them on how to support children's studies at home, including monitoring homework, creating study routines, and encouraging reading. One parent shared: "When teachers give me advice about helping my child study at home, I encourage my child to study, check homework, and remind them that this is the age for learning. Sometimes work and household responsibilities make it difficult, especially during peak agricultural seasons, but I always prioritize my child's education".
- **Community Involvement and Events:** Parents confirmed that the school organizes events and the community participates actively. Children from the school take part in cleanliness drives, tree plantation, water conservation awareness, and health and hygiene campaigns. Children perform Nukkad Natak at village bus stands to spread awareness about girl child education, anti-dowry, and pollution control. Parents are invited to school functions and cultural events where they participate actively.
- **Scholarship Information:** Parents confirmed that the school has already informed them about scholarships available after passing out. One parent shared: "The school informs us about scholarships available after passing out, which cover tuition, hostel, and mess fees for graduation and post-graduation. This information gives us hope and confidence that our child can continue studying even after Class 12 without financial worry".
- **School Preference Over Other Schools:** Parents prefer this school over nearby government and private schools because of better teaching quality, caring teachers, free facilities, and the overall development of children. One parent stated: "No private institute near our village has the kind of faculty or infrastructure this school has. Private schools charge 40 to 50 thousand rupees per class and still cannot provide what this school gives for free." Multiple parents confirmed they would recommend this school to every family in their village.
- **Changes in Village Thinking:** Parents acknowledged that the school has helped change how their village thinks about education, especially for girls. More families now support sending daughters to school. "The school's door-to-door awareness campaigns and the fact that education is free have removed all barriers. I now believe education is the most important thing I can give my child, whether boy or girl".
- **SMC Involvement:** Parents connected with the School Management Committee shared that meetings happen every three months. In these meetings, school-level matters are discussed, including studies, mid-day meal, and general school functioning. Committee members help by keeping an eye on things like food and general school.

I attend every PTM and stay connected with the school. Teachers tell me clearly how my child is doing. The school has changed how our entire village thinks about education. Earlier, people were hesitant to send girls to school, but now more families are sending their daughters here than ever before. I am proud of this school and would recommend it to every family in my village. The

scholarship information gives me hope that my child can continue studying after Class 12 without financial burden.

- As narrated by a Parent in Punjab

3.4.9. Alumni's Perception on Parent & Community Engagement

Alumni reflect on how family and community engagement shaped their own educational journey years ago. This theme captures **whether alumni recall their parents being involved, whether scholarship support enabled their higher education, and whether they continue to feel connected to their school community**. It reveals the long-term effects of building a strong school-family-community ecosystem. This provides the retrospective validation of whether sustained engagement produces lasting outcomes.

It should be noted that **alumni perspectives presented in this assessment are primarily drawn from individuals who have progressed beyond school** and are pursuing higher education or employment opportunities. Consequently, **these perspectives provide valuable insights into longer-term programme outcomes** but may not reflect the experiences of students who have recently completed primary or elementary schooling.

Based on qualitative interactions with alumni:

- **Community Responsibility Learned in School:** Alumni confirmed that the school taught them to care about their community and help others. They participated in community activities like save water drives, Nukkad Nataks at village bus stands, slogan writing, and Saksharta Bharti (teaching elders to read). One alumnus shared: "This school taught me to care about the community. I participated in three to four campaigns including save water drives, Nukkad Natak at Rohani village bus stand, and slogan writing. During summer vacations, through 'Shiksha Par Charcha', I taught my uneducated mother basic reading and writing, and now she can sign her name. These experiences gave me a deep sense of community responsibility".
- **Continued Practice of Community Values:** Alumni continue to practice the community values learned in school even after passing out. One alumnus shared: "The school's activities like vermicomposting, rallies, and agricultural work taught me to care for the environment and community. Now I practice these values at home, growing crops like ladyfinger and chilies. I feel a strong connection and hope to give back by supporting current students and helping my village thrive".
- **Scholarship as Life-Changing Support:** Alumni who received the Satya Bharti Scholarship confirmed its transformative impact. One alumnus shared receiving close to 1 lakh rupees in the first year covering hostel, mess, and tuition fees. The scholarship covers graduation and post-graduation within India, removing the financial barrier to higher education for families who otherwise cannot afford it. This has enabled alumni to choose better courses and colleges rather than settling for the cheapest option.
- **Desire to Give Back:** Multiple alumni expressed a strong desire to give back to their school and village because of what they learned. They stay connected through alumni meets and share their experiences with current students. One alumnus stated: "I would love to give back to the school and assist current students in navigating their academic journey. The school taught me that education is not just about earning money but about making society better".

- **School's Role as Community Anchor:** Alumni recognize the school as a community anchor that has changed village attitudes. They observe that more families now send children, especially girls, to school. The school's reputation in the area has grown significantly over the years, and alumni feel proud to be associated with it. One alumnus stated: "I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class." Alumni recommend the school to other families in their villages.
- **Sustained Connection with School:** Alumni stay connected with the school through alumni meets and groups. They come back to visit, interact with current students, and share guidance about higher education and career options. The alumni network provides ongoing support and mentoring to current students.

This school taught me that education is not just about earning money but about making society better. I participated in save water drives, Nukkad Nataks, and taught my mother to read through Shiksha Par Charcha. Now she can sign her name. The scholarship made higher education possible for me when my family could never have afforded it. I stay connected with my school through alumni meets and I want to help current students the way my teachers helped me. I am proud to be an alumnus of Satya Bharti School.

- As narrated by an Alumnus in Punjab

3.4.10. Parent and Community Engagement Outcomes Emerging from the Assessment

This section brings together the key outcomes from all themes covered under Pillar 4. It consolidates findings from students, teachers, parents, and alumni to present an integrated view of how the programme has built a school-community ecosystem that supports learning, transforms attitudes, and enables upward mobility.

A. On school leadership, collaboration, and gender-equitable culture:

- Parents confirmed that the **Principal is approachable, listens carefully, and takes action** on any concerns raised; they described the school leadership as transparent, supportive, and responsive.
- **76% of teachers strongly agree** that parents regularly attend and follow through on their child's performance; PTM attendance is reported at 70-80% by teachers.
- Teachers conduct regular meetings to address challenges, plan activities, and ensure smooth academic functioning; Principals **encourage peer learning, experimentation, and sharing of successes** among teachers.
- Girl enrolment in the schools is now **higher than boys** in several locations, which teachers describe as the strongest indicator of parent trust and the school's gender-equitable culture.
- The programme has built a model where community engagement has **evolved from passive participation to active partnership**.

The findings indicate that school leadership has successfully created an environment of trust, accessibility, and collaboration. Parents from labour-class backgrounds who might otherwise feel intimidated by institutional settings report feeling welcomed and heard. The high girl enrolment, driven by community trust rather than obligation, is among the strongest indicators that the programme's commitment to gender equity is recognized and valued by families.

