

Price Waterhouse Chartered Accountants LLP

Final Impact Assessment Report: Satya Bharti Schools Programme

Bharti Airtel Foundation

2026



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List of Abbreviations

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

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

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Executive Summary

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

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

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

Approach and Methodology:

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

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

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

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

Key Findings from the Study:

Pillar 1 – Holistic Development of Students:

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

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

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

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

Pillar 3 – Teacher Engagement and School Leadership:

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

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

Pillar 4 – Parent and Community Engagement:

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

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

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

Life Skills Findings:

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

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

IRECS Analysis:

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

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

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

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

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

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

Recommendations:

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

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

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

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

1. Introduction



1.1. About Bharti Airtel Foundation

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

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

Outreach and Impact

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

Guiding Philosophy

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

Brief Summary of Key Programmes

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

Figure 1: Bharti Airtel Foundation's Key Interventions

Satya Bharti Schools (SBS)

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

Quality Support Programme (QSP)

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

QSP – State Partnerships

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

The TeacherApp

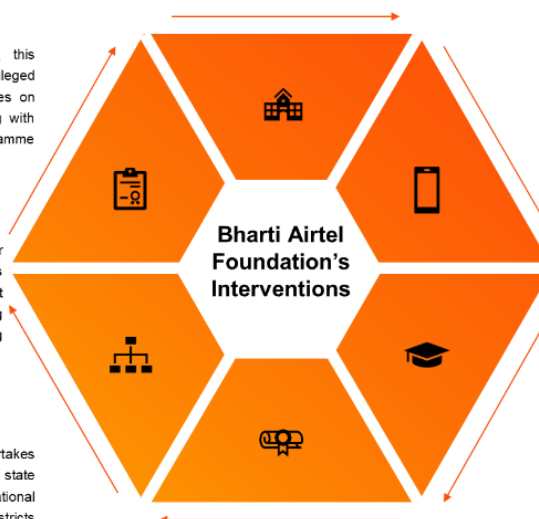
The TeacherApp is a digital platform created to empower teachers and educationists through continuous professional development. It offers free, anytime access to teaching resources, training content, and certification opportunities.

Bharti Airtel Scholarship

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

Higher Education Support & Scholarship

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



Source: Bharti Airtel Foundation website

1.2. About Satya Bharti Schools Programme

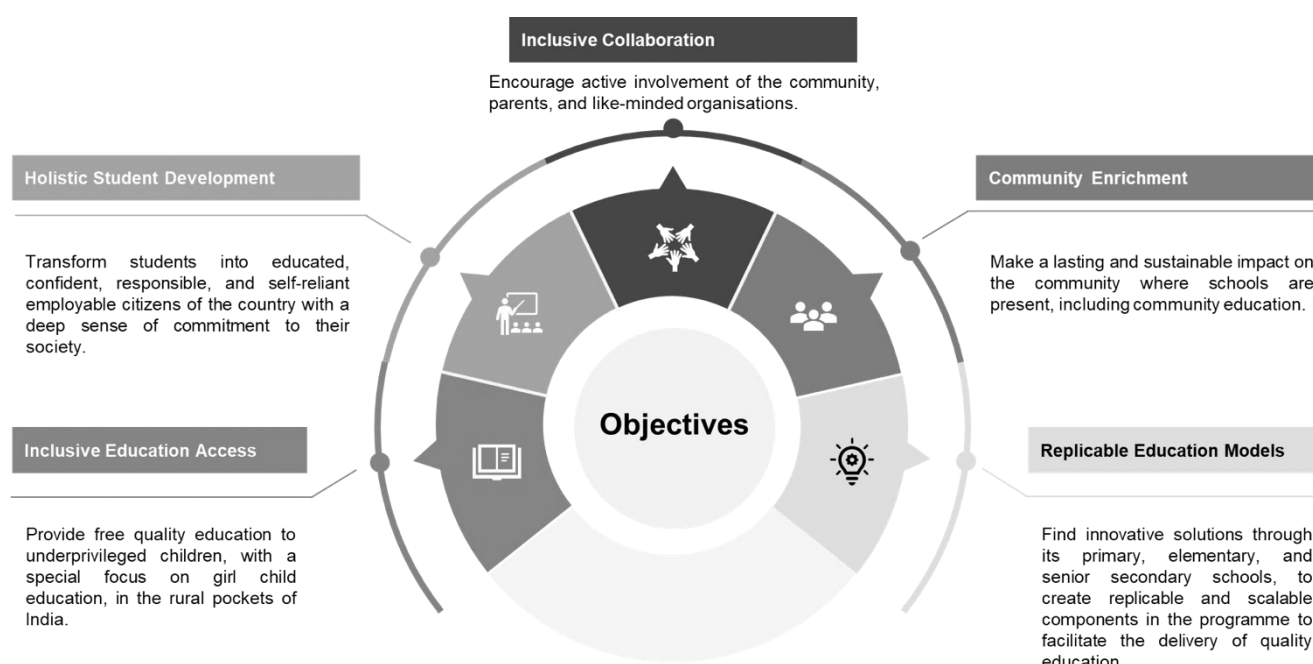
As Satya Bharti Schools are a network of schools established and supported by Bharti Airtel Foundation, dedicated to **providing free, quality education to underprivileged children in rural India**. The programme operates with a deep commitment to holistic development, community involvement, and nurturing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

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

1.2.1. Programme Objectives

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

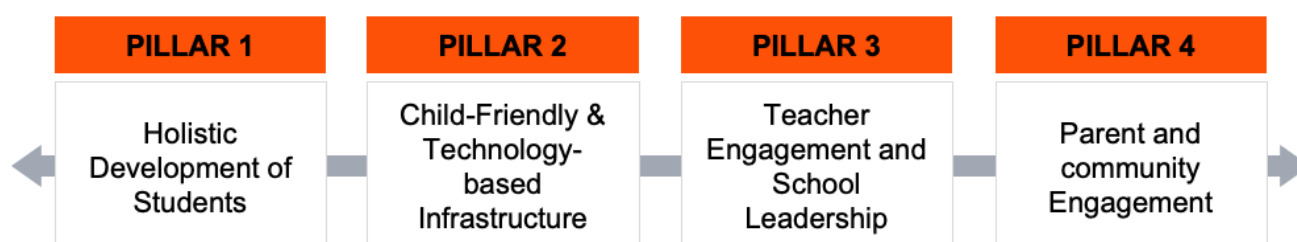
Figure 2: Satya Bharti School Programme's Core Objectives



1.2.2. Programme Approach

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

Figure 3: Programme Pillars



² Senior Secondary Schools developed on Public Private Partnership Model

1.2.3. Programme Goals and Key Activities

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

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

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

1.2.4. Geographical Coverage

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

Table 1: Geographical Expanse of the Programme

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

2. Approach and Methodology



2.1. Study Objectives and Scope of Work

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

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

2.1.1. Key Stakeholders Identified

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

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

2.1.2. Key Areas of Enquiry

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

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

Pillar 2: Child-Friendly & Technology-Based Infrastructure

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

Pillar 3: Teacher Engagement and School Leadership

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

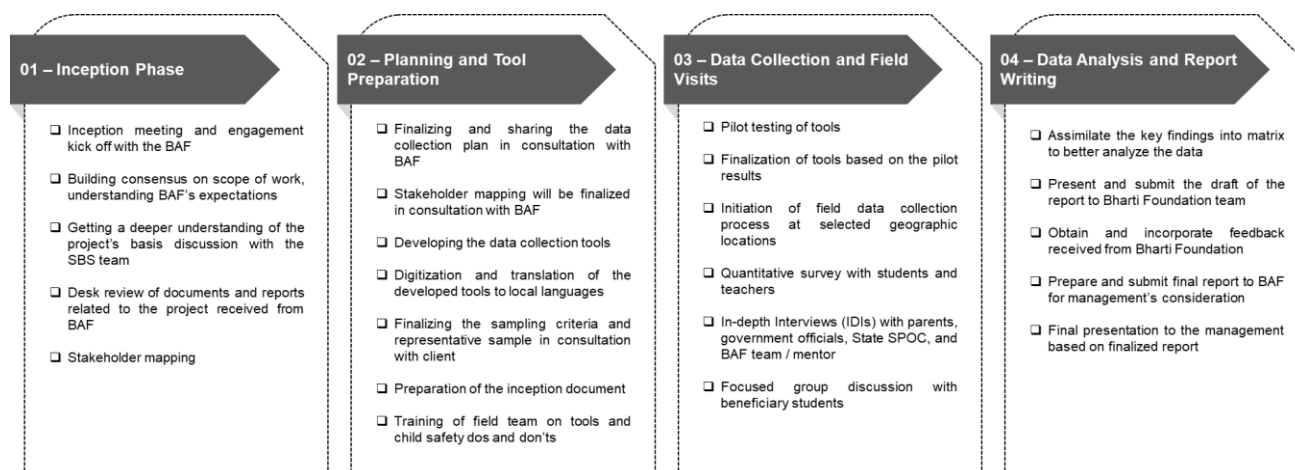
Pillar 4: Parent and Community Engagement

