

SATYA BHARTI SCHOOLS

**EXECUTIVE SUMMARY OF THE
IMPACT ASSESSMENT STUDY
CONDUCTED BY**

KPMG

MARCH 2024

DISCLAIMER

- We have prepared this report solely for the purpose of providing select information on a confidential basis to the management of Bharti Foundation in accordance with the letter of engagement executed between Bharti Foundation and us (“Engagement Letter”).
- This report is confidential and for the use of management only. It is not to be distributed beyond the management nor is to be copied, circulated, referred to or quoted in correspondence, or discussed with any other party, in whole or in part, without our prior written consent, as per terms of business agreed under the Engagement Letter.
- This report sets forth our views based on the completeness and accuracy of the facts stated to KPMG and any assumptions that were included. If any of the facts and assumptions is not complete or accurate, it is imperative that we be informed accordingly, as the inaccuracy or incompleteness thereof could have a material effect on our conclusions.
- We have not performed an audit and do not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- While information obtained from the public domain or external sources has not been verified for authenticity, accuracy or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. We assume no responsibility for such information.
- Our views are not binding on any person, entity, authority or Court, and hence, no assurance is given that a position contrary to the opinions expressed herein will not be asserted by any person, entity, authority and/or sustained by an appellate authority or a court of law.
- Performance of our work was based on information and explanations given to us by the staff of Bharti Foundation. Neither KPMG nor any of its partners, directors or employees undertake responsibility in any way whatsoever to any person in respect of errors in this report, arising from incorrect information provided by Bharti Foundation staff.
- Our report may make reference to ‘KPMG Analysis’; this indicates only that we have (where specified) undertaken certain analytical activities on the underlying data to arrive at the information presented; we do not accept responsibility for the veracity of the underlying data.
- In accordance with its policy, KPMG advises that neither it nor any partner, director or employee undertakes any responsibility arising in any way whatsoever, to any person other than Bharti Foundation in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.
- In connection with our report or any part thereof, KPMG does not owe duty of care (whether in contract or in tort or under statute or otherwise) to any person or party to whom the report is circulated to and KPMG shall not be liable to any party who uses or relies on this report. KPMG thus disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.
- By reading our report the reader of the report shall be deemed to have accepted the terms mentioned hereinabove.

TABLE OF CONTENTS

00 Executive Summary **03**

01 Introduction **10**

02 Impact Assessment of Satya Bharti Schools **19**

03 Haryana **56**

04 Rajasthan **69**

05 Tamil Nadu **83**

06 Uttar Pradesh **91**

07 Punjab **101**

08 Annexure I | Detailed Tables **115**

EXECUTIVE SUMMARY

The Satya Bharti School Program, spanning 173 schools across 5 states with 40,000 students and 1300+ teachers, underwent a robust impact assessment by KPMG Assurance & Consulting Services LLP. This comprehensive study involved interviews with 1734 students, 111 teachers, 117 parents, 165 alumni, and 11 local service providers in 41 primary, 11 elementary, and 5 senior secondary schools. Three Bharti Foundation regional heads were also interviewed. Utilizing questionnaires and life skill measurement tool from UNICEF India and Young Lives India for students, the assessment provided valuable insights. **Learning levels of the students were assessed by different agency and hence the learning level assessment is not a part of this report.**

The study employed the OECD–Development Assistance Committee (DAC) framework, a globally acknowledged standard. **It assessed the Satya Bharti School Program's impact on the criteria of Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability. Further, each criteria was assessed on the levels of Extremely Satisfactory, Satisfactory, Moderately Satisfactory, Marginally Satisfactory and Dissatisfactory.** A scoring system, developed from empirical evidence through primary data and program documentation, effectively gauged the performance of the program.

OECD Parameters	Explanation
Relevance Rating: Extremely Satisfactory	Analysis of secondary data, such as Census 2011, NSS assessment report, ASER report, and so on, establishes that there is a lack of access to quality education. Satya Bharti School Program addresses all the structural gaps mentioned hence establishing its relevance.
Coherence Rating: Extremely Satisfactory	Satya Bharti Schools align with the National Education Policy principles while also achieving UN SDG Objectives 4 and 5 ensuring equitable education for all, regardless of gender.
Effectiveness Rating: Satisfactory	<ul style="list-style-type: none"> The Program has a well-defined structure with set targets for education; including enrolment, attendance, PTR, learning levels and so on. Targets are monitored regularly; (planned vs actuals) and corrective strategies have been made. For instance, 50% of students are girls as per target, drop-out rates were higher than the target this year.
Efficiency Rating: Extremely Satisfactory	<ul style="list-style-type: none"> The Bharti Program ensures functional school infrastructure, creating a safe, inclusive, and effective learning environment. Pre-defined activities are conducted throughout the year across schools in the programme. Enrolments/ Capacity utilization across primary, elementary and senior secondary schools were found satisfactory. Satya Bharti Schools maintain a favorable pupil-teacher ratio. With a fixed budget, the project management team employs efficient cost-saving measures, reinvesting saved costs back into the program. Project documents, such as MoUs, monitoring frameworks, monthly progress reports etc. are available.
Sustainability Rating: Satisfactory	<ul style="list-style-type: none"> The program sustains itself from the funding from CSR of different organizations, hence, economic sustainability remains a challenge. However, when it comes to operational sustainability, the program has systems and procedures ranging from government liaison, and proper human report structure to training and policies to make the schools function properly, without much interference from the program management team. The program has an efficient governance sustainability. Aspects of the program have been replicated in other government schools under the Quality Support Program.

Key Insights on Free and Quality Education at Satya Bharti Schools

- 1. Motivation levels of students to attend and learn at school:** More than 90% of the students reported high motivational levels across all classes and cohorts except in elementary classes in senior secondary schools, which is at 84%.
- 2. Challenges perceived by students while in school:** Less than 15% of the responses have reported facing challenges. Among those reporting challenges, doing homework was the biggest challenge. Further, teachers reported lack of support and guidance from parents due to their limited education which could be a reason for the same.
- 3. Likes and dislikes of students towards their school/what they learn at school:** Education, knowledge, sports, and other facilities provided at the school were the key factors for students to attend school. Requests for more outdoor activities and excursions were expressed. The non-availability of transport services from the school was also reported as an area of concern.
- 4. Quality and sufficiency of mid-day meals at school:** Quality and Sufficiency of the mid-day meal was reported high by 90% of the students across schools.
- 5. Participation and enjoyment levels of physical activity:** More than 90% of students from primary classes and more than 85% from elementary and senior secondary classes reported highest participation and enjoyment in physical activities.

Key Insights on Co-curricular activities, Life Values and Lifeskills

1. Participation in co-curricular activities (Bal Sabha, Sports Day, Rang Tarang, Special Day activities, Math/ EVS/ Science/ Hindi/Language week, Saksharta Abhiyan)

- Nearly 80% of students from primary and elementary classes reported participation in co-curricular activities. Punjab and Rajasthan reported the highest participation in primary classes.
- Sports Day recorded the highest participation (82% to 91%) across the types of schools.
- Participation in community engagement was reported the lowest among all the co-curricular activities assessed (45% to 70%). Primary classes in senior secondary schools showcased least participation level at 45%.
- Participation in co-curricular activities is lowest at 28% in senior secondary classes. Teachers reported that the focus is more on academics rather than participating in the co-curricular activities due to board examinations.

2. Values

- For all types of schools, the highest performance in life values (which were assessed on indicators of- respecting teachers, accepting mistakes, helping in the household, appreciating classmates, refraining to lie to avoid punishment, bathing and brushing daily and helping keep the school clean) was reported in senior secondary classes (83%), followed by primary classes (81%), and elementary classes (80%).

3. Awareness of gender-specific barriers in continuing education

- Students felt that female students face challenges in continuing education at school, at home, and in the community. Among primary classes, awareness of the barriers increased from primary schools (45%) to senior secondary schools (62%). However, among senior secondary classes, the lowest level of awareness of genderspecific barriers was reported (49%).

2. In primary schools of Haryana and UP the awareness of gender-specific barriers was found more among boys than girls.

4. Life Skills

Based on UNICEF India and Young Lives India's Life Skills Measurement tool, the performance of the students on lifeskills was assessed on the level of Proficient(Score:135-144), Competent(Score:104-134), Basic(Score:85-103) and Emerging (Score:36-84).

1. Primary sections

- Mean life skill score in primary classes at programme level is 106.
- The mean scores of Haryana and TN were highest at 115.
- 62% are at the Competent level, 30% at the Basic level and 8% are at the Emerging level of life skills. Least proportion of students at the Competent level were recorded in primary schools of Punjab (51%) across all types of schools.

2. Elementary sections

- Mean life skill score in elementary classes at the programme level is 112.
- The mean score of Sr. Sec. schools was highest at 117.
- 5% of all Elementary students are at the Proficient level, 58% are at the Competent level, 32% at the Basic level and 5% at the Emerging level of life skills.

3. Senior Secondary sections

- The mean life skill score was 104.
- 69% of Sr. secondary students were at a Competent level, 26% at Basic and 5% at Emerging level.

4. For primary classes, the least proportion of students was recorded at a competent level in Punjab across primary schools and in Rajasthan across elementary schools.

5. Within Rajasthan, Elementary classes are performing better than the primary classes in all schools.

6. Within Punjab, Elementary classes in Elementary schools are performing better than all other categories.

7. Overall classes:

1. The mean score at the programme level for all the sections was 108.

2. 1% of the students were at a proficient level, 61% at a Competent level, 31% at a Basic and 7% at an Emerging level.

5. Analysis of Life skills

- As per the analysis, in primary classes the co-curricular activities showcased a significant impact on Life Skills except Resilience, Negotiation, and Communication.
- Similarly, in elementary classes, the co-curricular activities showcased a significant impact on Life Skills except Creativity, Empathy, and Communication.
- According to the teachers, co-curricular activities have played a pivotal role in shaping confident students with strong interpersonal skills. All the teachers believed that through co-curricular activities, some of the deeper issues present in society can be addressed, and responsible citizens can be built. 98.5% of teachers believe that life skills improve through co-curricular activities and have become an essential part of the overall learning and development of students.

Key Insights from Parents

1. Parents' involvement in their child's learning journey

1. 100% of the parents had a positive perception of the school, appreciating their child's motivation for education and co-curricular activities, positive change in the child's behavior, noting increased respect towards elders, emotional maturity, adherence to routines, and regular study habits.
2. Majority of the parents during the FGDs reported that they regularly attend PTMs and find teachers approachable to discuss any matter related to their child.
3. Majority of the parents during the FGDs suggested providing a transportation facility. Provisioning transportation facilities in schools will improve the enrolment rates and attendance of the students.

Key insights on impact on the community

1. Employment opportunities for community members/ Impact on the household income of community members engaged by the school: Local service providers intend to continue working and are motivated to provide better services since their children are studying in the same school. Moreover, because of their association with the school, they have felt enhanced respect in the community along with an enhancement in income.

2. Alumni pursuing their studies/careers after passing out from the schools/schools' impact on the lives of the alumni: Most alumni from primary, elementary and senior secondary classes in the sample are continuing their higher education while some are working. Across all schools, students aspire to be employed in a reputed company, some alumni during the FGD expressed their desire to become an entrepreneur.

1. Alumni from primary school appreciated safety ensured by school and expressed their wish for the schools to be upgraded till elementary level.
2. Alumni from elementary schools appreciated supportive teachers, equal participation in co-curricular activities and stated that community engagement activities help uniting everyone.
3. Alumni have benefited from the scholarships in the senior secondary schools. Quality education and co-curricular activities have helped alumni to become confident.

Key Insights from teachers

1. Teacher's professional development

- 100% teachers believe that Satya Bharti schools support their continuous learning as well. Regular training opportunities for the staff have been transformative. Teachers, who receive training, feel more equipped to adapt to evolving educational practices and have improved their knowledge and self-confidence.
- 100% teachers reported that the trainings added to their previous knowledge and inculcated new ideas to improve the learning outcomes.
- 100% teachers reported they believe that organization work towards promoting their continuous learning.

2. Recognition & rewards, coping mechanism

- 100% of the teachers reported that the school recognizes their work and they get the opportunity from the management to understand how well they are doing their job.
- 70% of the teachers reported that there are proper channels to raise their concerns. In case of concerns, teachers reported they approach Head Teacher, Cluster Coordinators and District Coordinator and Head Office.

3. Challenges faced and how the school addressed those issues

- Teachers observed that the learning abilities of the children have declined due to COVID-19. This was addressed by teaching through online mediums.
- A key challenge faced by teachers was that not all students had access to smartphones or had network issues, for which additional support was managed in the form of community classes.

4. Any new skills they look forward to learning

- Teachers have expressed the need to organize trainings in communication skills and professional behavior, planning, and IT tools.
- No/low salary increments have been suggested as an area of improvement for the schools.

KPMG'S RECOMMENDATIONS

Student-Centric

1. Greater focus on more inclusive student activities like Bal Sabha, Morning assembly, etc that can positively improve skills such as negotiation and communication.
2. Focus on increasing the participation of students in extra-curricular activities in senior secondary classes. Considering their focus on academics, activities could combine both extracurriculars and the curriculum. For instance, a role-play in the morning assembly etc. This may support the students to learn better and work towards enhancing soft skills such as communication, and confidence among others.
3. Greater focus on involving certain aspects of life skills such as creativity, empathy, communication, resilience and negotiation in the extra curricular activities for students according to their class levels.
4. Organize more outdoor activities; increase participation in physical activities (especially in Rajasthan). Further, focusing on outdoor activities and sports integration could develop skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.
5. Consider providing a school bus facility for the students, as parents are concerned about the commute of their wards to school. This may lead to more regular attendance and higher enrolment in schools.
6. Further, upgrade classes at least to the elementary level in Haryana, Tamil Nadu, and Uttar Pradesh as suggested by parents and regional heads. This could lead to a continuum of education and ensure lesser dropout rates and higher rates of education competition.

Teacher Centric

1. Inculcate new pedagogies, and strengthen innovative student engagement through ICT/technology-based teaching, and activity-based interventions such as through drama, theater, sports, and other forms of student engagement. The innovative methodologies could further build a cooperative learning environment, improve student-teacher interactions, and eliminate monotonous teaching styles. Therefore, this could improve student learning outcomes. New pedagogies could include gamification of curriculum, leveraging Artificial Intelligence (AI) to develop innovative lesson plans, and leveraging embodied learning which involves using physical movement and gestures to enhance learning.
2. Enable a supportive environment for teachers. A positive school culture could lead to furthering teachers' morale. Possible ways to strengthen the school environment could be organizing trainings in communication skills and professional behavior, planning, and IT tools for teachers, and recognizing teachers' work among other such teacher-centric interventions.



1 INTRODUCTION

1. INTRODUCTION

Bharti Foundation, the philanthropic arm of Bharti Enterprises, began its operations in 2000. The foundation's objective is to transform education levels and thereby positively impact the standard of living for children and youth in rural India. To achieve this, the foundation has been spearheading the development and implementation of various models for enhancing education for children. Through these models and programs, it strives to create opportunities that empower children from marginalized communities.

Bharti Foundation has three educational programs:



Satya Bharti Schools:

Focuses on the provision of free, quality education along with imparting life skills for a holistic model of development.



Satya Bharti Quality Support Program:

Supports government schools to become institutions of happy and holistic learning.



Large Scale Initiatives:

Supports government-scale initiatives and processes in government schools at the district/state level for overall improvement.



Satya Bharti Schools:

With a strong belief that education is critical to empower children, particularly in rural India, Bharti Foundation launched its flagship initiative, Satya Bharti School Program in 2006. The program imparts free, quality education to underprivileged children of India, instilling life skills and confidence for holistic development and creating a platform for children to imbue skills and principles that would equip them to make a difference in society. The program's primary objectives are:

1. Provide free quality education to underprivileged children, with a special focus on girl child education, in the rural pockets of India.
2. Co-curricular activities at Satya Bharti Schools, Life Values and Lifeskills attained by students
3. Encourage active involvement of the community, parents and like-minded organizations.
4. Make a lasting and sustainable impact on the community where schools are present, inciting community education.
5. Find innovative solutions, through its primary, elementary and senior secondary schools, to create replicable and scalable components in the program to facilitate the delivery of quality education.
6. Current year's reach: 40,000 students, 1300+ Teachers, 173 schools, 5 states



Satya Bharti Quality Support Program:

In 2013, to realize its objective to support government schools to become happy, holistic institutions of learning, the Bharti Foundation, in collaboration with state governments, initiated the Satya Bharti Quality Support Program. The Program is constructed around the core philosophy of making schools engaging spaces by enabling students to acquire leadership, communication, collaboration, and other skills to develop holistically. The Program is designed to impact students, teachers, parents as well as administrators through a standardized, flexibly implemented approach. The Program aims to transform schools into vibrant and happy learning centers through co-scholastic interventions, ultimately developing a self-sustaining model, driven by students, teachers and the community. Good practices of Satya Bharti Schools are implemented in each school with the purpose of institutionalizing these in a time frame of three to five years. The Program’s framework is structured around the whole-school approach through co-scholastic activities defined under four program pillars. Each school decides the pace and trajectory depending on the school leader’s vision for bringing sustainable change. The Program reaches 3,40,000+ students, 12,000+ teachers , 858 schools,.

Large Scale Initiatives

Bharti Foundation’s LSI has been supporting the government scale initiatives and processes in government schools at the district/state level for overall improvement. The key areas of intervention include leadership empowerment of heads of schools, building life skills in students, and creating an enabling environment at home through home mentoring and supporting initiatives under National Education Policy 2020. The intervention reached 1.7M+ students, 73,000+ Teachers, 14,000+ schools across 4 states in 2022-23.

2. ABOUT THE STUDY

Methodology

The study adopted a three-phased methodology as illustrated below:



Phase 1 Research Design

- Developed an impact map for the Satya Bharti program and its goals
- Built primary hypothesis
- Finalized sampling strategy
- Curated tools for data collection in English, Punjabi, Hindi and Tamil



Phase 2 Data Collection

- Conducted key informant interviews (KII), Focus Group Discussions (FGD) for qualitative and quantitative interviews



Phase 3 Reporting and Analysis

- Analyzed primary and secondary information collected in phase-2
- Formulated insights by using the OECD-DAC framework
- Developed a report assessing the impact

Phase 1: Research Design

The research methodology incorporated the Organization for Economic Co-operation and Development- Development Assistance Committee (OECD-DAC) evaluation framework which was integrated throughout to effectively capture the impact of the program. The framework helps in gaining a qualitative understanding of the impact created, stakeholders' perceptions, and sustenance of the change through its parameters, namely, Relevance, Effectiveness, Impact, Coherence, Efficiency and Sustainability. These parameters aim to answer a list of questions for any intervention that is being analyzed.



While developing the research methodology, for each of the Objectives of the Satya Bharti School program, independent and dependent variables were identified, and an impact map was developed. These dependent variables have also been referred to as indicators and were used to develop data collection instruments for various stakeholders covered in this study.

Stakeholders Covered

In order to measure the impact of the assessment holistically, a stakeholder landscape analysis was undertaken and a stakeholder map of the beneficiaries of the program was developed. The stakeholders covered for this impact assessment are as follows:



Students



Teachers



Alumni



Principals



Parents



Local Service Provider



State Heads

Table 1.1: Total Sample: 41 primary, 11 elementary and 5 seniors secondary schools

States	Students	Teachers	Parents	Alumni	Local Service Providers	State Heads
Punjab	1,161	68	80	45	4	1
Haryana	242	19	19	45	3	1
Tamil Nadu	61	6	6	15	1	
Rajasthan	186	12	6	30	1	1
Uttar Pradesh	84	6	6	30	2	
TOTAL	1734	111	117	165	11	3

The sampling strategy was based on Proportionate Stratified Random Sampling. The sample was calculated using 95% confidence interval and 5% margin of error for each cohort. The samples were later distributed proportionately based on the population in the cohort for each of the classes: primary, elementary and secondary. The respondents across each state, district, school, and class were sampled following this strategy. Details regarding the sample selected are as follows:

1. All the program intervention states were selected
2. All the districts were covered in the 5 states
3. 18 Primary schools in Punjab, 11 Primary schools in Haryana, 4 Primary schools in Uttar Pradesh, 5 Primary schools in Rajasthan were sampled to cover primary class students
4. 7 Elementary schools in Punjab, 4 Elementary schools in Rajasthan were sampled to cover students in primary classes and elementary classes
5. 5 Senior Secondary Schools were sampled to cover students in primary , elementary and senior secondary classes

The sampling plan is given in Annexure-2. Broad steps that were followed for sampling were:

1. Developing a sampling frame of all the schools wherein the beneficiaries were situated.
2. Undertaking stratification of schools based on their location, type, student population, social/ethnic group diversity, etc.
3. Using Simple Random Sampling (SRS) for selecting beneficiaries from the selected schools.

Within this phase, an Impact Map was created for the Satya Bharti Schools. For this impact map, the Objectives were aligned with the OECD-DAC framework. For each objective, indicators were identified, following which questionnaires were mapped to these indicators.

The following Objectives are aligned to the Impact parameter within the OECD-DAC framework. The analysis of the first three Objectives was undertaken via quantitative and qualitative assessment of students, teachers, and parents.

Table 1.2: Impact Map

Objectives	Indicators
<p>Free and Quality Education at Satya Bharti Schools</p>	<p>Quantitative indicators</p> <ol style="list-style-type: none"> 1.Motivation levels of students to attend and learn at school 2.Challenges perceived by students towards attending school and learning 3.Quality and sufficiency of Mid-day meals at school 4.Participation and enjoyment levels of physical activity at school 5.Passing percentage, absenteeism, drop out rates of students <p>Qualitative indicators</p> <ol style="list-style-type: none"> 1.COVID's felt impact on learning, and engagement, across all stakeholders 2.Likes and dislikes of students towards their school 3.Introduction of innovation in schools
<p>Co-curricular activities at Satya Bharti Schools, Life Values and Lifeskills attained by students</p>	<p>Quantitative indicators</p> <ol style="list-style-type: none"> 1.Aspects of life skills 2.Aspects of life values 3.Awareness of gender-specific barriers in continuing education 4.Participation in co-curricular activities (Bal Sabha, Sports day, Rang Tarang etc)
<p>Parents' involvement in their child's learning journey</p>	<p>Qualitative indicators</p> <ol style="list-style-type: none"> 1.Parents, family members and community engagement in schools (PTM-frequency; other community events) and in their child's learning 2.Perception of parents about school, and their child's learning journey 3.COVID related challenges and how they were addressed
<p>Making a lasting and sustainable impact on the community</p>	<p>Qualitative indicators</p> <ol style="list-style-type: none"> 1.Employment opportunities for community members and Local Service Providers 2.Impact on the household income of community members engaged by the school 3.Type of community engagements 4.Community perception about social engagements and school alumni feedback on them 5.School's impact on the lives of alumni pursuing their studies/careers ahead after passing out from the schools

Objectives	Indicators
<p style="text-align: center;">Professional Development of teachers at Satya Bharti Schools</p>	<p>Quantitative indicators</p> <ol style="list-style-type: none"> 1.Value addition in the knowledge and capabilities of teachers through regular training 2.Role of innovative interventions in career enhancement, performance/ promotions of teachers 3.Recognition and rewards for teachers , coping mechanism/change in teaching during COVID <p>Qualitative indicators</p> <ol style="list-style-type: none"> 1.Additional responsibilities of teachers and motivation for teaching in school 2.Challenges faced by teachers and how schools addressed those issues 3.Teachers’ aspirations 4.New skills teachers aspire to learn

For the remaining parameters of the OECD–DAC framework, a different set of indicators were identified. Those are mentioned below:

Table 1.3: Indicators for OECD–DAC

Parameters	Indicators
Relevance	<ol style="list-style-type: none"> 1.Baseline conducted or not/need for the project basis the needs of the area as concluded by secondary research 2.Alignment of project with baseline or the need
Coherence	<ol style="list-style-type: none"> 1.Alignment of project with government scheme/policy 2.Alignment of project with SDGs
Effectiveness	<ol style="list-style-type: none"> 1.Targets clearly identified 2.Target achievement (planned vs actuals)
Efficiency	<ol style="list-style-type: none"> 1.Alignment with Bharti Foundation Objectives and vision 2.Availability of documents of affiliations with stakeholders 3.Capacity utilization 4.Teacher–Pupil ratio 5.Infrastructure (functionality) 6.Budget for project provided 7.Budget utilisation 8.Margin of underspent or overspent
Sustainability	<ol style="list-style-type: none"> 1.Sustainability mechanism and convergence

Phase 2: Data Collection

A robust mechanism for data collection was created and the below steps were followed:

1. Conducted one pilot test of research tools in one district and in the Punjabi language.
2. Trained 84 investigators and enumerators across 3 days
3. Validated research tools post-pilot tests and created questionnaires (qualitative and quantitative) in three languages for all the stakeholders
4. Connected with the data collections team daily for troubleshooting and ensuring quality
5. Collected data through Optical Mark Recognition (OMR) sheets and FGD tool

VII. ਲਚਕਲਾਪਨ			
ਤੁਸੀਂ ਨੌਚਣ ਦੇ ਸ਼ੋਕੀਨ ਹੋ ਅਤੇ ਰੋਜ਼ਾਨਾ ਅਭਿਆਸ ਕਰਦੇ ਹੋ। ਹਾਲਾਂਕਿ, ਤੁਹਾਨੂੰ ਸਕੂਲ ਵਿੱਚ ਆਯੋਜਿਤ ਕੀਤੇ ਜਾ ਰਹੇ ਡਾਂਸ ਪ੍ਰੋਗਰਾਮ ਲਈ ਨਹੀਂ ਚੁਣਿਆ ਗਿਆ ਹੈ। ਤੁਸੀਂ ਕੀ ਕਰੋਗੇ?			
ਸਥਿਤੀ ਕਾਰਨ ਉਦਾਸ ਮਹਿਸੂਸ ਕਰੋ ਅਤੇ ਕੁਝ ਦਿਨਾਂ ਲਈ ਡਾਂਸ ਅਭਿਆਸ ਬੰਦ ਕਰਨ ਦਾ ਫੈਸਲਾ ਕਰੋਗੇ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਨੌਚਣਾ ਛੱਡਣ ਦਾ ਫੈਸਲਾ ਕਰੋਗੇ	ਸਥਿਤੀ ਤੋਂ ਨਾਖੁਸ਼ ਹੋਣ ਦੇ ਬਾਵਜੂਦ, ਆਪਣਾ ਡਾਂਸ ਅਭਿਆਸ ਜਾਰੀ ਰੱਖੋਗੇ	ਸਥਿਤੀ ਨੂੰ ਸਵੀਕਾਰ ਕਰੋ ਅਤੇ ਜੋਸ਼ ਨਾਲ ਨੌਚਦੇ ਰਹੋਗੇ
ਤੁਸੀਂ ਆਪਣੇ ਦੇਸ਼ ਦੇ ਜਨਮਦਿਨ ਦੀ ਉਡੀਕ ਕਰ ਰਹੇ ਸੀ। ਹਾਲਾਂਕਿ, ਤੁਹਾਡੀ ਲੱਤ ਨੂੰ ਸੱਟ ਲੱਗੀ ਹੈ, ਡਾਕਟਰ ਜ਼ਿਆਦਾ ਇਥਰ-ਉਥਰ ਨਾ ਖੁੰਮਣ ਦੀ ਸਲਾਹ ਦਿੰਦੇ ਹਨ। ਤੁਸੀਂ ਕੀ ਕਰੋਗੇ?			
ਦਰਦ ਕਾਰਨ ਮੰਜ਼ 'ਤੇ ਲੇਟ ਜਾਓ ਅਤੇ ਆਪਣੇ ਦੇਸ਼ਾਂ ਦਾ ਜਨਮਦਿਨ ਨਾ ਮਨਾਓ	ਦਰਦ ਦੇ ਬਾਵਜੂਦ ਜਿੰਨਾ ਹੋ ਸਕੇ ਜਨਮਦਿਨ ਮਨਾਓ	ਦਰਦ ਦੇ ਕਾਰਨ ਕਈ ਵਾਰ ਰੋਏ ਪਰ ਦੇਸ਼ਾਂ ਦਾ ਜਨਮ ਦਿਨ ਮਨਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੋ	ਦਰਦ ਦੇ ਬਾਵਜੂਦ ਸਕਾਰਾਤਮਕ ਰਹੋ ਅਤੇ ਆਪਣੇ ਵੱਡੇ ਭਰਾ ਤੋਂ ਮਦਦ/ਸਹਾਇਤਾ ਲੈ ਕੇ ਜਨਮਦਿਨ ਮਨਾਓ।

Impact Assessment of Satya Bharti Schools	
Questionnaire for Teachers	
Details:	
Name of the teacher (optional):	
Age Group: <input type="radio"/> (20-30) <input type="radio"/> (30-40) <input type="radio"/> (40-50) <input type="radio"/> (50-60)	Gender:
Classes Teaching:	School Name:
School Joining Date:	State:
District:	
For EACH of the statements, choose the option which best describes it:	
1. People respect me because I am a teacher.	<input type="radio"/> Always <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
2. Teaching makes my life more meaningful.	<input type="radio"/> Always <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never
3. My job gives me financial freedom	<input type="radio"/> Always <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely <input type="radio"/> Never

Questionnaire Used

Phase 3: Analysis and Reporting

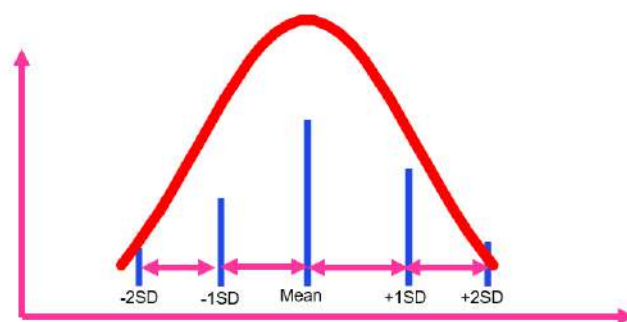
Quantitative Data

The Young India Lives India's Life Skills Measurement tool (LSMT) was deployed for analyzing the data sets collected specifically for nine life skills, which come under the second objective of the program. These nine life skills are decision-making, problem-solving, critical thinking, creative thinking, communication, interpersonal relationships, self-awareness, empathy, coping with stress, and coping with emotions. These skills are benchmarked to WHO and CBSE frameworks and data. The other Objectives and their indicators have been analyzed in a similar manner as LSMT.

To assess life skills, a total of 36 questions were asked to students on nine life skills (four questions for each). The highest score for the life skills assessment is 144 and the lowest is 36. The data was interpreted by the following keys and interpretations.

Table 4: Scoring Methodology

Category	Global Score	
4 – Proficient	135 and Above	Above +1 Standard Deviation (SD)
3 – Competent	104 – 134	Between – 1 SD to + 1 SD
2 – Basic	85 – 103	Between – 1 SD to – 2 SD
1 – Emerging	36 – 84	Below – 2 SD



The other objectives and the rest of the indicators identified under the second objective have been assigned scores ranging from five to one where five is the highest, and one is the lowest. The below interpretation was used for quantitative questions.

In order to simplify and enhance the interpretation of the findings, the responses have been categorized into High, Medium and Low. This categorization facilitates practical comparison among different participation groups of students.

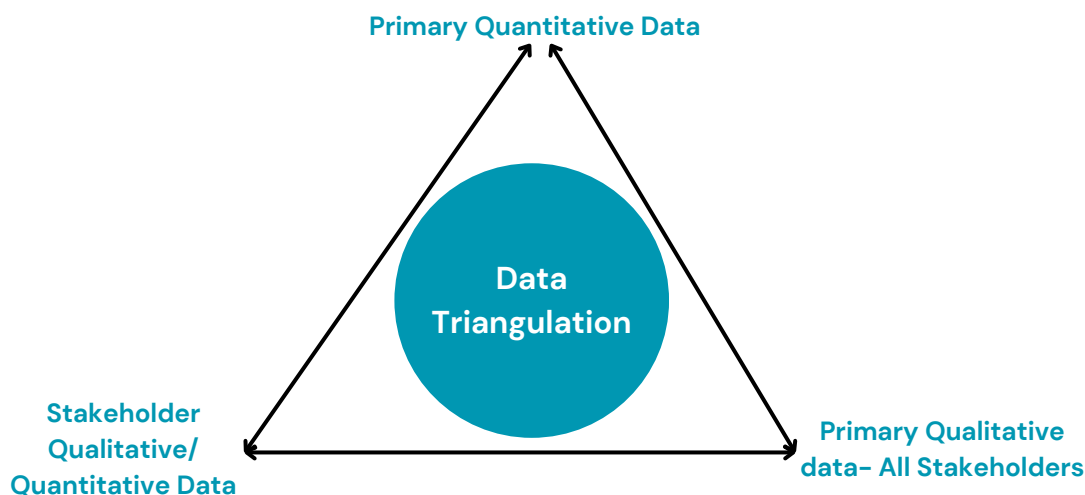
All indicators as per the impact map were assessed basis this methodology.

Table 5: Indicators for OECD-DAC

Option	Score	Interpretation
Always	5	High
Often	4	High
Sometimes	3	Medium
Rarely	2	Low
Never	1	Low

Qualitative Data

Qualitative data was collected through focus group discussions (FGDs) and Key Informant Interviews (KIIs) with stakeholders ranging from primary students to State Heads. The qualitative data has been used to triangulate the findings from the quantitative data.



Methodology to study the correlation between life skills and different co-curricular activities

To analyze the impact of participation in different co-curricular activities on life skills a two-sample t-test was conducted. The activities analyzed were Bal Sabha, sports day, Mathematics/EVS, special day, and morning assembly.

Assuming the normality of the data, a two-sample t-test with one sample being students with a high participation level in school activities and the other being students with a low participation level in school activities was performed for each of the nine Life Skills for 5 school activities. The means of the two groups are compared to determine if there is any significant difference between them.

Accordingly, the following null hypothesis was created:

HO: There is no significant difference in the mean of the Life Skill score between the students with high participation levels in the school activity (μ_1) and the students with low participation levels in the school activity (μ_2).

$$HO : \mu_1 = \mu_2$$

And our alternative hypothesis is:

HA: The mean of the Life Skill score of the students with high participation levels in the school activity is significantly greater than that of the students with low participation levels in the school activity.

$$HA : \mu_1 > \mu_2$$

The significance level is set at 5% which is the smallest level of significance at which we can reject the null hypothesis, assuming the null hypothesis is true. Therefore, if the p-value corresponding to the one-tailed t-test is less than 0.05, we reject the null hypothesis and accept the alternative hypothesis.



2. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS

OVERALL IMPACT

"Satya Bharti Schools play a pivotal role in shaping a positive future for students, instilling hope in their parents. The active engagement of the school with the community through various initiatives underscores the program's unwavering commitment to holistic student and societal development. These schools, with a special focus on girl child education, provide free and high-quality education to underprivileged children. They have cultivated a dynamic learning environment where students are inspired to learn, teachers are passionate about teaching, and parents actively participate in their children's educational journey.

Moreover, Satya Bharti schools are dedicated to nurturing life skills in students through a targeted approach encompassing physical activities, community engagement, subject-related classroom activities, as well as celebrations and competitions. The schools not only encourage student participation but also actively involve parents and the community in these activities. This impact assessment unequivocally demonstrates the significant role these activities play in shaping students' personalities and imparting crucial life skills. These acquired life skills will undoubtedly empower children to become exemplary citizens. Parents recognize the enriching impact of these activities on the physical and mental well-being of their children. The life skills and values acquired by students, as confirmed by both teachers and parents regarding student behavior, stand as a testament to the enduring impact of the Satya Bharti program.

Teachers, as key influencers, are integral to shaping young minds. Satya Bharti Schools prioritize creating a positive work environment for teachers, acknowledging their efforts, and actively supporting their continuous professional development. Exposure to innovative pedagogies not only enhances students' learning outcomes but also motivates teachers to stay abreast of evolving educational practices. The proactive role of the school management in addressing issues and facilitating overall development further contributes to the positive educational landscape.

Aspects such as a sense of safety and the mid-day meal program have also been well-received. In conclusion, Satya Bharti Schools leave a lasting and sustainable impact on the communities they serve. Local service providers benefit from livelihood opportunities through initiatives like the mid-day meal program, and scholarships play a crucial role in supporting alumni for a better future.

Overall, Satya Bharti Schools embody numerous best practices, making them not only thriving educational spaces for children but also valuable contributors to the well-being of stakeholders and communities.

1. KEY FINDINGS

The findings of this study have been categorized and analyzed for each program stakeholders namely students, parents, teachers, community members and Local Service Providers.

This section will elucidate the insights for students across schools and classes including primary, elementary, and senior secondary classes. The key differences in these schools are:

- 1.41 primary schools with 767 students across classes from nursery to 5th grade.
- 2.11 elementary schools with 520 students, including classes from nursery classes to 8th grade.
- 3.5 senior secondary schools with 484 students including classes from nursery to 12th grade.

2. OVERALL QUANTITATIVE FINDINGS FROM STUDENTS

Objective 1 Free and Quality Education at Satya Bharti Schools

To assess the performance of the Satya Bharti Schools program on objective 1, the following variables were analyzed across all the schools:

- 1. Motivation levels of students to attend and learn at school
- 2. Challenges perceived by students towards attending school and learning
- 3. Quality and sufficiency of Mid-day meals
- 4. Participation and enjoyment in physical activities
- 5. Passing percentage, absenteeism, drop-out rates of students

1. Motivation Level

1.1 Motivation level in Primary Classes:

In primary classes, three variables were analyzed, which are as follows:

1.1.1 Like to attend school

1.1.2 Like to study

1.1.3 Like teaching, teaching-learning material, group work, etc.

To define the motivation levels in the primary classes, the average of number of students showcasing a high response to the above-mentioned variables was considered. The sample size (which is defined by 'n') of students in primary classes is 1,191. Out of this, the sample size for primary classes in primary school is 767 wherein n=84 for UP, n=61 for Tamil Nadu, n=242 for Haryana, n=105 for Rajasthan, and n=275 for Punjab.

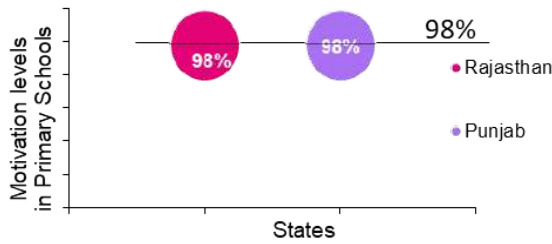
The motivation level of the individual states and the program level/composite scores/national average is shown in the below graph. Additionally, at a national level, attending school was reported high by 94.21% of students, liking to study was rated high by 93.66%, and appreciation towards teachers, teaching-learning material, and group work was reported high by 92.83% of students. The qualitative findings indicated that education is the key factor motivating students.



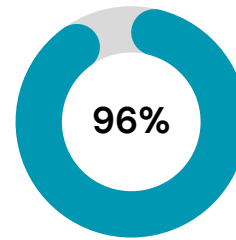
Graph 1: Motivation levels across primary classes in primary schools

In elementary schools (n=293) out of which n for Rajasthan=82 and n for Punjab = 211), the reason for motivation was teachers, teaching-learning material, and group work was reported high by 98.63% of students while attending school was reported high by 97.95% of students, and liking towards study was reported high by 98.29% of students.

In senior secondary schools (n=131), the key reason for motivation was liking toward teachers, teaching-learning material, and group work as reported high by 97.71% of students and both the other indicators were reported high by 95.42% of students.

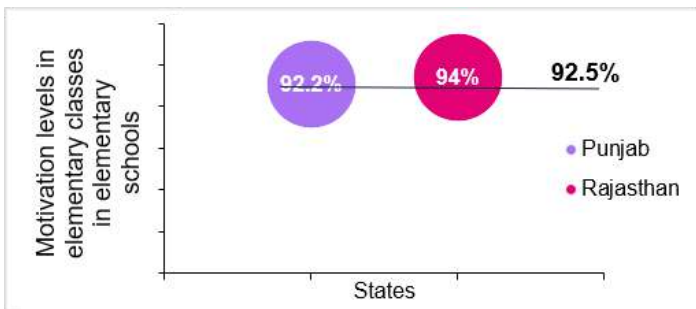


Graph 2: Motivation levels across primary classes in elementary schools

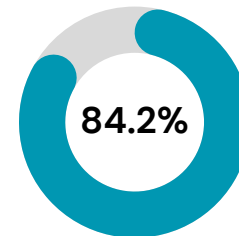


Graph 3: Motivation levels across primary classes in senior secondary schools

Across primary classes, motivation has been consistent across school types.



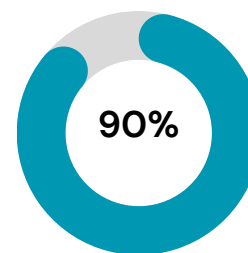
Graph 4: Motivation levels across elementary classes in elementary schools



Graph 5: Motivation levels across elementary classes in Senior secondary schools

1.2 Motivation levels in senior secondary classes: For senior secondary classes, the motivation level was analyzed by computing averages of a number of high responses to four variables:

- 1.2.1 Liking of the student to go to school
- 1.2.2 Meeting friends in the schools
- 1.2.3 Participation in activities
- 1.2.4 Participation in competitions



Graph 6: Motivation level across senior secondary classes

Across the senior secondary schools, the motivation level was reported high by 90% of students. Amongst all the motivation indicators, motivation to attend school was highest as it was reported high by 97% of the students. As per quality assessment, parents were also satisfied with their child’s learning.

1. Overall, for all types of schools, motivation levels were higher in primary classes than in elementary classes.
2. Within elementary classes, higher motivation was reported in elementary schools as compared to senior secondary schools.
3. The levels were higher in elementary schools than in primary schools

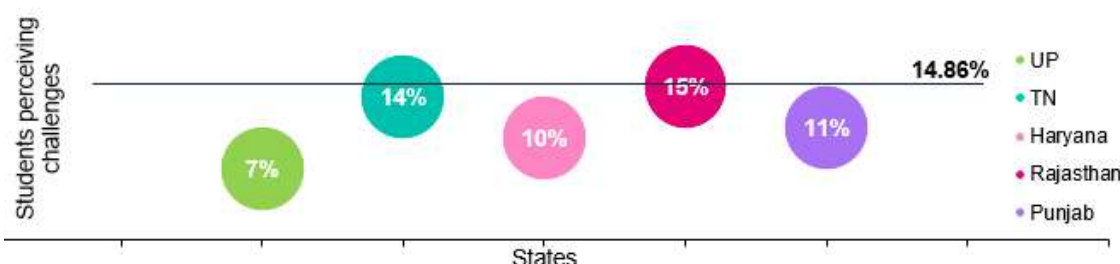
As per the interviews conducted with the parents, they were happy with their children’s learning at the school. They also were of the opinion that schools should play an active role in motivating students to participate in extracurricular activities.

2. Challenges perceived by students

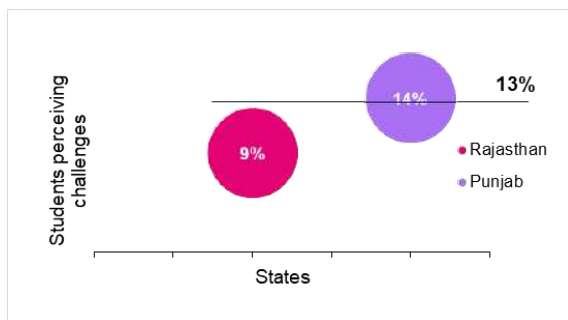
This indicator was assessed by taking an average of the number of high responses to the following variables among primary classes students:

- 2.1.1 Challenges perceived in doing homework
- 2.1.2 Challenges perceived in approaching teachers
- 2.1.3 Challenges perceived in playing with friends
- 2.1.4 Challenges perceived in the behavior of students

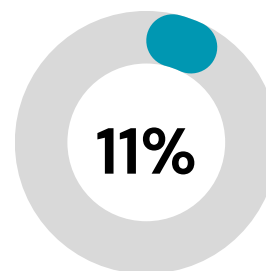
The composite, variable, and state-level comparisons are shared below.



Graph 7: Challenges perceived by primary classess student in primary schools



Graph 8: Challenges perceived by primary classess student in elementary schools



Graph 9: Challenges perceived by primary classess student in senior secondary schools

Table 6: Break up of individual challenges as reported by those who perceived challenges in primary classes

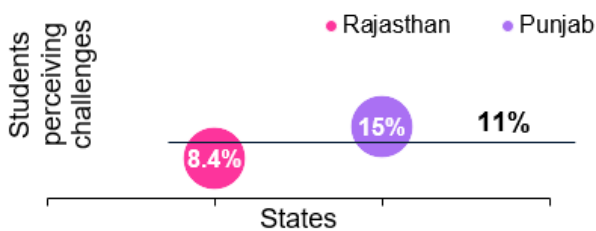
Challenges perceived by students	Primary Schools	Elementary Schools	Senior Secondary Schools
Doing Homework	48.83%	38.23%	12%
Approaching Teacher	2.21%	4.10%	6.80%
Playing with Friends	3.31%	5.46%	23.60%
Behaviour of student	5.10%	4.10%	3%

The composite scores of challenges perceived by primary-class students have been consistent irrespective of the type of school.

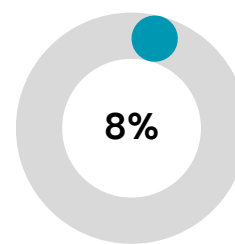
Overall, the challenges perceived by primary class students have been well below 15%. Across individual challenges the challenge of doing homework was reported the highest for students in primary schools (48.83%) followed by students in elementary schools (38.23%).

To study the **challenges perceived by the students in elementary classes** the average of the high responses to the following variables were considered:

- 2.2.1 Understanding new concepts at school is difficult for me.
- 2.2.2 I feel the study pressure is too much
- 2.2.3 I don't like studying.
- 2.2.4 I feel that my school does not help me by giving me opportunities for doing well in life



Graph 10: Students perceiving challenges in elementary classes in elementary schools



Graph 11: Students perceiving challenges in elementary classes in senior secondary schools

Table 7: Break up of individual challenges as reported by those who perceived challenges in elementary classes

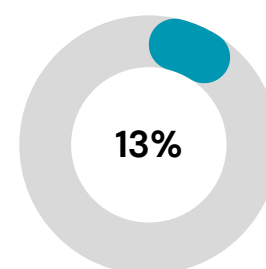
Challenges perceived by students	Elementary Schools	Senior Secondary
Understanding new concepts at school is difficult for me.	20.1%	14%
I feel the study pressure is too much	22%	13%
I don't like studying.	0%	0.40%
I feel that my school will not help me by giving me opportunities for doing well in life.	4%	7%

The challenges perceived by elementary students have increased as the school changed from elementary to senior secondary.

The following variables were analyzed to understand the challenges perceived by senior secondary classes, if any

- 2.3.1. Fear of poor performance
- 2.3.2. Peer learning for new concepts
- 2.3.3. Support from teachers for new concepts
- 2.3.4. Study pressure
- 2.3.5. Liking studies
- 2.3.6. Opportunities for doing well

Liking towards study was reported high by 24% of the students in senior secondary classes. As per quality assessments with parents, some parents felt distance from school was a challenge occasionally.



Graph 12: Students perceiving challenges in the senior secondary classes in senior secondary schools.

Table 8: Break up of individual challenges as reported by those who perceived challenges in senior secondary classes

Challenges Perceived by Students	Senior Secondary Classes
Fear of Poor Performance	28%
Support from Teachers for New Concepts	3%
Peer Learning for New Concepts	0%
Study Pressure	19%
Don't like studying	24%
Lack of opportunities for Doing Well	2%

Across all schools, the only perceived challenges by the parents were the distance of the school and the transportation.

As per the data received, 71% of the teachers felt that the students face financial challenges to pursue education. Further, 92.60% of the teachers reported that parents trust them and discuss their children's problem with them.

3. Quality and Sufficiency of Mid-day Meals

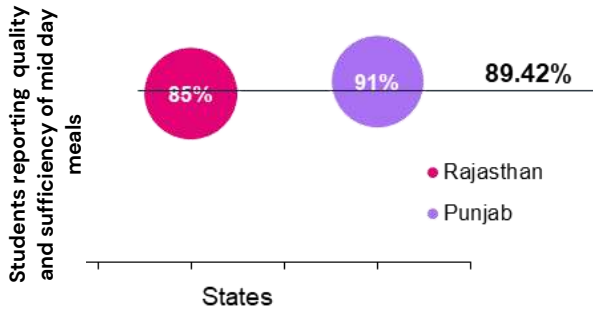
For the Quality and Sufficiency of Mid-day meals in primary, elementary, and senior secondary schools, quantity and quality of mid-day meals (MDM) were two variables that were analyzed.

For primary classes in primary schools at the program level, the quantity and quality of mid-day meals were reported as high by 84.55% and 88% respectively. For primary classes in elementary schools, the quantitative data indicated quantity of mid-day meals was reported high by 87.71% of students while the quality of MDM was reported high by 91.13% of students. Lastly, for primary classes in senior secondary schools 94.66% of students reported they get a second serving of food when asked and 93.13% reported high-quality mid-day meals. Overall, as per the FGD discussions, students appreciated the midday meal and reported that schools provided nutritious food.

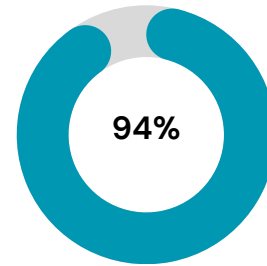
Parents were satisfied with MDM in schools but wanted a balanced diet through seasonal vegetables and fruits to be given to support nutritive level of children.



Graph 13: Quality and Sufficiency of Mid-day meals in primary classes in primary schools



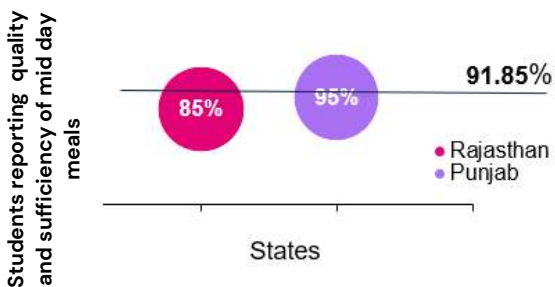
Graph 14: Quality and Sufficiency of Mid-day meals in primary classes in elementary schools



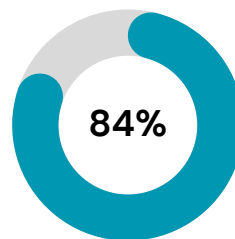
Graph 15: Quality and Sufficiency of Mid-day meals in primary classes in senior secondary schools

A higher percentage of primary students reported mid day meals were of quality and were sufficient in senior secondary schools.

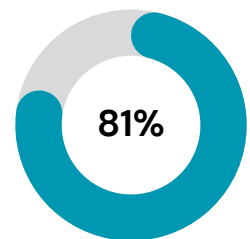
The national and state averages are mentioned in the graphs above. At a variable level for elementary classes in elementary schools, 92.95% reported a high liking for the mid-day meal and 90.75% reported quantity of food was enough and students can ask for more food if required. In senior secondary schools, 76% liked the food and 91.60% of students indicated the quantity is enough and another serving can be asked for.



Graph 16: Quality and Sufficiency of Mid-day meals in elementary classes in elementary schools



Graph 17: Quality and Sufficiency of Mid-day meal in elementary classes in senior secondary schools



Graph 18: Quality and Sufficiency of Mid-day meal as per students in senior secondary classes in senior secondary schools

4. Participation and enjoyment levels in physical activities

In **primary classes** across all the schools, the following variables were analyzed:

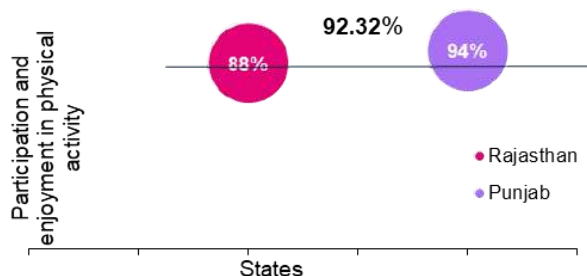
4.1.1 Opportunity to participate in games period

4.1.2. Enjoy games period

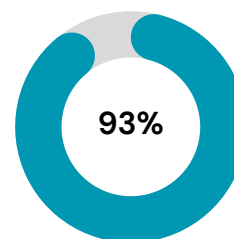
At a program level for **primary classes in primary schools**, 87.80% of students reported high participation in games and high enjoyment at a program level. For **elementary schools**, 93.86% of students reported high participation in games, and 90.78% reported enjoyment. In **senior secondary schools**, 95.40% of students reported high participation in games, and 90.08% reported high enjoyment.



Graph 19: Physical activity as per primary classes in primary schools



Graph 20: Physical activities as per primary classes in elementary schools



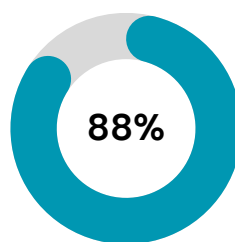
Graph 21: Physical activities in primary classes in senior secondary schools

The participation and enjoyment levels of physical activity across primary classes is not affected by the type of school.

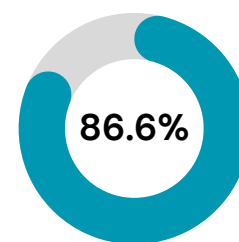
In **elementary classes**, students enjoying games period was the only indicator that was used for gauging the level of physical activity.



Graph 22: Physical activities in elementary classes in elementary schools



Graph 23: Physical activities in elementary classes in senior secondary schools



Graph 24: Physical activities in senior secondary classes in senior secondary schools

A higher percentage of elementary class students in senior secondary schools enjoy the games period than the ones in elementary schools.

Other indicators assessed in objective 1 are as follows:

1. Diagnostic Tool

According to data collected from teachers, the exploration of innovative pedagogies serves as a motivational factor for teachers at Satya Bharti schools. At the program level, 98.55% of teachers believe that innovative teaching methods enhance the strength and ease of learning. The provision of free and quality education, along with ensuring safety within the school, serves as motivation for parents to send their children to school. Regional heads have highlighted the positive aspects of safety within the schools.

2. Education during COVID-19

The school adopted online teaching methods and conducted community classes through various platforms such as Zoom, MS Teams, and Google Teams. Parents appreciated the focus and innovative methods employed by the schools, including vocabulary enrichment, regular meetings, discipline, extra-curricular activities, etc. A notable 94.20% of teachers reported implementing new methods to teach students during the COVID-19 pandemic. The methods employed for educational delivery during this period involved the use of digital devices and diagnostic tools. Furthermore, students accessed schools through online methods during COVID-19 but faced challenges in accessing the necessary devices. Some parents took the initiative and organized community classes or Gram Shala in villages with the assistance of school teachers..

3. Capacity Utilization of School

Capacity utilization, measuring the efficiency of a school's physical space, is a critical metric. According to secondary data from schools, Satya Bharti Schools demonstrated a capacity utilization rate of 88%. The capacity utilization for primary schools was 85%, while for elementary and senior secondary schools, it stood at 95% and 98%, respectively.

5. Likes and dislikes of students towards their school

Below is a snapshot of the state-level findings across primary classes, as reported by students through FGDs. The following table showcases states' positives and areas of improvement for primary classes across school types.

Table 9 : Indicators analyzed under objective-1 for primary classes

Likes expressed by students	Dislikes expressed by students
HARYANA	
<ol style="list-style-type: none"> 1.No gender-based obstacles as per students and boys. Girls played kho-kho and pakdam pakdai together with boys. 2.Healthy mid-day meals 3.Diversity of co-curricular activities and sports such as kabaddi, kho kho, running, tennis, and football 4.Support offered by the school and teachers during COVID-19 	<ol style="list-style-type: none"> 1.Limited outdoor activities were planned by schools 2.Limited outdoor activities were planned by schools 3.Lack of transport facilities offered by schools
RAJASTHAN	
<ol style="list-style-type: none"> 1.Computer classes, school's atmosphere 2.Healthy mid-day meals 3.Diversity of co-curricular activities such as Bal Sabha, Saksharta Abhiyan, Swachhta Abhiyan, kabaddi, kho kho 	<ol style="list-style-type: none"> 1.Limited outdoor activities were planned by schools 2.Digital infrastructure across schools
UTTAR PRADESH	
<ol style="list-style-type: none"> 1.Pedagogy and usage of pictography and other inventive and imaginative teaching techniques. 2.Healthy and nourishing midday meals 3.Diversity of co-curricular activities and sports such as kho-kho, badminton,bricsmatch, SEC, kabaddi, volleyball, cricket 4.Active participation in awareness campaigns such as Sakshatra Abhiyan 	Nothing was mentioned during FGDs
TAMIL NADU	
<ol style="list-style-type: none"> 1.Supportive staff 2.Sports activities 3.Provision of school supplies including stationary, crayons, and shoes 4.Healthy mid-day meals 	Nothing was mentioned during FGDs
PUNJAB	
<ol style="list-style-type: none"> 1.Co-curricular activities 2.Participation in acting, singing, and dancing during celebrations 3.Supported family members in household chores and family business 4.Healthy mid day meals 5.Studied online and received assistance from their families during COVID-19 	<ol style="list-style-type: none"> 1.Upgradation infrastructure such as computer laboratories 2.Limited food menu for midday meals 3.Increase on voluntary participation in some activities such as sing and dance 4.A few students say that only boys participate in the Saksharta Abhiyan rallies because they are uncomfortable or shy about doing so.

Below is a snapshot of the state-level findings across elementary classes through FGDs. The following table showcases states' positives and areas of improvement for primary classes across school types.

Table 10 : Indicators analyzed under objective-1 for elementary classes

Likes expressed by students	Dislikes expressed by students
RAJASTHAN	
1. Education, knowledge, sports, and other facilities provided at the school were the key factors for students to attend school 2. Aspire to become IAS officers, IAS, or join army 3. School teaches the kids good habits 4. Support and assist their family with home duties and inform them of government programs.	1. More amenities to be added such as a tent, sound system, plantation, and general school cleanliness, picnic and cinemas
PUNJAB	
1. Education and sports facilities 2. Support offered during the COVID-19 pandemic in the form of online classes 3. Offer help to families 4. Guidance in the form of career counseling sessions for students 5. Active participation in sports including Kho Kho, kabaddi 6. Diverse co-curricular activities including school-level quizzes, and sports competitions.	1. Limited outdoor activities were planned by schools 2. Limited options provided in the mid-day meals

Table 11 : Indicators analyzed under objective-1 for Secondary classes

Likes expressed by students	Dislikes expressed by students
PUNJAB	
1. Education, knowledge, sports, and other facilities provided at the school were the key factors for students to attend school 2. Aspire to become IAS officers, judge, or an engineer 3. Support provided by class representatives 4. Opportunity to enhance knowledge in the community through Saksharta Abhiyan	1. More outdoor activities like games period and school picnics can be organized 2. Students suggests to install water coolers in the school

OVERALL FINDINGS FROM STATE HEADS

Qualitative assessments were administered among three state heads who were overseeing the work for all five states for over 10–15 years. The areas of inquiry were focused on:

1. About Satya Bharti Schools, association with Satya Bharti Schools, and overall satisfaction levels
2. Challenges faced and solutions provided by the management
3. Approachability with senior colleagues
4. Support offered by the management
5. Reasons for student dropouts
6. Recommendations and feedback

OVERALL FINDINGS FROM STATE HEADS

Table 12 : Key findings from state heads

ASPECTS	KEY FINDINGS
ABOUT JOB/ ROLE	<p>The two broad areas of work of state coordinators include monitoring and evaluation of school operations at the state level on a day-to-day basis and coordination with the team working at the ground level providing solutions to the challenges faced.</p>
ABOUT MANAGEMENT	<p>All the state leads stated that seniors are approachable and well-connected and take up immediate calls to address problems. They also stated that management provides solutions to various problems. The teams have an understanding at all levels when providing the solutions. The type of support offered by the management includes timely solutions to the issues raised in form of instant approvals, quick decisions, professional freedom and empowerment, and appropriate training and capacity building</p> <p>All state leads are satisfied with their association with the Satya Bharti Schools and the support they receive from the management</p>
ABOUT SCHOOLS	<p>Overall school's environment is positive as it has caring and dedicated teaching teachers. It offers quality education and focuses on making learning joyous for students. The school has a better infrastructure with co-curricular activities and leverages technology. Another key aspect is its child-centric approach and emphasis on students' happiness</p>
CHALLENGES	<p>The challenges ranged from transportation to the safety of children when commuting to schools from rural areas. Another issue was managing the regular attendance of children, ensuring there are appropriate teacher-student ratios, and handling teams. They further elucidated community's understanding of changes in the education system can be challenging. Lastly, constant changes in state government policies can aggravate the above-said challenges. This problem was specific to Haryana.</p>
DROP OUT REASONS	<p>Students leave schools for varied reasons. Firstly, it could be personal and/or family reasons such as relocation, and family disputes. Further, parents are unable to pay transportation fees and hence, the driver stops rendering those services. Furthermore, it has been observed there has been a drop in the salaries of families due the COVID-19-induced pandemic.</p> <p>Secondly, there are contextual reasons such as government teachers encouraging students to join their schools. This is further aggravated by Sarpanch, who provides disincentives such as canceling the Below Poverty Line (BPL) cards for students. Lastly, there is no provision for senior secondary education in some places which makes students drop out of school as well.</p>
RECOMMENDATIONS	<p>Upgradation of technology across all schools and strengthen focus on joyous learning and sports.</p>

Objective 2 Co-curricular activities at Satya Bharti Schools, Values and Lifeskills attained by students

Satya Bharti Schools focus on conducting various co-curricular activities related to studies, art, culture, event celebrations, physical activities, and community engagements. The aim is to foster a sense of belonging and instill good values in students, contributing to their holistic development. Conducting these activities also aligns with the objective of developing students' life skills, assessing their participation levels, life values, and the skills acquired.

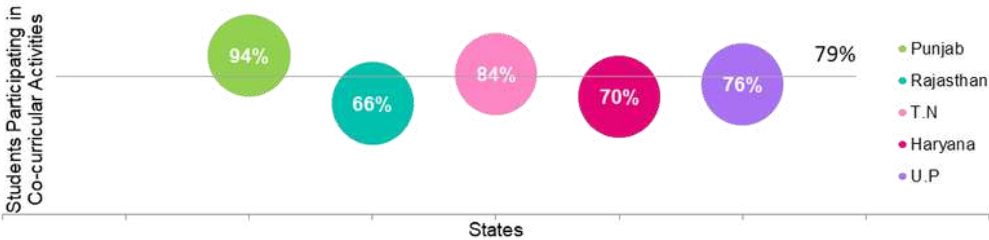
This objective specifically evaluates the participation levels of primary classes in various co-curricular activities, including:

1. Bal Sabha
2. Sports Day
3. Rang Tarang
4. Community engagement, examples that were provided to the students were campaigns, rallies
5. Math/ EVS/ Science/ Hindi/ Language week
6. Saksharta Abhiyan and this was not applicable for standard third
7. Special day activities like 15th August and 26th Jan celebrations.

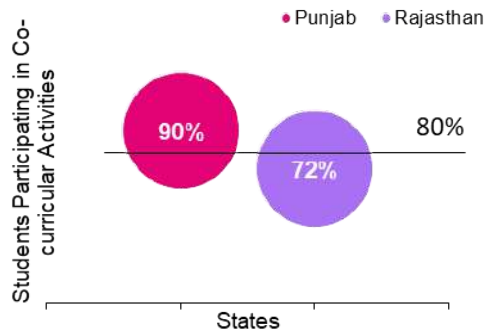
At the program level, analyzing participation across primary classes in primary schools, it was found that 84.83% of students reported their highest participation in Sports Day, while community engagement had the lowest participation.

Similar trends were observed in elementary schools, with 91% of students highlighting their participation in Sports Day and 68.6% in community engagement activities.

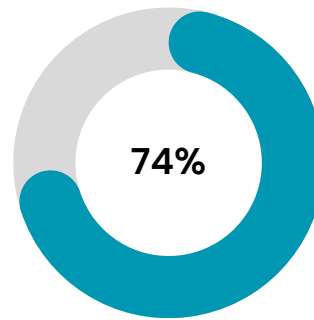
For senior secondary schools, Rang Tarang had high participation at 87.02%, and community engagement showed significant participation at 45.8% of students.



Graph 25: Participation level in co-curricular activities across primary classes in primary schools



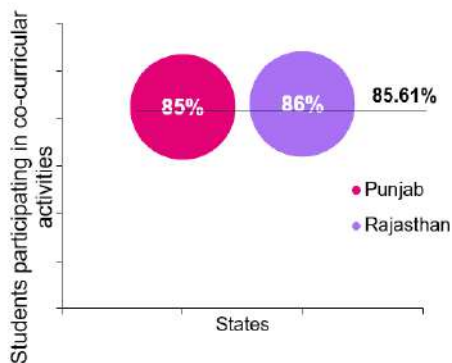
Graph 26: Participation level in co-curricular activities across primary classes in elementary schools



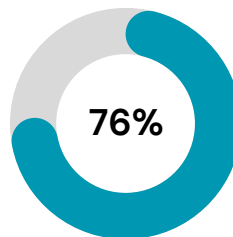
Graph 27: Participation level in co-curricular activities across primary classes in senior secondary schools

Participation in co-curricular activities across primary classes has remained almost constant irrespective of schools.

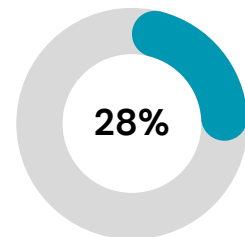
For **elementary classes and senior secondary classes**, the activities that were assessed were plantation drives, Bal Sabha, community campaigns, Rang Tarang, sports day, morning assembly, special day celebrations, and classroom group activities. At a program level in elementary schools, participation levels in sports day were the highest as reported by 90.75% of students while 85.02% of students reported high participation for Bal Sabha for students in senior secondary schools.



Graph 28: Participation level in co-curricular activities across elementary classes in elementary schools



Graph 29: Participation level in co-curricular activities across elementary classes in senior secondary schools



Graph 30: Participation level in co-curricular activities across senior secondary classes in senior secondary schools

1. Participation levels have increased in elementary classes as compared to primary classes
2. For elementary classes, there is a minor decline in participation as the school gets upgraded
3. In senior secondary classes, the participation levels are 28%

Table 13: Participation level in co-curricular activities for primary classes across schools

Activity	Primary Schools	Elementary Schools	Senior Secondary Schools
Bal Sabha	77.52%	79.18%	63.36%
Sports day	84.83%	91.81%	82.44%
Rang Tarang	82.34%	82.25%	87.02%
Community engagement	70.21%	68.60%	45.80%
Subject related activities	77.24%	73.72%	83.21%
Saksharta Abhiyan	77.79%	77.82%	70.99%
Special Day	84.83%	89.76%	83.21%

As per quality assessment, parents believed that these activities help in shaping the personality of their child positively. Parents were also aware about the campaigns organised by the schools and motivated their children to take active participation.

Table 14: Enjoyment level of the students who participated in co-curricular activities for primary classes across schools

Activity	Primary Schools	Elementary Schools	Senior Secondary Schools
Special Day	84.83%	93.17%	90.08%
Saksharta Abhiyan	77.79%	77.82%	70.99%

Parents were also engaged in various activities organised by the school like festivals, cultural celebrations, rallies, plantation drives, Rang Tarang, etc. They found that these activities useful for children's physical and mental well-being, as well as it increases community's awareness.

Table 15: Participation level in co-curricular activities for elementary classes across schools

Activity	Elementary Schools	Senior Secondary Schools
Bal Sabha	85.02%	85.02%
Sports day	90.75%	79.39%
Rang Tarang	90.31%	78.07%
Community campaign (Saksharta Abhiyan/ DFC/ Rallies)	88.11%	71.49%
Classroom activities	77.53%	77.53%
Plantation drive	86.78%	69.30%
Morning assembly	79.74%	75.44%
Special day celebrations	88.11%	71.39%

2.1 Teachers perspective for the extra-curricular activities

As per the primary data received from the teachers, 100% of the teachers reported that they believe that the involvement of the students in the co-curricular activities can address the deeper social issues in the community and make the students better citizens. Moreover, 98.50% of the teachers feel that students are motivated to participate and look forward for co-curricular activities.

2.2 Impact of the activities on the community

The objective of the community activities is to create a positive and long-lasting impact on the community. 71% of the teachers believed that the activities can create a long lasting impact on the community.

Table 16: Participation level in co-curricular activities for Senior Secondary classes across Senior secondary schools

Activity	Senior Secondary Classes	Activity	Senior Secondary Classes
Bal Sabha	33%	Morning Assesmbly	23%
Sports day	29%	Subject related activities	29%
Rang Tarang	27%		

2.3 Values

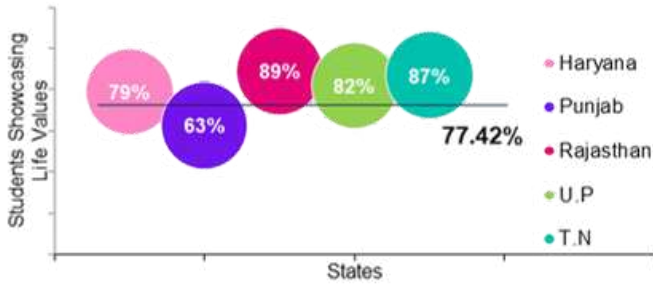
In **primary classes**, life values were assessed, by giving students the situations mentioned below

1. Do you show respect to your teachers by greeting them?
2. Do you help your mother/father with household chores?
3. Do you clap when your classmate does well in class?
4. Do you lie to avoid punishment?
5. Do you accept your mistakes when you know you are wrong?
6. Do you take a bath and brush your teeth daily before coming to school?
7. Do you help in keeping your school clean?