B. On parent and community involvement, and attitudinal shifts:

- **67% of Senior Secondary parents** attended PTM at least once; this reaches **97-100% in Rajasthan, Uttar Pradesh, and Haryana** elementary and primary schools. Parents confirmed PTMs happen 7-8 times a year.
- **90% of teachers strongly agree** that the community actively participates in school events; community members are invited to functions where students perform dramas and campaigns on social issues.
- Parents confirmed that they **follow through on teacher guidance** regarding study routines, homework monitoring, and creating quiet study spaces at home; though peak agricultural seasons sometimes limit availability.
- The programme provides **free education, uniforms, books, bags, shoes, stationery, and socks**, resulting in annual household savings of approximately **Rs. 16,000 to 18,000 per student per year**. One parent saves Rs. 1,000 monthly and deposits it into the child's bank account for future education.
- Multiple parents stated that **no private school in their area provides the quality this school offers for free**; private schools charge Rs. 20,000 to 30,000 per class yet cannot match the faculty, infrastructure, or holistic development.

The findings suggest that the programme has successfully **converted financial access into genuine educational engagement**. The free provisions remove the economic barrier entirely, and the school's quality and care convert initial access into active family participation. Parent-Teacher Meetings are not just formal events but meaningful exchanges where guidance is shared in language families can understand and act upon.

C. On programme influence, sustainability, and alignment with national goals:

- Parents confirmed that the school has **fundamentally changed village thinking about girls' education**. "Earlier, many people used to think there is no point in educating girls. But now that thinking is completely gone."
- **100% of scholarship-aware Senior Secondary students** either strongly agree or agree that the scholarship makes them more confident about continuing higher studies; **89%** strongly agree on this point.
- **81% strongly agree** the scholarship reduces stress about education costs; **78%** agree it would help them consider studying away from home safely.
- Alumni confirmed the **Satya Bharti Scholarship** (covering hostel, mess, and tuition for graduation and post-graduation, close to Rs. 1 lakh in the first year) has been life-changing for families who cannot otherwise afford higher education.
- Alumni are now pursuing B.Com, B.Tech, and other higher education courses, confirming that the programme's impact extends well beyond Class 12 into sustained educational and career progression.

The findings indicate that the programme has achieved one of its most significant impacts in **transforming deeply held community attitudes** toward education and girls' empowerment. The shift from reluctance to pride in sending daughters to school represents a generational change in mindset. The scholarship mechanism bridges the gap between school completion and higher

education, ensuring that academic aspirations nurtured over 10-12 years of schooling are not derailed by financial constraints. Taken together, the programme demonstrates strong alignment with national goals of equity, access, quality, and inclusion for first-generation learners, while creating a self-sustaining model of community trust and participation.

3.5. Life-Skills Assessment



3.5.1. Life Skills Assessment

- The report also presents the findings from the assessment of life skills⁸ among students enrolled in the Satya Bharti Schools programme, using standardized and validated Life Skills Measurement Tools (LSMT) developed by Young Lives India (YLI) in collaboration with UNICEF. The assessment was conducted across multiple grade levels, covering Primary (Class 5), Elementary (Classes 6-8), and Senior Secondary (Classes 9-12) students. The tools used have been specifically designed to be age-appropriate, context-sensitive, and aligned with the developmental stages of children and adolescents.
- For students in the Primary Stage (Class 5) and Elementary stage (Classes 6-8), the LSMT-E was administered. This tool uses vignette-based scenarios drawn from everyday contexts to assess nine core life skills across cognitive, personal, and interpersonal domains. For students in the Senior Secondary stage (Classes 9-12), the LSMT-S was used, which adopts a self-reported Likert-scale format suitable for older adolescents and assesses ten life skills aligned with the same overarching UNICEF framework.
- The life skills scores presented in this report are based on the prescribed scoring rubrics, normative interpretations, and classification thresholds outlined in the respective technical manuals. Scores are analysed both at aggregate level and across relevant grade groupings to provide insights into patterns of life skills development across schooling stages within the programme.

Secondary Grades (n=150)

Overall Life Skills Scores:

Skilled	Proficient	Competent	Basic	Emerging
7%	27%	55%	5%	5%

School-wise Overall Life Skills Scores

School Name	Skilled	Proficient	Competent	Basic	Emerging
Sherpur Kalan	3%	17%	70%	3%	7%
Fattubhila	0%	47%	53%	0%	0%
Jhaneri	0%	37%	63%	0%	0%
Rauni	33%	27%	40%	0%	0%
Chogawan	0%	10%	50%	23%	17%

⁸ The Life Skills Assessment was undertaken as a standalone exercise on the assessment sample and should be interpreted as indicative of life skills outcomes within the study population for this specific year rather than as a basis for comparison with other studies.

Sub-Skill Scores:

Table 5: Sub-skill scores (Secondary Sections)

Sub Skills ↓	Skilled	Competent	Emerging
Creativity	48%	47%	5%
Critical Thinking	45%	47%	9%
Problem Solving	9%	80%	11%
Communication	43%	55%	3%
Resilience	10%	83%	7%
Participation	23%	73%	4%
Decision Making	48%	39%	13%
Self-Awareness	39%	48%	13%
Negotiation	11%	87%	2%
Empathy	12%	83%	5%

School-wise Sub-Skill Scores:

Table 6: School-wise sub skills (Secondary Sections) (1/2)

School Name	Creativity			Critical Thinking			Problem Solving			Communication			Resilience		
	S	C	E	S	C	E	S	C	E	S	C	E	S	C	E
Sherpur Kalan	20%	73%	7%	27%	63%	10%	10%	80%	10%	13%	83%	3%	3%	90%	7%
Fattubhila	60%	40%	0%	50%	50%	0%	0%	100%	0%	57%	43%	0%	0%	100%	0%
Jhaneri	67%	33%	0%	63%	37%	0%	0%	100%	0%	50%	50%	0%	0%	93%	7%
Rauni	67%	33%	0%	53%	43%	3%	30%	70%	0%	67%	33%	0%	27%	67%	7%
Chogawan	27%	57%	17%	30%	40%	30%	7%	50%	43%	27%	63%	10%	20%	67%	13%

Table 7: School-wise sub skills (Secondary Sections) (2/2)

School Name	Participation			Decision Making			Self-Awareness			Negotiation			Empathy		
	S	C	E	S	C	E	S	C	E	S	C	E	S	C	E
Sherpur Kalan	17%	80%	3%	10%	77%	13%	17%	70%	13%	13%	87%	0%	17%	80%	3%
Fattubhila	0%	100%	0%	57%	43%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%
Jhaneri	0%	90%	10%	67%	33%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%
Rauni	33%	67%	0%	77%	23%	0%	53%	47%	0%	20%	73%	7%	23%	63%	13%
Chogawan	63%	30%	7%	30%	20%	50%	27%	23%	50%	20%	77%	3%	20%	70%	10%