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

2.2. Overall Methodology

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

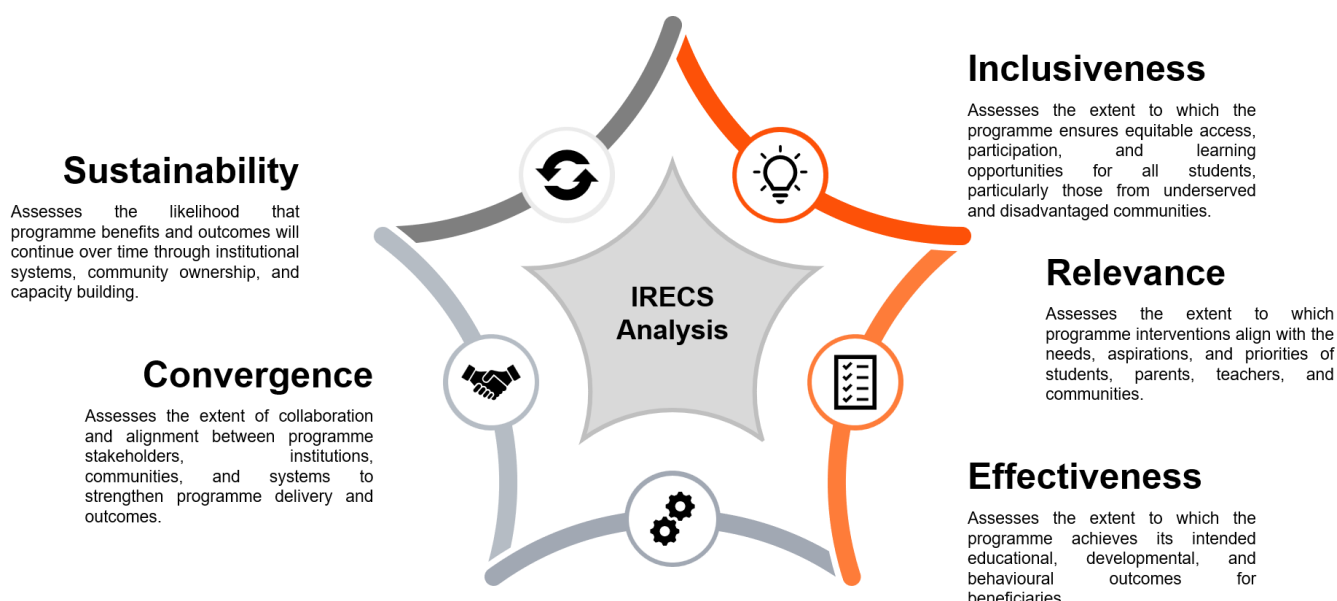
Figure 4: 4-stage Approach for Impact Assessment



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

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

Figure 5: IRECS Framework guiding the Assessment



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

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

2.3. Sampling Framework

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

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

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

Sampling Approach and State-wise Distribution of Selected Schools

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

A. Quantitative Sampling

A.1 Senior Secondary Schools

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

A.2 Elementary Schools

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

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

A.3 Primary Schools

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

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

Quantitative Sample Size per School

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

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

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

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

B. Selection Criteria for Qualitative Interactions

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

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

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

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

Table 2: Number of Schools sampled across each state

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

Table 3: Grade-wise quantitative sample across school types

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

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

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

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

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

2.4. Assumptions & Limitations

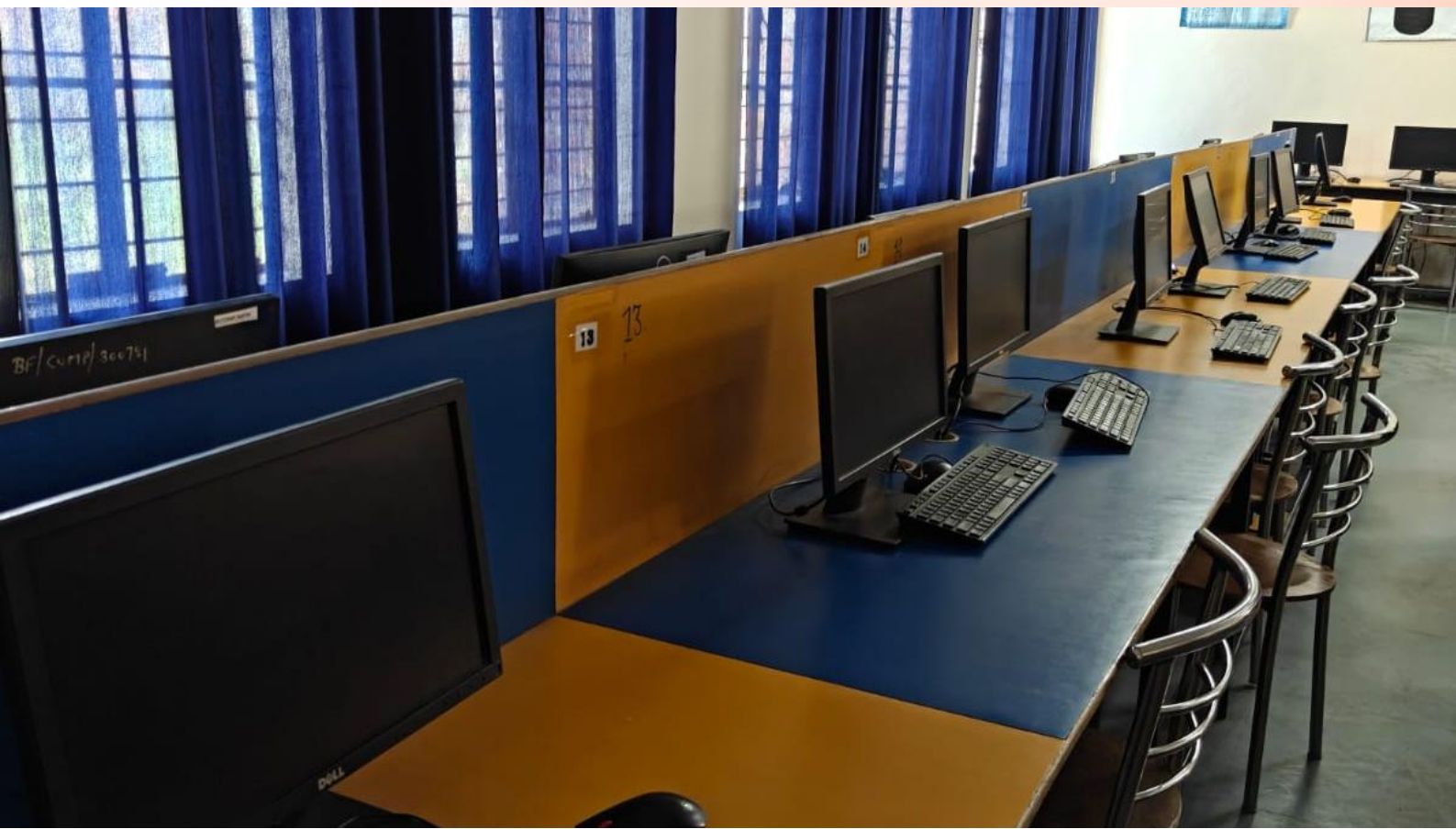
General

- The information transmitted, including any attachments, are intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination, copying, paraphrasing, reproduction, or distribution in any manner or form, whether by photocopying, electronically, by internet, within another document or otherwise; or other use of or taking of any action in reliance upon this information by persons or entities other than the intended recipient or for purposes other than as stated in the Agreement, is prohibited. Further, any quotation, citation, or attribution of this publication, or any extract from it to any third party unless expressly agreed in the Agreement is strictly prohibited. PWCALLP makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client in accordance with the agreed terms of engagement.
- The nature of service provided under this engagement does not in any manner constitute provision of legal service or/advice as the term is generally understood under various laws for the time being in force. The intent of PWCALLP was to provide assistance and support in accomplishing the stated objective of the assignment and as an adjunct activity may have included research of applicable laws, regulatory compliance requirements and an understanding of the process and procedure as per local statutory enactments without in any way rendering any specialist legal advice. Our report is not a substitute for legal advice, that may be provided by a duly qualified independent legal practitioner.
- Our scope of work, including any advice/assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.
- By giving our consent to the publication of our report and opinion on the Company's website ('your website') we do not accept any duty of care and deny any liability.
- You are responsible for the controls over and the security of your website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind you that the examination of controls over the maintenance and integrity of your website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on your website.