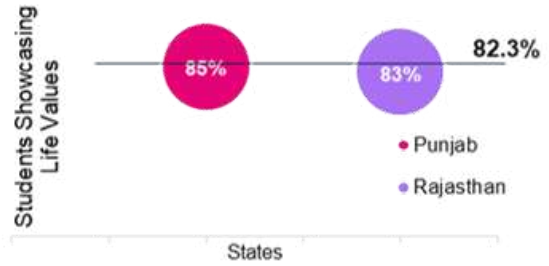
For **primary classes in primary schools**, all states except Rajasthan performed in the range of 80% to 88% and the program level average was 77.42%. Respecting teachers stood out as the most inculcated life value as 88.55% of students in primary schools and 96.25% of students in **elementary schools** chose high for it. The insights from the FGDs ratified the insights that students assisted families with domestic and household chores.

Table 17: Students who exhibited values (i.e. students who selected always & often) in primary class across schools

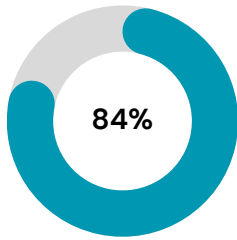
Activity	Primary	Elementary	Senior Secondary
Respect Teachers	88.55%	96.25%	97.71%
Help in Household	85.38%	92.49%	85.50%
Appreciate Classmates	86.76%	93.86%	97.71%
Lie to Avoid Punishment	32%	27.99%	19.85%
Accept Mistakes	78.76%	85.67%	96.95%
Bathe and brush daily	86.21%	90.78%	97.71%
Help Keep the School Clean	84.28%	89.08%	94.66%



Graph 31: Students showcasing values across primary classes in primary schools



Graph 32: Students showcasing values across primary classes in elementary schools

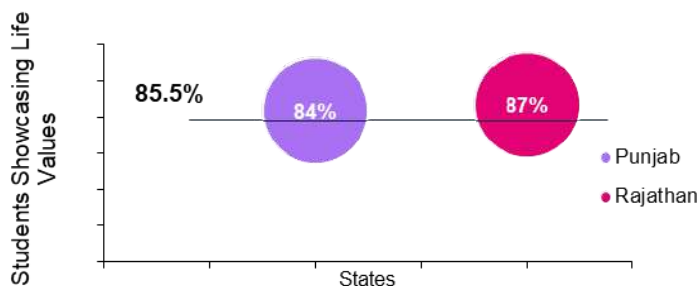


Graph 33: Students showcasing values across primary classes in senior secondary schools

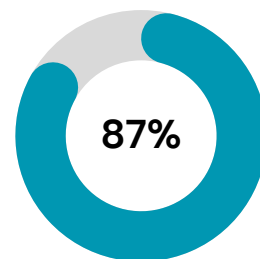
1. The life values showcased by primary students have increased from primary to elementary schools but have declined in senior secondary schools
 2. The decline in senior secondary school is higher than the increase in elementary from primary schools.

The following situations were provided to the students in elementary classes to assess their life values

1. I like to help my family members with household/ outdoor chores
2. I make efforts to keep my school and home clean
3. I look for opportunities to help members of the community
4. I show respect to my teachers by greeting them
5. I accept my mistakes when I know I am wrong.
6. I make efforts to keep my school and home clean
7. I follow the basic routines to maintain personal hygiene.



Graph 34: Students showcasing values across elementary classes in elementary schools



Graph 35: Students showcasing values across elementary classes in senior secondary schools

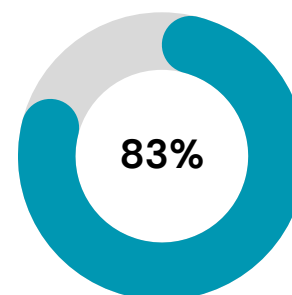
As per quality assessment, parents also realised the importance of inculcating moral values and life skills in the curriculum for their children. They believe it had positive outcomes as it helped build confidence, stress management skills, curiosity, interpersonal skills and other positive behavioural change in the children

Table 18: Students of elementary class students showcasing values across schools

Activity	Elementary	Senior Secondary
Like to help family members	83.70%	85.96%
Look for opportunities to help family	75.77%	77.19%
Look for opportunities to help members of the community	76.4%	80.6%
Respect Teachers	86.78%	93.42%
Accept mistakes	83.70%	92.54%
Make Efforts to keep house and school clean	96.92%	91.67%
Maintain personal hygiene	92.95%	83.33%

The following situations were provided to the students in senior secondary classes to assess their life values

1. I accept my mistakes when I know I am wrong
2. I make efforts to keep my school and home clean
3. I follow the basic routines to maintain personal hygiene
4. I help your mother/father with household chores



Graph 36: Students showcasing values across senior secondary classes in senior secondary schools

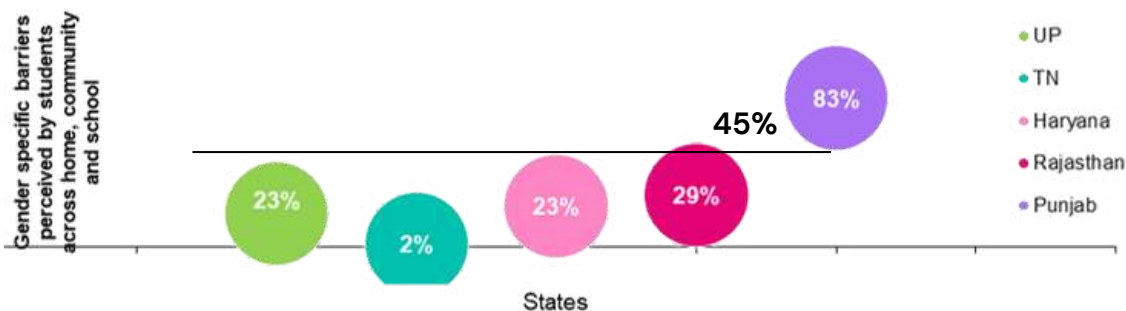
It was observed that in senior secondary schools, both elementary and senior secondary classes showcased high life values, implying close to 83% of students answered always and/or often to the above situations.

1. The values showcased by students have increased for elementary classes from primary classes.
2. There is a minor decrease in students who exhibited life values from elementary schools to senior secondary schools for elementary classes.
3. The parents responded positively to seeing improvement in their child's behaviour. For example, the children were more respectfully to others, had developed emotional maturity, followed a routine, and were regular in their studies

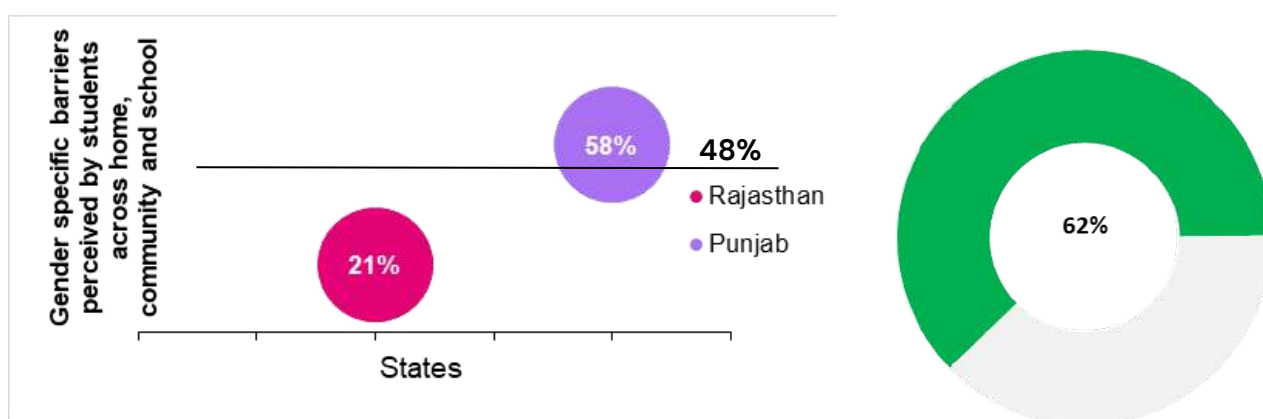
2.4 Awareness on Gender Specific barriers felt across class levels

In primary (class 5) and senior secondary classes, gender-specific barriers were analyzed by asking students whether they are aware that girls have problems in continuing education at school, at home, and in the community. For this, in primary classes, only students of class 5 were assessed.

In elementary classes, gender specific barriers were quantitatively gauged by asking students if girls can commute to school comfortably.

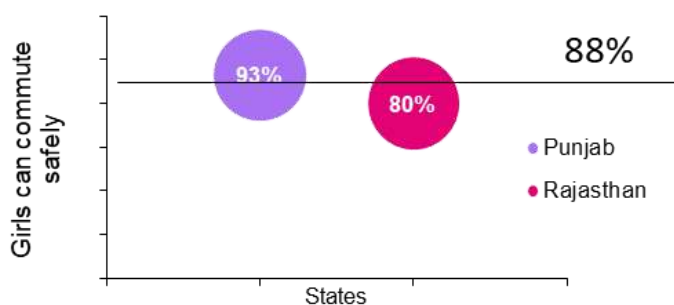


Graph 37: Awareness of gender specific barrier in primary classes in primary schools

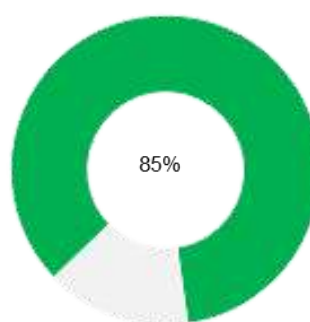


Graph 38: Awareness of gender specific barrier in primary classes in elementary schools

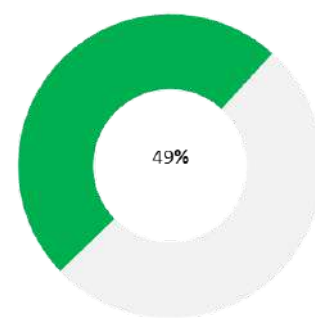
Graph 39: Awareness of gender specific barrier in primary classes in secondary schools



Graph 40: Girls commute to school safely in elementary classes in elementary schools



Graph 41: Girls commute to school safely in elementary classes in secondary schools



Graph 42: Awareness about gender specific barriers perceived by students at home, at school and in community in secondary classes

2.5 Life skills

One of the core focus for Satya Bharti Schools is inculcating life skills. These are abilities that would help students comprehend, analyze, and accordingly react to varied challenges and opportunities that life could offer. For this study, students were assessed on nine life skills namely, decision-making, problem-solving, critical thinking, creative thinking, communication, interpersonal relationships, self-awareness, empathy, coping with stress, and coping with emotions. These skills have been benchmarked to WHO and CBSE frameworks and data.

The tables below showcase the following:

Primary classes/elementary classes column depicts scores for all schools for those classes across all states and the column with the header *All PRI/ All ELE* indicates data for the same classes in the same level of schools across India.

Table 19: Life skill scores in primary classes (in percentages)

Level	Primary Classes	Primary Schools						Elementary Schools			Senior Secondary Schools
		All PRI	PB	RJ	UP	TN	HR	All ELE	PB	RJ	PB
Proficient	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Competent	61.50	57.10	50.90	72.00	71.00	91.00	90.50	62.90	71.56	40.50	82.44
Basic	30.30	36.00	37.45	14.00	22.00	9.00	9.10	23.00	14.21	46.80	14.50
Emerging	8.20	6.90	11.63	14.00	7.00	0.00	0.40	13.80	14.21	12.70	3.05

The mean Life skill score in primary classes at programme level is 106.

Table 20: Life skill scores in elementary classes (in percentages)

Level	Elementary Classes	Elementary Schools			Senior Secondary Schools
		All ELC	PB	RJ	PB
Proficient	5.10	7.50	9.42	4.50	4.38
Competent	58.00	68.70	60.14	82.00	77.19
Basic	32.10	20.70	26.81	11.20	14.91
Emerging	4.80	3.10	3.62	2.30	3.50

The mean Life skill score in elementary classes at programme level is 112.

Table 21: Life skill scores in Senior Secondary classes (in percentages)

Level	Punjab
Proficient	0.00
Competent	69.00
Basic	26.00
Emerging	5.00

The mean Life skill score in senior secondary classes at programme level is 108.

2.6 Correlation between life skills and participation levels of students in different classes

The Satya Bharti Schools have an exceptionally high focus on inculcating life skills among their students. With the same objectives, various co-curricular activities are initiated across their schools. This section of the report will assess the correlation between life skills and participation levels of students in different activities in primary schools. The correlation between the two was assessed by calculating the p-values and a two-sample t-test. The detailed p-values are shared in the annexure and key insights for classes are shared below.

Primary Classes

1. Bal Sabha

Based on the p values, the null hypothesis for Bal Sabha is rejected for 5 Life Skills, namely, Empathy, Participation, Decision Making, Problem Solving and Resilience. It depicts that the students showcasing high participation in Bal Sabha activities have high scores in Empathy, Participation, Decision Making, Problem Solving and Resilience than the students having low participation levels. This implies that Bal Sabha has been positively impacting and influencing empathy, participation, decision making, problem solving, and resilience levels in the students. However, it has low impact on critical thinking, communication, creativity and negotiation.

2. Sports Day

Based on the p values, the null hypothesis for Sports Day is rejected for 5 Life Skills namely Critical Thinking, Empathy, Participation, Decision Making, and Problem Solving. It depicts that the students showcasing high participation in Sports Day activities have high score in Critical Thinking, Empathy, Participation, Decision Making, and Problem Solving than the students having low participation level. It can be established that Sports Day has been positively impacting and Critical Thinking, Empathy, Participation, Decision Making, and Problem Solving in the students. However, it has low impact on Creativity, Resilience, Negotiation, and Communication.

3. Maths/EVS activities

Based on the p values, the null hypothesis for Maths/EVS activities is rejected for 5 Life Skills namely Critical Thinking, Participation, Creativity, Problem Solving, and Negotiation. It depicts that the students showcasing high participation in Maths/EVS activities have high score in Critical Thinking, Participation, Creativity, Problem Solving, and Negotiation than the students having low participation level. It can be established that Maths/EVS has been positively impacting Critical Thinking, Participation, Creativity, Problem Solving, and Negotiation in the students. It has low impact on Empathy, Decision Making, Resilience, and Communication.

4. Special Day Activities

Based on the p values, the null hypothesis for Special day activities is rejected for 2 Life Skills namely Participation and Creativity. It depicts that the students showcasing high participation in Special Day Activities have high score in Participation and Creativity than the students having low participation levels. It can be established that Special Day Activities has been positively impacting and influencing Participation and Creativity levels in the students. It has low impact on Participation, Decision Making, Problem-Solving, Resilience, Critical Thinking, Negotiations, Empathy and Communication

5. Morning Assembly

Based on the p values, the null hypothesis for Morning Assembly activities is rejected for 4 Life Skills namely Creativity, Decision Making, Problem Solving and Communication. It depicts that the students showcasing high participation in Morning Assembly have high score in Creativity, Decision Making, Problem Solving and Communication than the students having low participation level. It can be established that Morning Assembly has been positively impacting and influencing Creativity, Decision Making, Problem Solving and Communication levels in the students. It has low impact on Critical Thinking, Empathy, Participation, Resilience and Negotiation.

All the activities have showcased high to moderate impact on Life Skills (refer to Annexure) except Resilience, Negotiation and Communication. Hence, there arises a need to focus on these life skills through the activities.

Table 22: Correlation between life skills and participation levels of students in different activities in primary classes

Activity	Positive Impact
Bal Sabha	Empathy, Participation, Decision making, Problem solving, resilience
Sports Day	Critical Thinking, Empathy, Participation, decision making, problem solving
Maths/EVS	Critical Thinking, Participation, Creativity, problem solving, negotiation
Special Day Activities	Participation, creativity
Morning Assembly	Creativity, decision making, problem solving, communication

Elementary Classes

1. Bal Sabha: Based on the p values, the null hypothesis for Bal Sabha is rejected for 3 Life Skills namely Critical Thinking, Participation and Resilience. It depicts that the students showcasing high participation in Bal Sabha activities have a high score in Critical Thinking, Participation and Resilience than the students having low participation level. It can be established that Bal Sabha has been positively impacting and influencing Critical Thinking, Participation and Resilience levels in the students. It has low impact on Empathy, Creativity, Decision Making, Problem Solving, Negotiation and Communication.

2. Sports Day : Based on the p values, the null hypothesis for Sports Day is rejected for 4 Life Skills namely Critical Thinking, Participation, Resilience and Negotiation. It depicts that the students showcasing high participation in Sports Day activities have a high score in Critical Thinking, Participation, Resilience and Negotiation than the students having low participation level. It can be established that Sports Day has been positively impacting and Critical Thinking, Participation, Resilience and Negotiation in the students. It has low impact on Empathy, Creativity, Decision making, Problem Solving and Communication.

3. Maths/EVS: Based on the p values, the null hypothesis for Maths/EVS is rejected for none of the activities. It depicts that no co-relation was found for the Maths/EVS.

4. Special Day Activities: Based on the p values, the null hypothesis for Special Day Activities is rejected for 6 Life Skills namely Critical Thinking, Participation, Decision Making, Problem Solving, Resilience and Negotiation. It depicts that the students showcasing high participation in Special Day Activities have high score in Critical Thinking, Participation, Decision Making, Problem Solving, Resilience and Negotiation than the students having low participation level. It can be established that Special Day Activities has been positively impacting and influencing Critical Thinking, Participation, Decision Making, Problem Solving, Resilience and Negotiation levels in the students. It has low impact on Empathy, Participation, Creativity and Resilience.

Table 23: Correlation between life skills and participation levels of students in different activities in elementary classes

Activity	Positive Impact
Bal Sabha	Critical Thinking, Participation and Resilience
Sports Day	Critical Thinking, Participation, Resilience and Negotiation
Special Day Activities	Critical Thinking, Participation, Decision making, Problem Solving, Resilience and Negotiation
Morning Assembly	Critical Thinking, Decision-making, Problem Solving, Negotiation and Communication

5. Morning Assembly: Based on the p values, the null hypothesis for Morning Assembly activities is rejected for 4 Life Skills namely Critical Thinking, Decision-making, Problem Solving, Negotiation and Communication. It depicts that the students showcasing high participation in Morning Assembly have high score in Critical Thinking, Decision Making, Problem Solving, Negotiation and Communication than the students having low participation level. It can be established that Morning Assembly has been positively impacting and influencing Critical Thinking, Decision Making, Problem Solving, Negotiation and Communication levels in the students. It has low impact on Empathy, Participation, Creativity and Resilience.

All the activities have showcased high to moderate impact on Life Skills (refer to Annexure) except Creativity, Empathy and Communications . Hence, there is a need to focus on these life skills through the activities.

Senior Secondary Classes

Based on the p values, the null hypothesis is rejected for none of the life skills. It depicts that no correlation has been established between the activities and life skills with the students having high participation to that of showcasing low participation. This can further be triangulated with the fact that the participation in the activities remain low at 28% amongst the students in senior secondary classes.

Objective 3 Parents involvement in their child's learning journey

To assess this objective parents, family members, and community engagement in schools (PTM-Frequency; other community events) and in their child's learning, perception of parents about school, and their child's learning journey, COVID-19 related challenges, how were they addressed, campaigns organized by school, sense of improvement in child's behavior and learning due to the school, aspirations regarding children's learning were assessed.

3.1 Parents, family members, and community engagement in schools and in their child's learning

Parents expressed that parent-teacher meetings (PTM) provide valuable insights into their child's development, improvements, and other aspects. In addition to PTMs, events such as MC meetings, sports days, and school festivals offer parents opportunities to engage with teachers on various levels. They highlighted their participation in various school-organized activities, including festivals, cultural celebrations, rallies, plantation drives, and Parent-Teacher Engagements (PTE), which they found beneficial for their children's physical and mental well-being and community awareness.

3.1.1 Campaigns organized by schools

Parents demonstrated awareness of campaigns such as tree plantation, Saksharta, and Swachhata Abhiyan. They believed that students' engagement in social activities positively influences their personality. However, some parents noted that, despite equal opportunities provided by the school, certain students remained hesitant to participate.

3.2 Perception of parents about school, and their child's learning journey

Parents conveyed satisfaction with their children's learning experiences at school. They mentioned that their children enjoy attending school, appreciate the school environment, and engage in well-planned learning activities. Some parents suggested improvements in classroom infrastructure and emphasized the school's role in motivating students to participate in extracurricular activities. Additionally, they mentioned concerns related to transportation, the school canteen, and medical facilities.

3.2.1. Sense of improvement in child's behavior and learning due to the school

Parents positively acknowledged improvements in their children's behavior. They observed increased respect for others, emotional maturity, adherence to routines, and regular study habits.

3.2.2 Aspirations regarding children's learning

Parents expressed aspirations for their children to complete their studies, cultivate good manners, and become independent.

3.3 COVID-19-related challenges, and how were they addressed

During the COVID-19 pandemic, students accessed education through online means but faced difficulties due to limited access to devices. Some proactive parents organized community classes in villages. Upon school reopening, parents expressed concerns about readjusting their children to the pre-pandemic schedule and ensuring adherence to COVID-appropriate behavior.

Objective 4 Making a lasting and sustainable impact on the community

Qualitative assessments of two stakeholder groups, Local Service Providers (LSP) and alumni, were undertaken. The indicators assessed under this objective are as follows:

1. Employment opportunities for community members
2. Impact on the household income of community members engaged by schools
3. Intangible benefits to the community
4. Community perception about social engagements and school alumni feedback on them
5. School's impact on the lives of alumni pursuing their studies/careers ahead after passing out from the schools

The areas of assessment for alumni were their career journey, the role of scholarships, the school's support in meeting students' aspirations, challenges faced by the alumni, and the role school played to address these. Other research areas were gender-specific barriers for girls in school and community to continue education and the school's approach to solve those, and student engagement in social activities. The questions for gauging the engagement were as follows:

1. How important do alumni feel co-curricular activities are? Which activities helped alumni build their skillset? Were there equal opportunities for participation?
2. How did community engagement activities help alumni and community members? Any suggestions?
3. How did inter-school and intra-school competitions shape their personality? Did he/she get enough opportunities to participate? What support did schools provide in such competitions?
4. What are the aspects of the school that you think are sustainable and can be replicated in other schools?
5. What were the things alumni liked and disliked about the school? Any suggestions for the school?

The key findings from LSPs and alumni are mentioned below

Table 24: Key findings from LSPs and Alumni

Stakeholder	Strengths	Areas of Improvement
Local Service Providers	<ol style="list-style-type: none"> 1. Working for zero to fifteen years 2. Intend to continue working 3. Motivates them to provide better services since their children are studying in the same school 4. Working with the schools heightened their confidence level and overall knowledge, enhanced respect in the community, and increased income by 30-65 percent (except UP) 	<ol style="list-style-type: none"> 1. Distance, indiscipline among students, and difficulty in engaging with the students 2. School authorities could focus on increasing the income of service providers 3. Provide education till elementary classes and digital classrooms 4. Have caretakers in schools
Alumni	<ol style="list-style-type: none"> 1. Scholarships were helpful supported them in pursuing higher education 2. Co-curricular activities taught them skills and thus, helped in their careers 3. Schools' infrastructure, co-curricular activities 4. Activities such as Rang Tarang DFC, and community engagement can be replicated across other schools 	<ol style="list-style-type: none"> 1. Girls from rural areas face challenges in attaining education and are hesitant to participate in cultural activities 2. No elementary level classes 3. More community engagement activities may be conducted 4. Schools could provide girls with sanitary napkins 5. Higher focus on the English language

OBJECTIVE 5 Professional Development of teachers at Satya Bharti Schools

For this objective, the below indicators were assessed, teachers were interviewed and below indicators were assessed:

1. Value addition in the knowledge and capabilities of teachers through regular training
2. Role of innovative interventions in career enhancement, performance/ promotions of teachers
3. Recognition and rewards, coping mechanism/change in teaching during COVID
4. Additional responsibilities, motivation for being a teacher in this school
5. Challenges faced and how the school addressed those issues
6. Teachers' aspirations
7. Any new skills they look forward to learning

The findings from quantitative assessments are as follows:

1. Satya Bharti Schools organize regular trainings for teachers to enhance their subject knowledge and inculcate new pedagogies. 100% of the teachers reported that the trainings organized added to their previous knowledge. 100% of the teachers across schools reported that the trainings inculcated new ideas to improve the learning outcomes of the students.
2. 100% of the teachers believed that organization works towards promoting their continuous learning.
3. 100% of the teachers reported that the school recognizes their work and people support each other in the school. All the interviewed teachers reported that they get the opportunity from the management to understand how well they are doing their job. 70% of the teachers reported that there are proper channels to raise their concerns and they have used these channels in the past.
4. 99% of the teachers reported that they receive all the required support from the institution to adopt innovative teaching technology.

Table 25: Key findings from qualitative assessments of teachers

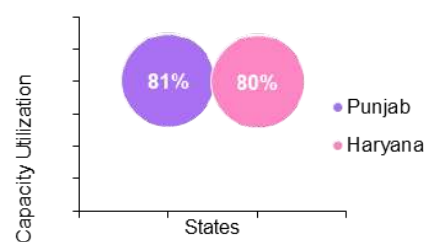
Strengths	Areas of Improvement	Recommendations
<ol style="list-style-type: none"> 1. Teachers are proactive in teaching underprivileged children 2. Schools' support in the form of trainings which expands knowledge and heightens self confidence 3. Co-curricular activities help students become confident and develop inter-personal skills 	<ol style="list-style-type: none"> 1. Post COVID-19, teachers observed that the learning abilities of the children have declined 2. Lack of an inverter battery may lead to lack of electricity at schools 3. No/low salary increments 4. Limited cooperation from parents 5. Students are primarily first-generation learners and parents are not able to support their children with homework 6. Girls have to contribute to household chores and are less motivated to perform well in their studies. 	<ol style="list-style-type: none"> 1. Include digital classrooms, innovative teaching techniques, such as flashcards and/or remedial classes, excursions, and sports tournaments 2. Leverage diagnostic tool every month 3. Hire caretakers, computer teachers, and clerks 4. Organize trainings in communication skills and professional behavior, planning, and IT tools for teachers

3. OECD-DAC PARAMETERS

To assess the **efficiency** of the programs, the capacity utilization of schools was analyzed, and the data is presented below. The variables assessed were total capacity and capacity utilized. The capacity refers to number of enrolments in schools. The capacity utilization for senior secondary schools is 96.0%.



Graph 43: Capacity utilization across primary schools



Graph 44: Capacity utilization across elementary schools

Overall analysis about teaching

At the **programme level**, 98.5% of teachers believe that innovative teaching methods make learning strong and easy. This was evident as 95.6% of teachers said they used different methods of teaching to engage with students and 92.2% reported that innovative teaching methods helped them to continue teaching during COVID-19. Examples of innovative formats shared were digital devices and diagnostic tools. 84.1% use digital devices for classes and 95.6% believe that diagnostic tools simplify learning and offer a structured way of evaluation. 98.5% of teachers believe that the school environment is compatible with adopting educational innovations provided/requested by the school. 82.3% believe that it is demanding to adopt new, innovative teaching methods. However, all the teachers have received support from the school in adopting innovative teaching practices.

All the teachers felt that the training was relevant, and they were able to apply the concepts in my classes as the training equipped them with useful ideas of how to improve student outcomes. 38.2% of teachers believe that they were thorough with the course material and did not come across anything new while 100% of teachers felt that the training refresher will add to their previous knowledge.

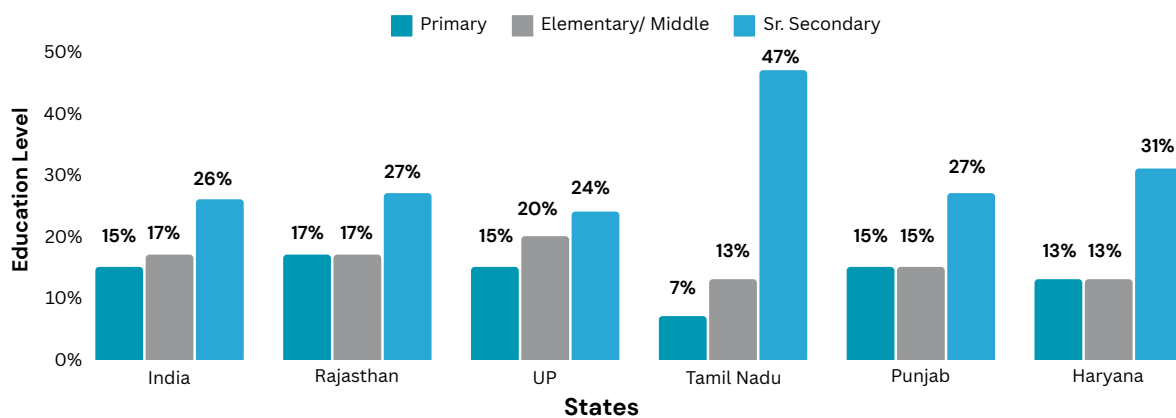
Relevance of Intervention

1

Satya Bharti Schools are addressing the need for the attainment of education from primary to senior secondary among students

As per the Census 2011, 15% of the population of age 18 years completed only primary education in India. Only 17% of the population of age 18 years completed elementary/middle level, while 26% of the population completed senior secondary education.

1. In **Rajasthan**, 17.0% of the population of age 18 studied till primary education, and another 17.0% completed elementary/middle level. Only 27% of the population of 18 years of age completed Senior secondary education.
2. When it comes to **U.P**, only 15% of the population of age 18 years completed primary education, and only 20% studied till elementary or the middle level, while only 24% of the population completed senior secondary education.
3. In **Tamil Nadu**, only 7.0% of the population of age 18 years completed only primary education, 13.0% of the population of age 18 years completed elementary/middle level, while only 47% of the population of age 18 years completed senior secondary education.
4. In **Punjab and Haryana**, 15% and 13% of the population of age 18 years attended primary education respectively, while only 21% of the population of aged 18 years in Punjab and 31% of the population of age 18% in Haryana completed till senior. secondary classes.

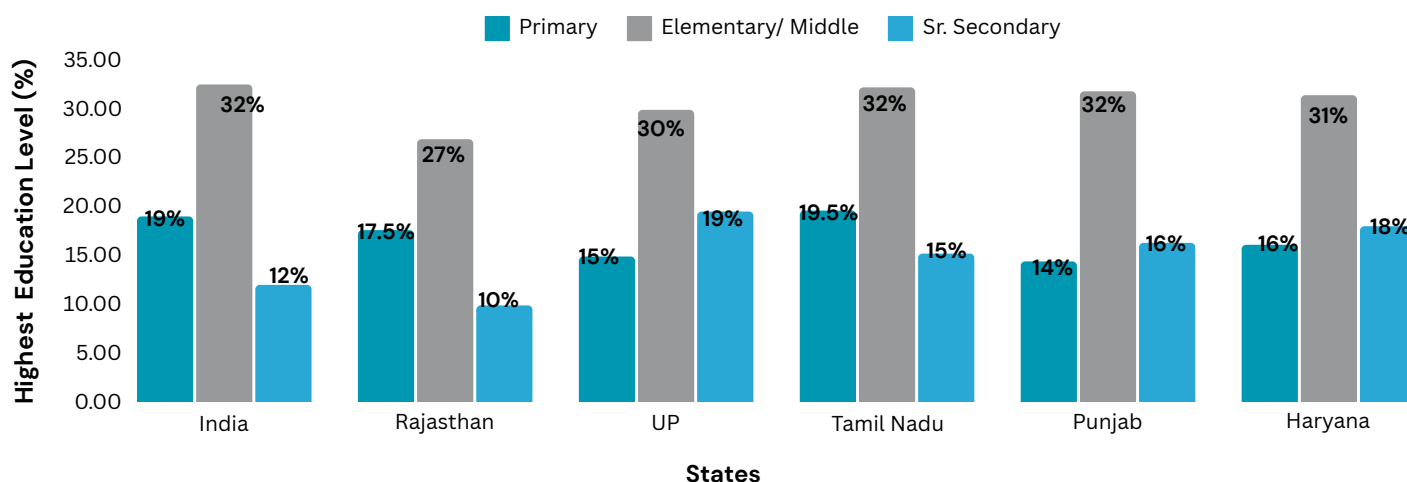


Graph 45: Education level of population in the age group of 18 years- Census 2011

Similar trends can be observed as per the NSS 75th round report on Household Social Consumption on Education in India (2018). The key insights are only 18.9% of the population of age 15 years and above completed only primary education in India, the figures stood at 17.5% for Rajasthan, 14.8% for U.P, 19.5% for T.N, 14.3% for Haryana and 16% for Punjab.

For middle and secondary education, 32.4% population of aged 15 years and above in India completed primary education, while it was 26.8%, 29.8%, 32.1%, 31.7%, and 31.3% for Rajasthan, Uttar Pradesh, Tamil Nadu, Haryana, and Punjab.

Similarly, 26% of the population of age 15 years and above in India completed senior secondary education, 27% completed senior secondary education in Rajasthan, while it was 24%, 47%, 27%, and 31% in the states of Uttar Pradesh, Tamil Nadu, Punjab and Haryana.



Graph 46: Percentage distribution of persons of age 15 yrs and above highest level of education

2 Satya Bharti Schools are addressing the need for free education

The Right to Education Act, 2009, specified that school education up to the age of 14 years would be free and compulsory. Yet, the NSS 75th assessment on Household Social Consumption showcases that only 30% of the students in the pre-primary classes are getting free education, while only 60% of the students in primary, 38.1% of students in the secondary, and 20% of the students in the Senior secondary education is availing free education. For completing education there could be a myriad of reasons such as quality of education, teacher quality, and poverty among other such reasons. As opposed to free education, the NSS report indicates that an average rural household spends INR 3,545 annually on a child in primary classes, while this figure stands at INR 13,516 for urban households. For a student in secondary classes, a rural household spends INR 5,856 annually and an urban household spends INR 17,518 yearly. When it comes to senior secondary education, a rural household spends INR 9,148 per child annually, while this figure remains at INR 23,832 for urban households. This clearly highlights a need for realising free education for students, which is something Satya Bharti Schools are fulfilling.

3 Satya Bharti Schools are empowering students with life skills

The World Health Organisation defines life skills as: "A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and responsible manner." The lack of life skills amongst students hinders their ability to deal effectively with the demand of everyday life. As per the recent study conducted by the Centre for Science for Cognitive Learning, students especially in India lack Social and Emotional learnings, which is an integral part of life skills. This unmet need is being bridged by Bharti schools through their strong focus on nine life skills.