S – Skilled; C – Competent; E – Emerging

Direct Key Inferences

- **Overall life skills performance is largely clustered at the ‘Competent’ level**
 - ✎ A majority of students (**55% Competent, 27% Proficient**) demonstrate acceptable to strong life skills performance overall.
 - ✎ The proportion of students at the **Skilled** level (7%) indicates that while benchmarks are being met by many, fewer students consistently exhibit advanced proficiency across the full range of life skills assessed.
- **Disparity between sub-skill strength and overall classification**
 - ✎ Several individual life skills record relatively high proportions of students in the **Skilled** category; however, this is not reflected in the overall classification.
 - ✎ This suggests that strong performance is often **skill-specific rather than uniform across domains**, which affects the aggregate life skills categorisation.
- **Creativity emerges as a strong area of performance**
 - ✎ With **48% Skilled** and **47% Competent**, creativity shows a high concentration of students performing at advanced and expected levels.
 - ✎ The limited proportion at the Emerging level (5%) suggests that creative thinking behaviours are well established among senior secondary students.
- **Communication skills are well developed with minimal learning risk**
 - ✎ Communication shows **43% Skilled** and **55% Competent**, with only **3% Emerging**, indicating a strong base in expression, interaction, and information exchange.
 - ✎ This distribution reflects consistent performance across the cohort and limited vulnerability at the lower end.
- **Critical thinking demonstrates high potential alongside moderate variability**
 - ✎ Nearly half of the students (**45%**) are classified as Skilled in critical thinking.
 - ✎ The presence of **9% Emerging**, however, suggests that a subset of learners may require additional support to reach expected analytical and evaluative proficiency.
- **Problem solving is predominantly at a functional level**
 - ✎ The majority of students (**80% Competent**) demonstrate adequate problem-solving abilities.
 - ✎ At the same time, the relatively low **Skilled** proportion (**9%**) and higher **Emerging** share (**11%**) indicate limited depth in advanced or complex problem-solving skills for some students.
- **Negotiation and empathy are strong at the competence level but show limited advanced proficiency**
 - ✎ Negotiation (**87% Competent**) and empathy (**83% Competent**) display very strong clustering at the Competent level.

- ☞ The smaller Skilled proportions suggest that while students can manage interpersonal situations effectively, fewer demonstrate consistently advanced application of these skills.
- **Resilience is broadly adequate with scope for deeper strengthening**
 - ☞ Most students fall within the **Competent** category (**83%**) for resilience.
 - ☞ The distribution indicates general capacity to cope with challenges, though comparatively fewer students display consistently high resilience-related behaviours.
- **Participation reflects steady engagement rather than proactive leadership**
 - ☞ With **73% Competent** and **23% Skilled**, participation levels suggest regular involvement in collective or group settings.
 - ☞ The pattern points to stable engagement, with comparatively fewer students demonstrating highly proactive or leadership-oriented participation.
- **Decision making and self-awareness show polarised outcomes**
 - ☞ Both skills record relatively high **Skilled** proportions (**48% for Decision Making, 39% for Self-Awareness**) alongside notable **Emerging** shares (13% each).
 - ☞ This spread indicates substantial strengths among many students, while also highlighting a distinct subgroup that may need additional structured support in reflective thinking and informed decision-making.

Direct Key Inferences from the School-wise analysis

- ☞ **Competency levels are high across most life skills and schools:** The majority of students across schools fall within the Competent category for most life skills, indicating a strong foundational development of life skills among secondary students.
- ☞ **Resilience emerges as one of the strongest life skills across schools:** Fattubhila and Jhaneri report 100% of students as Competent in Resilience, while Sherpur Kalan reports 90% Competent. This suggests that students generally demonstrate the ability to cope with challenges and adapt to changing circumstances.
- ☞ **Problem Solving demonstrates strong foundational capability:** All students in Fattubhila and Jhaneri fall within the Competent category for Problem Solving. While competency is high, relatively few students are classified as Skilled, indicating scope to strengthen advanced problem-solving abilities.
- ☞ **Creativity is particularly strong in Rauni, Jhaneri, and Fattubhila:** Rauni and Jhaneri report 67% Skilled students in Creativity, while Fattubhila reports 60% Skilled. This indicates comparatively stronger creative thinking and idea generation among students in these schools.
- ☞ **Communication skills are well-developed but primarily at the Competent level:** Across schools, most students demonstrate effective communication abilities, with Competent levels ranging from 33% to 83%. However, the proportion of Skilled students remains moderate, suggesting opportunities for further enhancement.
- ☞ **Critical Thinking shows variation across schools:** Fattubhila, Jhaneri, and Rauni exhibit stronger performance, whereas Chogawan records 30% of students in the Emerging category.

This indicates a need for targeted efforts to strengthen analytical and reasoning abilities in Chogawan.

- ✎ **Decision Making is a notable strength in Rauni and Jhaneri:** Rauni records 77% Skilled students and Jhaneri records 67% Skilled students in Decision Making, reflecting strong confidence and ability among students to evaluate options and make informed choices.
- ✎ **Participation levels differ significantly across schools:** Chogawan has the highest proportion of Skilled students in Participation (63%), while Fattubhila and Jhaneri report no students in the Skilled category. This suggests that opportunities for active engagement and leadership may vary across schools.
- ✎ **Negotiation and Empathy are consistently developed across schools:** Most students fall within the Competent category for these interpersonal skills. Fattubhila and Jhaneri have 100% of students classified as Competent in Empathy and Negotiation, indicating strong social and relationship-building capacities.
- ✎ **Sherpur Kalan demonstrates balanced life skill development:** The school shows consistently high Competent levels across all sub-skills with relatively low Emerging percentages, reflecting stable and well-rounded life skill development among students.
- ✎ **Chogawan exhibits the widest variation across life skills:** While the school performs strongly in Participation and demonstrates relatively higher Skilled levels in several domains, it also records the highest Emerging percentages in Problem Solving, Decision Making, and Self-Awareness. This suggests uneven skill development and the need for targeted support.
- ✎ **Emerging-level students are generally few across schools:** The low proportion of students in the Emerging category across most skills indicates that foundational life skills have been effectively established among the majority of students.
- ✎ **Distinct school-specific strengths are visible:** Rauni excels in Creativity and Decision Making, Chogawan performs strongly in Participation, Fattubhila and Jhaneri demonstrate strong competency across interpersonal skills, while Sherpur Kalan shows balanced performance across domains.
- ✎ **The key developmental need is progression from Competent to Skilled:** While students demonstrate strong foundational life skills, relatively fewer students achieve Skilled-level performance across several domains. Moving students from competency to mastery should be a focus area through experiential learning, leadership opportunities, collaborative tasks, and real-world application exercises.

Direct Key Inferences Integrated with Programme Findings

- **Overall distribution is concentrated in the “Competent” (55%) and “Proficient” (27%) bands with limited “Skilled” (7%),** indicating that most students demonstrate expected life skills but a smaller share shows sustained higher-level proficiency; this pattern aligns with the classroom environment where **76% students report always getting opportunities to ask questions/present and 70% report that teachers listen to their views**, reflecting consistent exposure to participatory learning but variation in mastery across domains.