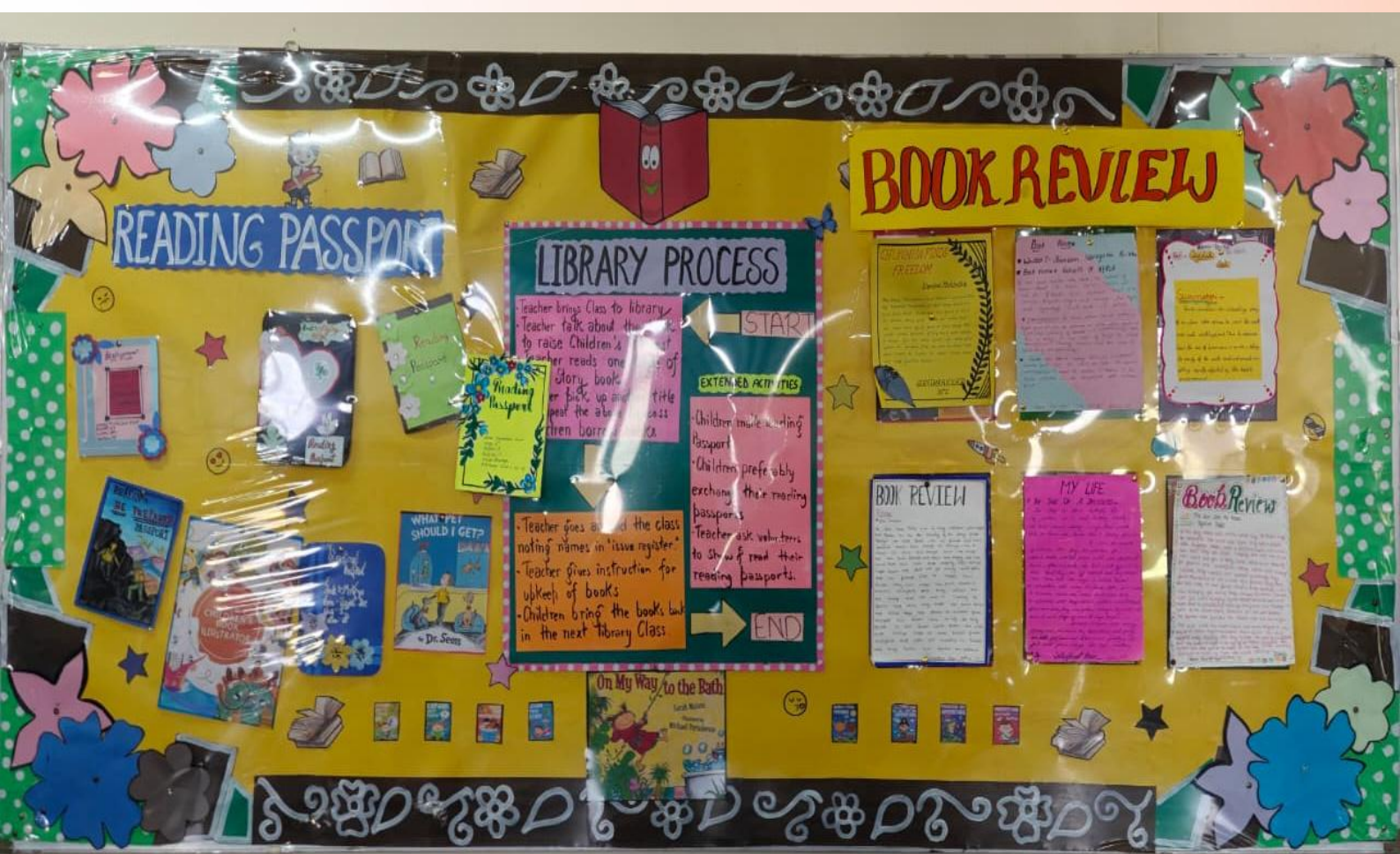
Pertaining to this report

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

3. Detailed Analysis and Findings



3.1. Pillar 1 – Holistic Development of Students



Background

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

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

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

3.1.1. Student Voice, Participation, and Inclusion

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

Active Student Voice in Classroom Learning

Figure 6: Secondary Grades (N=150)

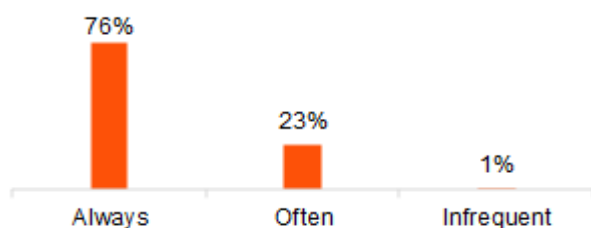


Figure 7: Upper Primary Grades (N=488)

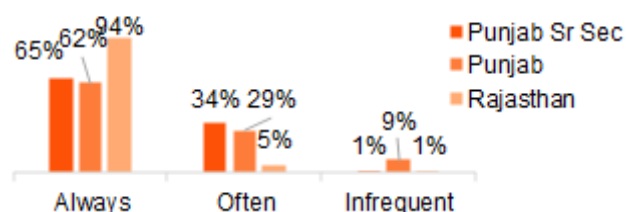
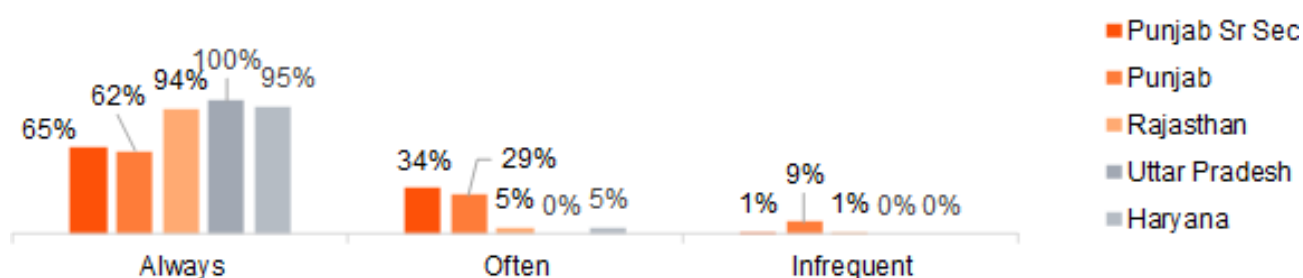


Figure 8: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

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

For Primary Grades (N=1,013)

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

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

- As narrated by a Sr. Secondary Student in Punjab

Teacher Listens to Students' Views

Figure 9: Secondary Grades (N=150)

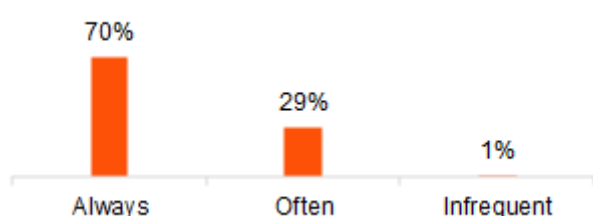


Figure 10: Upper Primary Grades (N=488)