4

Satya Bharti Schools keep quality at the forefront

The availability of quality education has been a persistent problem in India. The recently conducted Annual Status of Education Report (ASER) survey 2021-22, reported that the learning level amongst the children studying in primary and elementary classes has dropped down significantly. For instance, in Rajasthan, class 5th students who can read the class 2 levels decreased from 42.50% in 2016 to 39.10% in 2018 in government schools. 3.90% of the students in class 5th could not read a single letter. 12.30% could only read a single letter and 14.10% could only read a word. When it comes to arithmetic, only 32.30% of the children in class 5th could recognize numbers between 10-99 and 2.20% could not even identify numbers between 1-9. Only 23.40% of the students in class 5th could carry out basic subtraction while only 23.30% could carry out simple division. The same report also elucidated that the rural school infrastructure was far below satisfactory levels with 82% of the rural schools requiring renovation. The report also concluded that in most of the schools, the teachers were missing.

This scenario demands holistic interventions that improve the quality of education in the country. The Bharti Foundation, through its Satya Bharti schools, has been filling all the gaps and providing free quality education with a focus on life skills through activity-based learning. The schools also ensure there are functional school infrastructure and sound pupil-teacher ratio. Hence, driving the relevance of the programme extremely satisfactory.

Coherence of Intervention

1

The Satya Bharti School Programme's efforts complement the ongoing efforts of the government to achieve national priorities

In alignment with Right to Education Act, Satya Bharti Schools provide free of cost education to all students. The programme caters to students from underprivileged backgrounds ensuring inclusive and equitable education. Students are provided with free study material, stationaries, and mid-day meal support.

Satya Bharti Schools imbibe certain aspects of National Education Policy in its functions. Through various co-curricular activities the Bharti schools ensure enjoyable learning for students at all class levels. Moreover, with teacher training programs the schools try to inculcate various pedagogies to impart knowledge to students. The involvement of parents and other local stakeholders through several activities warrant holistic learning experience for the students.

Further, the Satya Bharti Program fosters holistic learning and skill development of its students aligned with the National Curriculum Framework.

2

The Satya Bharti Schools Programme’s efforts are focussed on the attainment of UN’s Sustainable Development Goals (SDG)

The project is well aligned to SDGs 4 and 5 which envisions ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Table 26: SDG Alignment

SDG	SDG Target	How is it aligned?
	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	The program benefits the students in primary, elementary and senior secondary education by providing free quality education and hence improving the learning levels.
	Target 5.5: Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.	The program promotes and considers equal participation of the girls at every level of the education in its schools extremely important. The school has stringent policies to promote, empower and safeguard girl education.

Effectiveness of Intervention

1

Satya Bharti Programme targets have been articulated clearly

The effectiveness of the programme was assessed through secondary documentation of components such as enrolment, capacity utilization (currently standing at 85%), attendance, number of parent teacher meetings, percentage getting community contribution, number of girl students enrolled, number of girls in school leadership positions, improvement in life skills, financial savings of families by enrolling their children in the school, economic opportunities provided to community members. Details of a few of these parameters is as follows:

Capacity Utilization

The average capacity utilization across the schools was 88%. The capacity utilization of the primary schools stands at 85%, while the capacity utilization of Elementary and senior secondary schools stands at 95% and 98% respectively.

Gender Parity Index (GPI)

Gender Parity Index (a socioeconomic index usually designed to measure the relative access to education of males and females) across classes, primary, elementary, and senior secondary schools, is extremely satisfactory.

When it comes to women representation at the school level, 75% of the teachers in primary and elementary schools are women, while 83.50% of the teachers in senior secondary schools are women.

Type of School	GPI
Primary	1.1
Elementary	1.0
Senior Secondary	1.1

Table 27: GPI Alignment across schools

Drop Out Rates

The drop-out rates at primary, elementary and senior. secondary schools were found out at 9.34% across schools. It lags behind by 2.34% target of maintaining the drop-out rate across the schools at <7%.

Reduction in the out-of-pocket expenditure and economic opportunities

The programme has led to saving of average INR 17000 for the families whose children are studying in Satya Bharti Schools. Moreover, as found out during the primary research, the programme has empowered the communities around the school economically.

Teachers Training

The teachers are teachers from the community who are undergo a Teacher Subject Knowledge Test that helps identify their subject and pedagogical knowledge. Basis the results, they are further trained to become effective teachers.

School Infrastructure and Safety

Para 5.9 of the National Education policy, 2020 also states that – *Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools.*[1] The NEP further mentions that there must be regular scrutiny of the infrastructure as well. The Bharti Programme has been ensuring adequate and functioning school infrastructure along with a safe, inclusive, and effective learning environment at school.

School Attendance

The target for the school attendance for the primary and elementary was 89% for 2022-23 and for Senior secondary it was 86%. The achieved attendance at the primary and elementary level was 84% and at the Senior secondary level it was 85%. There is a very small variance achieving the target.

Female Representation at the Leadership Level

Across Satya Bharti Schools, there has been an equal representation of the females at the leadership position. On an average the female representation is more than 50% across the states in the schools.

State	Girls in Leadership Position
Punjab	59.0%
Haryana	55.0%
Rajasthan	47.0%
UP	57.0%
Tamil Nadu	51.0%
Senior Secondary	54.0%

Table 28: Girls in leadership position across states

Efficiency of the Program

The very nature of the program is to sustain the CSRs of the different organizations. There is a fixed number of schools for which pre-targeted and pre-designed activities get conducted throughout the year. The program has a fixed budget and the project management and execution team adopt mechanisms and efficient ways for cost saving. The saved cost from the program again gets re-invested in the program. In that manner, the targeted budget gets spent and the expenditure remains at 100%.

Sustainability

The program sustains itself from the funding from CSR of different organizations. Hence, economic sustainability remains a challenge. However, when it comes to operational sustainability, the program has systems and procedures ranging from government liaison, and proper human report structure to training and policies to make the schools function properly without much interference from the program management team. The program has an efficient governance sustainability. The program has established a proper top to bottom governance structure including the representation of higher management, government officials, community members, parents and teacher. Hence the sustainability of the program is satisfactory.



3. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS IN HARYANA

1. KEY FINDINGS

For studying the impact of the schools in Haryana, Kaithal, Kurukshetra, and RMG Kosli were selected. In these districts, quantitative data and qualitative assessments were conducted across 11 primary schools, wherein 242 students were covered.

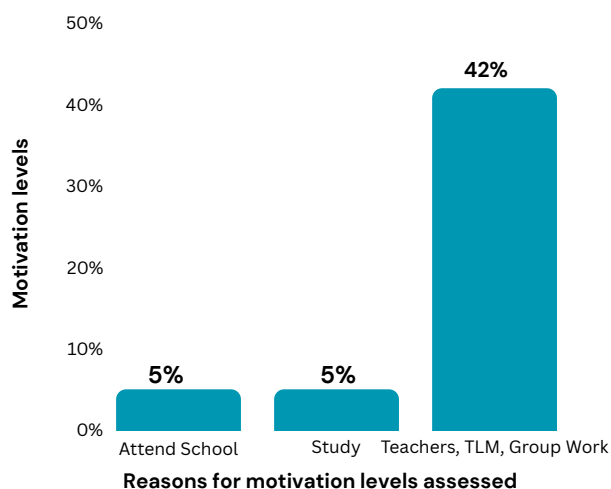
2. OVERALL QUANTITATIVE FINDINGS FROM STUDENTS

Objective 1 Free and Quality Education at Satya Bharti Schools

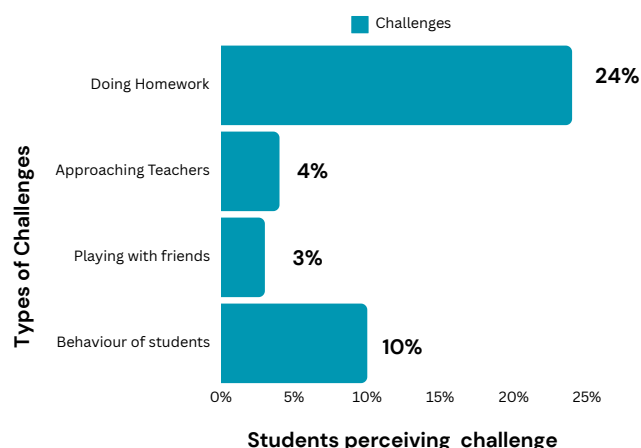
1. A significant portion of students provided a moderate response, with 58% acknowledging awareness of gender-specific barriers faced by girls ('sometimes'), while 23% expressed a high level of awareness.
2. Notably, transportation challenges to and from school were underscored as a prominent issue by the students. Lack of transportation to and from school was highlighted as a challenge by the students.
3. Moreover, students exhibited a commendable level of participation in physical activities, reaching 83%. Implementing their proposed additions, such as introducing games like tennis and football, could elevate the overall engagement in physical activities within the school.

Table 3.1: Indicators analyzed under objective-1 for Haryana

Indicators (numbers in percentage)	Primary classes Primary Schools		
	High	Medium	Low
Motivation levels of students to attend and learn at school	83	12	5
Challenges perceived by students towards attending school and learning	10	17	73
Quality and Sufficiency of Mid-day meals	82	14	4
Participation and enjoyment in physical activities	84	12	4
Gender specific barriers perceived by students across home, community and school	23	58	19



Graph 3.1 Reasons for motivation level of students to attend the school



Graph 3.2 Types of challenges felt by students

In addition to the quantitative assessments, four focus group discussions (FGD) were conducted with approximately ten students in each group. The following section explicates insights from these discussions.

Motivation levels

The first indicator studied under objective-1 is motivation to attend school and study. The students highlighted mid-day meals, extra co-curricular activities like sports, computer education, and reading in the library as incentives for them to attend school. Students recommended digital classes and outdoor activities as they would provide a further impetus to attend school and learn.

Challenges perceived by students towards attending school and learning

The second indicator was the challenges perceived by students towards attending school and learning. The discussions with students reaffirmed the quantitative insights that most students believed that teachers were affable, and the students liked to play with their peers. The FGDs called attention to the challenge of the lack of transportation for students.

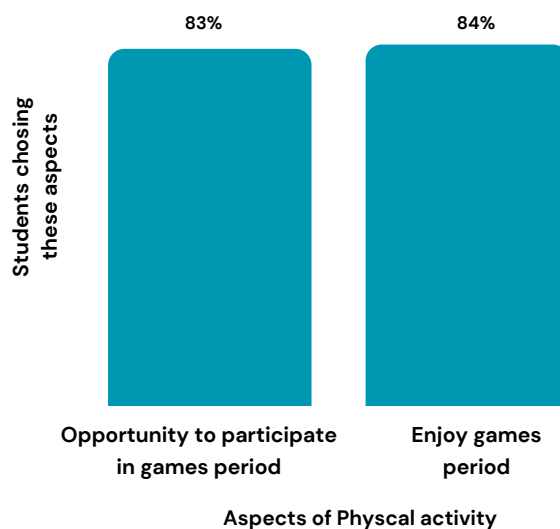
Quality and Sufficiency of mid-day meals at school

The third indicator that was analyzed was the Quality and Sufficiency of Mid-day meals at school. During the FGDs, students highlighted that mid-day meals are wholesome and flavorful, and they are given more food, incase they ask for the same.

Participation and enjoyment in physical activity

The fourth indicator was the level of physical activity. To gather a holistic understanding of the level of physical activity, opportunities to participate and students' fondness for games period were studied. During the four focused group discussions, the students highlighted they appreciated Kabaddi, Kho-Kho, skipping, and running. Both girls and boys play together, but only games such as pakdam-pakdai and Kho Kho. This indicates minimal to low gender barriers.

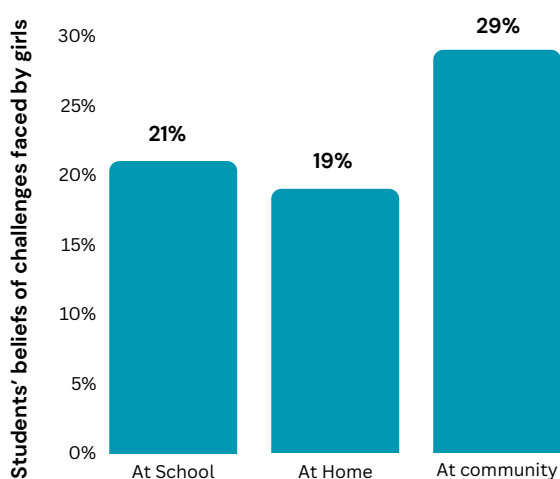
They proposed games such as tennis and football would improve the level of physical activity in schools.



Graph 3.3 Students choosing high for these aspects

Awareness of Gender specific barriers in Schools

The fifth indicator was the awareness of gender-specific barriers for girls to be able to continue their education. These findings on barriers and challenges are based on students' perspectives.



Graph 3.4 Students' perspectives on challenges faced by girls

18% of the total girl reported they were aware that faced challenges in continuing their education at the school level and at the home level, 21% of the girls reported facing the challenge. 27% of the girls faced challenges at the community level.

23% of boys felt that girls faced challenges at the school level, 18% felt that girls faced challenges at the home level and 31% of boys felt that girls faced challenges at the community level.

In the FGD it was highlighted that girls get dropped to school by their guardians, alluding to lack of transportation being a challenge.

Impact of COVID 19 pandemic

The discussions also shed light on the support systems experienced by students during the COVID-19 pandemic. The students highlighted that they were able to continue their education through online platforms such as Google Meet and Zoom on their parent's cell phones. In addition to the online mode, the students felt supported by their teachers, parents and their siblings as well.

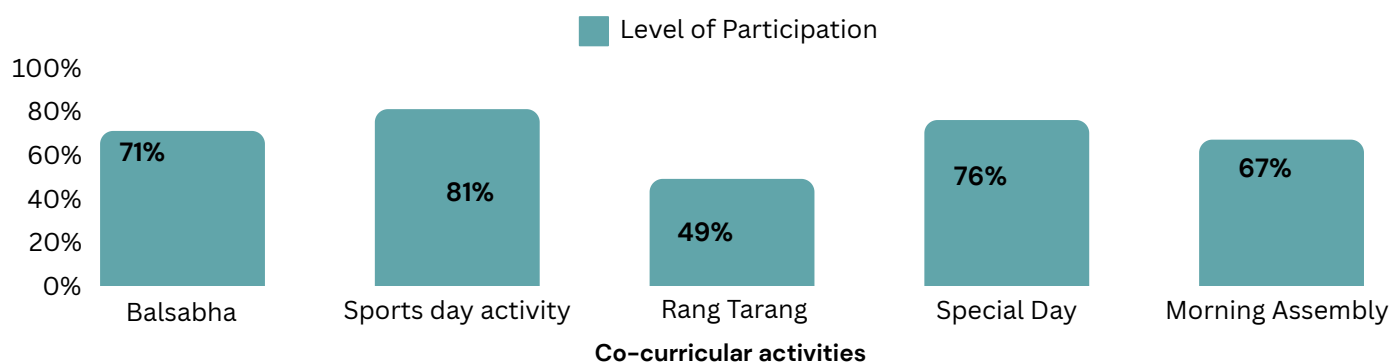
Objective 2

Co-curricular activities at Satya Bharti Schools, Life Values and Lifeskills attained by students

1. A majority of students have attained a competent level of life skills.
2. The highest participation is observed in the Sports Day activity (81%), followed by special days (76%) and Bal Sabha (71%).
3. The least participation level is noted for Morning Assembly (67%) and Rang Tarang (49%). Importantly, all life skills have been positively influenced through various co-curricular activities.

Participation level in co-curricular activities

The participation levels in co-curricular are shared in the graph and table below. In the FGDs, students suggested they enjoyed teaching the elderly to write their names and within community engagement, students appreciated participating in cleanliness drives. Another activity that they enjoyed and was worth mentioning was the English quizzes.



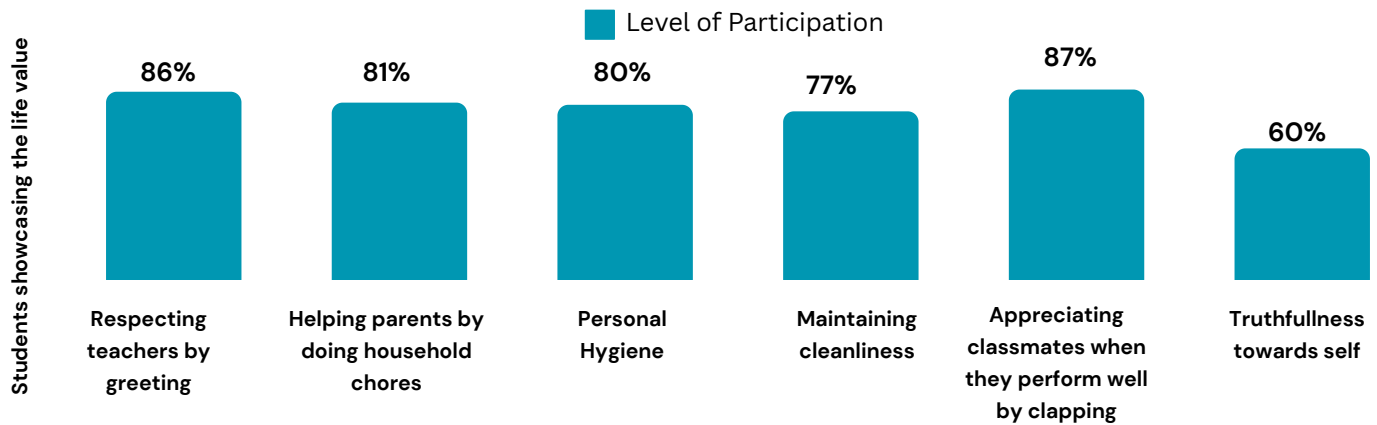
Graph 3.5 Participation level of primary classes

Table 3.2 Participation level of students across co-curricular activities

Co-curricular activities (numbers in percentage)	Primary classes in Primary Schools		
	High	Medium	Low
Saksharta Abhiyan	75	16	9
Community Engagement Activity	65	26	8

Values

Within this objective, six life **values** were assessed. To measure these quantitatively, students were questioned on varied life situations such as showing respect to teachers by greeting them, helping parents in household chores, appreciating classmates by clapping when they perform well, avoid lying to get out of punishment, brushing and bathing daily and keeping schools clean. The findings from quantitative assessments on how often students partake in desirable behavior are shared in the graph below.

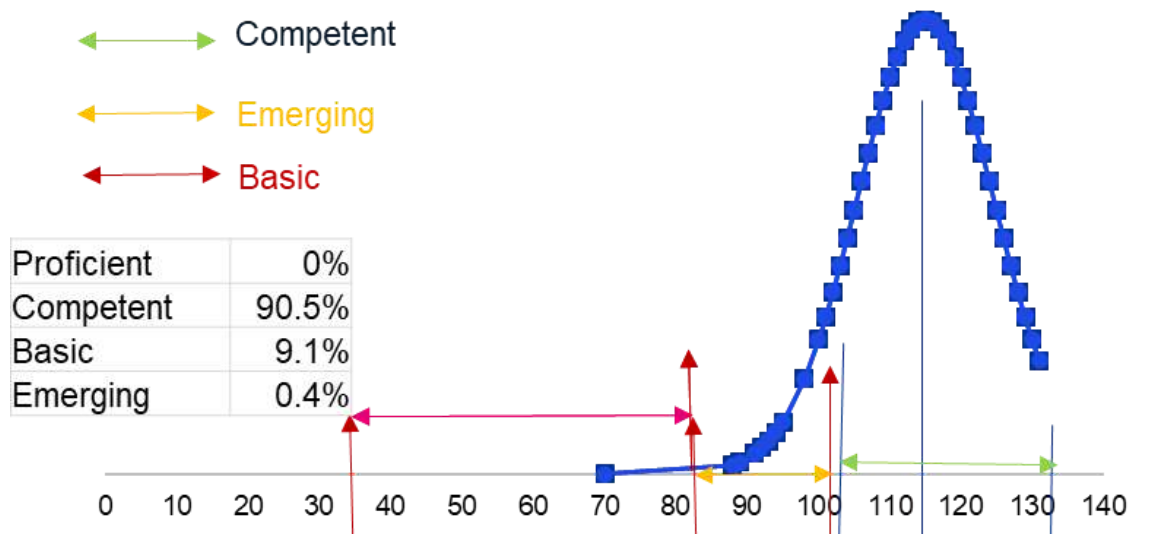


Graph 3.6 Students exhibited values (i.e. students who selected always & often)

Life Skills

Under this objective, **nine life skills were assessed**. 90.5% of students showcased competent levels, and 9.1% were found to have basic life skills. A mere fraction of 0.4% of the students have emerging skills and no students were proficient in life skills. The mean life skill score of students in the state is 115.

Life Skills Performance



Correlation between life skills and participation levels of students

The Satya Bharti Schools emphasize instilling life skills among their students. The schools achieve this objective by introducing activities throughout their campuses. Thus, the table below assesses the correlation between life skills and participation levels of students in different activities across all schools. This correlation was assessed by calculating the p-values and a two-sample t-test. The detailed p-values are shared in the annexure and key insights for classes are shared below in terms of whether the activity has caused a positive or a limited impact on students' life skills.

Table 3.3: Correlation between life skills and participation levels of students in different activities in all primary schools

Activity	Positive Impact	Limited Impact
Bal Sabha	Empathy, Creativity, Decision Making and Resilience	Critical Thinking, Participation, Problem Solving, Negotiation and Communication
Sports Day	Problem Solving	Critical Thinking, Empathy, Participation, Creativity, Decision Making, Resilience, Negotiation and Communication
Maths/ EVS activities	Empathy	Critical Thinking, Participation, Creativity, Decision Making, Problem Solving, Resilience, Negotiation and Communication
Special Day Activities	Empathy, Participation, Creativity and Decision Making	Participation, Decision making, Problem Solving, Resilience, Critical Thinking
Morning Assembly	Critical Thinking, Empathy, Participation, Resilience and Negotiation and Communication	Creativity, Decision Making, Problem Solving

Objective 3 Parents' involvement in their child's learning journey

1. Parents highlighted the social initiatives undertaken by the school, focusing on creating a clean environment, educating guardians, and assisting parents in monitoring students' learning progress.
2. Suggestions from parents included hiring more teachers, enhancing sports and digital facilities, and upgrading the school to the elementary level.

In FGDs, students mentioned helping their parents with chores, supporting them with English, and providing medical care.

Qualitative assessments under this objective, involving 19 parents, revealed insights into

Parents, family members, and community engagement in schools

Parents believe students are motivated by education and co-curricular activities, and PTMs provide ample information about their child's learning. SMC meetings, sports day, and festival celebrations offer additional opportunities for parent-teacher interaction. Parents actively participate in tree plantation drives, discipline committees, and other events, contributing to a clean environment, educating guardians, and assisting in tracking students' progress.

Campaigns organized by schools

Parents are aware of campaigns like Saksharta and Swachhta Abhiyaan.

Perception of parents about schools, and their child's learning journey

They appreciated activities such as sports competitions, activity-based learning, and teachers' behavior. Parents expressed satisfaction with the school's safe environment for girls, although they highlighted challenges related to distance and roads.

Sense of improvement in child's behavior and learning due to the school

As per parents, the students, exhibit life values such as respecting elderly, obeying their parents, and bathing daily. Students are disciplined, eloquent, and confident and undertake self-study. Another insight shared was that their children limit the use of cell phones.

Aspirations regarding children's learning

Parents expect their children to get good results in higher classes and be earning individuals in future. They suggested hiring more teachers and improving sports and digital facilities. The envisioned outcome for such interventions was increased motivation levels of students. They also suggested to upgrade the school till the elementary level.

COVID-19-related challenges, how were they addressed

During COVID-19 children faced difficulty in learning, this was combated by conducting online and community classes by the school. However, parents highlighted that after the reopening of schools bringing children back on schedule was a challenge.

Objective 4 Making a lasting and sustainable impact on the community

Key findings and recommendations from Alumni

A qualitative assessment was conducted with 45 alumni, revealing insights into their experiences. Participants expressed appreciation for learning through activities and sports. Currently, they are pursuing Bachelor's degrees in Science or Education, with some in classes ninth and/or twelfth, and others serving as teachers at Satya Bharti School.

Their aspirations include becoming teachers, entrepreneurs, government officers, or working in reputable companies. Teachers played a crucial role by inspiring them, aiding in communication, and instilling values like helping others. Additionally, lectures from influential figures provided diverse perspectives, contributing to their personal and professional growth. These interventions played a pivotal role in helping them realize their aspirations.

The alumni emphasized that scholarships not only supported their pursuit of higher education but also assisted them in preparing for job opportunities.

The alumni strongly believed that co-curricular activities imparted valuable skills that proved beneficial in their careers. Examples of these skills include problem-solving and cleanliness. Their participation in sports competitions received substantial support from the school. According to alumni, the infrastructure and co-curricular activities like Rang Tarang, DFC, and community engagement could serve as successful models for replication in other schools.

Participants acknowledged the challenges faced by girls in rural areas in pursuing education and participating in cultural activities. The absence of elementary-level classes was identified as another significant hurdle. To address these issues, the alumni recommended that schools should enhance community engagement activities.

Key findings and recommendations from Local Service Providers

Qualitative assessments were conducted with three Local Service Providers (LSPs), offering services such as sweeping, teaching, administration, invigilation, plumbing, transportation, cooking, and mid-day meal vending. The focus of the assessment included understanding their income sources before joining Satya Bharti Schools, the benefits derived from working with these schools, and the challenges related to union support.

The findings revealed that LSPs had been associated with the schools for varying durations, ranging from zero to fifteen years, and expressed a commitment to continuing their work. Their children studying in these schools served as a motivation to provide better services. Before joining, these individuals had diverse backgrounds, including students, housewives, tailors, businesspersons, or unemployed.

On an individual level, working with the schools significantly boosted their confidence and overall knowledge, leading to increased respect within the community and a 50% rise in income. At the community level, the benefits extended to employment opportunities, education, mid-day meals, and training.

Challenges faced by LSPs, such as distance, student indiscipline, and difficulty in engagement, were addressed through provisions like training, transportation, and amenities like dustbins, water tanks, and toilets. Recommendations from LSPs included increasing the income of service providers, expanding education to elementary classes with digital classrooms, and having caretakers in schools.

Objective 5 Professional Development of teachers at Satya Bharti Schools

For this objective, the below indicators were assessed, and 18 teachers were interviewed.

Quantitative indicators

- Value addition in the knowledge and capabilities of teachers through regular training
- Role of innovative interventions in career enhancement, performance/ promotions of teachers
- Recognition and rewards for teachers , coping mechanism/change in teaching during COVID

Qualitative indicators

- Additional responsibilities of teachers and motivation for teaching in school
- Challenges faced by teachers and how schools addressed those issues
- Teachers' aspirations
- New skills teachers aspire to learn

The findings from quantitative assessments are as follows:

About Jobs:

All the teachers felt that their job contributes to the development of society and the state. Subsequently, they have opportunities to broaden their professional knowledge and believe that Satya Bharti School aids continuous learning and recognizes their work. 83.3% felt teaching enriches their life and 61% felt that it gives them financial freedom. Further, 67% felt that this job supports them in achieving their life Objectives. However in FGDs, some teachers expressed their desire for salary increments.

77% of teachers felt their superiors try to block their advancement, and all the teachers reported that their colleagues support each other. Further, 88% of teachers felt comfortable at their work. 74.5% of them believed the channels for raising concerns were being used.

About Parents:

83% of teachers believe that parents trust them. Further, they believed that the discussions with parents are usually constructive as solutions are formulated. 55% of teachers reported most parents do not attend these meetings.

With respect to gender lens:

85.71% of teachers believe it is critical to teach students about sharing responsibilities irrespective of gender identity. 11% believe that there are some subjects in which boys perform better than girls or vice versa. 23.5% of teachers said evaluating students can be challenging, as biases may creep in while evaluating them

About teaching:

All the teachers felt that the training was relevant, and they could apply concepts in their classes as it equipped them with relevant ideas for improving student learning outcomes. 39% of teachers believe they were thorough with the course material and did not learn any new concepts. 94% felt the training refresher would add to their previous knowledge. As per the FGDs, teachers suggested that they want trainings in communication skill and professional behaviour, planning and IT tools.



All teachers believe that innovative teaching methods simplify learning. Such methodologies helped them to continue teaching during COVID-19. A few examples of innovative formats include digital devices and diagnostic tools. The former was used by 44.44% of teachers and 61% of teachers believed that the latter offers a structured way of evaluation. Further, 89% believed that the methodologies adopted are learner–teacher friendly. Even though all teachers believe that the school environment is compatible with adopting educational innovations requested by the school and support is provided to them, 89% believe that it is demanding to adopt new, innovative teaching methods.

All the teachers believe life skills improve with classroom activities while 15% are convinced that developing life skills adds unnecessary burdens on teachers and students and 94% affirm that activities are an essential part of the overall learning and development of students.

About students:



83.3% of teachers felt that students were engaged in classes, and 61.1% believed that students appreciated the usage of DCR. Only 11% of students face challenges in school while studying. 94% consider students to be confident and look forward to participating in sports and competitions.

A qualitative assessment in the form of an FGD was conducted with 18 teachers. The key findings from the FGDs are mentioned below:

The teachers highlighted schools provide free education to the underprivileged and that teachers like to teach children in need. The overall school environment, focus on developing the social skills of children, and spreading awareness in communities were appreciated during the discussions. Further, schools' support in the form of trainings which expands knowledge and heightens self-confidence were other facets that the teachers admired. They attended up to eight training programs in the last year.

As per the teachers, students appreciate co-curricular activities, games periods, celebrations, school safety, and pedagogy. Such activities teach life skills such as decision-making and interpersonal skills. Students also exhibit life values such as respect, good manners, and obedience. They are least interested in rote learning and/or cramming answers and writing long answers. Further, they find it difficult to manage studies along with co-curricular activities.

Teachers believe that innovation improves their efficiency. One such example shared was the usage of diagnostic tools. It helps in conducting remedial classes and in the level-wise distribution of students according to which they conduct peer group learning and role plays. After the results, teachers, as well as students, work together toward the next level.

During COVID-19, children faced network issues, the unavailability of smartphones, and expensive data plans. Parallely the teachers observed that the learning abilities of the children had declined. To mitigate the same, community classes along with e-learning were stated. Post-COVID-19, teachers have resumed group activities however increasing the learning levels is challenging and the students are less disciplined.

Some issues reported at the school level were the lack of an inverter battery and no/low salary increments. At the student level, the challenge highlighted was low self-confidence, especially in participating in co-curricular activities. Another challenge specific to girls was commuting to school alone from remote locations. The last issue was limited cooperation from parents, but they solve it by conducting timely PTMs by the teachers.

As recommendations, teachers advocated for digital classrooms, and innovative teaching techniques, such as flashcards and/or remedial classes, excursions, and sports tournaments. They believe the same would improve motivation levels among students. They further suggested leveraging the diagnostic tool every month, hiring caretakers, computer teachers, and clerks, and organizing trainings in communication skills and professional behavior, planning, and IT tools for teachers

Overall State Summary: Insight from students, parents and teachers

Motivation: Through triangulated data it is evident that motivation among students is notably high, with 97% students reporting high desire to attend school. Parents affirmed that students are not only motivated for learning but also attend school for co-curricular activities and sports activities. Teachers too have recognized this, with 83.3% of them perceiving that students are actively engaged in classes.

Challenges: The responses reveal that students largely do not perceive any challenges in school with only 7% students reported high to challenges faced by them in schools. This perspective is supported by teachers, as they say only 11% of students face challenges in school while studying. Parents also did not identify significant challenges.

Covid-19: Consensus among parents and teachers indicates that the transition to online learning was seamless during COVID-19. Parents find innovative teaching methods via online classroom portal, use of flash card effective. As per the teachers innovative teaching methods, such as digital devices for classes and diagnostic tools supported their teaching during the COVID-19.

Gender specific barriers: Students both boys and girls, and teachers expressed a harmonized perspective that there are minimal gender barriers related to education.

Activities impact, life skills: Converging viewpoints emphasize that a significant proportion of students possess competent life skills, with teachers believing that activities are an essential part of the overall learning and development of students.



4. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS IN RAJASTHAN

1. KEY FINDINGS

Within Rajasthan, Jodhpur was selected for undertaking this impact assessment study. The coverage in Jodhpur was across five primary schools and four elementary schools. A total of 187 students from the primary classes and 89 students from elementary schools were covered for this study

2. OVERALL QUANTATIVE FINDINGS FROM STUDENTS

Objective 1 Free and Quality Education at Satya Bharti Schools

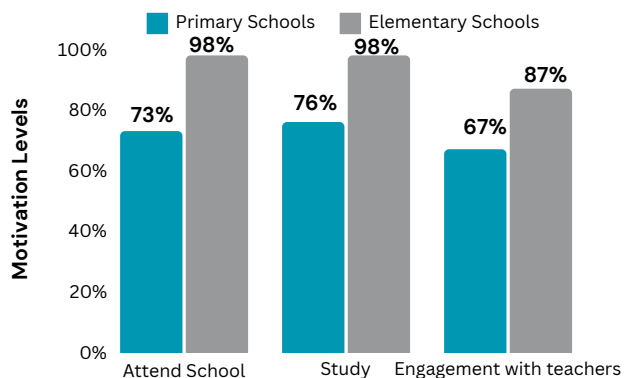
1. Education, mid-day meals, and computer education at school serve as motivating factors for students to attend school.
2. Quality and sufficiency of mid-day meals are better in elementary schools (85% for both primary and elementary classes) than in primary schools (63%).
3. Challenges toward learning are more pronounced among students in primary schools than their counterparts in elementary schools.
4. Participation and enjoyment in the games period among primary classes were reported higher in elementary schools than in primary schools. Limited outdoor activities in primary school are perceived as challenges among students.
5. Highlighted during the FDGs and supported by quantitative assessments of male students, it is suggested that girls might be facing challenges at the community level to continue their education.

Findings emphasize that a greater focus on delivering and enhancing quality education should be given to primary schools in Rajasthan.