- **Creativity and communication show higher proportions in the Skilled category** (48% and 43% respectively), with minimal Emerging shares in communication (3%), indicating relatively stable expression and idea generation abilities; this is consistent with reported classroom practices such as **presentations (69% always), group work (71% always), and participation in competitions and exhibitions**, which provide repeated opportunities to apply communication and creative thinking.
- **Critical thinking shows a distribution with a substantial Skilled share (45%) alongside an Emerging segment (9%)**, indicating uneven development within the cohort; this corresponds with teaching practices that emphasize **multiple methods of explanation and activity-based learning**, where effectiveness may vary across learners depending on engagement and comprehension levels.
- **Problem-solving is largely concentrated in the Competent band (80%) with limited Skilled representation (9%) and an Emerging segment (11%)**, suggesting that students demonstrate functional problem-solving but limited higher-order application; this is consistent with findings that **digital tools support conceptual understanding (63% agree)** while certain areas still require structured, teacher-led practice for deeper application.
- **Decision-making and self-awareness display a spread across Skilled and Emerging bands (13% Emerging in both)**, indicating variation in reflective and independent thinking; this is situated within a system where **career counselling, psychometric assessments, and exposure to future pathways (76% awareness of vocational courses, 72% awareness of scholarships)** are provided, suggesting that while many students benefit from these inputs, a subgroup requires more structured support in applying them
- Punjab Senior Secondary schools are positioned as high-intervention settings (Punjab has all Sr Secondary schools; Sr Secondary schools have the maximum number of interventions in sampling rationale). Within these settings, the report documents technology-based infrastructure and usage, including Smart TVs/Panels (69% usage), TabLabs (54%), Computer Labs (21%) among senior secondary students, alongside multiple labs (Computer, Tab, Robotics, Language, etc.) and generally reliable equipment. This is **consistent with the Life Skills finding that Punjab Sr Sec cohorts (even in elementary/primary) perform better than Punjab non-Sr Sec cohorts, especially reducing the “Emerging” share.**

Upper Primary Grades (N=488)

Overall and Subskill Life Scores:

		Overall (n=488)	Punjab Sen Sec. (n=150)	Punjab (n=150)	Rajasthan (n=188)
Overall	Proficient	3%	9%	0%	0%
	Competent	15%	9%	1%	30%
	Basic	65%	63%	68%	64%
	Emerging	18%	19%	31%	6%

		Overall (n=488)	Punjab Sen Sec. (n=150)	Punjab (n=150)	Rajasthan (n=188)
Cognitive	Proficient	2%	5%	0%	1%
	Competent	23%	21%	9%	35%
	Basic	61%	57%	73%	55%
	Emerging	14%	17%	18%	9%
Personal	Proficient	5%	11%	0%	3%
	Competent	23%	19%	17%	32%
	Basic	41%	46%	59%	23%
	Emerging	31%	23%	24%	43%
Inter- Personal	Proficient	3%	9%	0%	0%
	Competent	25%	16%	7%	45%
	Basic	50%	47%	53%	49%
	Emerging	23%	29%	39%	6%

Direct Key Inferences

- **Overall outcomes are concentrated in ‘Basic’ across the combined sample**
 - ☞ At the overall level (n=488), **65%** of students are classified as **Basic**, while **15%** are **Competent** and **3%** are **Proficient**; **18%** fall in **Emerging**.
 - ☞ Under the LSMT-E interpretation bands, Basic indicates performance below the Competent range, while Emerging represents the lowest band of life skills performance.
- **‘Proficient’ performance is limited across geographies, and is concentrated in one subgroup**
 - ☞ **Proficient** is low in the combined sample (**3%**) and is **0%** in **Punjab** and **Rajasthan** overall, while **Punjab Senior Secondary** reports **9% Proficient** overall.
 - ☞ This suggests that higher-band performance is not evenly distributed across locations/subgroups.
- **Rajasthan shows the strongest overall profile on the combined (‘Overall’) classification**

- ✎ Rajasthan reports **30% Competent** and **6% Emerging** overall, compared with the overall sample (**15% Competent; 18% Emerging**) and Punjab (**1% Competent; 31% Emerging**).
- ✎ This indicates a comparatively stronger overall life skills distribution in Rajasthan at the elementary stage, primarily driven by fewer students in the lowest band and more in the expected band.
- **Punjab (elementary) shows the highest concentration in ‘Emerging’ overall**
 - ✎ Punjab reports **31% Emerging** overall, higher than the overall sample (**18%**), Punjab Senior Secondary (**19%**), and Rajasthan (**6%**).
 - ✎ This indicates a larger share of students in Punjab elementary who fall in the lowest life skills band under the LSMT-E categorisation.

Domain Level Insights (Cognitive, Personal, Inter-Personal)

- **Cognitive domain: Rajasthan leads on ‘Competent’; Punjab shows heavier ‘Basic’**
 - ✎ Rajasthan Cognitive: 35% Competent, 9% Emerging
 - ✎ **Punjab Cognitive: 9% Competent, 18% Emerging**, with **73% Basic** (highest Basic share among the three)
 - ✎ This indicates that cognitive life skills (as structured in LSMT-E’s domain framework) are relatively stronger in Rajasthan and comparatively more concentrated in Basic in Punjab.
- **Personal domain shows the greatest dispersion and appears to be a key driver of lower performance**
 - ✎ Overall sample: **31% Emerging** in Personal (highest Emerging among domains at the overall level).
 - ✎ **Rajasthan Personal: 43% Emerging** (highest Emerging across all domain-state cells shown), even though Rajasthan performs strongly on the overall and interpersonal domain.
 - ✎ This suggests that personal life skills (within the LSMT-E domain structure) may be a differentiating area and could be contributing to within-state variability.
- **Interpersonal domain shows the sharpest state contrast**
 - ✎ **Rajasthan Interpersonal: 45% Competent, 6% Emerging**
 - ✎ **Punjab Interpersonal: 7% Competent, 39% Emerging**
 - ✎ This indicates comparatively strong interpersonal outcomes in Rajasthan and a larger low-band concentration in Punjab, implying substantial differences in interpersonal skill performance at the elementary stage across states.

Punjab vs Punjab Senior Secondary (Upper Primary Cohorts) – Comparative Insights

- **Punjab Senior Secondary (Upper Primary cohort) performs higher overall than Punjab (Upper Primary cohort)**

☞ **Proficient: 9%** (Punjab Sen Sec) vs 0% (Punjab)

☞ **Competent: 9%** vs 1%

☞ **Emerging: 19%** vs 31%

☞ This indicates that the elementary cohort within Punjab Senior Secondary schools has a more favourable distribution, including a smaller share in the lowest band and higher shares in the top bands.

- **The largest Punjab vs Punjab Sen. Sec gap is in the Interpersonal domain**

☞ **Interpersonal Emerging: 29%** (Punjab Sen Sec) vs 39% (Punjab)

☞ **Interpersonal Competent: 16%** vs 7%

☞ This suggests that differences between the two Punjab subgroups are most pronounced in interpersonal life skills.

- **Cognitive and Personal domains also show consistent advantages for Punjab Senior Secondary over Punjab**

☞ **Cognitive Basic: 57%** (Punjab Sen Sec) vs **73%** (Punjab); **Cognitive Competent: 21%** vs **9%**

☞ **Personal Proficient: 11%** vs **0%**; **Personal Basic: 46%** vs **59%**

☞ Overall, Punjab Senior Secondary shows a pattern of **lower Basic/higher upper bands** across domains compared with Punjab.

Direct Key Inferences Integrated with Programme Findings

- **Elementary outcomes are concentrated in the “Basic” band (65%) with limited representation in “Competent” (15%) and “Proficient” (3%),** indicating that foundational life skills are present but not consistently at the expected level; this aligns with variation in classroom processes and exposure levels, where opportunities for participation and structured engagement exist but are not uniform across all geographies and school types.
- **Rajasthan shows a higher proportion of students in the Competent band (30%) and a lower share in Emerging (6%),** indicating a more favourable distribution; this corresponds with reported classroom practices where students experience **consistent participation opportunities, high engagement in group work and presentations, and strong reported usefulness of digital tools in learning,** supporting more stable development of life skills.
- **Punjab (elementary) shows a higher concentration in the Emerging band (31%), particularly in the interpersonal domain (39% Emerging),** indicating that social interaction and collaborative skills require strengthening; this is consistent with broader classroom experience patterns showing greater variability in perceived participation, engagement, and support compared to other geographies.
- **Punjab Sr Secondary–run schools show a more favourable distribution than Punjab (elementary)** (Proficient 9% vs 0%; Competent 9% vs 1%; Emerging 19% vs 31%), indicating a shift away from the lowest band; this aligns with the presence of **higher intervention intensity in**

Sr Secondary school settings, including **technology-enabled infrastructure (Smart TV/Panel, TabLab, labs)** and more structured exposure to participatory and activity-based practices.