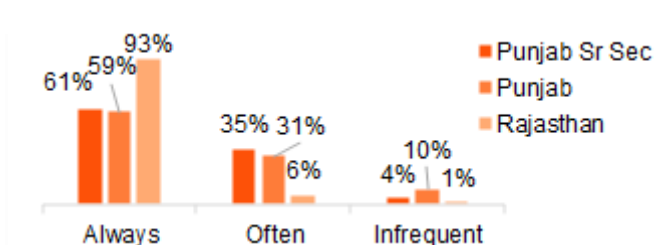
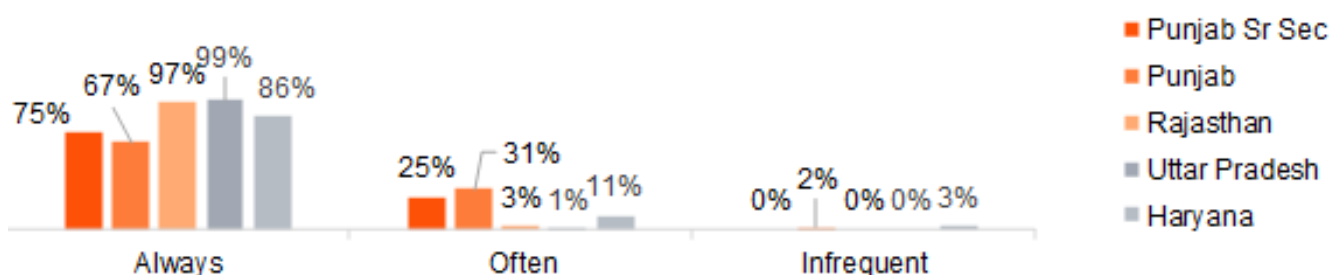


Figure 11: Primary Grades (N=1,013)



For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

Group Work & Presentation Participation

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

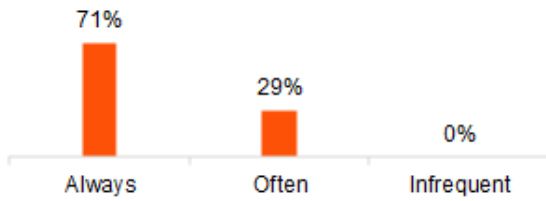


Figure 13: Secondary Grades (N=150), Presenting Work

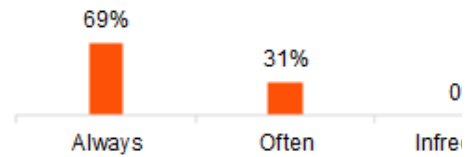


Figure 14: Upper Primary Grades (N=488), Group Work

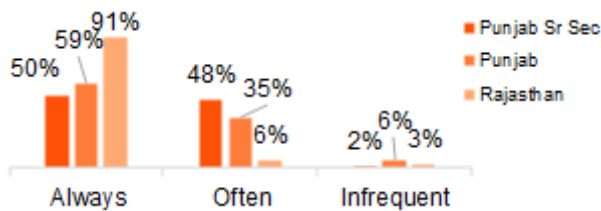


Figure 15: Upper Primary Grades (N=488), Presenting Work

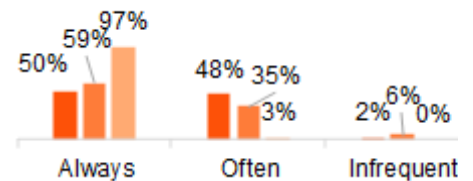


Figure 16: Primary Grades (N=1,013), Group Work

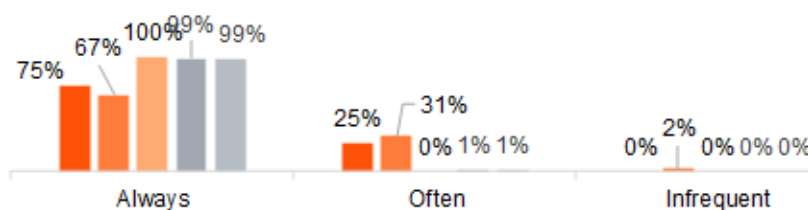
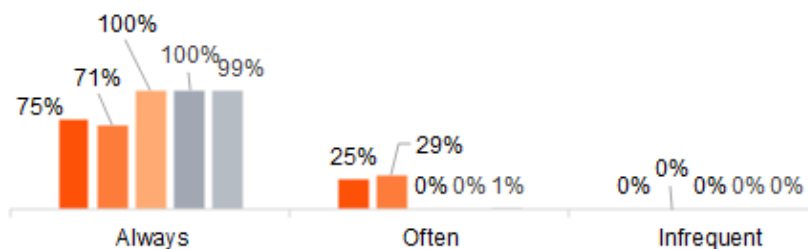


Figure 17: Primary Grades (N=1,013), Presenting Work



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

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

- As narrated by an Elementary Student in Punjab

3.1.2. Gender Equity and Equal Opportunities

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

Equal Participation Opportunities for Girls and Boys

Figure 18: Secondary Grades (N=150)

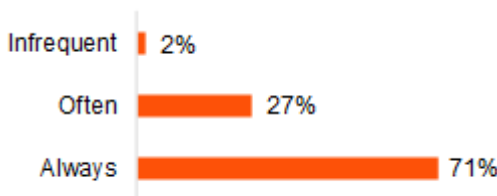


Figure 19: Upper Primary Grades (N=488)

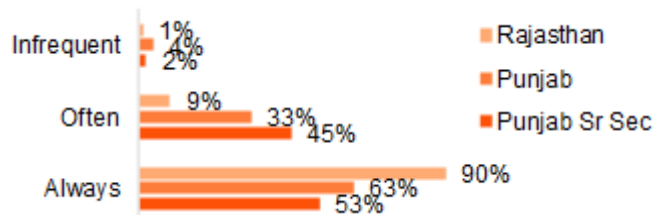
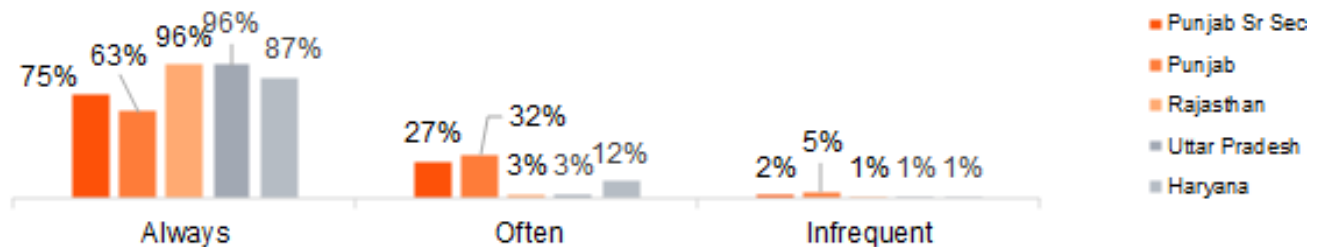


Figure 20: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

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

For Primary Grades (N=1,013)

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

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

- As narrated by an Elementary Student in Punjab

3.1.3. Confidence in Public and Leadership Roles

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

Student Confidence, Self Expression and Communication

Figure 21: Secondary Grades (N=150)

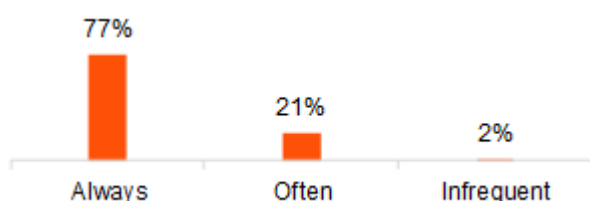


Figure 22: Upper Primary Grades (N=488)