Table 4.1 Indicators analyzed under objective-1 for Rajasthan

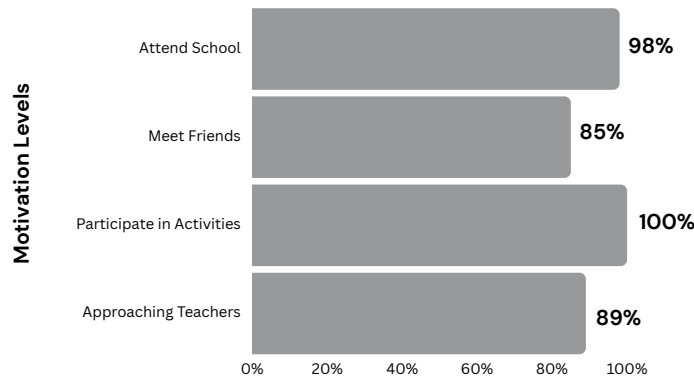
Indicators (numbers in percentage)	Primary (classes 3-5)						Elementary (6-8)		
	Primary School			Elementary School			Elementary School		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
Motivation levels of students to attend and learn at school	72	23	5	94	4	2	93	5	2
Challenges perceived by students towards attending school and learning	15	15	70	9	22	69	8	25	67
Quality and Sufficiency of Mid-day meals	63	7	30	85	6	7	85	12	3
Participation and enjoyment in physical activities	70	6	24	88	8	4	71	26	3
Gender specific barriers perceived by students across home, community and school	29	57	14	21	58	21	17	3	80
Covid's felt impact on learning	-	-	-	-	-	-	1	10	89

Motivation Levels



Reasons for motivation level

Graphs 4.1 Motivation levels of primary class students to attend the school across schools

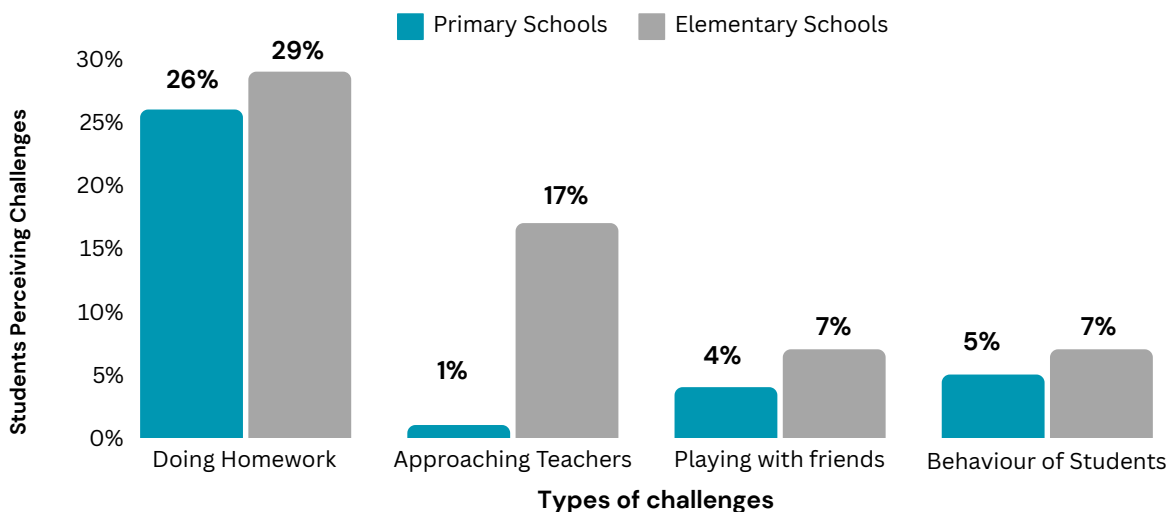


Reasons for motivation level

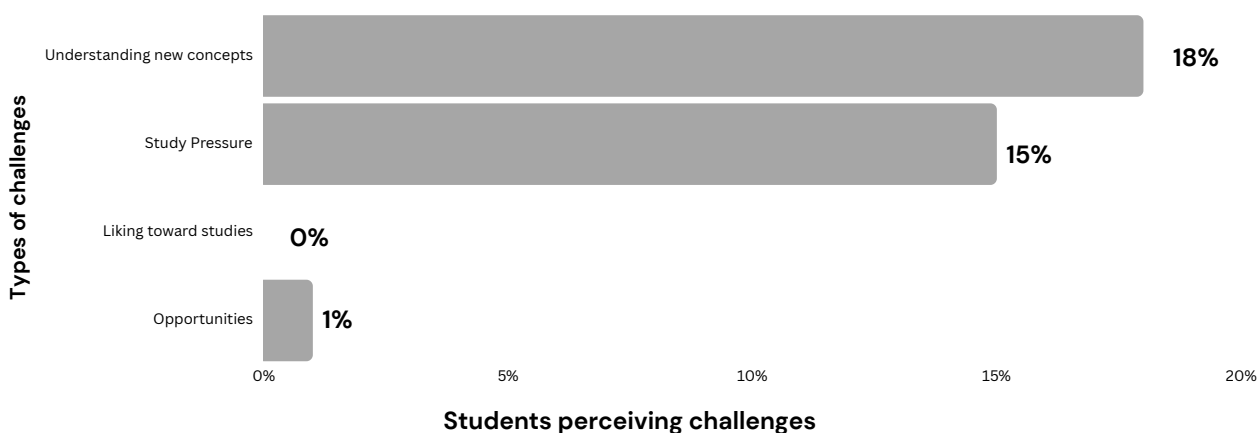
Graph 4.2: Motivation levels in elementary classes and elementary classes

A total of 11 students participated in the FGDs. In these discussions it was understood, education itself is a reason behind students' motivation to attend school. Additionally, mid-day meals and computer education were other motivators for primary classes and sports persuaded the elementary classes.

Challenges perceived by students towards attending school and learning



Graph 4.3 Types of challenges felt across schools in classes 3rd to 5th (primary classes)



Graph 4.4. Types of challenges felt across elementary classes in elementary schools

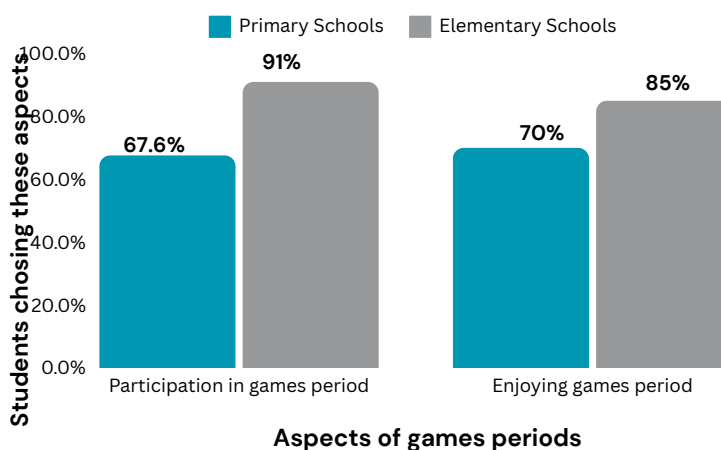
The FGDs revealed that primary students perceive a limited number of picnics or outdoor activities as challenges. Elementary students expressed a need for amenities such as tents, sound systems, plantation drives, and cleanliness in schools.

Quality and Sufficiency of mid-day meals

Regarding the Quality and Sufficiency of mid-day meals, primary and elementary students appreciate the taste and variety of food. However, during the focused group discussions, students from Tena Elementary School highlighted that they experienced stomach pain once after the mid-day meals.

Participation and enjoyment in physical activities

Primary students favored 'kho-kho,' while elementary students engaged in a variety of games, including kabaddi, kho-kho, carrom, cricket, volleyball, and basketball. A common theme across both groups was the low gender divide in physical activity, with both girls and boys playing the games together.



Graph 4.5 Opportunities to participate in games period for primary classes across schools

COVID-19's felt impact on learning

During the pandemic, students couldn't attend physical classes, as some lacked smartphones, while others continued learning through online materials. Some parents organized community classes.

Objective 2

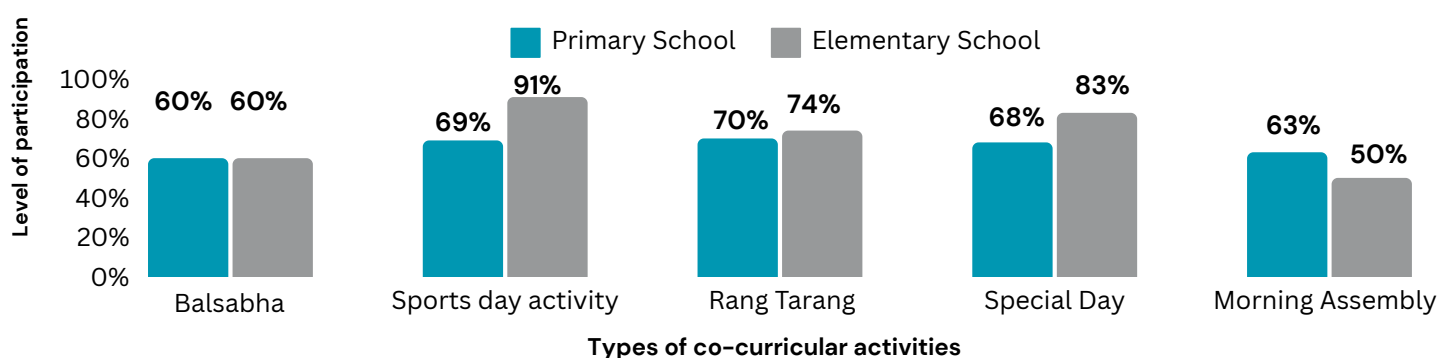
Co-curricular activities at Satya Bharti Schools, Life Values and Lifeskills attained by students

1. In primary classes in primary schools, 77% of students have a basic level of life skills, while in primary classes in elementary school, 47% of students have a basic level of life skills. However, the majority of students in elementary classes, 82%, have acquired a competent level of life skills.
2. Parents are actively involved in their child's learning and acknowledge the positive impact the school is having on their child's behavior and personality through various co-curricular activities.
3. Despite this, participation in co-curricular activities had a limited impact on certain life skills such as empathy, participation, creativity, decision-making, and resilience. The schools could focus on inculcating these life skills through co-curricular activities.

For this objective, primary and elementary students were asked about their participation in co-curricular activities.

Table 4.2: Participation level of students across co-curricular activities

Indicators (numbers in percentage)	Primary (classes 3-5)						Elementary (6-8)		
	Primary School			Elementary School			Elementary School		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
Opportunities and possibility to students	-	-	-	-	-	-	48	-	52
Contribution to community	44	32	24	59	26	16	81	15	4



Graph 4.6 Participation level of primary classes

Students in standards third to fifth highlighted their participation in Bal Sabha, Saksharta Abhiyan, Swachhta Abhiyan, and DFC. In terms of preferences, they enjoyed helping the elderly and teaching women to sign their names. Insights from elementary classes indicated that students prefer activities like dancing, music, arts, and excursions such as zoo visits. One school recommended initiating movie screenings ('cinemas') and picnics, while students also expressed their dislike for cinema.

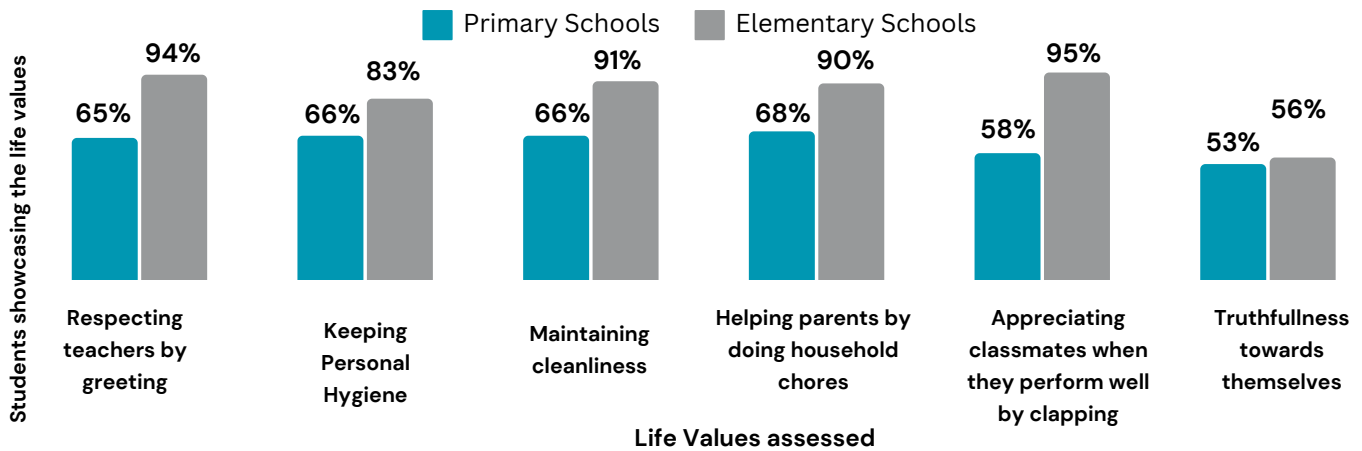
The quantitative analysis of students in classes **sixth to eight in elementary** with respect to co-curricular is as follows:

Table 4.3 Analysis of elementary classes with respect to co-curricular activities

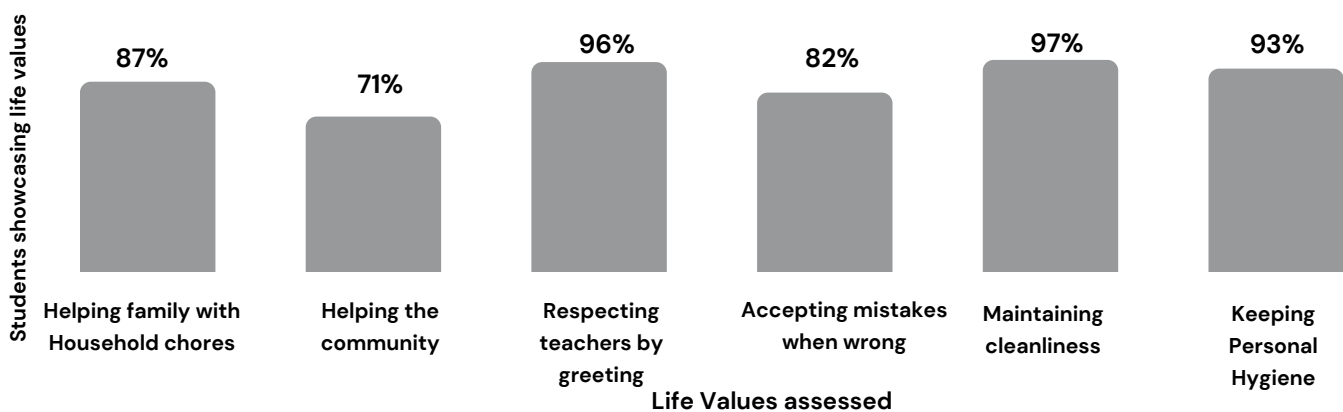
Activity (numbers in percentage)	Participation		Chance		Recognition	Opportunity for creativity
	Opportunity	Enjoy	Communication	Lead Team		
Bal Sabha	87	87	65	67	88	85
Rang Tarang	85	89	82	56	88	76
Sports Day	87	88	98	58	84	83
Classroom Group Activities	97	75	77	65	80	72
Morning Assembly	76	80	63	94	80	84
Special Day	89	83	73	68	83	83

Values

Another assessment area was **life values** wherein life values were assessed for primary classes and six were assessed for elementary classes.



Graph 4.7: Primary class students showcasing life values across schools*



Graph 4.8 Elementary class students' showcasing life values across schools

Awareness of Gender-specific barriers

As per girls in primary schools (only class 5 students were assessed), 26% perceived that they were aware about the challenges at the school level to complete education, 19% perceived same at home and 34% perceived same in the community. As per boys in the same class and schools, 28% felt that girls might face challenges to complete education at the school level, 24% felt that girls faced challenges at home and 41% believed girls might face challenges at the community level.

In primary classes in elementary schools, 15% of girls were aware that they may face challenges at the school level, 22% perceived challenges to be at the home level and 32% believed it to be at the community level. 10% of boys were aware that that girls might face issues at the school level, 15% felt it was at the home level and 32% said it was at the community level.

*Percentage of students selecting high (i.e. often and always)

During the FGDs, it was highlighted that primary class girls are dropped off at school by their guardians, while boys take public transportation.

In elementary classes, 73% of boys felt that girls faced challenges in commuting to school, while 86% of girls faced challenges. During the FGDs, it was highlighted that girls help families with household work.

Life skills

For the nine life skills that were assessed including, critical thinking, decision-making, problem-solving, creativity, participation, resilience, negotiation, communication, and empathy, it was observed that 3% of the students showcased a proficient level of life skills, while most students i.e., 83% of the students were found out to have competent skills. Lastly, 11% of the students showcased the basic level of life skills, while only 2% had emerging life skills.

Table 4.4: Performance of students for life skills across classes and schools

Levels	Primary classes in primary schools	Primary classes in elementary schools	Elementary classes
Proficient	0%	0%	4%
Competent	20%	41%	82%
Basic	77%	47%	12%
Emerging	3%	13%	2%
MEAN LIFE SKILL SCORE	97	100	106

Correlation between life skills and participation levels of students in different classes

The Satya Bharti Schools prioritize the development of essential life skills in their students, and to achieve this aim, they implement a wide range of extra co-curricular activities across their educational institutions. Thus, the table below assesses the correlation between life skills and participation levels of students in different activities across all primary and elementary schools. This correlation was assessed by calculating the p-values and a two-sample t-test. The detailed p-values are shared in the annexure and key insights for classes are shared below in terms of whether the activity has caused a positive or a limited impact on students' life skills.

Table 4.5 : Correlation between life skills and participation levels of students in different activities in all primary and elementary schools

Activity	Positive Impact	Limited Impact
Bal Sabha	Communication	Critical Thinking, Empathy, Participation, Creativity, Decision Making, Problem Solving, Resilience and Negotiation
Sports Day	Critical Thinking and Negotiation	Empathy, Participation, Creativity, Decision Making, Problem Solving, Resilience, and Communication
Maths/ EVS activities	Critical Thinking and Negotiation	Empathy, Participation, Creativity, Decision Making, Problem Solving, Resilience, and Communication
Special Day Activities	Critical Thinking, Problem Solving and Communication	Empathy, Participation, Creativity, Decision Making, Resilience and Negotiation
Morning Assembly	Negotiation and Communication	Critical Thinking, Empathy, Participation, Creativity, Decision Making, Problem Solving and Resilience

Objective 3 Parents involvement in their child's learning journey

1. According to parents, admirable aspects about the schools are its infrastructure, teachers' behavior, and activities like Bal Sabha. They appreciated the school's commitment to ensuring the safety of students through a digital surveillance system. All the students across schools and classes feel safe.
2. Parents have noticed an improvement in their child's behavior due to the learnings at school. Parents have suggested recruiting more teachers, improving sports and digital facilities, and undertaking more construction activities to employ community members.

Parents, family members, and community engagement in schools:

Parents highlighted that meetings and other platforms provided the required information. Examples of such platforms were SMC meetings, sports day, festival celebrations at school, direct phone calls, and other community programs. Parents engage in Rang Tarang and certain rallies. They find these activities useful for children's physical and mental well-being, as well as for increasing community awareness.

Campaigns organized by schools

Parents are aware of the campaign the school organized. They believe that the social activities organized by the school improves students' interpersonal skills and shape their personality.

Perception of parents about the school, and their child's learning journey:

Parents appreciate the school's infrastructure, seating arrangement, the discipline it maintains, teachers' behavior, teaching techniques (e.g., flashcards), computer curriculum, and activities like Bal Sabha. They are pleased that children have improved in English. However, they suggest that the school could have more sports, hire more teachers, digitalize the school further, and undertake more construction activities to employ people in the community.

Sense of improvement in child's behavior and learning due to the school

Parents have observed that children talk to others with respect, and engage in self-study, and at home, they have mentioned that other students get inspired by seeing their children participating in activities. They further believe that children learn more through co-curricular activities, which helps their physical and mental well-being. Children speak confidently, help the elderly, and respect others.

Aspirations regarding children's learning,

Parents aspire for their children to become independent after studying. They expect their child to complete further studies and secure a job in the future. The school uses Teaching Learning Materials (TLM), has a computer curriculum, and utilizes flashcards to enhance learning.

COVID-related challenges, how were they addressed

During the COVID-19 pandemic, the school conducted online classes, but not all guardians had smartphones, hampering learning in online mode. To address this, the school organized community classes. However, parents fear challenges after the reopening of schools, such as bringing children back on schedule and ensuring COVID protocols.

Objective 4 Making a lasting and sustainable impact on the community

Key findings and recommendations from Alumni

The qualitative assessment was administered among 30 alumni, some of whom were volunteers at school or pursuing/graduated in Bachelor of Education or Arts, working as teachers. Their aspirations include becoming self-dependent, confident, and working as teachers. They emphasized that schools supported and motivated them towards their ambitions and education through training and volunteering opportunities. The support and pedagogy adopted by teachers increased students' interest in studying. An example of support was the scholarship offered to a student, receiving Rs. 3,000, which helped him buy clothes for his family and a phone for himself.

Other insights revealed during the discussion were that alumni believed co-curricular activities helped students build confidence, supported personality and skill development, and led to unity and reduced discrimination. Besides co-curricular activities, alumni participated in various inter-school and intra-school competitions, providing further impetus to students' personalities. Key facets appreciated in school were computer education, the school library, discipline, and equal participation, and these are believed to be replicable across other Satya Bharti Schools.

In terms of challenges, participants revealed that families did not support girl children to continue their education due to additional expenses. As a suggestion, alumni proposed that schools could provide girls with sanitary napkins and focus more on the English language.

Key findings and recommendations from Local Service Providers

Six Local Service Providers (LSPs) participated in the FGD, associated with Satya Bharti Schools for 0 to 15 years, intending to continue working. Previously, they worked as farmers, or cooks, had businesses, or had no prior work experience.

Services rendered by Local Service Providers

The LSPs provided services in mid-day meals, cooking, teaching, and other vendor roles. They believed working with schools increased their confidence levels and earned respect from community members. Additionally, their salaries increased by 30%, and they gained increased experience, knowledge, and discipline from the job.

Services provided by the schools

In addition to individual benefits, participants revealed that communities benefitted from employment opportunities and overall education provided by Satya Bharti schools. They mentioned a positive relationship between their children studying in Satya Bharti schools and their motivation to provide better services.

Suggestions by Local Service Providers

A recommendation from participants at the Elementary Dasania school in Jodhpur was to increase the income of LSPs

Objective 5 Professional Development of teachers at Satya Bharti Schools

The quantitative assessments were administered amongst 12 teachers and insights are shared below.



About School:

All the teachers felt that their job contributes to the development of society and the state. 91.67% felt teaching enriches their life while 81.8% felt that it gives them financial freedom. 91.6% felt that this job supports them in achieving their life Objectives and 91.1% teachers have opportunities to broaden their professional knowledge and believe that Satya Bharti school aids continuous learning and recognizes their work. 83.3% feel comfortable at their work and same number teachers feel their superiors do not try to block their advancement and all the teachers reported that their colleagues support each other. Lastly, 66.6% believe that there are channels for raising concern and are used as well.



About teaching:

91.6% teachers believe that innovative teaching methods makes learning strong and easy. This was evident as 83.3% teachers said they used different methods of teaching to engage with students and same number reported that innovative teaching methods helped them to continue teaching during COVID-19. The examples of innovative formats were digital devices and diagnostic tools. 58.8% use digital device for classes and 90.9% believe that diagnostic tools simplify learning and offer a structured way of evaluation. All teachers believe that the school environment is compatible with adopting educational innovations provided/requested by the school. 50% believe that it is demanding to adopt new, innovative teaching methods. However, all the teachers have received support from the school in adopting innovative teaching practices.

All the teachers felt that training was relevant, and they were able to apply the concepts in my classes as the training equipped them with useful ideas of how to improve student outcomes. 33.3% teachers believe that they were thorough with the course material and did not come across anything new while 100% teachers felt that the training refresher will add to their previous knowledge. All the teachers believe that life skills improve through the activities done in the classroom and activities are essential part of the overall learning and

Gender lens



75.5% believe it is important to teach students about sharing responsibilities irrespective of gender identity. 50% believe that there are some subjects in which boys perform better than girls or vice versa. 45.5% evaluating students is tough and find it very hard to not have any biases in my evaluation

About Students:



All teachers felt that students were engaged in classes, but 46.6% teachers perceived students face any challenges in school while studying. 72.7% teachers believe that students appreciate the usage of DCR. All teachers believe that students are confident and look forward to participating in sports and competitions and most of the activities provide means to engage more freely with the students and are the right mix of fun-based learning. 81.8% teachers believe that community engagements can create a lasting impact on the community

About Parents



90.1% teachers believe that parents trust them; and the discussions with the parents are usually constructive and 58.3% believe solutions do created post discussions with parents. However, 16.6% teachers reported that most of the parents don't turn up for meetings

In addition to the quantitative assessments, a qualitative evaluation was undertaken for 12 teachers and below are the following insights:

Teachers highlighted that students are interested in sports, and cultural activities and appreciate schools' discipline, competitions, DCR, digital classrooms, and the library. Students showcase desirable behaviors such as respect towards elders, cleanliness, and timely complete their homework.

Free and quality education, learning-focussed teaching, and respect from communities are three key aspects that teachers are delighted about. Innovative teaching techniques such as the play-way method, competitions and motivational stories, digital content, and different evaluation techniques are a few other aspects that teachers appreciated.

As per teachers, students liked Swachhta Abhiyan, roleplays and other programs where community engagement occurs. They also believed co-curricular activities help students become confident and develop inter-personal skills

During COVID-19, virtual teaching could not be accessed by students, due to limited data. Home tutors were appointed to teach them, yet their learning abilities were impacted. Post-COVID-19, there is a negative impact on attendance, discipline, and learning abilities.

In terms of overall challenges, teachers expressed that schools were located in far-off places and there is a lack of skill training programs, innovations and teachers. It was further elucidated that students are primarily first-generation learners and parents are not able to support their children with homework completely. To solve for this remedial classes for such children are conducted. A critical issue highlighted was that girls have to contribute to household chores and are less motivated to perform well in their studies.

Teachers recommended that schools organize more rallies and employ guest teachers and school committee members. Further, they suggested offering additional support to students for studies by conducting remedial classes for students, salary increments and conduct trainings for teachers along with modifying the diagnostic tool.

Overall State Summary: Insight from students, alumni parents and teachers

Motivation

Triangulated data reveals that, on average, 85% of students across all class levels in Rajasthan report high motivation levels. Alumni credit the schools for supporting and motivating them through training and volunteering opportunities. Teachers acknowledge students' active engagement in classes but suggest improving motivation by conducting digital classes, delegating responsibilities, and organizing sports tournaments.

Challenges Perceived

The highest reported challenge by students is in doing homework at both primary and elementary levels. Teachers cited challenges for students such as the long distance from home, lack of teachers, illiterate parents, and household responsibilities affecting students' learning.

COVID-19

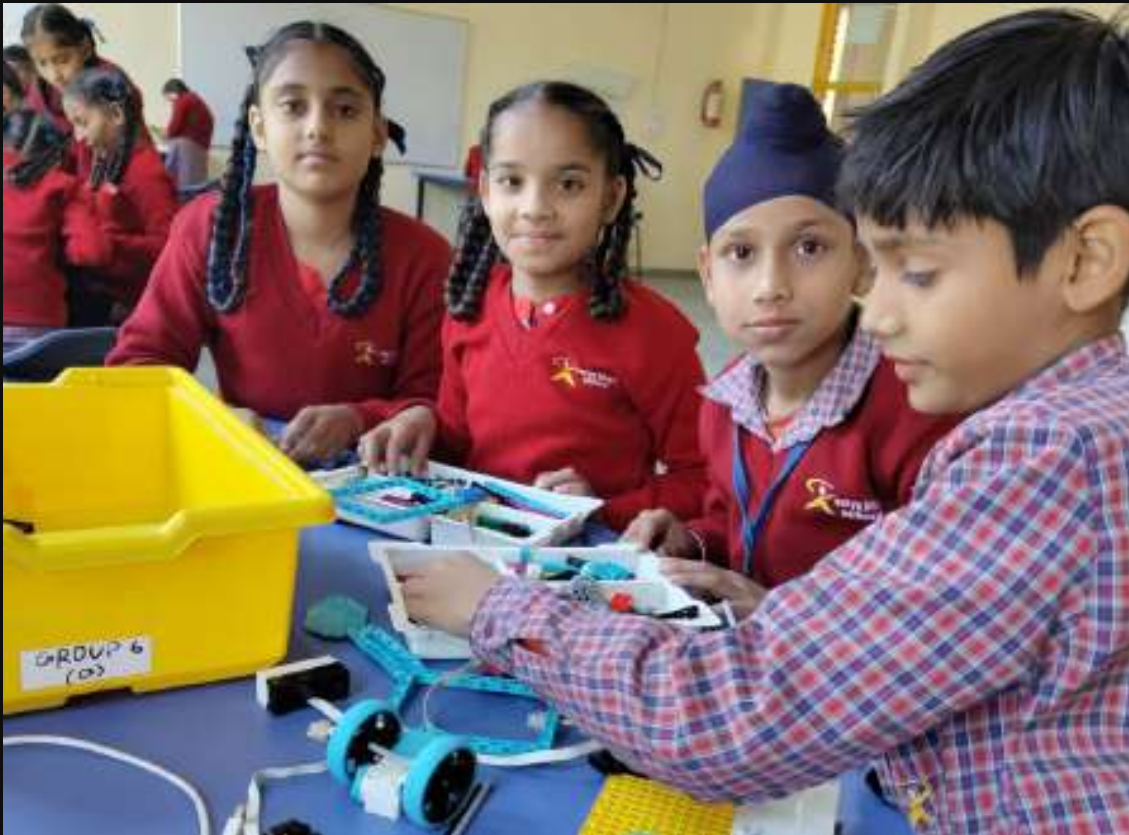
During the pandemic, students faced disparities in accessing virtual classes due to limitations in smartphone availability. To address this, the school conducted community classes and appointed home mentors. According to the teachers, students were less excited to learn after COVID, and bringing students back on schedule was a challenge reported by parents.

Awareness on Gender-specific barriers

Students felt that female students face challenges in commuting to school. In FGDs with students, it was highlighted that girls help their families with household chores. However, parents and alumni hold a different view, wherein parents denied gender-specific challenges and alumni suggested that families do not support girl children to continue their education due to additional expenses such as uniforms and stationery. Teachers substantiated the claims of students and alumni, noting that girls face gender discrimination in continuing their education beyond the primary level, being made to do household work, and lacking motivation to perform well in their studies.

Impact on life skills

Around 30% of students in primary classes and 82% of students in elementary classes had a competent level of life skills. There was a significant association between co-curricular activities and life skills attained. According to parents, students are skeptical to participate in campaigns and other co-curricular activities because of the distance to school, which they believe hampers their studies. In contrast, alumni felt that co-curricular activities helped students build confidence and supported personality development and skill development. Teachers also believe that life skills improve with participation in activities.



5. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS IN TAMIL NADU

1. KEY FINDINGS

In Tamil Nadu, Sivaganga was selected the studying the impact. Three primary schools with a sample size of 61 students were covered in quantitative assessments.

2. OVERALL QUANTITATIVE FINDINGS FROM STUDENTS

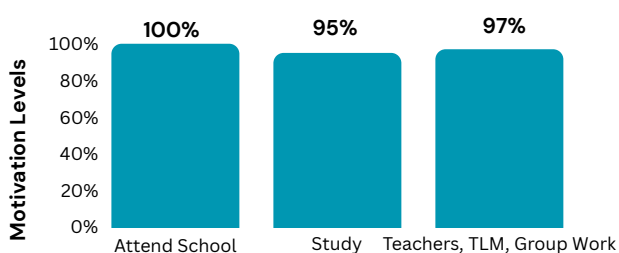
Objective 1 Free and quality education at Satya Bharti Schools

1. Motivation to attend school has been high among students. School staff, the library, the playground, and friends are some of the reasons students cited for the same in FGDs.
2. Challenges perceived by students are reported as high by only 14% of students. The highest reported type of challenge is doing homework, at 54%.
3. Almost all students participate in and enjoy the physical activities at school. The majority of the students feel there are no or low gender-specific barriers for girls to continue their education across home, community, and school.

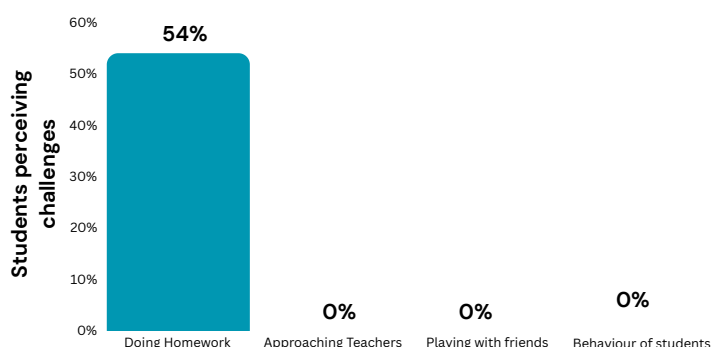
Table 5.1: Indicators analyzed under objective-1 for Tamil nadu

Indicators (numbers in percentage)	Primary (classes 3-5)		
	Primary School		
	High	Medium	Low
Motivation levels of students to attend and learn at school	97	3	0
Challenges perceived by students towards attending school and learning	14	11	75
Quality and Sufficiency of Mid-day meals	92	7	1
Participation and enjoyment in physical activities	98	2	0
Gender specific barriers perceived by students across home, community and school	2	38	60

Key analysis from the survey and the focus group discussions is as follows:



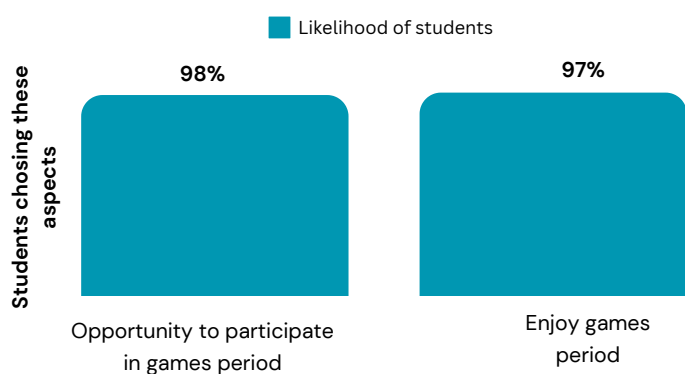
Graph 5.1 Reasons for motivation level of students to attend the school



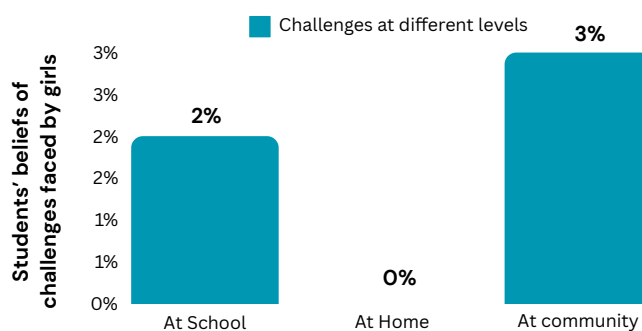
Graph 5.2 Types of challenges felt by students

Motivation level

The qualitative assessments with students unveiled that schools' staff, library, availability of a playground and friends motivated them to attend school. The students highlighted that they appreciated the free notebooks, shoes, crayons, and clean drinking water. Students also like computer classes and craft periods, and no specific challenge was highlighted.