- **The personal domain shows higher dispersion across states, with elevated Emerging shares even where overall performance is relatively stronger**, indicating that self-management and reflective skills are less consistently developed; this corresponds with programme emphasis on participation and collaboration, suggesting that personal competencies may require more explicit and sustained integration in classroom processes.

Primary Grades (N=1,013)

Overall and Subskill Life Scores:

		Overall (n=1,013)	Punjab Sr. Sec. (n=177)	Punjab (n=514)	Haryana (n=141)	Uttar Pradesh (n=91)	Rajasthan (n=90)
Overall	Proficient	2%	1%	0%	1%	13%	2%
	Competent	9%	14%	6%	26%	85%	32%
	Basic	16%	74%	75%	50%	2%	49%
	Emerging	72%	12%	19%	23%	0%	17%
Cognitive	Proficient	2%	2%	0%	0%	11%	7%
	Competent	26%	18%	14%	37%	86%	32%
	Basic	52%	65%	62%	36%	2%	46%
	Emerging	20%	15%	24%	27%	1%	16%
Personal	Proficient	6%	2%	2%	3%	40%	4%
	Competent	30%	34%	20%	29%	59%	33%
	Basic	40%	44%	51%	33%	1%	21%
	Emerging	24%	21%	27%	25%	0%	41%
Inter- Personal	Proficient	1%	1%	0%	0%	5%	1%
	Competent	30%	25%	16%	30%	89%	62%
	Basic	36%	40%	42%	33%	4%	27%

	Overall (n=1,013)	Punjab Sr. Sec. (n=177)	Punjab (n=514)	Haryana (n=141)	Uttar Pradesh (n=91)	Rajasthan (n=90)
Emerging	33%	34%	42%	36%	1%	10%

Direct Key Inferences

- **Overall distribution is concentrated in the lowest band**
 - ✎ In the combined sample, **72%** of students are classified as **Emerging**, with **16% Basic**, **9% Competent**, and **2% Proficient**.
 - ✎ This indicates that, at an overall level, a large share of Class 5 students are placed in the lowest performance category.
- **There is substantial cross-state variation in the overall classification**
 - ✎ **Uttar Pradesh** stands out with **85% Competent** and **0% Emerging**, indicating a markedly higher overall profile compared to other states.
 - ✎ **Haryana** shows a mixed profile (**26% Competent**; **23% Emerging**).
 - ✎ **Rajasthan** has **32% Competent** but also a sizeable **Basic** group (**49%**) and **17% Emerging**.
 - ✎ **Punjab** shows a high concentration in **Basic (75%)**, with comparatively low **Competent (6%)** and **19% Emerging**.
 - ✎ **Punjab Sr. Sec.** has higher **Competent (14%)** and lower **Emerging (12%)** than Punjab, while **Basic** remains similar (**74%**).
- **The combined ‘Overall’ column differs sharply from state patterns**
 - ✎ The overall figure (**72% Emerging**) is much higher than the Emerging proportion in any listed state subgroup (0–23%).
 - ✎ This suggests the combined total may include additional geographies/samples not shown here, or differences in aggregation/compilation; the overall summary should therefore be interpreted alongside state-wise distributions rather than in isolation.

Domain-Level Insights (Cognitive, Personal, Interpersonal)

- **Cognitive domain: most students fall in ‘Basic’ overall, with strong state-level differences**
 - ✎ Combined sample: **52% Basic**, **26% Competent**, **20% Emerging**, **2% Proficient**.
 - ✎ **Uttar Pradesh** again shows a high profile (**86% Competent**; **1% Emerging**), while **Punjab** and **Haryana** have larger Basic/Emerging concentrations (**Punjab: 62% Basic**; **24% Emerging**; **Haryana: 36% Basic**; **27% Emerging**).
- **Personal domain shows the widest spread across states and appears to be a key differentiator**
 - ✎ Combined sample: **30% Competent**, **40% Basic**, **24% Emerging**, **6% Proficient**.

- ✎ **Uttar Pradesh** is distinct with **40% Proficient** and **59% Competent** (virtually no Basic/Emerging).
- ✎ **Rajasthan** reports **41% Emerging** in Personal, its highest Emerging share among domains, despite stronger overall performance in other areas.
- ✎ **Punjab** has **51% Basic** and **27% Emerging**, indicating comparatively lower outcomes in this domain.
- **Interpersonal domain shows clear contrasts between Punjab and Rajasthan/UP**
 - ✎ Combined sample: **30% Competent**, **36% Basic**, **33% Emerging** (with **1% Proficient**).
 - ✎ **Uttar Pradesh** again shows high placement in upper bands (**89% Competent**; **1% Emerging**).
 - ✎ **Rajasthan** shows a relatively strong interpersonal profile (**62% Competent**; **10% Emerging**).
 - ✎ **Punjab** shows higher concentration in lower bands (**42% Emerging**; **42% Basic**; **16% Competent**), indicating comparatively weaker interpersonal outcomes.

Punjab vs Punjab Sr. Sec. (Primary Class) – Comparative Insights

- **Overall performance in Punjab Sr. Sec. (Primary) is higher than Punjab (Primary)**
 - ✎ **Competent: 14% (Punjab Sr. Sec.) vs 6% (Punjab)**
 - ✎ **Emerging: 12% vs 19%**
 - ✎ **Basic: similar (74% vs 75%)**
 - ✎ This indicates that the Punjab Sr. Sec. primary cohort shifts more students into the upper performance bands and reduces the lowest-band share, while Basic remains the dominant category in both.
- **The strongest Punjab vs Punjab Sr. Sec. difference is in the Interpersonal domain**
 - ✎ **Interpersonal Competent: 25% (Punjab Sr. Sec.) vs 16% (Punjab)**
 - ✎ **Interpersonal Emerging: 34% vs 42%**
 - ✎ This suggests relatively stronger interpersonal outcomes in the Punjab Sr. Sec. primary cohort compared with the Punjab primary cohort.
- **Cognitive outcomes are moderately stronger in Punjab Sr. Sec. than Punjab**
 - ✎ **Cognitive Competent: 18% vs 14%**
 - ✎ **Cognitive Emerging: 15% vs 24%**
 - ✎ The gap is mainly driven by fewer students in Emerging within Punjab Sr. Sec., with a modest increase in Competent.
- **Personal domain shows a smaller but consistent advantage for Punjab Sr. Sec.**
 - ✎ **Personal Competent: 34% vs 20%**
 - ✎ **Personal Basic: 44% vs 51%**
 - ✎ **Personal Emerging: 21% vs 27%**

✎ This indicates a more favourable distribution in Punjab Sr. Sec. driven by a shift from lower bands into Competent.