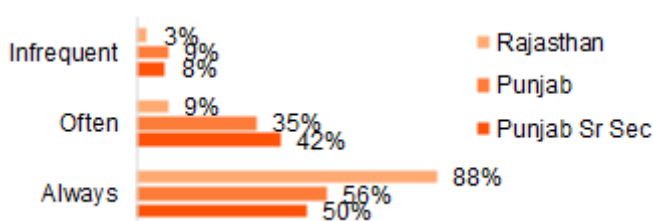
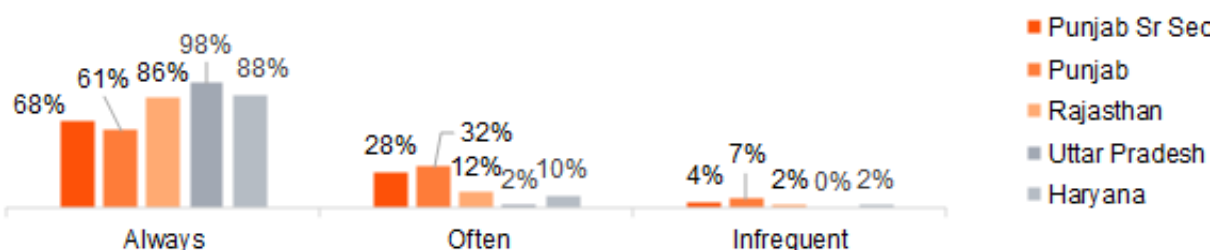


Figure 23: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

3.1.4. Sports, Discipline and Resilience

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

Participation in Sports/Physical Activities

Figure 24: Secondary Grades (N=150)

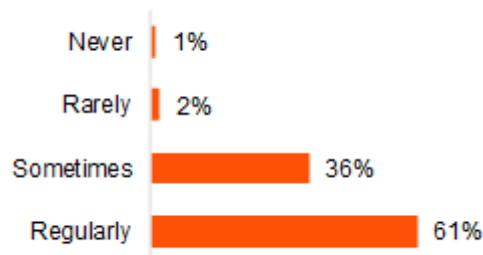


Figure 25: Upper Primary Grades (N=488)

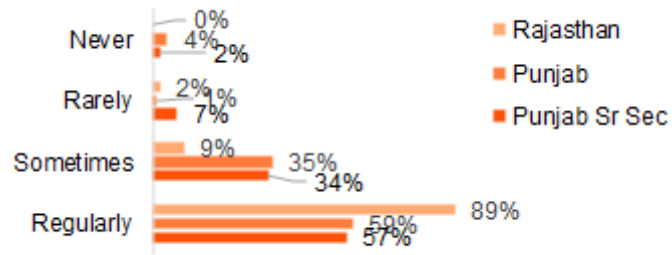
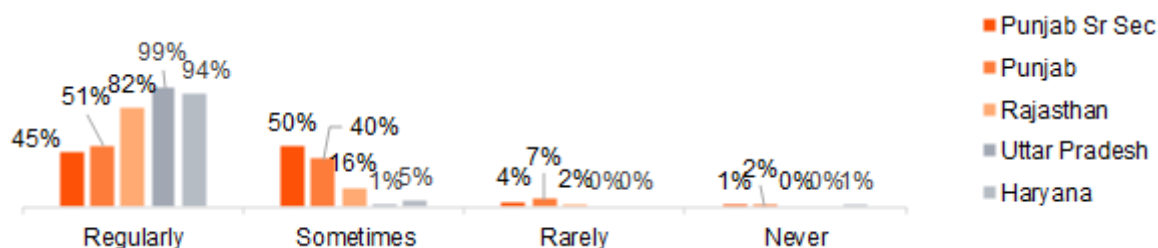


Figure 26: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

Sports Help Follow Rules & Maintain Routine

Figure 27: Secondary Grades (N=150)

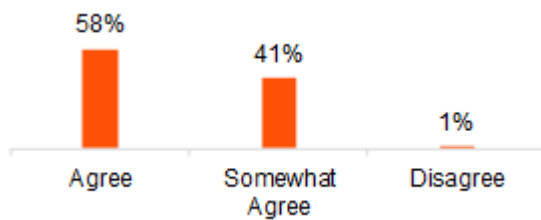


Figure 28: Upper Primary Grades (N=488)

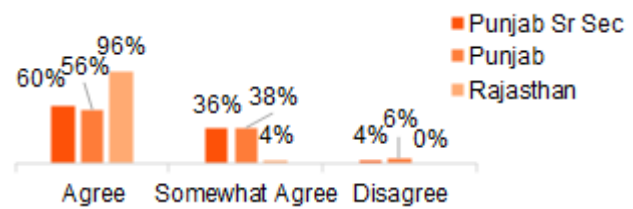
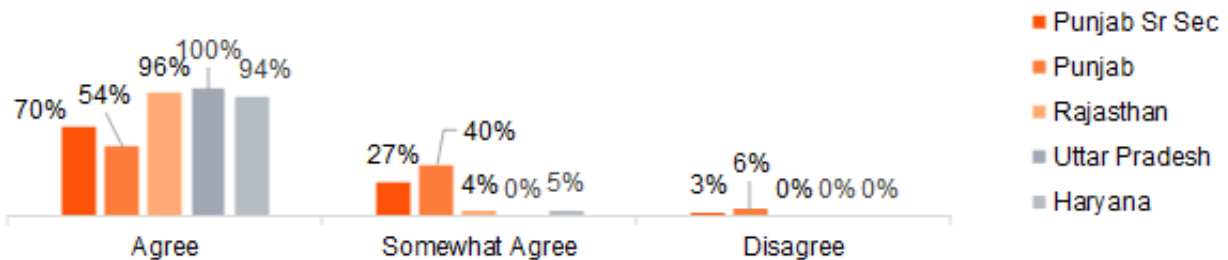


Figure 29: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

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

- As narrated by an Elementary Student in Rajasthan

3.1.5. Participation in Competitions/Cultural Events and Confidence Building

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

Participation in Intra-School Competitions/Cultural Events

Figure 30: Secondary Grades (N=150)



Figure 31: Upper Primary Grades (N=488)

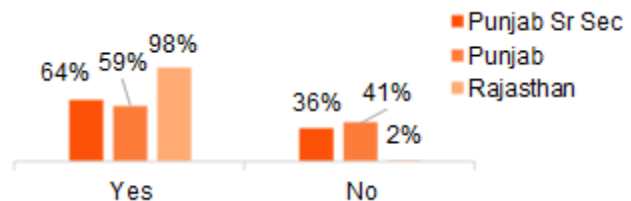
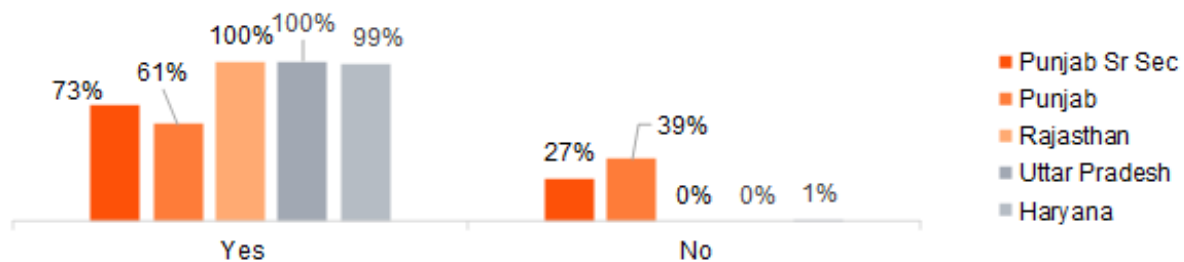


Figure 32: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

Participation in Inter-School Competitions

Figure 33: Secondary Grades (N=150)

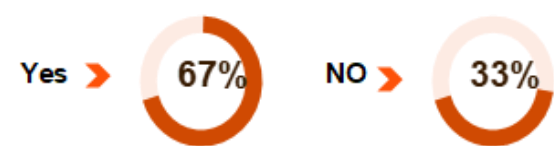


Figure 34: Upper Primary Grades (N=488)

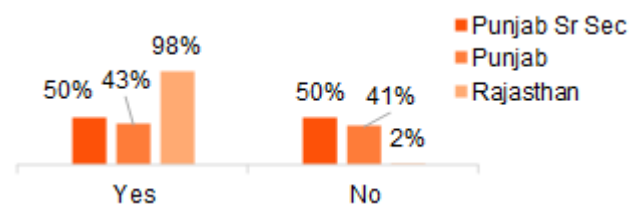
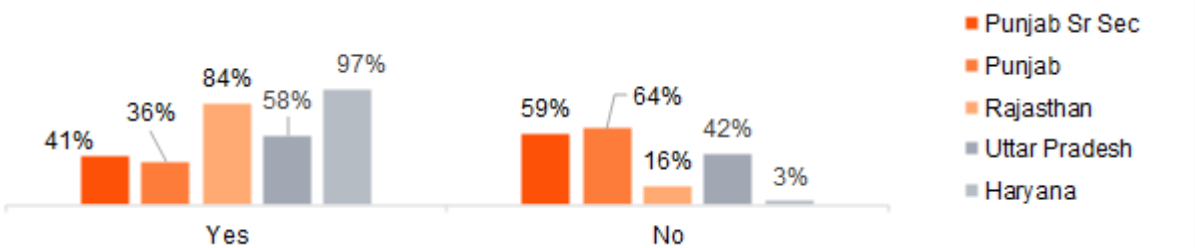