Graph 5.3 Aspects of physical activity



Graph 5.4 Students' perspectives on challenges faced by girls

Participation and enjoyment in physical activities

During the FGDs, students mentioned playing sports such as running and indoor games like chess and carrom. Students watched television, played games, and attended online classes during the pandemic. Some students learned through online platforms as they attended classes on WhatsApp on their parents' cell phones. Lastly, the students revealed that the food in the midday meal is nutritious, has a variety of vegetables, and the kids are offered an additional serving when asked.

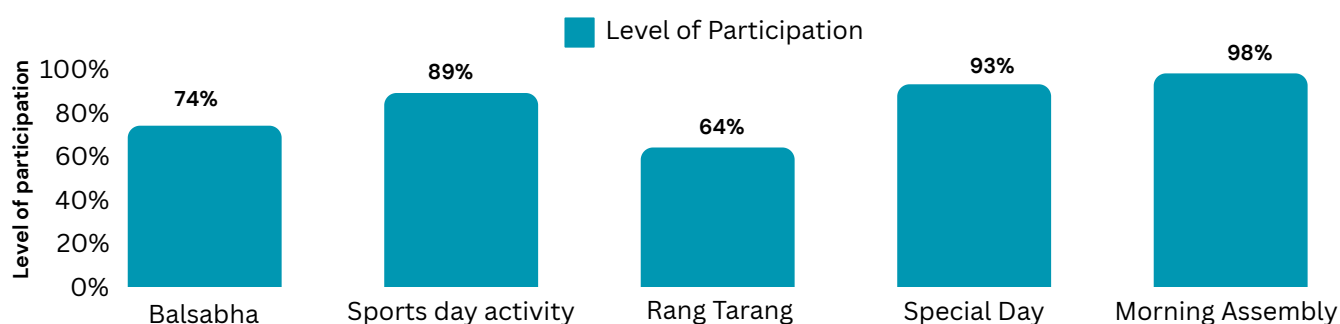
COVID-19's felt impact on learning

COVID-19 did hamper students' learning. The students shared they spent their time watching TV, playing games, and attending online classes during COVID-19. They attended classes from their parents' mobile phones and learned through social media, like WhatsApp.

Objective 2 Co-curricular activities at Satya Bharti Schools, Life Values and Lifeskills attained by students

1. The majority of the students, 90.5%, have acquired a competent level of life skills. 9.1% of students are at the basic level of life skills, while 0.4% of students are at the emerging level of life skills.
2. Out of all the co-curricular activities, the highest participation was reported in the Morning Assembly (98%), followed by Special Day (93%) and Sports Day activity (89%). For Bal Sabha (74%) and Rang Tarang (64%), students had the least participation level.
3. Students showcased a highly positive response to all the life values assessed except truthfulness toward self. Perhaps, the schools can try to inculcate this value through classroom activities.

Participation in co-curricular activities and Life values were two indicators that were analyzed under this objective. The quantitative analysis of both is given below.

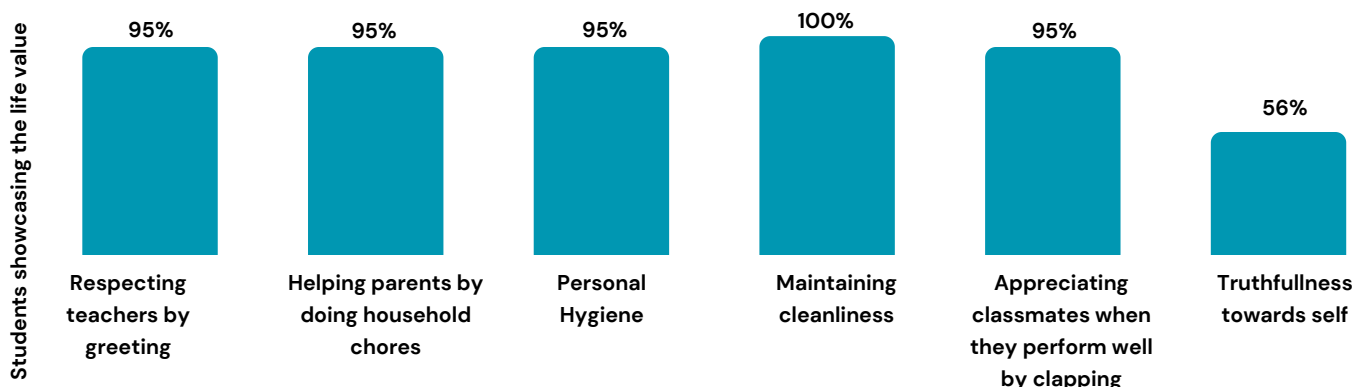


Graph 5.5 Participation levels across co-curricular activities

Table 5.2: Participation level of students across co-curricular activities

Co-curricular activities (numbers in percentage)	Primary classes in Primary Schools		
	High	Medium	Low
Saksharta Abhiyan	64	33	13
Community Engagement Activity	66	13	21

Values



Graph 5.6 Students exhibited life values (i.e. students who selected always & often)

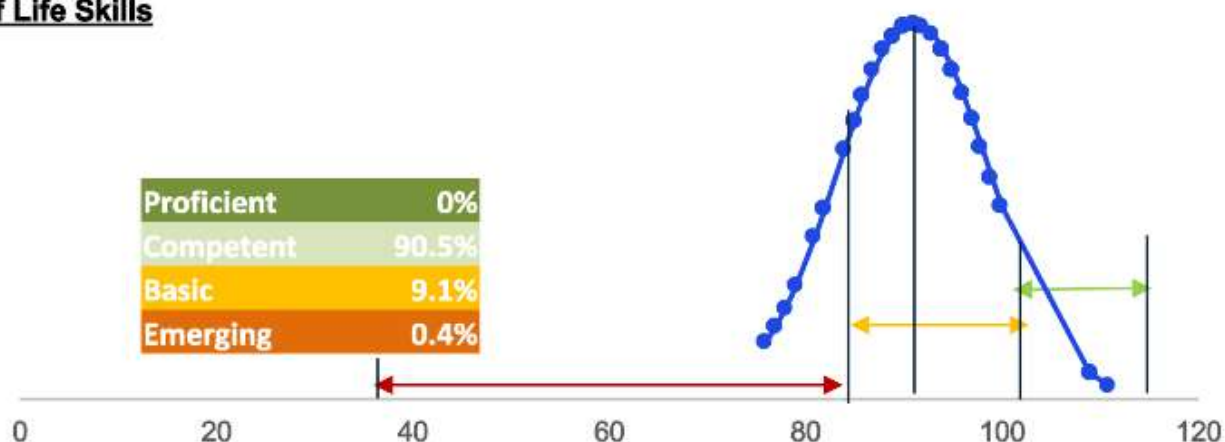
Awareness on Gender-specific barriers

Concerning the perceptions of students on barriers faced by girls to continue their education, girls highlighted that 4% of them faced challenges at the school level, 3% of girls faced challenges at the community level, and no girl faced challenges at the home level. Almost all boys felt that no girls faced challenges at the school, home, and/or community level.

Life Skills

With respect to the assessment of nine life skills, 90.5% of the students had a competent level of life skills, 9.1% of the students had basic life skills, and a small fraction of 0.4% of the students had emerging skills. The mean life skill score for the state is 115.

Aspects of Life Skills



Objective 3 Parents' involvement in their child's learning journey

1. Parents appreciated the involvement of teachers with the parents and grandparents. Students learn good manners and even give English lessons to elders. Innovative ways of teaching, like the use of flashcards, are also admired by the parents
2. As per parents, the schools should prioritize improving education quality, upgrading infrastructure, and implementing initiatives aimed at enhancing students' English-speaking skills.

For analyzing the indicators under this objective, six parents were interviewed through FGDs, and both mothers and fathers participated in this session.

Parents, family members and community engagement in schools

PTM, SMC meetings, sports days, festival celebrations, community programs, and direct phone calls were avenues for parents and teachers to connect. Teachers even connected with grandparents to discuss the progress of the child.

Perception of parents about school, and their Child's learning journey

Parents expressed that students were motivated to attend school for education, and they actively participated in all co-curricular activities and sports activities such as running races, sack races, and games like peer cards. They appreciated the service of mid-day meals at the school. Overall, they expressed happiness with the overall learning of children.

Sense of improvement in child's behavior and learning due to the school

According to parents, students were disciplined, respectful, and obedient and supported families in home chores such as bringing water pots, cleaning houses, washing utensils, and even provided English education to elders.

Aspirations regarding children's learning

Sitting through multiple classes for students was one challenge as per parents. Parents advocated that schools could improve the quality of education and infrastructure and should consider undertaking activities to improve English speaking skills among students.

COVID-related challenges, how were they addressed

During COVID-19, students seamlessly continued their studies via the online classroom portal. A few other revelations made during the discussions were that teachers applied innovative techniques, such as flashcards.

Objective 5 Professional Development of teachers at Satya Bharti Schools

The quantitative assessment was administered among 18 teachers and the key findings from quantitative assessments are as follows:

About Jobs:

All the teachers felt that their job contributes to the development of society and the state, and 83.3% of teachers felt teaching enriches their life and gives them financial freedom and supports them in achieving their life Objectives.



All the teachers have opportunities to broaden their professional knowledge and believe that Satya Bharti School aids continuous learning and recognizes their work. All the teachers highlighted the trainings were relevant, and they were able to apply the concepts in classes. A contrary insight was that 16.6% of the teachers believed that they were thorough with the course material and did not come across anything new while 100% of teachers felt that the training refresher would add to their previous knowledge. All the teachers felt comfortable at work and believed that there are grievance redressal channels that are used as well.

About Parents:



83.3% of teachers believe that parents trust them, and the discussions with them are usually constructive as solutions are formulated. As a challenge, 33.3% of teachers reported that most of the parents don't turn up for meetings.

With respect to gender lens:



All the teachers believe it is important to teach students about sharing responsibilities irrespective of gender identity. 50% of teachers highlighted that evaluating students is tough without any biases and the same percentage believe that there are some subjects in which boys perform better than girls or vice versa.

About students:



83.3% of teachers felt that students were engaged in classes, and 61.1% believed that students appreciated the usage of DCR. Only 11% of students face challenges in school while studying. 94% consider students to be confident and look forward to participating in sports and competitions.

About teaching:

All the teachers believe that innovative teaching methods, such as digital devices for classes and diagnostic tools, simplify learning and offer a structured way of evaluation. These innovative formats were leveraged by teachers and supported their teaching during the COVID-19-induced pandemic.



All teachers mentioned that most activities provide means to engage freely with the students and are the right mix of fun-based learning. 83.3% of the teachers believe that community engagements can create a lasting impact on the community. All teachers suggested the school environment is compatible with adopting educational innovations and the school provides support to adopt them as well. For like skills, all the teachers believe that activities are an essential part of the overall learning and development of students and 83.3% of them believe that life skills improve with activities done in the classroom.

Overall State Summary: Insights from students, parents, teachers

Motivation: Motivation level is reported high by 97% of students. Parents expressed that students were motivated to attend school for education, and they actively participated in all co-curricular activities and sports activities, such as running races, sack races, and games, while 83.3% of teachers felt that students are actively engaged in classes.

Challenges: Only 7% of students reported high challenges faced in schools. As per teachers, only 11% of students face challenges in school while studying. Parents, however, did not address any challenges faced by their children.

Covid-19: According to students, during COVID-19, they seamlessly continued their studies via the online classroom portal, and the use of flashcards was one innovative teaching method revealed. All the teachers believe that innovative teaching methods, such as digital devices for classes and diagnostic tools, supported their teaching during the COVID-19-induced pandemic.

Gender-specific barriers: Concerning students' perceptions of barriers faced by girls to continue their education, girls highlighted that 4% of them faced challenges at the school level, 3% of girls faced challenges at the community level, and no girl faced challenges at the home level. Almost all boys felt that no girls faced challenges at school, home, and/or community level. Teachers also feel that there is no difference in the learning outcomes of students based on gender.

Activities impact, life skills: 90.5% of students had a competent level of life skills. Regarding life skills, all the teachers believe that activities are an essential part of the overall learning and development of students, and 83.3% of them believe that life skills improve with activities done in the classroom

6. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS IN UTTAR PRADESH



1. KEY FINDINGS

Within Uttar Pradesh, two districts were chosen. In these districts, three primary schools were selected with a sample size of 84 students was covered..

2. OVERALL QUANTITATIVE FINDINGS FROM STUDENTS

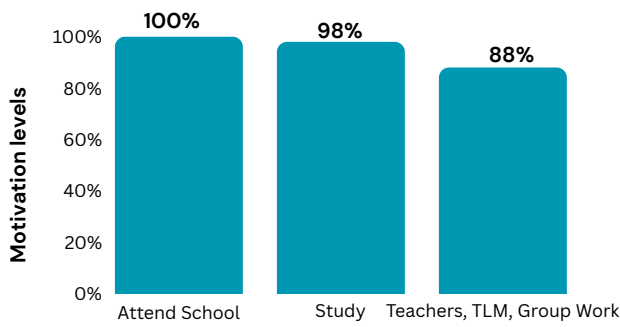
Objective 1 Free and quality education at Satya Bharti Schools

1. Education, mid-day meal, computer education, library, sports, and co-curricular activities at school are some of the motivating factors for students to attend school.
2. Challenges perceived by students in learning and attending school have been low, with only 7% reporting high challenges. The most reported challenge was doing homework.
3. Participation in physical activities has been high at 85%. According to the FGDs, sports were also a motivating factor for attending school.
4. Students' perceptions of gender-specific barriers have largely been moderate, with 69% reporting 'sometimes,' implying an absence of an extreme viewpoint among the primary class students.

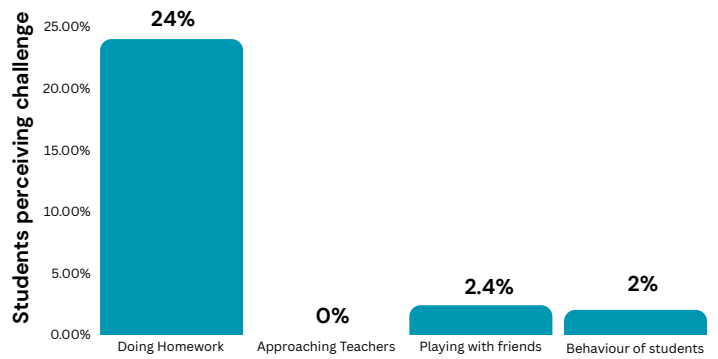
Table: 6.1 Indicators analyzed under objective-1 for Uttar Pradesh

Indicators (numbers in percentage)	Primary (classes 3-5)		
	Primary School		
	High	Medium	Low
Motivation levels of students to attend and learn at school	95	3	2
Challenges perceived by students towards attending school and learning	7	33	60
Quality and Sufficiency of Mid-day meals	89	10	1
Participation and enjoyment in physical activities	85	15	0
Gender specific barriers perceived by students across home, community and school	19	69	12

Key analysis from the survey and the focus group discussions is as follows:



Graph 6.1 Reasons for motivation level of students to attend the school



Graph 6.2 Types of challenges felt by students

Motivation level

Education, co-curricular activities and sports are some of the motivating factors for students to attend school. During the FGDs, students highlighted that they learn through innovative teaching materials such as pictures and computers and appreciate classes on future job prospects.

Quality and sufficiency of mid day meals

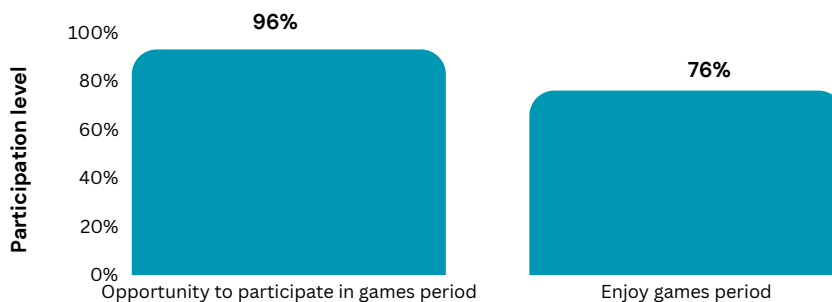
Students have elucidated that the food in the mid-day meal was nutritious and tasted well.

COVID-19's felt impact on learning

During the latest pandemic students continued their education via Google Meet and MS Teams. Thus, reducing COVID-19's felt impact on education and engagement.

Participation and enjoyment in physical activities

For analyzing the level of physical activity in school the following parameters were assessed:



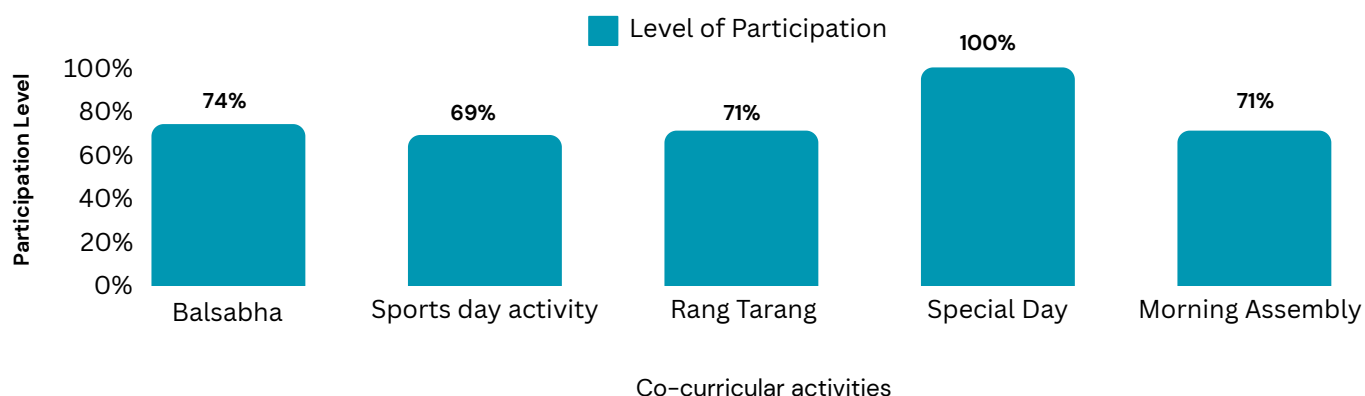
Graph 6.3 Aspects of games period

Students have mentioned that they play games like kho-kho, badminton, kabaddi, volleyball, and cricket in school.

Objective 2 Co-curricular activities at Satya Bharti Schools, Values and Lifeskills attained by students

1. The majority of students (71%) have acquired a competent level of life skills. Twenty-two percent of students are at a basic level of life skills, while 7% are at an emerging level of life skills.
2. Out of all the co-curricular activities, the highest participation was reported on Special Day (100%).
3. Students showcased a highly positive response to all the life values assessed except truthfulness toward oneself. Perhaps schools can try to inculcate this value through classroom activities.

Participation level in co-curriculars is highlighted below:



Graph 6.5 Participation levels across co-curricular activities

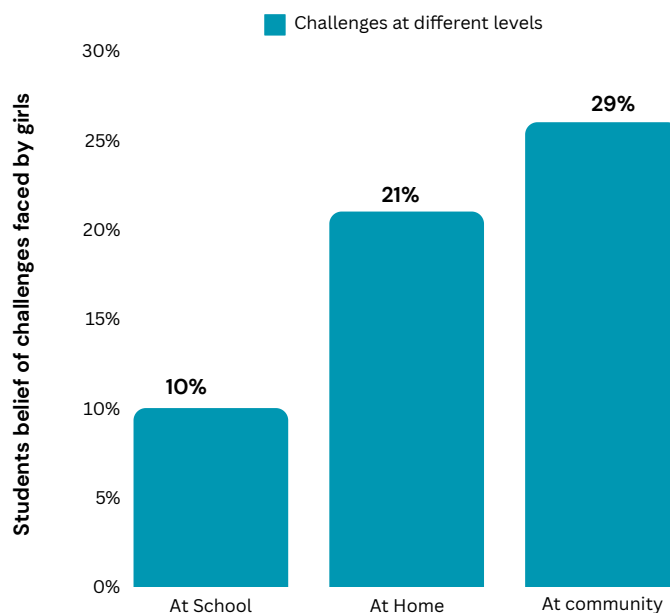
Table 6.2: Participation level of students across co-curricular activities

Co-curricular activities (numbers in percentage)	Primary classes in Primary Schools		
	High	Medium	Low
Saksharta Abhiyan	69	29	2
Community Engagement Activity	82	18	0

As per the FGDs, students enjoy spending their time building awareness, educating community members about the Saksharta Abhiyan, and engaging with community members.

Awareness on Gender – specific barriers

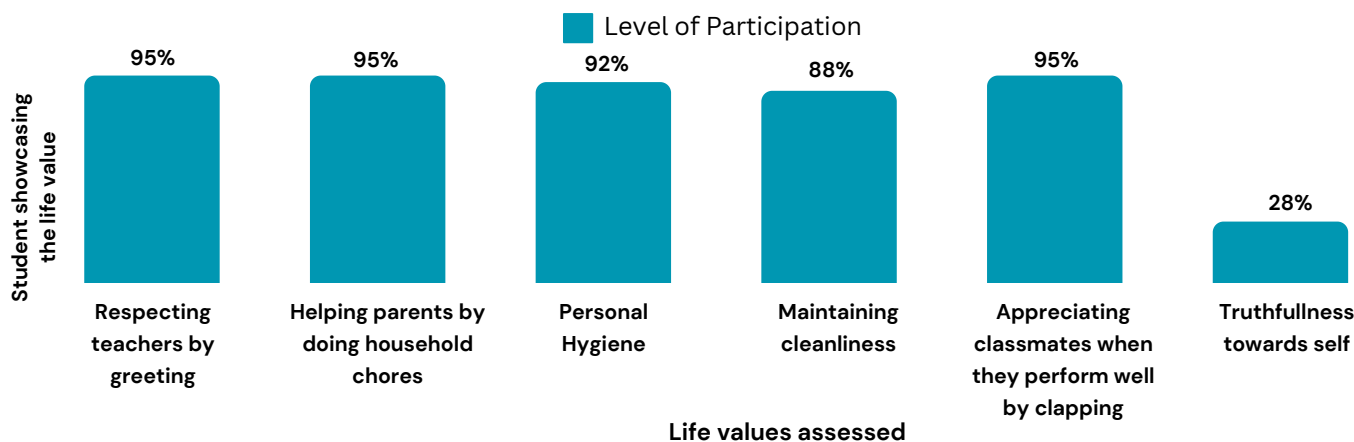
For understanding the challenges perceived by students regarding the continuation of girls’ education quantitative assessments revealed that 5% of girls faced challenges at the school level, 16% of girls faced challenges at the home level and 26% of girls faced challenges at the community level while 13% of boys felt that girls faced challenges at the school level, 26% boys felt that girls faced challenges at home level and same percentage thought that girls faced challenges at the community level.



Graph 6.4 Students’ perspectives on challenges faced by girls

Values

Another assessment area was the life values wherein six life values were assessed:

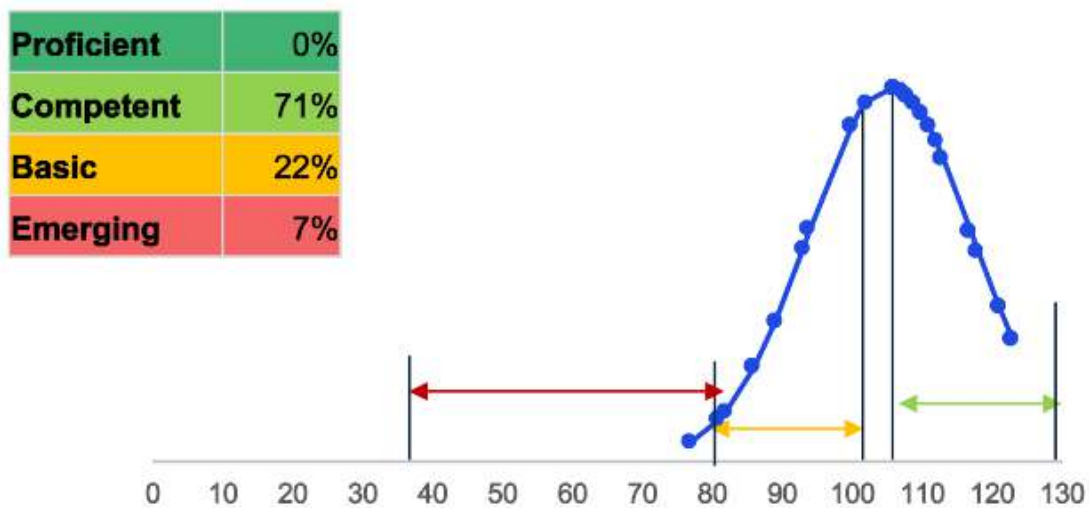


Graph 6.6 Students showcasing life values (i.e. selected always and often)

Life Skills

Another aspect of this objective was the **nine life skills**. It was observed that 71% of students showcased a competent level, while only 22% of the students were found out to have basic life skills and 7% of the students have emerging skills and no students were proficient in either of the life skills. The mean life skill score in the state is 105.

Life Skills Performance



Objective 3

Parents involvement in their child’s learning journey

1. Parents appreciate safety for girls and sports offerings at school. They note a positive change in their child's behavior. According to them, students have developed emotional maturity as a result of learnings from school.
2. Parents are of the view that children learn and develop inclusivity via co-curricular activities. It builds confidence and releases stress.

In addition to student FGDs, six parents participated in a separate FGD.

Parents, family members and community engagement in schools

There are avenues such as SMC meetings, PTM, sports day, and festivals for parent-teacher interactions. Parents engage in festivals, cultural celebrations, and rallies.

Campaigns organized by schools

Parents further stated that students are disciplined, organize awareness campaigns, educate community members about the Saksharta Abhiyan, undertake tree plantation, and support families with bank-related work. They shared that participating in social activities improve students' inter-personal skills and shapes their personality.

Perception of parents about school, and their child's learning journey

Parents appreciated that schools provide free education, a healthy and safe environment for girls, sports food, and school dresses. Additionally, parents suggested that girls and boys participate in co-curricular activities and expressed satisfaction with the sports tournaments. A few examples were kho-kho, kabaddi, badminton, and volleyball. Such activities help students release stress, build confidence, and shape their personalities.

Sense of improvement in child's behavior and learning due to the school

Parents expressed that students were motivated and confident. The usage of innovative methods of learning, nutritious food, an inclusive and safe environment are key reasons for students' motivation. Students help their parents with household work and assist them with the English language. They respect others and have also developed emotional maturity.

Aspirations regarding children's learning

Parents recommended that schools could upgrade their infrastructure up to class eight and organize more rallies.

COVID-related challenges, how were they addressed

During the latest pandemic, parents mentioned it was tough for students to learn online, even though online classes and Gram Shalas were organized.

Objective 4 Making a lasting and sustainable impact on the community

Key findings and recommendations from LSPs

A comprehensive synthesis was undertaken for the qualitative assessments for 2 LSP. They have been associated with Satya Bharti Schools for zero to fifteen years and are working in the capacity of plumbers and/or drivers. Further, they showcased the intent to continue working with the schools. Prior to being associated with Satya Bharti, they had their own businesses.

The LSPs revealed that there are umpteen advantages of the school. Firstly, at an individual level, there have been improvements in LSPs' confidence levels, their ability to undertake public speaking, and increased visibility within their communities. Secondly, at a community level, the schools are providing free, education, materials such as school uniforms and mid-day meals to students in the villages, and employment opportunities. LSPs further mentioned that since their children study in Satya Bharti schools, they are motivated to provide better services to the school. Another insight that was revealed by the participants was that they have not seen any increase in their incomes. As a recommendation, the participants mentioned that the school should be till the eighth standard.

Objective 5 Professional Development of teachers at Satya Bharti Schools

The quantitative assessment was administered among 6 teachers and insights are shared below:

About Schools:



All the teachers felt that their job contributes to the development of society and the state, enriches their lives, empowers them financially and supports them in achieving their life Objectives. They further believe that they have opportunities to broaden their professional knowledge and believe that Satya Bharti school aids continuous learning and recognizes their work. With respect to schools, all teachers feel their superiors do not try to block their advancement and they reported that their colleagues support each other and 83.3% feel comfortable at their work. In terms of highlighting concerns, 50% of the teachers believe that there are channels for the same and the channels are used as well.



About Teaching:

All the teachers believe that innovative teaching methods make learning strong and easy. Hence, use digital device for classes and diagnostic tools that simplifies learning and offers a structured way of evaluation, and they leveraged innovative teaching learning materials during COVID-19. 83.3% teachers reported that innovative teaching methods helped them to continue teaching during COVID-19. They further shared that the school environment is compatible with adopting educational innovations and they have all received support from the school in adopting innovative teaching practices.

In terms of training, all the teachers felt that training was relevant, and they were able to apply the concepts in their classes as it equipped them with useful ideas of how to improve student learning outcomes. 16.6% of the teachers believe that they were thorough with the course material and did not come across anything new while 100% of teachers felt that the training refresher will add to their previous knowledge.

In terms of life skills, they believe that it improve with activities done in the classroom and these activities are an essential part of the overall learning and development of students



About Students

All teachers felt that students were engaged, confident and look forward to participating in sports and competitions in classes and appreciate the usage of DCR and most of the activities provide means to engage more freely with the students and are the right mix of fun-based learning.



Gender Lens

All the teachers believe it is important to teach students about sharing responsibilities irrespective of gender identity. 50% teachers feel evaluating students is tough and find it very hard to not have any biases in their evaluation and no teacher in UP believes that there are some subjects in which boys perform better than girls or vice versa



About parents:

All the teachers believe that parents trust them; and those two-way discussions are usually constructive as 83.3% teachers believe that at the end of discussions with parents, solutions are created. As a challenge, 50% teachers reported that most of the parents don't turn up for meetings.

Overall State Summary: Insight from students, parents and teachers

Motivation: The motivation level is reported to be high by 95% of students. Parents also expressed that students were motivated and confident due to the usage of innovative learning methods, nutritious food, and an inclusive, safe environment. All teachers felt that students were engaged, and confident, and looked forward to participating in class activities.

Challenges: Only 7% of students reported facing high challenges in schools. Parents mentioned difficulties students faced, such as crossing roads to reach schools and the lack of school transportation. Teachers identified challenges including low confidence levels, gender discrimination, and non-cooperation from parents in students' learning. Approximately 50% of teachers reported that most parents don't attend meetings.

COVID-19: During the latest pandemic, students continued their education via Google Meet and MS Teams, reducing the impact of COVID-19 on education and engagement. Parents mentioned the difficulty for students in learning online, even though online classes and Gram Shala were organized. About 83.3% of teachers reported that innovative teaching methods helped them continue teaching during COVID-19.

Awareness of Gender-specific barriers: Perceived gender barriers at school have been low, with only 10% of students believing that girls face challenges at school and 29% of students believing that girls face challenges in the community. This perception is substantiated by parents' concern for the safety of their girl child when dropping them off at school.

Activities impact, life skills: 71% of students showcased a competent level of life skills gained. Parents feel that participating in physical activities helps students release stress, build confidence, and shape their personalities. Teachers also believe that life skills improve with activities done in the classroom, considering these activities as an essential part of the overall learning and development of students.

7. IMPACT ASSESSMENT REPORT FOR SATYA BHARTI SCHOOLS IN PUNJAB

1. KEY FINDINGS

Within Punjab, three districts were selected for assessment, and these were Amritsar, Ludhiana, and Sangrur. Across these districts, 18 primary schools, seven elementary schools and five senior secondary schools were selected. Through this, 617 students in primary classes, 384 students in elementary classes and 160 students in senior secondary classes were covered.

2. OVERALL QUANTITATIVE AND FGD FINDINGS FROM STUDENTS

Objective 1 Free and Quality Education at Satya Bharti Schools

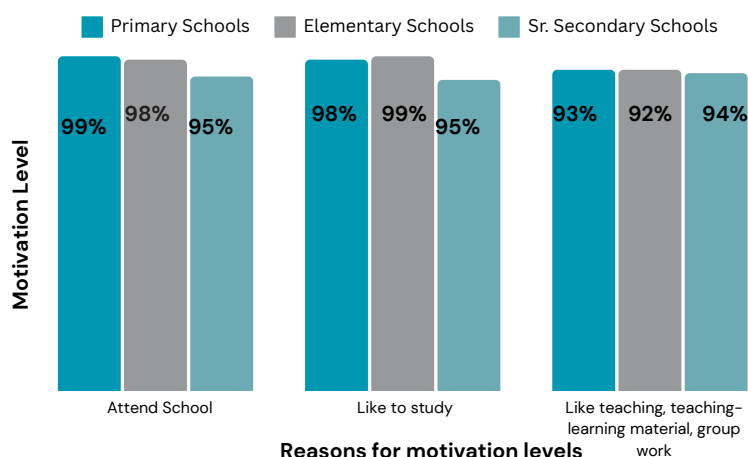
1. Motivation levels to attend and learn at school are high across all classes in Punjab. Meeting friends, the opportunity to play games and sports, and interacting with teachers motivate the students to attend school.
2. Challenges perceived by students towards attending and learning at school are reported to be low across all classes in Punjab. Within the challenges, doing homework was reported the highest in primary classes, while study pressure was reported highest in elementary classes.
3. Lastly, fear of poor performance was reported highest in senior secondary classes.
4. Quality and Sufficiency of the Mid-day meal have been high across all classes in all types of schools.
5. Awareness of gender-specific barriers has been highest in elementary classes, followed by primary and senior secondary classes.