Direct Key Inferences Integrated with Programme Findings

- **Primary stage shows a high share in the Emerging category in the combined distribution (72%), though state-level patterns vary significantly**, indicating that early-stage life skills development is uneven and dependent on context; this is consistent with variation in implementation across locations in classroom engagement, instructional practices, and infrastructure access.
- **Uttar Pradesh shows a higher concentration in the Competent band (85%) and negligible Emerging share**, indicating more consistent early-stage life skills development; this aligns with reported classroom conditions where **students experience regular participation opportunities and high levels of access to and use of digital learning tools**, supporting engagement and comprehension at early grades.
- **Punjab primary shows a higher share in the Basic category (75%) with limited Competent representation (6%)**, indicating that foundational behaviours are present but not consistently translated into higher life skills categories; this corresponds with observed variability in classroom experience and student engagement patterns relative to other states.
- **Punjab Sr Secondary–run primary cohorts show comparatively higher Competent (14% vs 6%) and lower Emerging (12% vs 19%) than Punjab**, indicating movement away from the lowest category; this pattern is consistent with **technology-enabled and structured learning environments in Senior Secondary schools**, where access to **digital tools and interactive pedagogies** may influence early exposure and student engagement.

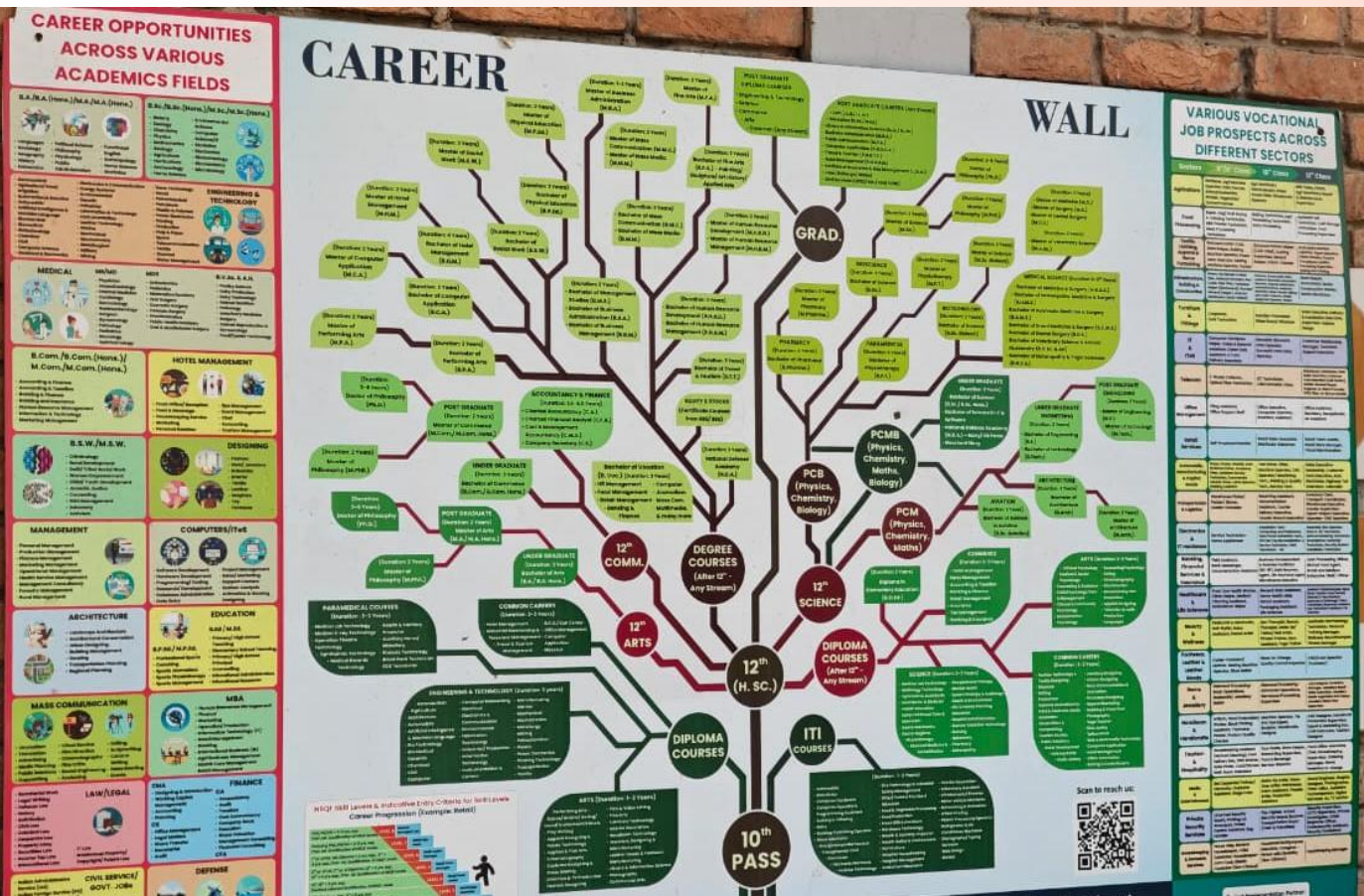
3.5.2. Summarising the Key Findings of Life Skills Assessment

- **Overview of Life Skills Assessment and Developmental Trends** – The Life Skills Assessment presents a comprehensive picture of students' life skills development across Primary (Class 5), Upper Primary (Classes 6-8), and Secondary (Classes 9-12) stages within the Satya Bharti Schools programme, using validated Life Skills Measurement Tools aligned to the UNICEF framework. The findings indicate a clear developmental gradient, with life skills outcomes improving steadily across schooling stages, alongside substantial within-stage variation by domain and geography. While most students demonstrate foundational life skills, particularly at younger grades, fewer consistently exhibit advanced or integrated proficiency across life skill domains, highlighting both progress and persisting gaps as students advance through school.
- **Secondary Stage Outcomes: Predominance of Competence with Skill-Specific Strengths** – At the Secondary stage, overall life skills performance is concentrated at the Competent (55%) and Proficient (27%) levels, reflecting generally sound preparedness in cognitive, personal, and interpersonal competencies among older adolescents. However, only 7% of students are classified as Skilled, suggesting that advanced, consistently high application of life skills remains limited. Sub-skill analysis shows that several competencies, such as creativity, communication, critical thinking, and decision-making, record relatively high proportions of students in the Skilled category, indicating strong potential in specific areas. At the same time, skills such as problem solving, resilience, empathy, and negotiation are heavily clustered at the Competent level, reflecting functional but not advanced performance. The divergence between strong sub-skill performance and lower overall Skilled classification suggests that

students' strengths are often domain- or skill-specific rather than uniformly developed, affecting their aggregate life skills categorization.