Figure 35: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

Learning Teamwork through Competitions

Figure 36: Secondary Grades (N=150)

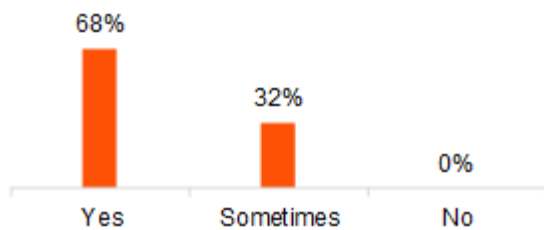


Figure 37: Upper Primary Grades (N=488)

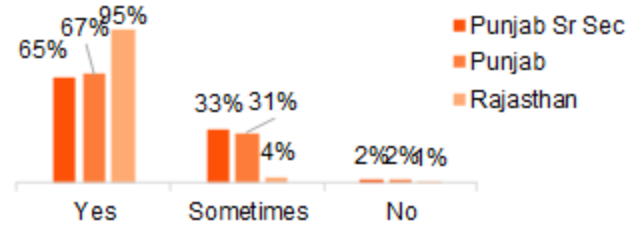
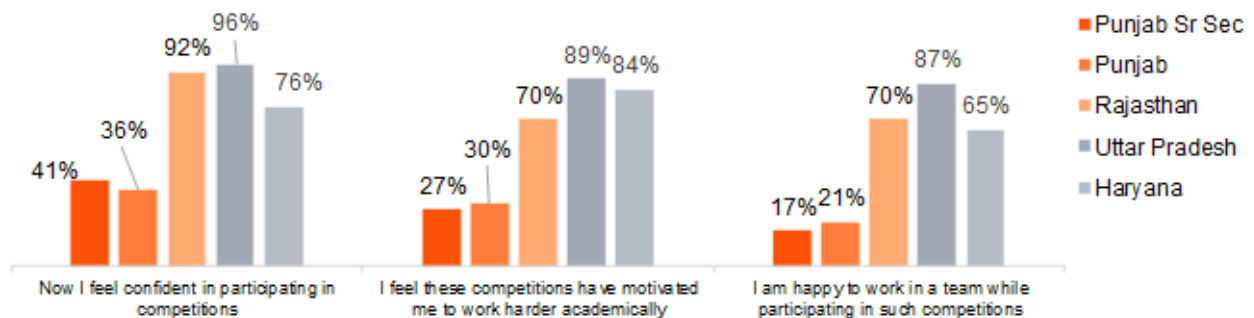


Figure 38: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

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

- As narrated by an Elementary Student in Punjab

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

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

Participation in School-Led Community Activities

Figure 39: Secondary Grades (N=150)



Figure 40: Upper Primary Grades (N=488)

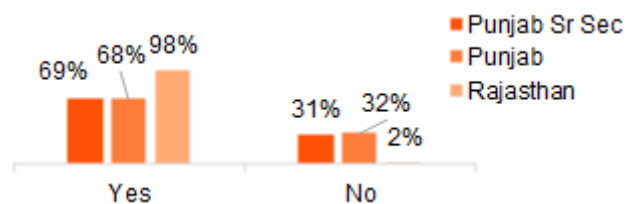
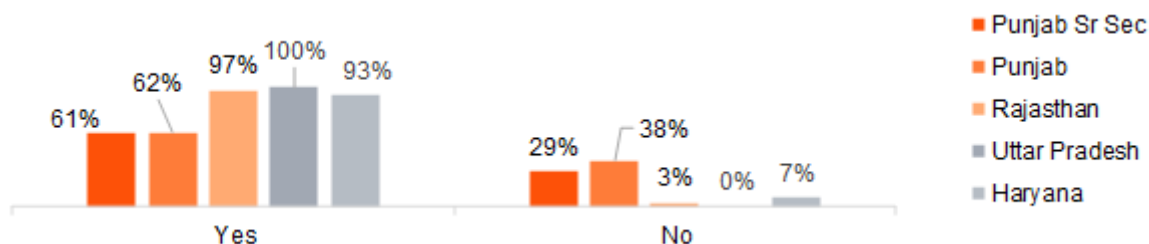


Figure 41: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

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

Community Activities Changed Habits

Figure 42: Secondary Grades (N=150)

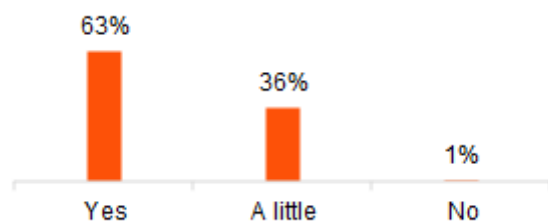


Figure 43: Upper Primary Grades (N=488)

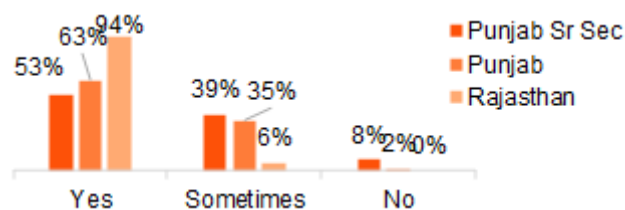
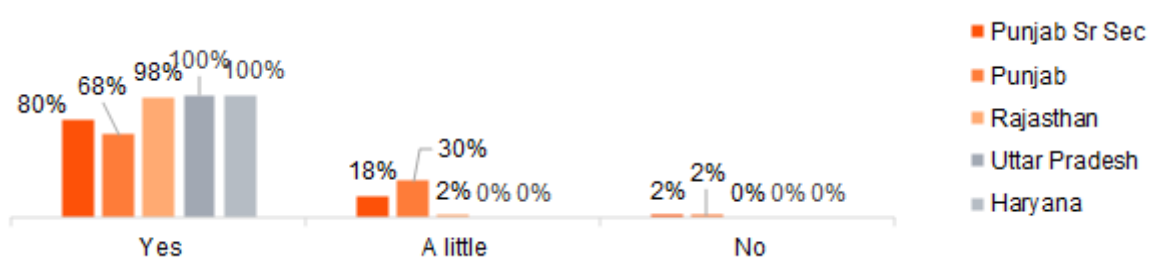


Figure 44: Primary Grades (N=1,013)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

For Primary Grades (N=1,013)

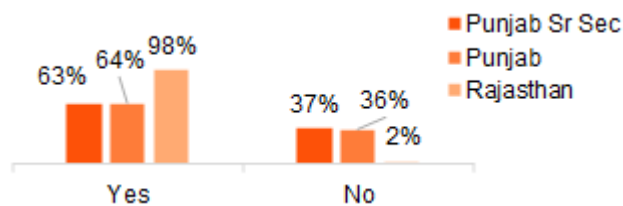
80% of Punjab Sr Sec, 68% of Punjab, 98% of Rajasthan, and 100% of Uttar Pradesh said yes. Students confirmed that community-related activities taught them that they should also help others and be responsible citizens.