Table 7.1 Indicators analyzed under objective-1 for Punjab (all numbers are in percentages)

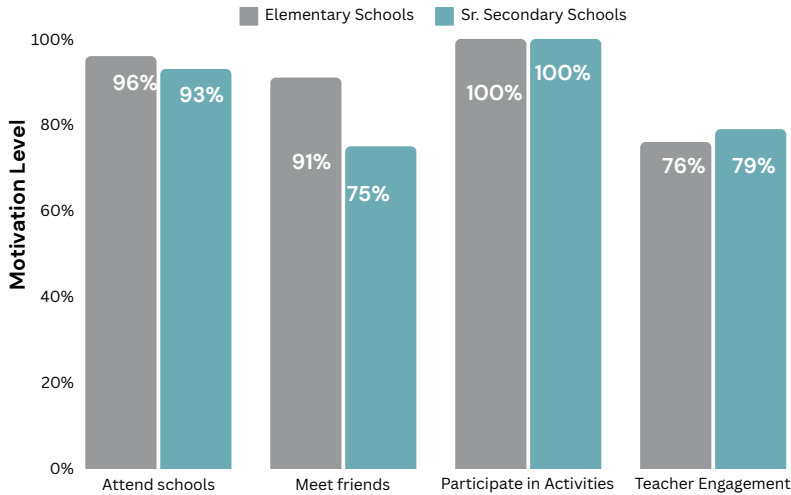
Primary (classes 3-5)									Elementary (classes 5-8)						Senior Sec Classes		
Primary Schools			Elem Schools			Senior Sec Schools			Elem Schools			Senior Sec Schools			Senior Sec Schools		
H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Indicator 1: Motivation levels of students to attend and learn at school																	
97	1	2	93	5	2	94	4	2	92.2	4.3	3.4	86.8	9.6	3.4	90	8	3
Indicator 2: Challenges perceived by students towards attending school and learning																	
11	6	83	15	12	73	11	12	77	15	14	71	8	20	72	13	12	76

Primary (classes 3-5)									Elementary (classes 5-8)						Senior Sec Classes		
Primary Schools			Elem Schools			Senior Sec Schools			Elem Schools			Senior Sec Schools			Senior Sec Schools		
H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
Indicator 3: Quality and Sufficiency of Mid-day meal																	
97	1	2	91	5	4	94	2	5	95	3	2	84	12	4	81	13	6
Indicator 4: Participation and enjoyment in physical activities																	
97	2	1	94	5	1	93	4	3	90	8	2	88	10	2	86.6	7.8	5.6
Indicator 5: Gender-specific barriers perceived by students across home, community and school																	
83	4	12	58	32	10	62	24	14	93	4	3	85	9	6	49	27	24
Indicator 6: Covid's felt impact on Learning																	
NA	NA	NA	NA	NA	NA	NA	NA	NA	3	3	94	1	3	96	33	35	13

Motivation levels

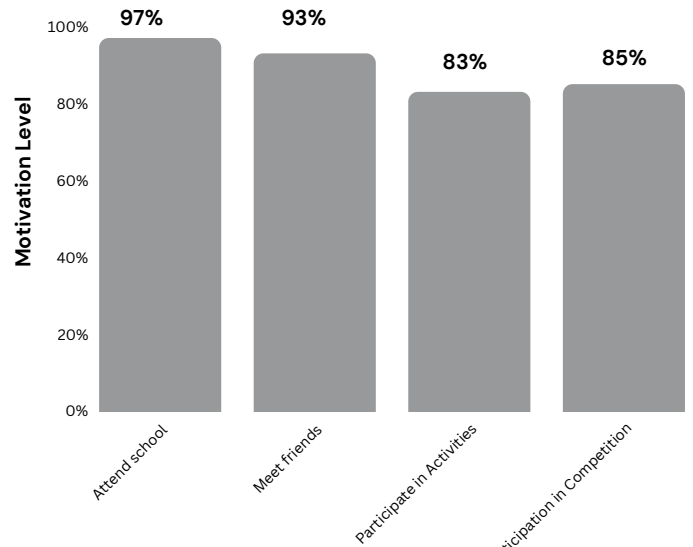


Graph 7.1 Reasons for motivation level in primary classes



Reasons for motivation levels

Graph 7.2 Reasons for motivation level in elementary classes



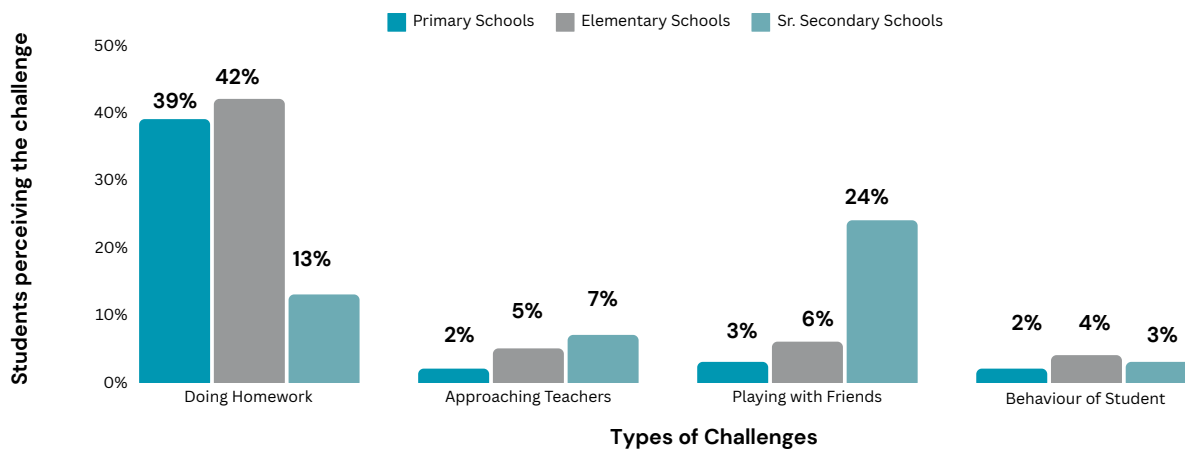
Reasons for motivation levels

Graph 7.3 Reasons for motivation level in senior secondary classes

As per the FGDs for primary classes, education, games, and knowledge were three motivators for students to attend school while education, sports, and school facilities were the motivators for elementary classes. The FGDs with senior secondary classes (*which include classes 9th and 11th*) revealed that successful people and external influences such influences are teachers, students' dreams and aspirations, and their parents motivate them.

Students expressed that they want to become successful, make their parents, school, and teachers proud, and contribute to the schools' growth and hence, attend school. They believe that education would empower them financially as well.

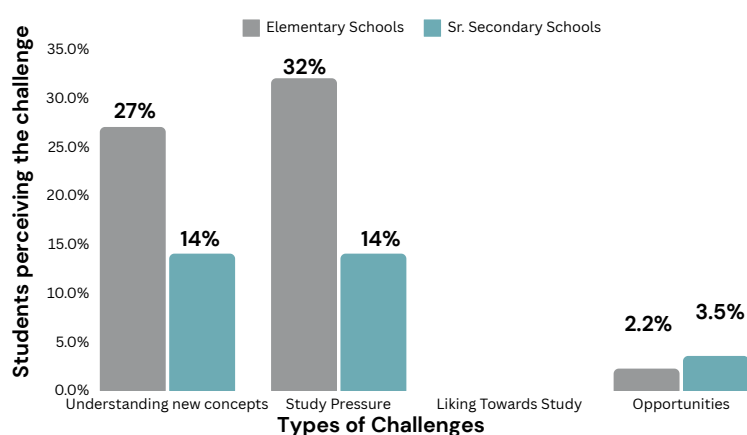
Challenges perceived by students towards attending school and learning



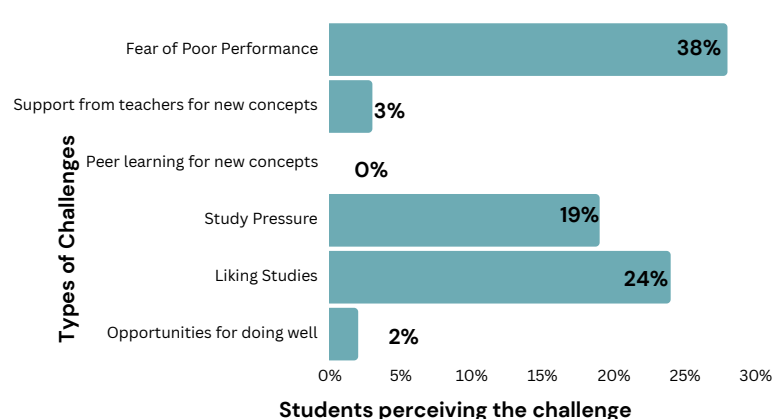
Graph 7.4 Types of Challenges felt by primary class students across schools

Students from **primary classes** highlighted they like the education offered, competitions, and co-curricular activities. However, they believe that schools could upgrade the condition of computer labs. During the discussions, elementary classes expressed no challenges.

The **senior secondary students** expressed that during certain instances, they do not understand a few concepts. Further, there can be disciplinary issues in classrooms as a few students create ruckus while the teachers are teaching. They further elucidated two challenges related to uniforms. Firstly, sub-standard quality, and secondly untimely delivery; and the uniforms get torn by the time the students receive them. For sharing issues with people students provided mixed responses, a few students shared that they have not expressed their issues to anyone while others said they had spoken to their parents and/or teachers and they were supportive. Further efficiency of the complaint box was discussed, and it was revealed that even though a complaint box is there, the challenges in it are not addressed. Lastly, solutions require a concerted effort expressed by the students.



Graph 7.5 Types of challenges felt in elementary classes



Graph 7.6 Types of challenges felt in Senior Secondary Classes

In the focus group discussions with the senior secondary students, other comments that were noteworthy were regarding students' appreciation towards providing free education to them. They further stressed the importance of such an opportunity and highlighted that they would want that every child gets admission to these schools. As a recommendation, students suggested that they would like the addition of robotics and medical subjects, more unity and discipline in school, and strengthening of rules and regulations in school. They would also want schools to increase focus on sports and not limit sports to the games period. In addition, amenities such as a science lab, stage, sports, and/or cricket can be added. These interventions will inspire students to play sports and participate in various national-level sports competitions. Lastly, they recommended more community festivals and tours/trips could be conducted.

Quality and Sufficiency of mid-day meals

While primary and elementary classes expressed that the midday meal is enjoyable, the food menu could be more elaborate and extravagant. The senior students highlighted that they do not like the food much.

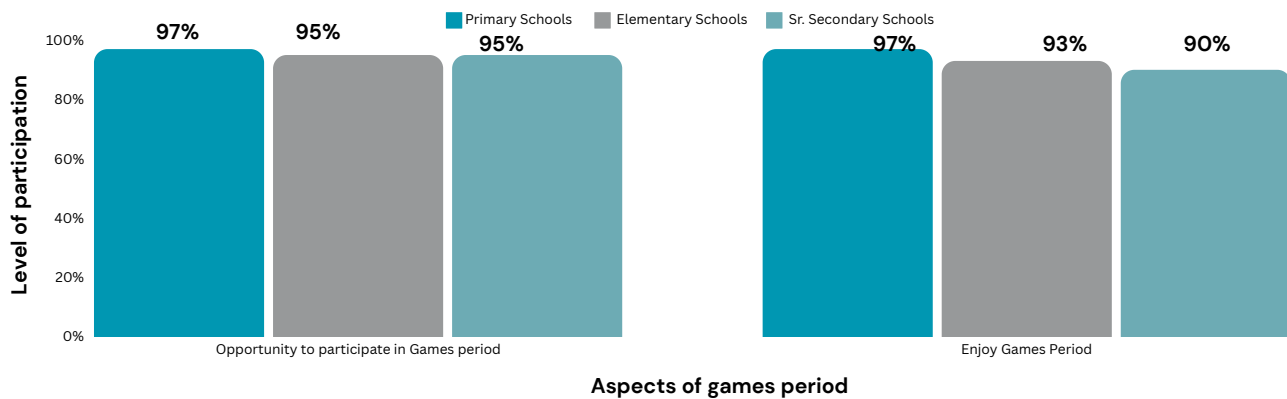
COVID-19's felt impact on learning

Senior secondary students expressed that schools were able to continue education online. To ensure that students were able to learn, teachers asked questions and conducted at-home exams and/or tests. To further deepen the understanding of specific concepts, teachers taught some concepts with a special focus; or at times taught students at home.

In addition, the students leveraged digital tools such as YouTube, and their parents' cell phones and/or asked their siblings for support. Even with all these, the intent to learn and study plummeted for a few. These solutions were not seamless as there were challenges such as a bad network and limited internet availability. All of these impacted the learning levels.

The elementary classes expressed that they spent time on arts and crafts, helped parents, and learned via online classes. Students felt supported by parents and teachers during the pandemic. The primary classes studied via online classes as well and spent time doing their homework, studying for tests, and playing whenever the phones were not available. They leveraged WhatsApp groups on their parents' and/or elder siblings' cell phones

Participation and enjoyment in physical activities



Graph 7.7 Opportunities to participate in games period for primary classes across schools

Senior secondary students revealed that examples of sports and/or physical activities they participate in are football, kabaddi, and basketball and these happen during the game periods. They recommended adding morning exercise to their routines. In **primary classes**, it was observed that students play similar games as senior secondary students, namely, kho-kho, football, kabaddi, and hide and seek. In addition to the games mentioned above, the **elementary students** highlighted they like to go for cycle and relay races. Further, articulated that they would want to participate in new games such as cricket and badminton. A common trend across primary and elementary classes was that girls and boys play separately. An example in primary classes provided was girls played ludo and boys played chess, indicating a gender divide.

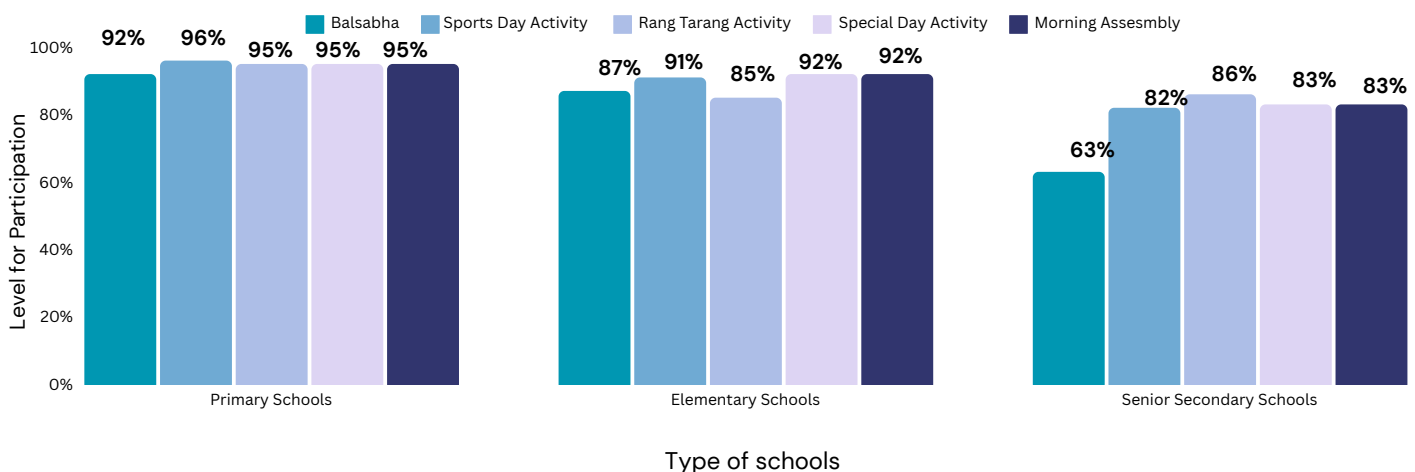
Objective 2 Co-curricular activities at Satya Bharti Schools, Values and Lifeskills attained by students

1. Participation levels in co-curricular activities are highest reported in primary and elementary classes, while it is least reported in senior secondary classes.
2. Only 3% of students in Punjab are proficient in life skills, and these are students in elementary classes. The majority of students have acquired a competent level of life skills, with the highest number reported in elementary classes (73%), followed by senior secondary (69%) and primary classes (65%).
3. Participation in co-curricular activities had a limited impact on certain life skills attained, such as critical thinking and creativity. The schools could focus on inculcating these life skills through co-curricular activities.

Participation levels in co-curricular activities

FGDs with senior secondary classes revealed that students believe that the aim of these activities is to teach life lessons and be better human beings. For example, through the Saksharta Abhiyan, students generate awareness amongst the illiterate. In terms of preferences, some students liked computer classes and monthly essay writing. This has helped students improve their expression and writing. Other sections of students appreciated exhibitions, dance competitions, and activities for general knowledge. Students said while they were motivated for co-curricular, they faced challenges in learning new skills. They further highlighted teachers constantly motivated them and informed them about opportunities. However, limited options were provided. They recommended more classes should be conducted for improving English.

The students in primary classes highlighted they participate in acting, singing, and dancing during celebrations, especially Children's Day. They also have role-play activities with teachers and participate in the school band. An area of opportunity that was highlighted by primary class students was schools could focus on increasing voluntary participation in co-curricular activities. Further, some students felt uncomfortable and shy to participate in these activities.



Graph 7.10 Participation level of primary students across co-curricular activities

Table 7.2: Analysis of elementary classes with respect to co-curricular activities

Activity	Elementary Schools						Senior Secondary Schools					
	Participation		Chance		Recognition	Opportunity for creativity	Participation		Chance		Recognition	Opportunity for creativity
	Opportunity	Enjoy	Communication	Lead team			Opportunity	Enjoy	Communication	Lead team		
Balsabha	91%	92%	88%	91%	95%	91%	75%	78%	70%	67%	78%	77%
Rang Tarang	93%	95%	83%	88%	87%	91%	78%	82%	71%	70%	79%	77%
Sports Day	93%	94%	64%	90%	93%	92%	79%	80%	64%	68%	79%	76%
Maths EVS	86%	88%	87%	89%	88%	87%	79%	75%	71%	68%	76%	78%
Classroom Group Activities	65%	86%	86%	88%	89%	85%	98%	81%	74%	72%	89%	76%
Morning Assembly Activities	82%	93%	86%	71%	86%	88%	75%	78%	75%	42%	73%	72%

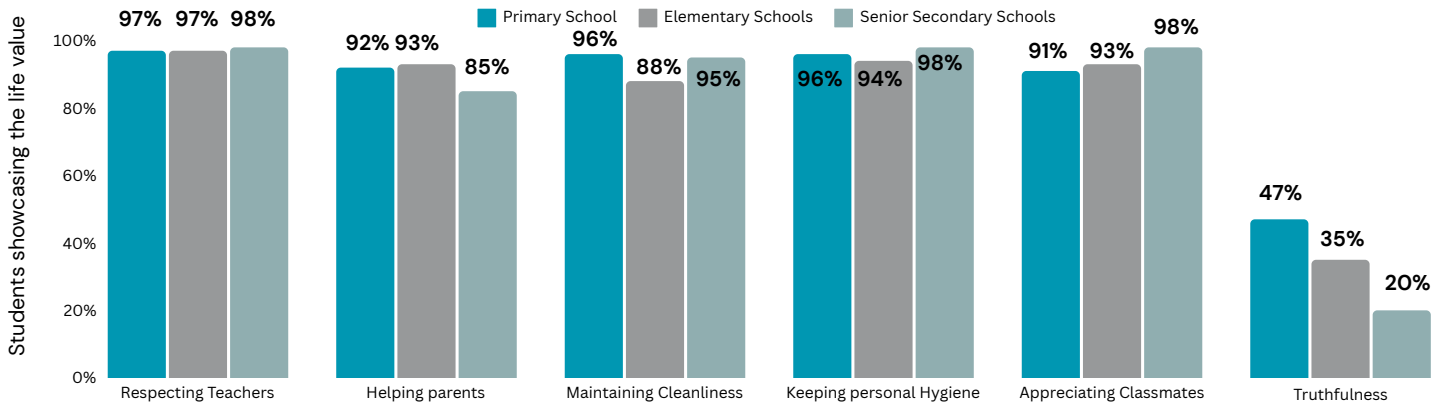
Table 7.3: Analysis of senior secondary classes with respect to co-curricular activities

Activity	Participation		Chance		Recognition	Opportunity for creativity
	Opportunity	Enjoy	Communication	Lead Team		
Balsabha	33%	26%	26%	26%	25%	24%
Rang Tarang	27%	18%	24%	26%	21%	25%
Sports Day	29%	26%	30%	26%	30%	30%
Maths EVS	29%	26%	23%	29%	25%	26%
Morning Asseembly	23%	25%	23%	24%	23%	22%

Students like the Saksharta Abhiyan and tying rakhis to army personnel. However, some students were uncomfortable and/or shy to participate in singing and dancing activities. Another insight was that only boys participated in the Saksharta Abhiyan rallies. Similar trends were noticed across **elementary classes** where students enjoy music, painting, dance, games, and art and craft. They participate in school-level quizzes and sports competitions. They also believe that Saksharta Abhiyan improves knowledge and has benefitted the elderly.

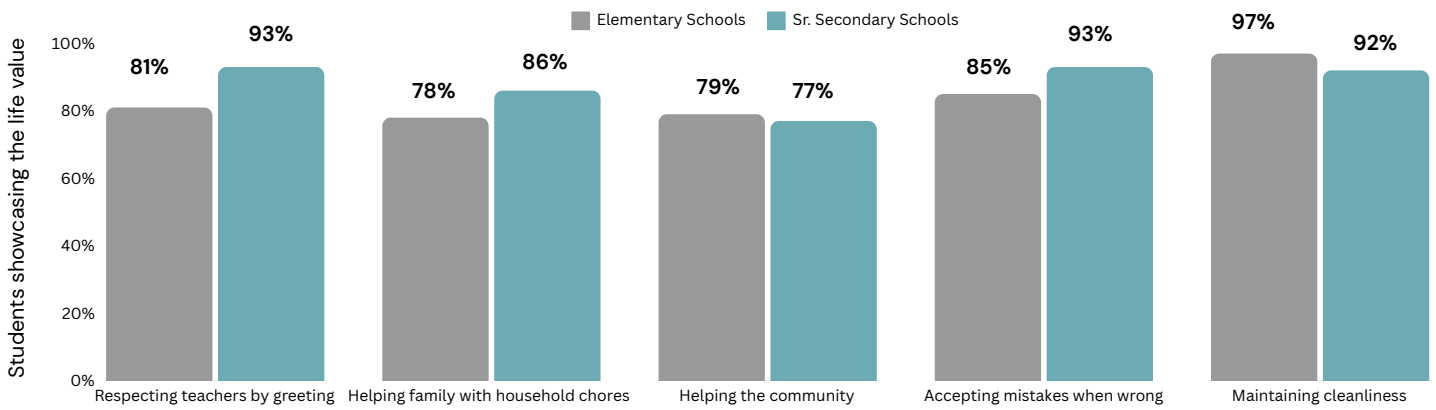
Senior secondary students shared they supported and teach their family members. Further, unity, a sense of belongingness, and brotherhood are promoted because of community engagement.

The quantitative analysis of life values is as follows:



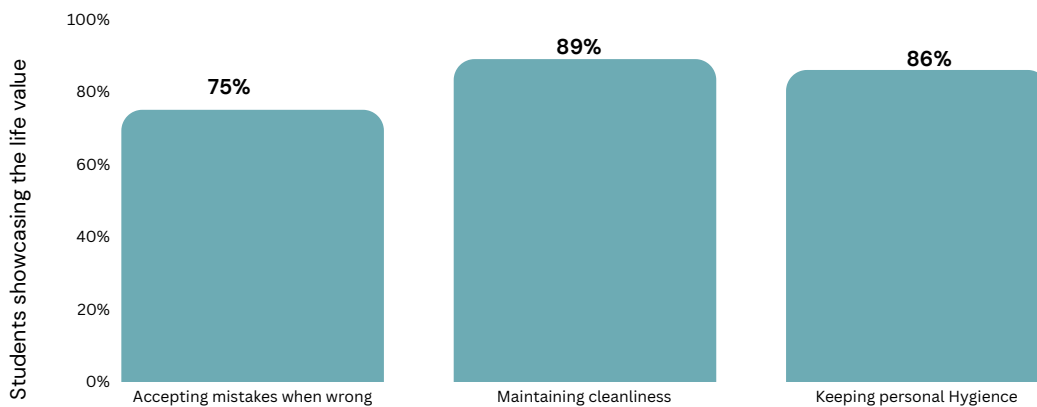
Situations provided for assessing life values

Graph:7.11 Primary class students showcasing life values across schools*



Situations provided for assessing life values

Graph 7.12: Elementary class students showcasing life values across schools*



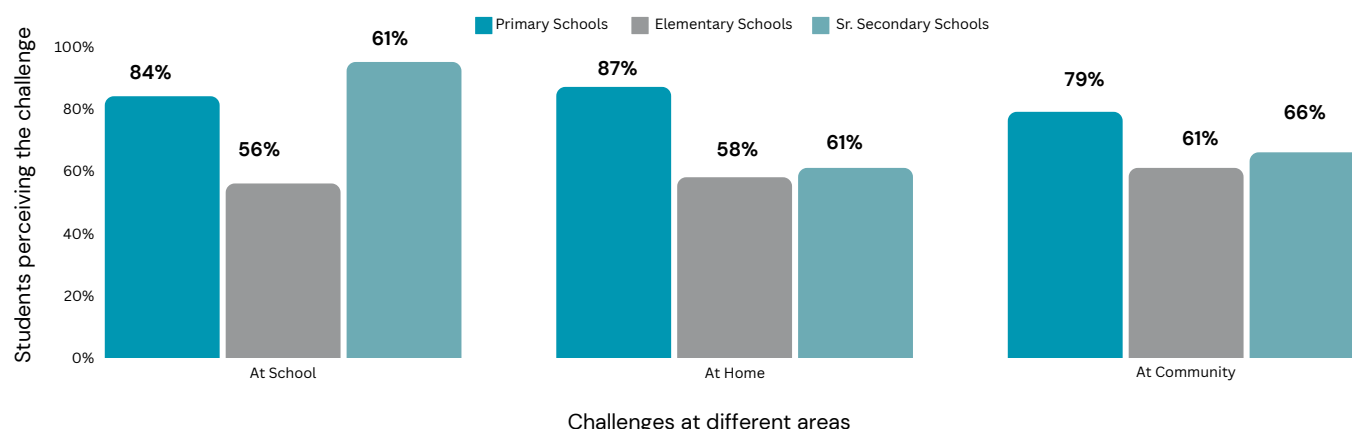
Situations provided for assessing life values

Graph:7.13 Senior secondary class students showcasing life values *

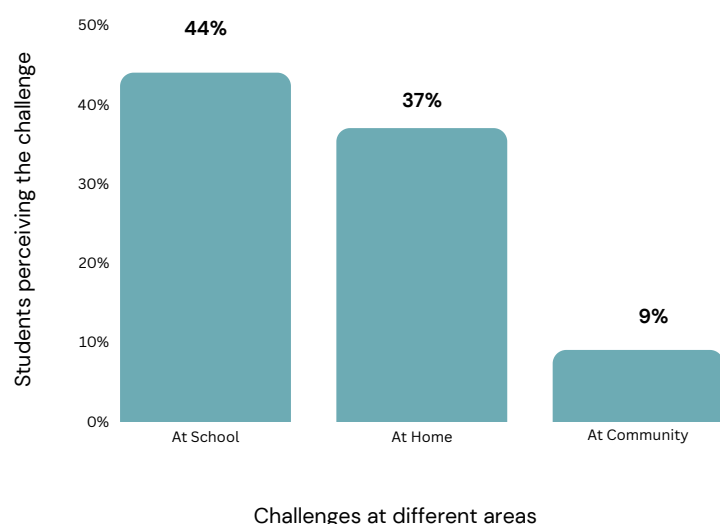
*Percentage of students selecting high (i.e. often and always)

Awareness of Challenges faced by girls

For primary classes and primary schools, 81% of total girl respondents reported being aware of challenges at the school level, 54% reported being aware of challenges at the home level and 78% reported being aware of challenges at the community level. While 86% of boys felt that girls faced challenges at the school level, 89% felt that girls faced challenges at the home level and 80% of boys felt that girls faced challenges at the community level. In **primary classes at elementary schools**, 59% of girls reported they believe that face challenges at the school level, 60% felt challenges existed at the home level and 63% faced challenges at the community. 51% of boys felt that girls faced challenges at the school level, 54% felt that girls faced challenges at the home level and 58% of boys felt that girls faced challenges at the community level. In **primary classes of senior secondary schools**, 59% of total female respondents reported facing challenges at the school level, 59% faced challenges at the home level and 80% faced challenges at the community level in primary classes in elementary schools. 55% of boys felt that girls faced challenges at the school level, 55% felt that girls faced challenges at the home level and 80% of boys felt that girls faced challenges at the community level. The discussions with students on gender barriers reinforced the challenge of transportation for girls as they get dropped off at school by their guardians.



Graph 7.8 Students' perspectives on challenges faced by girls in primary classes



Graph 7.9 Students' awareness on challenges faced by girls in senior secondary classes

In **senior secondary classes**, 45% of girls reported they believe they face challenges at the school level, 33% faced challenges at the home level and 38% faced challenges at the community level. While 42% of boys felt that girls faced challenges at school level, 33% felt that girls faced challenges at home level and 38% boys felt that girls faced challenges at the community level.

Within the senior secondary students, there were mixed responses about girls facing challenges in attaining education. Some students believed that there are a few challenges for girls, and they can find limited support from family and parents. The reason was the parents' believed that it is optional, and not critical, to educate girls. Another section of students mentioned that girls may find it difficult to complete their studies. Some students also shared that girls discontinue their studies post-12th standard.

Overall, the students suggested that girls should be motivated to attain education. Scholarships and family are key levers that can contribute toward girls' education. Across primary classes, students feel that female students face challenges in commuting to school. The elementary classes highlighted both, boys and girls, have equal time to study and they help their parents in undertaking household chores, cleaning and buying ratio.

Life Skills

The quantitative analysis of nine life skills for Punjab is as follows

Table 7.4 Life Skills of the Students across all levels

Life skills Level	Primary Classes	Elementary classes	Senior Secondary Classes
Proficient	0%	3%	0%
Competent	65%	73%	69%
Basic	26%	20%	26%
Emerging	9%	4%	5%
MEAN LIFE SKILL SCORE	107	117	104

Correlation between life skills and participation levels of students in different classes

The Satya Bharti Schools have an exceptionally high focus on inculcating life skills among their students. With the same objectives, various co-curricular activities are initiated across their schools. This section of the report will assess the correlation between life skills and participation levels of students in different activities across all primary and elementary schools. The correlation between the two was assessed by calculating the p-values and a two-sample t-test. The detailed p-values are shared in the annexure and key insights for classes are shared below.

Table 7.5: Correlation between life skills and participation levels of students in different activities in all primary, elementary and senior secondary schools

Activity	Positive Impact	Limited Impact
Bal Sabha	Empathy, Participation, Negotiation and Communication	Critical Thinking, Creativity, Decision Making, Problem Solving and Resilience
Sports Day	Empathy, Resilience and Communication	Critical Thinking, Participation, Creativity, Decision Making, Problem Solving and Negotiation
Maths/ EVS activities	Empathy, Decision Making, Problem Solving and Communication	Critical Thinking, Participation, Creativity, Resilience and Negotiation
Special Day Activities	Decision Making, Problem Solving and Resilience	Critical Thinking, Empathy, Participation, Creativity, Negotiation and Communication
Morning Assembly	Problem Solving and Resilience	Critical Thinking, Empathy, Participation, Creativity, Decision Making, Negotiation and Communication

Objective 3 Parents' involvement in their child's learning journey

1. Parents admire the discipline, staff, food facilities, sports, and cleanliness in the schools. They feel that co-curricular activities have a positive impact on their child's learning. They further appreciate that the schools provide equal opportunities for students to participate in these activities.
2. Parents suggested that communication channels with teachers could be strengthened. They further suggested the school could have transport facilities, a canteen, medical and non-medical facilities. Lastly, parents advocated for seasonal and nutritious food to be included in mid-day meals.

Under this objective, 80 parents participated in the FGDs.

Parents, family members and community engagement in schools

Parents engage with teachers through the PTMs. Phone and personal talk are other ways for them to engage as well. Additionally, communication and information sharing between parents and teachers could be strengthened. Suggested ways for the same by parents were to increase the frequency of PTMs and WhatsApp groups. Parents also mentioned that they engage in Rang Tarang and volunteer programs organized by the schools.

Campaigns organized by schools

Parents are aware of the campaign the school organized. According to them, students get equal opportunity to participate in social activities.

Perception of parents about school, and their child's learning journey

Parents like the discipline, staff, food facilities, sports, and cleanliness in the schools. They suggested that in addition, the school should have transport (bus) facilities, canteen, medical and non-medical facilities. Lastly, parents advocated for seasonal and nutritious food could be included in mid-day meals. Parents are happy regarding their child's learning, they appreciate that students are given the opportunity to speak on stage.

Sense of improvement in child's behavior and learning due to the school

Parents are happy about co-curricular activities organized by the school and feel that they have noticed a change in their child. Parents mentioned that school authorities provide equal opportunities for speaking, a platform for girls to attain education, and mentorship to students to realize their ambitions. Another positive was the focus on girls and enriching their vocabulary. They have observed positive changes in their children's writing.

Aspirations regarding children's learning,

Parents shared their expectations and aspirations for their children. Such as one parent wants his/her child to become a doctor. They aspire for their children to become independent after studying and the schools are doing their best to make it happen.

COVID-related challenges, how were they addressed

During COVID-19, the teachers conducted online classes by leveraging innovative teaching methodologies. However, due to increased phone usage, students have become addicted to cell phones and become lazy.

Objective 4 Making a lasting and sustainable impact on the community

Key findings and recommendations from LSPs

The qualitative assessments were undertaken with three LSPs, who have been associated with Satya Bharti Schools for 0 to ten years and intend to continue working with the schools as cooks or mid-day meal vendors. Before their work with Satya Bharti Schools, they were construction laborers.

The opportunity to work with schools has given them a sense of security and increased their income by approximately 65%. Over and above income benefits, the LSPs highlighted that on an individual level, they improved their general awareness and focused on preparing food with cleanliness. While at a community level, schools are providing education and employment opportunities. The LSPs also mentioned that since their children study in the same school, they are motivated to provide better services. **With respect to challenges**, the LSPs highlighted that as MDM vendors they faced monetary problems in maintaining accounts and faced food shortages as there were more children. However, the same issue has been solved. Also, schools help to ensure quality services are provided to the students by cleaning the premises for cooking and making necessary arrangements. A specific example of a challenge was the clogging of drains as students cleaned their own plates.

Objective 5 Professional Development of teachers at Satya Bharti Schools

The quantitative assessment was administered among 27 teachers and insights are shared below:



To delve deep into the teachers' perceptions of their workplace, the assessment highlighted that the majority of teachers believe that their school recognizes their work and that their colleagues are supportive. However, 70% of teachers feel that their superiors do not support their advancement.

About teaching



All the teachers believe that innovative teaching methods make learning strong and easy. Hence, use digital device for classes and diagnostic tools that simplifies learning and offers a structured way of evaluation, and they leveraged innovative teaching learning materials during COVID-19. 96% teachers reported that innovative teaching methods helped them to continue teaching during COVID-19.

In terms of training, all the teachers felt that training was relevant, and they were able to apply the concepts in their classes as it equipped them with useful ideas of how to improve student learning outcomes. 7% of the teachers believe that they were thorough with the course material and did not come across anything new while 96% of teachers felt that the training refresher adds to their previous knowledge.