- **Upper Primary Stage Patterns: Concentration at Basic Level and State-Wise Variation** – The Upper Primary stage presents a more mixed profile, with outcomes largely concentrated in the Basic (65%) category at the overall level, and a relatively small proportion of students reaching Competent (15%) or Proficient (3%) levels. Considerable inter-state variation is observed. Rajasthan demonstrates the most favourable distribution, with a higher share of students classified as Competent and a markedly lower proportion in Emerging. In contrast, Punjab (elementary) shows a strong concentration in the Emerging (31%) and Basic categories, indicating greater foundational gaps. Domain-level analysis reveals that the Personal domain records the highest Emerging shares overall, suggesting that skills related to self-management, self-awareness, and regulation may be particularly challenging at this stage. Comparisons between Punjab and Punjab Senior Secondary (elementary cohorts) further indicate that students in Senior Secondary-run schools consistently perform better, especially in interpersonal and cognitive domains, pointing to meaningful institutional or contextual differences influencing life skills development.
- **Primary Stage Findings: Early-Stage Skill Development with Sharp Regional Contrasts** – At the Primary stage, the assessment highlights the most pronounced learning challenges. Across the combined sample, 72% of students are classified as Emerging, indicating that a majority of Class 5 students are still at an early stage of life skills acquisition. However, this overall figure masks substantial state-level variation. Uttar Pradesh stands out strongly, with a very high proportion of students classified as Competent across all domains and negligible representation in Emerging, suggesting relatively advanced life skills development at this stage. Haryana and Rajasthan show mixed distributions, while Punjab again exhibits a heavy concentration in Basic and Emerging categories. Domain-wise, the Personal and Interpersonal domains show the widest dispersion across states and appear to be key differentiators of performance, with Punjab showing comparatively lower outcomes and Uttar Pradesh demonstrating consistently strong profiles.

4. IRECS Analysis



4.1. IRECS Analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project is also assessed on the IRECS framework parameters. The analysis summary has been presented in below table:

IRECS Parameter	Analysis and Inferences
Inclusiveness <i>Assessed based on access, equity, gender inclusion, participation, and inclusive learning experiences.</i>	- The programme demonstrates strong inclusiveness across Primary, Upper Primary, and Secondary grades, ensuring free and equitable access to quality education for underserved rural communities and first-generation learners, with annual household savings of ₹16,000-₹18,000 per student per annum. Gender inclusion is consistently embedded across grade levels with 71% of Secondary students reporting equal participation opportunities - Rising to 87-96% at the Primary level across states, indicating stronger parity in early grades. Teachers validate institutional commitment, with 92% strongly ensuring equal gender participation, reinforced through classroom practices across all grades. Qualitative evidence across Primary, Upper Primary, and Secondary students shows no discrimination based on gender or socio-economic background, indicating that inclusiveness is operationalized in everyday learning environments. Life skills outcomes reinforce inclusiveness across grades: Secondary: Strong social competencies with 83% Competent in empathy and 73% in participation Upper Primary: Rajasthan demonstrates stronger distribution (higher Competent, lower Emerging), indicating more balanced skill inclusion Primary: Variation exists, but lower Emerging share in some states reflects broader inclusion in early-stage development. 63% of Secondary students report behavioural change through community engagement, reflecting internalization of inclusive values across environments. Overall, the programme demonstrates strong alignment with inclusiveness, driven by equitable access, gender parity, and measurable life skills reflecting empathy and participation.
Relevance <i>Assessed based on alignment of programme</i>	The programme demonstrates strong relevance across all grade levels, through a holistic model integrating academics, life skills, and socio-emotional development.

IRECS Parameter Analysis and Inferences

interventions with student, teacher, parent, and community needs and aspirations.

- **Learner-centric pedagogy is evident across grades**, including:
 - ☞ **Secondary:** 76% receive consistent participation opportunities; 70% report teachers value student inputs
 - ☞ **Upper Primary & Primary:** Structured participation, group work, and presentation-based learning are embedded in classrooms.
 - ☞ The curriculum integrates **life skills such as communication, critical thinking, and decision-making**, linking classroom learning to real-world application across all stages.
- **Life skills outcomes validate relevance across grades:**
 - ☞ **Secondary: 55% Competent and 27% Proficient**, aligning with expected developmental benchmarks
 - ☞ **High performance in communication (43% Skilled) and creativity (48% Skilled)** reflects applied competency development
 - ☞ **Upper Primary:** Outcomes largely Basic, but stronger geographies (e.g., Rajasthan) indicate effective contextual alignment
 - ☞ **Primary:** Improved performance in certain states linked to stronger pedagogical and technology exposure.
- **Career readiness is embedded at Secondary level, with**
 - ☞ **76% awareness of vocational courses**
 - ☞ **72% awareness of scholarships**, linking learning to future pathways.
- Relevance of the programme is further evidenced by students achieving **meritorious admissions into institutions such as Navodaya Vidyalayas and Schools of Eminence**, indicating alignment with competitive academic benchmarks
- Life skills distribution indicates that **performance is often domain-specific rather than uniform**, suggesting relevance of targeted programme inputs with scope for deeper mastery.

Holistically, the programme demonstrates **strong relevance**, with **curriculum and pedagogy aligned to academic needs, life skills development, and future pathways**.

Effectiveness

Assessed based on educational, developmental, and behavioural outcomes achieved through programme interventions.

- The programme demonstrates **strong effectiveness across Primary, Upper Primary, and Secondary grades**, with measurable improvements in **confidence, participation, and learning outcomes**.
- At the **Secondary level**, effectiveness is evident through:
 - ☞ **77% confidence in public speaking**
 - ☞ **92% engagement in leadership roles**, reflecting strong leadership development.
- At the **Upper Primary and Primary levels**, structured exposure to group work, presentations, and activities leads to **progressive improvement in confidence and engagement**, particularly among initially hesitant learners.
- **Teacher effectiveness strengthens outcomes, with**
 - ☞ **92% confirming improved teaching practices post-CPD**
 - ☞ **91% reporting enhanced adaptability in instruction**
- **Life skills outcomes validate effectiveness across grades:**
 - ☞ **Secondary:** Strong baseline outcomes with
 - ☞ **80% Competent in problem solving**
 - ☞ **83% Competent in resilience**
 - ☞ However, **only 7% Skilled**, indicating limited advanced proficiency
 - ☞ **Upper Primary:** Concentration in Basic suggests functional learning outcomes but limited higher-order skills
 - ☞ **Primary:** High Emerging share in some contexts reflects early-stage development but improved outcomes in stronger implementation settings.
 - ☞ Qualitative evidence highlights transformation from **low-confidence to confident, self-expressive students across grades**.
- The programme's ability to sustain student participation across schooling stages is **further reflected in high transition rates (Primary → Upper Primary and Upper Primary → Secondary)**, indicating continued retention and progression, particularly for vulnerable groups.

The programme demonstrates **strong effectiveness**, evidenced by **improvements in student confidence, leadership, and life skills outcomes across multiple domains**.

Convergence

Assessed based on stakeholder participation, institutional partnerships, community engagement, and system-level integration.

- The programme demonstrates **strong convergence across all grades**, integrating **students, teachers, parents, alumni, and community stakeholders into a cohesive ecosystem**.
- **Parent engagement is high**, with
 - ☞ **PTM participation reaching 97–100% in several states**
 - ☞ **76% of teachers confirming active parental involvement**
- Across **Primary, Upper Primary, and Secondary grades**, students actively participate in **community campaigns and awareness activities**, linking classroom learning with real-world application.
- The programme's convergence is further reflected through **institutionalisation of environmental practices**, with multiple schools receiving **Green Audit recognitions and sustainability-related awards**, indicating alignment between infrastructure, student behaviour, and school systems.
- **63% of Secondary students report behavioural change due to community engagement**, indicating cross-system alignment.
- The **Public-Private Partnership (PPP) model adopted within Senior Secondary Schools represents a notable example of convergence**, combining government educational infrastructure with programme-led investments in quality enhancement, student development, and institutional strengthening.
- **Life skills outcomes reinforce convergence:**
 - ☞ **Secondary:** Empathy, participation, and negotiation cluster in Competent bands
 - ☞ **Upper Primary & Primary:** Interpersonal skills show stronger alignment in better-performing geographies (e.g., Rajasthan)
 - ☞ Indicates consistency between instructional practices and behavioural outcomes.
 - ☞ Teacher systems demonstrate convergence through **integration of TSKT assessments, CPD training, and classroom practices**, ensuring alignment between systems and outcomes.