Saksharta Bharti Abhiyan Participation (Adult Literacy/Numeracy Support)

Figure 45: Secondary Grades (N=150)



Figure 46: Upper Primary Grades (N=488)



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

For Secondary Grades (N=150)

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

For Upper Primary Grades (N=488)

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

School Campaigns Influenced Behaviour at Home

Figure 47: Secondary Grades (N=150)

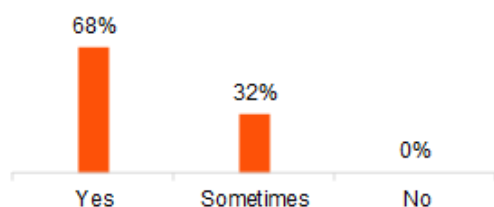


Figure 48: Upper Primary Grades (N=488)

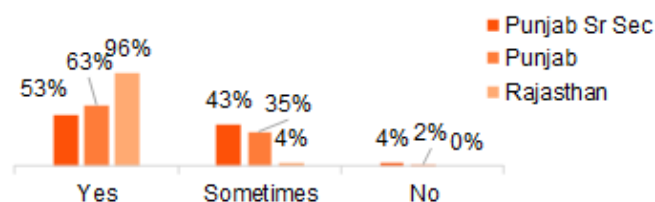
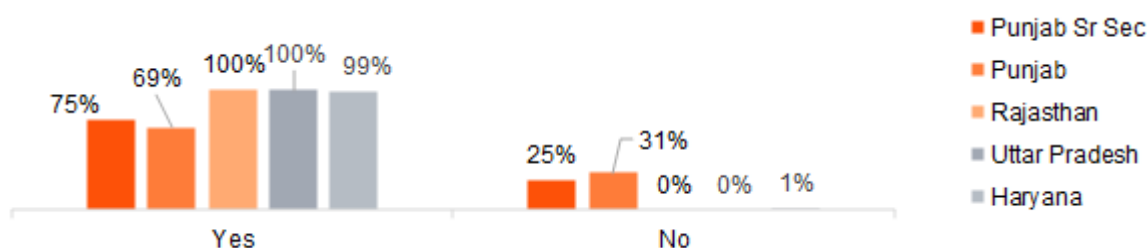


Figure 49: Primary Grades (N=1,013)



When asked whether learning from the school campaigns has been shared with the family and behavioural change is also observed at home, responses confirmed a strong ripple effect.

For Secondary Grades (N=150)

68% said yes, 32% said sometimes, and 0% said no. Students shared that they spread awareness about hygiene, water conservation, pollution control, and gender equality among their families and communities.

For Upper Primary Grades (N=488)

53% of Punjab Sr Sec, 63% of Punjab, and 96% of Rajasthan said yes, with 43%, 35%, and 4% saying sometimes. Students mentioned that teachers select students for school programs to create awareness about cleanliness, saving the girl child, health, and stopping the use of plastic bags, and students follow these practices at home.

For Primary Grades (N=1,013)

75% of Punjab Sr Sec, 69% of Punjab, 100% of Rajasthan, and 100% of Uttar Pradesh said yes. Students said they feel happy when they help people and spread awareness in the community. School activities encouraged students to think about cleanliness, environment, and helping others.

Additionally, when asked whether students have been part of efforts to create awareness about environmental or health issues (e.g., through Saksharta Abhiyan), 65% of Sr Secondary students said yes. For Elementary Grades, 69% of Punjab Sr Sec, 68% of Punjab, and 98% of Rajasthan said yes.

I have learned so much about saving water, keeping our village clean, and respecting girls through school campaigns. I now teach my family about these things. During summer, I even taught my grandmother how to write her name through the Saksharta Bharti programme. Helping others learn makes me feel proud and responsible.

- As narrated by a Sr. Secondary Student in Punjab

3.1.7. Career Readiness and Future Pathways (Specific to Sr. Secondary Grades)

The assessment here captures **whether Senior Secondary students can name career options, know about pre-vocational courses, are aware of scholarship opportunities, and know whom to contact for career guidance.** It looks at how career counselling sessions, psychometric tests, and career dream boards have given students clarity about their future. This directly addresses the aspect of career aspirations and future pathways, especially among girls from underserved backgrounds.

Indicators	Yes	No
Can name at least two career options after Class 12 ³	63%	37%
Knows about pre-vocational courses in school	76%	24%
Aware of scholarship opportunities after Class 12	72%	28%
Knows whom to contact for career/scholarship guidance	70%	30%

The above table presents data on career awareness among Sr Secondary students. Career progression trees are drawn in the Sr Secondary schools to teach students career pathways. Aptitude and attitude related psychometric tests are conducted to guide the students' career progression or pathways as per their interest, aptitude, and attitude.

- During interactions, Sr Secondary students shared detailed awareness of career counselling. Elementary grades' 8th Class students are also part of these sessions. The school conducts career counselling sessions in the school hall by external experts. A career dream board/wall is set up where students identify their interests and explore corresponding career options.
- Psychometric tests are administered (computer-based) to analyse students' interests, skills, and suitable career paths. Students mentioned career options they learned about including Non-medical, Graphic Design, UI/UX Design, Architecture, and Footwear Design. One student said she did not know earlier but after the session she discovered she could pursue graphic design.
- Vocational training courses offered include Beauty and Wellness (skin analysis, skin types, care procedures, practicals like facials and eyebrows) and Retail (store structure, billing counter operations, cash handling, customer interaction, handling aggressive customers, and store outlook enhancement). Students reported access to these vocational courses with industrial visits connecting classroom learning to real-world industry operations.
- Regular visits and labs give hands-on experience. Students find the career sessions very helpful. However, students noted the school currently offers only Arts and Commerce streams after 10th and expressed a strong desire for Medical and Non-Medical streams to be added, as some students who want Science cannot afford to go to private institutions.

³ The finding should be interpreted as reflecting limitations in the diversity and specificity of career awareness rather than an absence of aspirations. While most students expressed clear educational and career ambitions, a proportion were unable to identify multiple career pathways beyond commonly known professions, indicating some need for broader career exposure and guidance.

I did Retail vocational course which helped me in Business Studies later. The career counselling sessions from 9th class onwards gave me clarity about my future. I now know exactly what I want to pursue after Class 12. The psychometric test showed me my strengths, and the career dream board helped me visualize my path.

- As narrated by a Sr. Secondary Student in Punjab

3.1.8. Transition Rates within schools and Meritorious Admissions

- The programme demonstrates strong student progression across schooling stages (in Sr. Secondary schools in Punjab), **reflected in high transition rates from Class 5 to 6 (~98%), Class 8 to 9 (~98%), and Class 9 to 10 (~95%)**, indicating effective retention and continuity across Primary, Elementary, and Senior Secondary levels. This **compares marginally better when compared to overall transition rates** for Punjab for Class 5 to 6 (~96%), Class 8 to 9 (~94%), and Class 11 to 12 (~91%) as per the UDISE+ report for FY 2024-25.⁴
- Similarly, student progression at the elementary level remains robust **across Punjab and Rajasthan**, with **transition rates from Primary to Upper Primary recorded at ~95% and 100%**, respectively, suggesting strong continuity in schooling. In comparison to state benchmarks, **Rajasthan's transition rate is notably higher than the overall average (as mentioned in UDISE+ report) (~93.8%), while Punjab's rate is marginally below the corresponding state figure (~96.4%)**.
- These trends reinforce that students are not only enrolled but are **sustained through critical transition points**, validating the strength of academic support systems and school engagement mechanisms.
- The programme's impact on academic achievement and aspiration is further evidenced through **meritorious admissions to institutions such as Jawahar Navodaya Vidyalayas, Schools of Eminence, and other residential or model schools**, with **388 students securing such admissions across geographies**.
- These outcomes indicate that **students are achieving competitive academic benchmarks and successfully transitioning into higher-quality educational pathways**, particularly from Primary and Elementary stages.

3.1.9. Teachers' Perception on Holistic Development of Students

Teachers' perspectives are captured here as **a validation of the impact observed from the students' side**. The assessment looks at whether teachers, as daily observers of classroom dynamics, confirm the growth in student confidence, participation, and gender-equal treatment that students themselves report. This provides an important cross-check across all three aspects of holistic development.

⁴ UDISE+ report

Figure 50: Teachers' Perception on Holistic Development of Students (N=222)



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **93% of teachers strongly agree** (and 5% agree) that they provide regular student participation opportunities
- **92% strongly agree** (and 7% agree) that they ensure equal gender participation opportunities
- **89% strongly agree** (and 9% agree) that they observe growth in student confidence

Further, following was reported based on the various qualitative interactions conducted with the teachers/principals across the states.