In terms of life skills, all teachers believe that it improves with activities done in the classroom and these activities are an essential part of the overall learning and development of students.

Gender Lens



96% of teachers believed it is important to teach students about sharing responsibilities irrespective of gender. 44% of teachers feel evaluating students is tough and find it hard to have an unbiased evaluation and 7% of teachers believe that there are some subjects where boys perform better than girls or vice versa.

About students



All teachers felt that students were engaged, and confident and looked forward to participating in sports and competitions in classes and 85% of students appreciated the usage of DCR.

About Parents



All the teachers believe that parents trust them; and two-way discussions are usually constructive. Further, 96% of teachers believed that parents were solution oriented. Further, 11% of teachers reported that most of the parents don't turn up for meetings.

Overall State Summary: Insight from students, parents and teachers

Motivation levels of students across all school levels are reported to be high, with more than 90% across all school types. Even all teachers have affirmed that students are engaged in classes.

Challenges: The challenges faced by students progress with class level. According to FDGs with students in primary classes, the schools lack interest in upgrading the condition of computer labs, while senior secondary students shared challenges such as commuting to schools, parking rush, and lack of proper flooring outside schools.

COVID-19: During COVID-19, a majority of children had access to online classes on smartphones. During this time, they received help and support from their family and learned new skills by staying indoors. Teachers tried to ensure involved learning through individual consultation with the child, and students took the help of the internet to understand concepts, using innovative ways of teaching.

Awareness of Gender-specific Barriers: Students feel that female students face challenges in commuting to school. Some girls find it difficult to attain knowledge due to gender norms in the family, and schools try to help them with scholarships, while for parents, there are no gender-specific barriers for students.

Activities Impact, Life Skills: On average, 69% of students showcased a competent level of life skills gained across all class levels in Punjab. Parents are happy about co-curricular activities and feel that they have noticed a change in their child. Teachers feel that life skills improve with activities done in the classroom, and these activities are an essential part of the overall learning and development of students.

8. ANNEXURE I DETAILED TABLES

STATE WISE RANKING

Table 8.1 OVERALL IMPACT FOR PRIMARY CLASSES ACROSS SCHOOLS

Parameters	Indicators	Punjab	Haryana	UP	Tamil Nadu	Rajasthan
objective 1: Free quality education to underprivileged children, with a special focus on girl child education, in the rural pockets of India	The motivation levels, perceived challenges by students, availability of nutritious meal and participation and enjoyment in physical activity were averaged for each state across all types of school	93%	84.7%	90.5%	93.2%	80.7%
	Objective 2: Transform students into educated, confident, responsible and self-reliant employable citizens of the country with a deep sense of commitment to their society	82.1%	74.5%	79%	85.5%	77.5%
Objective 2.1 Life skills*	Mean score	107	115	105	115	98
	Proportion students at Proficient level	0%	0%	0%	0%	0%
	Proportion of students at competent level	65%	90.5%	71.4%	90.5%	28.8%
	Proportion of students at Basic level	26%	9.1%	22%	9.1%	64.1%
	Proportion of students at Emerging level	9%	0.4%	7%	0.4%	7.0%

* Composite scores for life skills is mentioned



STATE WISE RANKING

Table 8.2 OVERALL IMPACT: ELEMENTARY CLASSES ACROSS SCHOOLS

Parameters	Indicators	Punjab	Rajasthan
objective 1: Free quality education to underprivileged children, with a special focus on girl child education, in the rural pockets of India	The motivation levels, perceived challenges by students, availability of nutritious meal and participation and enjoyment in physical activity were averaged for each state across all types of school	90.5%	88.9%
Objective 2: Transform students into educated, confident, responsible and self-reliant employable citizens of the country with a deep sense of commitment to their society	Participation in co-curricular activity and aspect of life values were averaged for each state across all types of school	84.2%	86.5%
Objective 2.1 Life skills*	Mean score	115	93
	Proportion students at Proficient level	3%	4%
	Proportion of students at competent level	73%	82%
	Proportion of students at Basic level	20%	12%
	Proportion of students at Emerging level	4%	2%

* Composite scores for life skills is mentioned



STATE WISE RANKING

Table 8.3 OVERALL IMPACT: SENIOR SECONDARY CLASSES ACROSS SCHOOLS

Parameters	Indicators	Punjab
objective 1: Free quality education to underprivileged children, with a special focus on girl child education, in the rural pockets of India	The motivation levels, no perceived challenges by students, availability of nutritious meal and participation and enjoyment in physical activity were averaged for each state across all types of school	86.1%
Objective 2: Transform students into educated, confident, responsible and self-reliant employable citizens of the country with a deep sense of commitment to their society	Participation in co-curricular activity and aspect of life values were averaged for each state across all types of school	55.5%
Objective 2.1 Life skills*	Mean score	104
	Proportion students at Proficient level	0%
	Proportion of students at competent level	69%
	Proportion of students at Basic level	26%
	Proportion of students at Emerging level	5%

* Composite scores for life skills is mentioned



OVERALL MEAN LIFE SKILLS SCORE

The overall mean score of different life skills of students across the cohorts is shared below. The range of this is 0 to 16.

Table 8.4: Mean scores of life skills assessed across classes

	Primary classes						Elementary Classes			Sr Secondary Classes
	Overall	UP	HR	TN	RJ	PB	Overall	PB	RJ	Punjab
Critical Thinking	10.4	10.8	11	10.7	10.4	10.2	12.5	12.4	12.8	11.4
Decision making	11.3	10.9	11.1	10.9	10.9	11.6	13.4	13.5	13.3	10.9
Problem Solving	10.9	10.6	11.2	10	10.2	11.2	13	12.9	13.5	10.8
Creativity	10.4	11.7	11	10.5	10	10.1	13.9	14.2	12.9	12.1
Participation	12.2	12.7	12.2	10.7	11.8	12.4	13.8	13.8	13.9	10.2
Resilience	12.1	12.2	12.2	9.3	12.4	12.2	12.8	12.8	13	12.8
Negotiation	8.8	10.2	8.3	9.9	8.3	8.8	12.3	12.1	13.1	9.3
Communication	9.6	11.3	9.1	10	9.8	9.4	12.5	12.6	12	10.2
Empathy	14.1	12.9	14.5	11.2	14.4	14.3	12.7	12.6	13.4	10.5

Performance across the students across life skills on the level of proficient, competent, basic and emerging.

Table 8.5 : Level of proficient, competent, basic and emerging across classes and across life skills

Life skill/ Performance wise %age of students	Primary Classes (Overall)				Elementary Classes (Overall)				Sr. Sec. Classes			
	Proficient	Competent	Basic	Emerging	Proficient	Competent	Basic	Emerging	Proficient	Competent	Basic	Emerging
Critical Thinking	1.0%	21.9%	57.3%	19.8%	18.6%	51.6%	21.1%	8.7%	9.6%	46.4%	22.4%	21.6%
Decision making	8.2%	44.2%	26.3%	21.3%	38.3%	45.5%	8.7%	7.6%	4.0%	34.4%	41.6%	20.0%
Problem Solving	7.1%	36.0%	29.1%	27.8%	36.6%	37.8%	14.6%	11.0%	4.8%	36.8%	28.0%	30.4%
Creativity	3.1%	22.8%	49.7%	24.5%	51.2%	33.0%	9.5%	6.3%	24.0%	42.4%	17.6%	16.0%
Participation	16.0%	55.8%	18.2%	10.1%	53.7%	30.9%	7.0%	8.5%	0.8%	24.8%	47.2%	27.2%
Resilience	9.6%	59.8%	17.1%	13.5%	26.2%	49.7%	13.1%	11.0%	33.6%	39.2%	12.0%	15.2%
Negotiation	2.6%	14.8%	23.1%	59.5%	28.3%	34.7%	18.2%	18.8%	0.0%	24.0%	30.4%	45.6%
Communication	2.5%	13.0%	30.4%	54.1%	23.0%	46.7%	16.1%	14.2%	1.6%	31.2%	39.2%	28.0%
Empathy	57.3%	27.4%	8.7%	6.5%	35.3%	34.9%	14.2%	15.6%	1.6%	27.2%	46.4%	24.8%

Correlation between life skill scores and participation levels in co curricula in primary classes

Table 8.6 Correlation between life skills and participation levels of students in different activities in primary classes across different schools

Category of Students	Balsabha		Special Day		Sports Day		Morning Assembly	Classroom Activity		
	Average Score	Performance	Average Score	Performance	Average Score	Performance	Average Score	Performance	Average Score	
Critical Thinking										
High	10.0	11% higher score for high participation	10.0		10.3		10.0		10.0	4% higher score high participation
Low	9.0		9.2	9% higher score high participation	9.3	10% higher score high participation	9.5	6% higher score high participation	9.6	
Empathy										
High	10.0	5% lower score for high participation	10.0		14.1		10.1	6% higher score high participation	10.0	4% lower score high participation
Low	10.5		10.1	No Correlation	13.0	4% higher score high participation	9.5		10.5	
Participation										
High	11.9	6% higher score for high participation	11.9		12.1		11.9	1% higher score high participation	11.9	3% higher score high participation
Low	11.2		10.8	11% higher score high participation	11.2	11% higher score high participation	11.7		11.5	
Creativity										
High	9.7	6% higher score for high participation	9.6		10.2		9.6	1% lower score high participation	9.6	1% higher score high participation
Low	9.1		9.4	2% higher score high participation	10.5	1% higher score high participation	9.8		9.5	
Decision making										
High	11.8	4% higher score for high participation	11.8		11.2		11.7	7% lower score high participation	11.8	1% higher score high participation
Low	11.3		10.7	11% higher score high participation	10.3	1% higher score high participation	12.6		11.7	
Problem Solving										
High	10.8	4% higher score for high participation	10.8		10.9		10.9	7% higher score high participation	10.9	7% higher score high participation
Low	10.4		9.9	10% higher score high participation	9.5	4% higher score high participation	10.2		10.2	
Resilience										
High	11.7	9% higher score high participation	11.8		12.0		11.6	1% higher score high participation	11.7	5% higher score high participation
Low	10.8		10.6	11% higher score high participation	11.6	5% higher score high participation	11.5		11.2	
Negotiation										
High	8.3	No correlation	8.1		8.5		8.0	19% lower score high participation	8.2	7% lower score high participation
Low	8.3		9.2	12% lower score high participation	9.2	10% lower score high participation	10.0		8.8	
Communication										
High	9.2	1% higher score high participation	9.2		9.3		9.1	7% lower score high participation	9.2	1% lower score high participation
Low	9.0		9.5	3% lower score high participation	9.2	5% lower score high participation	9.8		9.3	

Table 8.7 P values from one tail t- test statistics among high- and low-level participation group of Primary Schools

Activity/ Life skill	Critical Thinking	Empathy	Participation	Creativity	Decision Making	Problem Solving	Resilience	Negotiations	Communication
BalSabha	0.284	0.002	0.026	0.173	0.034	0.011	0.022	0.170	0.058
Sports Day	0.004	0.016	0.016	0.175	0.010	0.003	0.126	0.090	0.406
Math/EVS	0.036	0.259	0.023	0.015	0.117	0.004	0.263	0.002	0.342
Special Day	0.064	0.063	0.008	0.049	0.286	0.321	0.097	0.087	0.489
Morning Assembly	0.158	0.090	0.157	0.024	0.018	0.012	0.073	0.072	0.014

Table 8.8: Correlation between life skills and participation levels of students in different activities in elementary classes across different schools

Participation	Balsabha		Special Day		Sports Day		Morning Assembly		Classroom Activity	
	Average Score	Impact of higher participation	Average Score	Impact due to more participation	Average Score	Impact due to more participation	Average Score	Impact due to more participation	Average Score	Impact due to more participation
Critical Thinking										
High	10.0	11% higher score	10.0	9% higher score	10.3	10% higher score	10.0	6% higher score	10.0	4% higher score
Low	9.0		9.2		9.3		9.5		9.6	
Empathy										
High	10.0	5% lower score	10.0	No Correlation	14.1	4% higher score	10.1	6% higher score	10.0	4% lower score
Low	10.5		10.1		13.0		9.5		10.5	
Participation										
High	11.9	6% higher score	11.9	11% higher score	12.1	11% higher score	11.9	1% higher score	11.9	3% higher score
Low	11.2		10.8		11.2		11.7		11.5	
Creativity										
High	9.7	6% higher score	9.6	2% higher score	10.2	1% higher score	9.6	1% lower score	9.6	1% higher score
Low	9.1		9.4		10.5		9.8		9.5	
Decision making										
High	11.8	4% higher score	11.8	11% higher score	11.2	1% higher score	11.7	7% lower score	11.8	1% higher score
Low	11.3		10.7		10.3		12.6		11.7	
Problem Solving										
High	10.8	4% higher score	10.8	10% higher score	10.9	4% higher score	10.9	7% higher score	10.9	7% higher score
Low	10.4		9.9		9.5		10.2		10.2	
Resilience										
High	11.7	9% higher score	11.8	11% higher score	12.0	5% higher score	11.6	1% higher score	11.7	5% higher score
Low	10.8		10.6		11.6		11.5		11.2	
Negotiation										
High	8.3	No correlation	8.1	12% lower score	8.5	10% lower score	8.0	19% lower score	8.2	7% lower score
Low	8.3		9.2		9.2		10.0		8.8	
Communication										
High	9.2	1% higher score	9.2	3% lower score	9.3	5% lower score	9.1	7% lower score	9.2	1% lower score
Low	9.0		9.5		9.2		9.8		9.3	

Table 8.9: Correlation between life skills and high participation levels of students in different activities in primary classes across different schools

Activities	Critical Thinking	Empathy	Participation	Creativity	Decision Making	Problem Solving	Resilience	Negotiation	Communication
Bal Sabha	11+	5-	6+	6+	4+	4+	9+	No	1+
Special Day	9+	No	11+	2+	11+	10+	11+	12-	3-
Sports Day	10+	4+	11+	1+	1+	4+	5+	10-	5-
Morning Assembly	6+	6+	1+	1-	7-	7+	1+	19-	7-
Classroom Activity	4+	4-	3+	1+	1+	7+	5+	7-	1-

Table 8.10: Correlation between life skills and high participation levels of students in different activities in elementary classes across different schools

Activities	Critical Thinking	Empathy	Participation	Creativity	Decision Making	Problem Solving	Resilience	Negotiation	Communication
Bal Sabha	1+	7+	5+	3+	6+	10+	6+	No Correlation	5+
Special Day	5+	6+	10+	7+	2+	2+	5+	8+	No Correlation
Sports Day	10+	9+	8+	No Correlation	9+	16+	3+	No Correlation	1+
Morning Assembly	2+	4+	2+	5+	3+	6+	9+	4+	No Correlation
Classroom Activity	4+	2+	4+	6+	4+	11+	2+	13+	1+

QUESTIONNAIRES

Questionnaire for Primary Students (3,4 and 5)

I Details:

- Name (optional):
- Age: Gender:
- Class: School Name:
- Year of admission to the school: Admission number: (From school)
- State: District:

General information:

- Have you ever been a monitor in your class? Yes No
- Name the house you belong to:-----
- Name one important thing that you learned in school: (this is from the student's perspective and can include anything s/he wants to say):--
----- How do I feel in school every day? Happy Bored Sad Angry Worried
- How do I often feel in class? Happy Bored Sad Angry Worried

For EACH of the statements, choose the option which best describes it: Always Often Sometimes Rarely Never

- Do you like to go to school every day?
- Do you like to study in school?
- Do you like your teachers?
- What do you like the best in your class? (cues: DCR, interaction with the teacher, TLM, Group work)
- Do you face any problems in doing your Homework?
- On the PTM day, does your mother or father come to meet your teacher?
- Can you talk to your teachers when you need help?
- How often do your school friends play with you?
- Do you feel your friends treat you kindly?
- If yes, would you like to give an example of when you felt unsafe?
- Do you commute to school comfortably?
- Do you like the food/MDM given in school?
- When you are still hungry, can you ask for more and didi gives you more?
- Do you get a chance to participate in games in your Games period in school?
- Do you enjoy your games period?
- How often do you participate in the Bal Sabha Activities?
- Can you name the activity you enjoyed the most?
- Do you participate in the Sports Day Activities?
- Can you name the activity you enjoyed the most?
- Do you participate in the Rang Tarang Activities?
- Can you name the activity you enjoyed the most?
- Do you participate in Community engagement Activities? (cues: campaigns, DFC, rallies)
- Can you name the activity you enjoyed the most?
- Do you participate in the Math/EVS/Science/ Hindi/ Language week Activities?
- Which activity did you like the best?
- Do you participate in the Saksharta Activities? (Teaching your grandparents to read). (not applicable for class 3)
- Do you enjoy the activities?
- Do you participate in the Special day activities like 15th August and 26th Jan celebrations?
- Do you enjoy the activities?
- How often do you get to participate in the morning assembly?
- What was your role, give one example
- Do you show respect to your teachers by greeting them?
- Do you help your mother/father in household chores?
- Do you clap when your classmate does well in class (Tareef)?
- Do you lie to avoid punishment?
- Do you accept your mistakes when you know you are wrong?
- Do you take a bath and brush your teeth daily before coming to school?
- Do you help in keeping your school clean?

Question for Class 5:

- Do you feel girls have more problems when they want to continue their education? At school, At home, In the community:
- Are you given any preparation for entrance exams into Class 6 (cue: Navodya, Vidya Gyan etc)

Qualitative Questionnaire for Primary Students (3,4 and 5)

For EACH of the statements, choose the option which best describes it:

Motivation levels of students to attend and learn at school

What do you like doing most in school?

Felt challenges of students towards attending school and learning, Likes/dislikes

- What do you like about your school and what is it that you don't like about school?
- Do you tell anyone about the issues you face in school? (Peers physically hurt each other, teachers give harsh physical punishments)
- Anything which you want in your school/ or your school should do

Covid's felt impact on learning, engagement, across all stakeholders

- How did you spend your time during COVID?
- How do you use to study? How you used to see your teacher?
- Did you use your parents' mobile phones?
- How did you submit your homework?
- What did you do when your siblings used the mobile phones for studies?
- Who helped you in studies during COVID? was you teacher using phones and videos to teach you in covid?

Gender-specific barriers in continuing education

- Do you find any challenges coming to school? (Does your parents drop you or come by public transport)

Availability of good nutritious meals at school

Do you like to eat in school? ? What kind of food do you want in school? Can you ask more food ?Are there any meals/dishes that you miss eating?

Sufficient physical activity organized at school

- What games do you like to play in school?
- And do you want something more or new games that your teacher should play with you? If yes, what are those?
- Do boys and girls play together? Any specific game if you remember?
- Students' engagement in social activities (Bal Sabha, Saksharta Abhiyaan); (like, dislike, what you like, no of such activities in a year, what kind of exercises are these), there interest in such activities, felt benefits through such activities (socio-cultural impact on community), students' perceptions about such activities (how it benefits students), motivation and challenges for participating in co-curricular activities
- About the co-curricular activities organized by the school, which ones do you like and don't like? What kind of intra and inter level competitions you take part in? Which is your most favorite? Can you elaborate the event?
- What is it that you don't like about these activities?
- Is there anything that you want to share about these activities?
- What is it that you like about Saksharta Abhiyan? Did you face any challenges while working on it? What benefits did you and the community get out of it?

Contribution to the community:

- How do you help your mother/father in the house?

Quantitative Questionnaire for Elementary Students

- Have you ever been a monitor in your class? Yes No
- Name the house you belong to: -----
- Have you been in any leadership position – Been a house captain/Vice-captain / Head Boy / Head Girl? Yes No
- Name one important thing that you learned in school: (apart from reading and writing).
- What do you like the best in your classroom (TLM / DCR / Group Work)?
- What career do you want to take up when you grow up?
- Is your school education preparing you for this career?

For EACH of the statements, choose the option which best describes it (always, often, sometimes, rarely, never)

- I enjoy coming to school and attending classes.
- I enjoy coming to school to meet my friends.
- I enjoy coming to school to participate in all kinds of activities.
- I enjoy taking part in competitions.
- I enjoy engaging with my teachers.
- Understanding new concepts at school is difficult for me.
- I feel the Study pressure is too much.
- I don't like studying.
- I feel that my school will help me by giving me opportunities for doing well in life.
- During COVID, we had online classes:
- I missed going to school during COVID.
- My teachers helped me to study during COVID and I continued my studies.
- On the PTM day, my mother or father come to meet my teacher
- I feel I can ask for help in my school.
- In case of any issue related to my school, I approach.
 - My class teacher
 - My HT/Principal
 - My friends
 - School Captain/ Class monitor
- My friends are kind to me.
- Girls can commute to school comfortably.
- I feel comfortable reporting any issues of safety
- I like the food/MDM provided in the school.
- I feel the food is enough and anyone can ask for more if they are still hungry.
- I enjoy the Games period at school:
- On a scale of 1–5, rate the below activities with each of the parameters given in the columns
 - Bal Sabha
 - Community campaigns (Saksharta Abhiyan/ DFC/ Rallies)
 - Plantation drive
 - Rang Tarang
 - Sports Day
 - Maths / Science/
 - Lang/
 - Week
 - Classroom group activities
 - Morning Assembly
 - Special day celebrations (e.g. 15 Aug/26 Jan)
- I get chances to participate in external competitions / Cluster level with other schools?
- This year, I won an award in an external competition:
- I will continue to participate in competitions even if I don't win
- I feel confident about interacting with my classmates and teachers in my classroom.
- I get opportunities to participate in classroom discussions.
- I like to help my family members with household / outdoor chores
- I look for opportunities to help members of the community.
- My teachers support me when we do our community activities such as Saksharta Abhiyan / girl child campaign etc.
- I show respect to my teachers by greeting them.
- I am aware of important issues related to my country and discuss with my classmates/teacher.
- I accept my mistakes when I know I am wrong.
- I make efforts to keep my school and home clean
- I follow the basic routines to maintain personal hygiene.

Qualitative Questionnaire for Elementary Students

For EACH of the statements, choose the option which best describes it:

A) Motivation levels of students to attend and learn at school

1. Why do you come to school?

B) Felt challenges of students towards attending school and learning, Likes/dislikes

1. What do you like most about your school and what is it that you don't like about school?

2. Did you tell anyone about the issues you face at school?

3. Anything which you want in your school/ or your school should do

C) Covid's felt impact on learning, engagement, across all stakeholders

1. How did you spend your time during COVID?

2. How do you use to study?

3. Did anyone support you in your studies?

D) Gender specific barriers in continuing education

1. Do all your brothers and sisters get time to study equally?

2. How do you support your mother and father in household work?

E) Felt importance of education amongst all stakeholders and aspirations and their aspirations vis a vis learning

1. What do you want to become?

2. What activities school is doing to help you become a dream aspirant ?

F) Availability of good nutritious meals at school

1. Do you like to eat in school? ? What kind of food do you want in school? Can you ask more food ?Are there any meals/dishes that you miss eating ?

2. Did you face any issues with the mid-day meal? Any incident you remember?

G) Sufficient physical activity organized at school'

1. What games do you like to play in school?

2. Do you get a chance to play in inter-intra-school competitions?

3. And do you want something more or new games that your teacher should play with you? If yes, what are those?

4. Do boys and girls play together or on different teams? Any specific game that you like?

H) Students' engagement in social activities (Bal Sabha, Saksharta Abhiyaan); (like, dislike, what you like, no of such activities in a year, what kind of exercises are these), there interest in such activities, felt benefits through such activities (socio-cultural impact on community), students' perceptions about such activities (how it benefits students motivation and challenges for participating in co-curricular activities)

1. About the co-curricular activities (art and craft, music competition, picnics, visit to historical places, zoo, painting, dancing, movies sports, etc) organized by the school, which ones do you like and don't like?

2. What is it that you don't like about these activities?

3. Do you participate in inter-intra-school activities, what kind of activities are done?

4. What is it that you like about Saksharta Abhiyan? Did you face any challenges while working on it? What benefits did you and the community get out of it?

I) Contribution to community

1. Are there any ways you help your family members and or community to assist them in any task?

2. How do you see the school is making contributions towards building a sustainable community

Quantitative Questionnaire for Senior Secondary Students

- Have you ever been a monitor in your class? Yes No
- Name the house you belong to:
- Have you ever taken on leadership roles such as House captain/Vice-captain /Head Boy/Head Girl?
- Name one important thing that you learnt in school: (apart from reading and writing):
- What do you like the best in your classroom (TLM / DCR / Group Work)?
- What career do you want to take up when you grow up?
- Is your school education preparing you for this career?
- For EACH of the statements, choose the option which best describes it:
- I enjoy coming to school and attending classes.
- I enjoy coming to school to meet my friends.
- I enjoy coming to school to participate in all kinds of activities
- I enjoy taking part in competitions.
- I am able to interact comfortably with my teachers.
- When I take tests, I fear about how poorly I might be doing.
- When understanding new concepts, is difficult, I know I can get help from my teachers
- When understanding new concepts, is difficult, I engage in Peer learning
- I feel the Study pressure is too much.
- I don't like studying.
- I feel my school will help me by giving me opportunities for doing well in life.
- I was connected with my teachers during COVID for learning support.
- We used digital education tools during COVID.
- We still use these apps and programs to learn concepts well.
- I feel that Covid has impacted my learning negatively.
- My school is my safe zone and I feel safe and secure in school.
- It is my responsibility to take care/ensure the safety of myself and my fellow students.
- I feel I can ask for help in my school.
- In case of any issue related to my school, I approach.
- My teacher
- My HT/Principal
- My friends
- School Captain/ Class monitor
- I can easily commute to school without feeling scared.
- I can see challenges faced by girls in continuing education.
- At school
- At home
- In the community
- I feel education is important to me.
- I feel my school is providing me an education that will help me achieve my future Objectives.
- I have opportunities to discuss with my teachers on what to do next with regards to my future career
- I like the quantity and quality of the MDM/Food provided in the school.
- I look forward to the physical education class.
- I feel games /sports help us in building team spirit and leadership skills
- I get enough chances to participate in the physical education activities/games.

Qualitative Questionnaire for Senior Secondary Students

A) Motivation levels of students to attend and learn at school:

1. What motivates you to go to school? (What do you like the most about your day at school?)
2. What do you like most about your school and what is it that you don't like about school?
3. Anything which you want in your school/ or your school should do?

B) Felt challenges of students towards attending school and learning, Likes/dislikes

1. What challenges do you face while learning?
2. What challenges you face in school or in general at school? Probe: (is it the learning, the activities, the general atmosphere in school, the facilities provided to you)
3. How are those challenges addressed at school? What's the hardest part about going to school?
4. Did you tell anyone about the issues you face at school?

C) Covid's felt impact on learning, engagement, across all stakeholders:

1. How did COVID impacted your learning? How did you manage studying in lockdown?
2. Can you describe some of the challenges faced by you during COVID in attaining education?
3. Can you describe some of the ways in which the school supported you during board exams and in covid?

D) Gender-specific barriers in continuing education

1. Can you describe some of the challenges faced by girls in school and in the community while attaining education?
2. For girls/boys (what they think girls need support in): What support do you get from your family or village in continuing your education?

E) Felt the importance of education amongst all stakeholders and aspirations and their aspirations vis a vis learning:

1. What contribution do you see the school is making in achieving your long-term Objectives?
2. What are your aspirations? What is the school doing in helping you to meet your aspirations? What additional can the school do in meeting those aspirations?

F) Sufficient physical activity organized at school:

1. What kind of physical exercise/sports do you do in school?
2. Any suggestions as to how they can be improved?

G) Students' engagement in social activities (Bal Sabha, Saksharta Abhiyaan); (like, dislike, what you like, no of such activities in a year, what kind of exercises are these), their interest in such activities, felt benefits through such activities (socio-cultural impact on community), students' perceptions about such activities (how it benefits students), motivation and challenges for participating in co-curricular activities:

1. About the co-curricular activities organized by school, Which ones do you like and don't like? Why?
2. How useful do you find these activities in building your overall personality and learning?
3. Is there anything which you want to improve or would like to do more in these activities?
4. What is it that you like about Saksharta Abhiyan? Did you face any challenges while working on it? What benefits did you and the community get out of it?

H) Opportunities and exposure to students:

1. Do you get enough chances to participate in interschool and within the school competitions?
2. What challenges do you face while participating in them?
3. How does your teachers support you in preparing for these competitions?
4. In case you lose in the competition, how motivated are the teachers and the school environment for them to participate again in the next competitions? Illustration with some examples.

I) Contribution to community:

1. Are there any ways you engage with family members and or community to assist them in any task?
2. Are there any benefits of engaging in community engagements?
3. How do you see the school is making contributions towards building a sustainable community?

Qualitative Questionnaire for Alumni

Qualitative Questionnaire for Parents

For EACH of the statements, choose the option which best describes it:

Motivation levels of students to attend and learn at school

- Are you happy with your child's learning journey? What more can the school do to support your child in this learning journey?

Felt challenges of students towards attending school and learning

- Does your child enjoy going to school? Can you enumerate some of the challenges faced by your child in his/her learning journey?
- What are the things that you like about the school and anything you not like about the school? Are there any suggestions for the school?

Covid's felt impact on learning, engagement, across all stakeholders

- What was the impact of covid on your child's learning? What were the measures taken up by school during this period of COVID to continue learning journey of your child? (Probe: how did the teachers supported you the students?)
- After the school re-opened, how challenging was it for you to send your child back to school?

Gender specific barriers in continuing education, s

- Are there any challenges faced by girls in school?
- Do you find the school environment safe for child?

Felt importance of education amongst all stakeholders

- What are your expectations from your child's learning journey? What are some of the ways or things that the school is doing to help the students?

Availability of good nutritious meals at school

- Are you happy with the mid-day meals provided to your child in the school? Any improvements that you would want? (Probe: Have you checked anytime what meal is provided to your kids?)

Life skills gained (Decision-making, Problem-solving, Critical thinking, Creative thinking, Communication, Interpersonal relationships, Self-awareness, Empathy, Coping with stress, Coping with emotions) - benchmarked to WHO and CBSE frameworks and data:

- How important do you find the co-curricular activities are for your child? (By co-curricular we mean: Bal Sabha, plantation drives, competitions)
- Have you seen them participate? how does that make you feel? Does the child mention doing such activities in class as well?
- How are the school activities benefiting your child? Do you see a change in his/her behaviour?
- Is your child showing improvement in speaking confidently, self respect, confidence levels?, community building etc.?
- When was the last time your child helped someone in the community, was engaged in fights, solved an issue/problem (small or big)?
- Students' engagement in social activities (Bal Sabha, Saksharta Abhiyaan); (like, dislike, what you like, no of such activities in an year, what kind of exercises are these), there interest in such activities, felt benefits through such activities (socio-cultural impact on community), students perceptions about such activities (how it benefits students), motivation and challenges for participating in extra co-curricular activities
- Do you see that you child is happy and confident to engage in these activities? Are there any challenges faced by you child to participate in the co-curricular activities (comeptitions, bal sabha, saksharta abhiyan) or any other activity that you could think of? Any suggestions on how it can be improved?
- Do you think the students, you, your family and the community is benefiting out of these activities? Can you describe some of the activities that you find useful? Are these activities shaping the personality of the students?
- Do you think you child is getting equal opportunities to participate in the activities?
- Parents, family members and community engagement in schools (PTM-Frequency; other community events) and in their child's learning
- Apart from PTM, are there any other ways through which you engage with schools /teachers?
- Can they be improved in any way? Do they give you enough information on your child's learning and areas of improvement?

Campaigns (themes and what they learnt from the campaigns)

- Do you know of any campaigns organized by school? What particular themes or campaigns do you like the most and how it befits your child?

Sense of improvement in child's behavior and learning due to the school,

- Any improvement that you see in his/her behavior at home?

Aspirations regarding children's learning

- What are your aspirations for your child? How do you see the school contribution in meeting those aspirations for your child?
- Is the school doing enough in making education accessible to all in the community?

Employment opportunities for community members

- What are your thoughts on the opportunities provided by the school to community members?
- Do you see the opportunities is benefiting the community? Any suggestions that the school can take up in providing more such opportunities?

Impact on Household income of community members engaged by school; Type of community engagements; Intangible benefits to the community

- Apart from educating students, how do you see the school is making contribution towards the community -in terms of economic and social development? Can you describe some of those engagements and the benefits that your child, the family and the community is getting from the school? Examples: jobs at school, contracts for school work, etc.?
- Do you feel you save more by sending your child at Satya Bharati school compared to sending to a private school/ government school? How much is the estimated saving? What do you save on?

Community perception about these engagements and school

- Do you engage in any activities organized by school?
- Were there any out of school activities that you engaged in with school students? How useful do you find these activities?
- What benefits is the community getting out of such activities?
- How do you think the school is contributing to the overall development of the students and the community/village as a whole
- How the community engagements are sustainable and creating a lasting impact on the community; whether the parents and community feel empowered to voice their expectations to the school through PTMs and other platforms
- What aspects or initiatives taken up by the school you like the most and which ones you don't like?
- As a parent, community member- are you able to voice your opinion about your expectations from the school? What more can the school do to see more positive benefits in the community through students?
- Role of such interventions in career enhancement, performance/promotions, Additional responsibilities, Motivation for being a teacher in this school this school, Recognition & reward, Coping mechanism /change in teaching during COVID, Challenges faced and how the school addressed those issues, Teachers aspirations, any new skill they look forward to learning:
- Can you describe some of the innovative ways through which the school engaged with the students during Covid and also otherwise?
- What aspects of the school do you like the most and want to be continued by the school?

Quantitative Questionnaire for Parents

- Does he/she enjoy going to school and attending classes?
- Does he/she enjoy going to school to meet their friends?
- Is your child comfortable engaging with the teachers?
- Is your child scared of taking exams?
- Are teachers helping your children to tackle their fears/problems?
- Were students and teachers connected during covid?
- Were there any digital education given to your child?
- Were teachers putting in extra effort during covid?
- Has covid impacted your child's learning negatively?
- Do you have a girl child, if yes, is she facing any problems in school in continuing her studies?
- Do you plan to support your child in pursuing further education?
- Does your child like the mid-day meal?
- Does your child like to participate in competitions/co-curricular activities?
- Do you think PTMs are important?
- How many PTMs have you attended in the last 1 year?
- Are you able to approach the teachers in case of any issue?
- Is your issue resolved by teachers/principals?
- How will you rate Satya Bharti school in the following: Better subject knowledge Better opportunities to participate Better confidence Better communication Better leadership skills
- Are you satisfied with the school on the following parameters: Imparting knowledge Teachers Co-curricular activities
Community engagement activities Providing an adequate environment in the school
- Does your child offers help to their friends?
- Is your child compassionate?
- Is your child honest?
- Does your child respect their elders (teachers/parents)?
- Does your child keep themselves clean?
- Does your child keep their surroundings clean?
- Do you think that the school is providing everything for the growth of your child?
- Do you think saksharta Abhiyan or rallies are beneficial to your child?