Thus, the programme demonstrates **strong convergence**, integrating **stakeholders, systems, and life skills outcomes into a cohesive learning ecosystem**.

Sustainability

Assessed based on educational continuity, institutional strengthening, community ownership, capacity building, and long-term continuation of outcomes.

- The programme demonstrates **strong sustainability across all grade levels**, through a model combining **education delivery, capacity building, and community engagement**.
- **Financial sustainability is ensured at the household level**, with free education enabling continued enrolment across Primary to Senior Secondary grades.
- **Community ownership is evident**, with increasing participation and enrolment of girls, indicating sustained behavioural change over time.
- At the **Secondary level**, sustainability is reinforced through future pathways:
 - ☞ **100% of aware students report increased confidence in pursuing higher education**
 - ☞ **89% strongly agree that scholarships reduce financial barriers.**
- **Life skills progression demonstrates developmental sustainability:**
 - ☞ **Primary:** Basic/Emerging
 - ☞ **Upper Primary:** Transition phase with high Basic but improving Competent
 - ☞ **Secondary:** Majority Competent/Proficient (55% + 27%)
- This indicates a **clear cumulative trajectory of development across schooling stages**, reflecting sustained programme impact.
- **Sustained high transition rates across early and middle schooling stages** indicate that programme benefits are not short-term but support **consistent student progression over time**.
- Institutional sustainability is ensured through **teacher development systems (CPD + TSKT)** driving continuous improvement.

This showcases that the programme demonstrates **strong sustainability**, supported by **financial accessibility, community ownership, institutional systems, and sustained life skills progression**.

On an overall note:

- The Satya Bharti Schools programme demonstrates **strong alignment across all IRECS parameters**.
- **Quantitative outcomes, stakeholder validation, and life skills collectively confirm programme impact.**

- The programme combines **access, standardised pedagogy, life skills, and community engagement into a comprehensive and scalable model.**

Overall, the assessment **indicates strong programme performance across the dimensions of Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability.** The programme has expanded access to quality education for underserved communities, **responded effectively to stakeholder needs and aspirations, contributed to meaningful educational and developmental outcomes, leveraged partnerships to strengthen implementation, and established foundations that support the long-term continuation of programme benefits.** Collectively, these findings suggest that the programme has created a strong platform for generating sustained educational impact and supporting positive change at the student, school, and community levels.

5. Recommendations



5.1. Recommendations:

Based on the findings of the assessment and detailed engagement with stakeholders across Satya Bharti Schools Programme, the following recommendations are proposed to further strengthen the programme's reach, depth, and long-term impact.

1. Introduction of Science Stream (Medical and Non-Medical) After Class 10:

Explore the phased introduction of Science streams within select Senior Secondary schools, accompanied by **appropriate laboratory infrastructure, qualified faculty, and subject-specific learning resources**. Findings from the field interactions indicate a consistent demand for Medical and Non-Medical Science streams among students, parents, teachers, and school leadership. At present, students aspiring to pursue Science after Class 10 are required to transition to external institutions, often imposing significant financial burdens on families and resulting in the loss of students from the Satya Bharti Schools ecosystem at a critical educational stage. In this context, Satya Bharti Foundation may consider **undertaking a feasibility assessment for piloting Science streams in one or two Senior Secondary schools, alongside scholarship and transition-support mechanisms to ensure continuity of educational pathways for deserving students**. Strategic partnerships with nearby colleges, higher education institutions, and science laboratories may also be explored to provide practical exposure and strengthen career readiness. Such an intervention would **help expand academic choices, improve retention of academically motivated students, and support aspirations for science-related higher education and career pathways**.

2. Strengthening the Alumni Network and Establishing a Formal Mentoring Programme

While alumni expressed strong emotional connection to their school and desire to give back, during the interactions, it was found that **there is currently no formal structured mechanism for alumni engagement beyond occasional meets**. The school's rural setting makes it difficult to maintain a strong alumni network. However, alumni represent a critical resource for current students in terms of career guidance, mentoring, and scholarship awareness. **It is recommended that the Satya Bharti Foundation should establish a formal Alumni Mentoring Programme** with a dedicated digital platform (WhatsApp groups, app, or portal) connecting alumni with current students; structured quarterly virtual mentoring sessions where alumni share experiences about higher education, career choices, and scholarship applications; an annual Alumni Day at each school with career guidance workshops; and documentation of alumni success stories to motivate current students and demonstrate long-term programme impact to stakeholders.

3. Enhancing Life Skills through Integrated and Experiential Learning

The findings indicate that while students demonstrate strong skills in communication and creativity, outcomes in problem-solving, decision-making, and self-awareness are comparatively lower, highlighting the need for focused attention on these areas. It is recommended that the programme adopts a **more structured and continuous approach to integrating these critical life skills across grade levels**. This can be achieved **by incorporating scenario-based learning and real-life challenges that promote collaborative problem-solving, embedding reflective practices such as journaling to foster self-awareness, and using role-playing exercises with peer feedback to develop empathy and ethical decision-making**. Additionally, integrating life skills into existing subjects through project-based learning, providing targeted teacher training on facilitation and assessment of these skills, and creating meaningful student leadership and decision-making opportunities will enable practical application and reinforce balanced, holistic development.

4. Enhancing Student-Teacher Engagement and Perception of Support

The programme should strengthen mechanisms that enhance student-teacher relationships, particularly focusing on improving students' perception of teacher support and care. Although the overall findings show strong teaching practices, accessibility, and structured feedback systems, there are notable variations in how students perceive teacher motivation and support, especially at the elementary level in certain geographies. This indicates a gap between instructional effectiveness and the emotional experience of students. To address this, it is recommended that the **programme institutionalizes structured feedback loops, such as periodic anonymous student surveys, and establish mentorship systems where teachers are assigned smaller groups of students for regular check-ins**. These steps would ensure that teaching practices are not only effective in delivery but also perceived as supportive and responsive, thereby improving student engagement, motivation, and overall classroom experience.

5. Scaling the programme further in Uttar Pradesh

The findings from the assessment, when combined with secondary evidence⁹ on education outcomes in Uttar Pradesh, indicate a strong case for scaling the programme in the state. The study shows that **programme schools in Uttar Pradesh demonstrate consistently high levels of student participation, confidence, safety, and effective use of digital learning tools**, with several indicators approaching near-universal levels. These outcomes are particularly important when viewed against broader evidence that, despite high enrolment rates, Uttar Pradesh continues to face significant gaps in foundational learning and instructional quality. In this context, **scaling the programme offers a targeted solution that directly addresses these systemic challenges through its focus on activity-based pedagogy, teacher support, and technology-enabled learning**. Given that the programme has already proven effective in improving classroom engagement and conceptual understanding within the state context and aligns with ongoing state priorities around learning improvement and digital integration, its expansion, presents a high-impact opportunity to strengthen both foundational learning and holistic student development at scale.

⁹ ASER 2024

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