- **Confidence Transformation:** Teachers observe that students who join school are often shy, low in confidence, and hesitant to speak or interact. Over time, with focused encouragement through assemblies, Bal Sabha events, debates, drama, and group presentations, students undergo remarkable transformation and become confident, expressive, and socially active. Teachers focus on each child individually, encouraging them to ask questions, speak in class, do group activities, and make friends.
- **Student Participation:** Teachers ensure that teacher talking time is kept low so that students get more opportunities to participate. Classroom activities include flow charts, discussions, concept-based tasks, and student-led presentations. Even reserved students are given specific roles to encourage their participation gradually. Teachers use techniques where they ask questions in class to check understanding and encourage students to come forward.
- **Equal Gender Treatment:** Both boys and girls engage equally in classroom activities and leadership opportunities. Teachers reported no significant difference between girls and boys in participation and leadership roles. In fact, girls tend to be more proactive in taking leadership positions in classroom activities and beyond.
- **Socio-Emotional Development:** "Happy Hour" sessions are conducted where students discuss their emotions and learn empathy. This fosters respectful behaviour and cooperation. Teachers observe students helping one another and resolving conflicts amicably during group tasks and school events.
- **Leadership Building:** Students who are part of the leadership council help co-organize cultural events, coordinate with teachers, and encourage other students to participate. This has been key to building leadership qualities and organizational skills among students.

When students join our school, they are shy, low in confidence with timid body language. They hesitate to speak or interact. As they spend time here, we focus on each child individually, encouraging them to ask questions, speak in class, do group activities and make friends. Over the year, we observe remarkable change. They become confident, expressive and socially active. The transformation from a shy child to a confident young individual is the most rewarding part of our work.

- As narrated by a Sr. Secondary Teacher in Punjab

3.1.10. Parents' Perception on Holistic Development of Students

Under this theme, the assessment captures **whether the impact of the programme is visible at home** through changes that parents observe in their children's confidence, discipline, values, and aspirations. It looks at whether what happens inside the school is also reflected in how students behave and speak outside the school environment. This provides a household-level confirmation across all three aspects of holistic development.

Following was observed around parents' perception on Holistic Development of students through Satya Bharti Schools programme based on the qualitative interactions conducted:

- **Communication and Confidence:** Parents notice their children now speak confidently at home and no longer hesitate to talk to elders or visitors, a shift from their earlier nature. One parent shared that earlier his children's way of talking was different, but now their speaking has become better and more proper. He said his children could now speak directly to people and were less hesitant. They are able to go on stage and speak during school functions, which is a clear sign that their confidence has grown.
- **Discipline and Self-Management:** Parents observe that children have become more disciplined. They wake up on time, keep their belongings organized, and maintain hygiene. One parent noted that the child greets elders properly, behaves with more manners, and shows signs of good upbringing. The child has become more self-driven in studies and now sits to study without being pushed all the time.
- **Aspirations and Awareness:** Parents feel their children now talk about future goals, career options, and higher education, something they as parents could never introduce due to limited exposure, giving the family a new sense of hope and pride. One parent shared that her daughter studied in this school and later moved forward to higher education and is now doing B.Tech, which made her feel very proud.
- **Behavioural Transformation:** Parents linked their children's improvements directly to the school's teaching and environment. Children show better manners, more willingness to study independently, and have become more responsible. Parents feel that growth is not only in studies but also in personal behaviour and confidence.
- **Financial Savings and Access to Free Education:** The school provides free education, uniforms, books, bags, shoes, stationery, socks, and bottles. Parents confirmed this has significantly reduced their household burden. One parent stated: "**I save approximately 1,000 rupees per month because of these free items.** The money I save, I transfer into my child's bank account so that it can be used for their higher studies later on." **This amounts to an overall annual saving of approximately Rs. 16,000 to 18,000 per student per year.** Parents emphasized that without these free items, it would have been very difficult to provide quality education to their children. The free facilities ensure that financial constraints never come in the way of their child's education. This

is also corroborated through secondary research, wherein a PIB release⁵ states that approximately Rs. 13,000 is spent on schooling and coaching (except meals) as of 2025.

- **Preference Over Private Schools:** One parent stated: "No private institute near our village has the kind of faculty or infrastructure this school has. Private schools charge 20 to 30 thousand rupees per class and still cannot provide what this school gives for free." Multiple parents confirmed they would recommend this school to every family in their village.
- **Value-Based Education:** Parents observed that children have learned values such as kindness, respect for elders, helping others, honesty, and environmental responsibility. Children now teach their parents about hygiene, water conservation, and the importance of education. "The school has given my child values that we as parents could not have taught alone".

My child has transformed since joining this school. Earlier he would stay uninvolved at home. Now he thinks creatively, shares his emotions, respects elders without being reminded and teaches us about kindness and helping others. The school has not only educated him academically but shaped him into a responsible and confident human being. I am grateful that all this comes at zero cost to our family.

- As narrated by a Parent in Uttar Pradesh

3.1.11. Alumni's Perception on Holistic Development of Students

Alumni perspectives are captured here to understand **the long-term and sustained impact of the programme**. It looks at whether confidence, communication, discipline, civic awareness, teamwork, and career clarity developed during school have stayed with students into college and professional life. This provides the strongest indication of lasting programme impact across engagement, values, and aspirations.

Following are the key findings around Pillar 1 as elucidated during the Alumni interactions:

- **Confidence for Higher Education and Beyond:** Alumni shared that the confidence built in school directly helped them in college and professional life. One alumna stated: "When I had to speak in front of 70 to 80 unknown students in college, I felt no nervousness because I was trained here. First we practiced at a small level in school, then in college we could speak even better." The school instilled a mindset of "I CAN DO IT" that helped alumni push through every challenge in life.
- **Skills for Life:** Alumni reported learning communication skills through assemblies, debates, and presentations; discipline through school routines and rules; civic awareness through campaigns; teamwork through house activities and sports; and responsibility through community engagement. One alumna said: "I learned the value of water and resources through campaigns. Most importantly, I learned equal treatment and no discrimination. In our school, all communities sit and eat together like langar".
- **Career and Scholarship Support:** Alumni confirmed receiving career counselling from 9th class onwards, with one to two periods per week, including activities and mind games. One alumna shared receiving the Satya Bharti Foundation scholarship covering hostel, mess, and tuition fee (close to 1 lakh rupees in the first year). The scholarship covers graduation and post-graduation

⁵ PIB Release

within India, which has been life-changing support for families who otherwise cannot afford higher education.

- **Long-term Life Impact:** Alumni feel the school shaped their entire life trajectory. One stated: "This school shaped my entire life. My education choices, confidence, values, and dreams are all because of here. The strong academic foundation led me to pursue B.Com. I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class. I feel completely ready to face life challenges because of what this school taught me".
- **Community Responsibility:** Alumni continue to practice community values learned in school. They participated in save water drives, Nukkad Natak, slogan writing campaigns, and taught family members to read. "These experiences gave me a deep sense of community responsibility and taught me that education is not just about earning money but about making society better".
- **Sustained Connection with School:** Alumni expressed that they still visit the school, interact with current students, and feel emotionally connected to their institution. They recommend the school to other families in their villages and feel proud to be alumni of Satya Bharti School.

I got many chances to speak and lead activities in school. We had morning assemblies, Bal Sabha every week, debates, presentations, and house activities. The school gave me a confident mindset that helped me push through every challenge in life. During summer vacations, through 'Shiksha Par Charcha', I taught my uneducated mother basic reading and writing, and now she can sign her name. I feel completely ready to face life because of what this school taught me.

- As narrated by an Alumnus in Punjab

3.1.12. Summary of Outcomes under Holistic Development

This section brings together the key outcomes from all the themes covered under Pillar 1. It draws on the findings from students, teachers, parents, and alumni to present a consolidated view of the impact that Satya Bharti Schools are making on the holistic development of their students.

A. On student engagement, confidence, and higher-order skills:

- **76% of Secondary students** always get regular chances to ask questions and present their work; **70% report that teachers always listen** to their views and ideas; **71% always work in teams** and **69% always get chances to present** in front of the class.
- **77% of Secondary students** always feel confident speaking in front of visitors, guests, and examiners; **92% hold leadership positions** such as Head Boy/Girl or Prefect.
- **64-100% participation** in intra-school competitions and cultural events across levels; **43-98% participation** in inter-school competitions at Senior Secondary and Elementary levels.
- Teachers confirmed that students who join the school undergo **visible transformation** over time into confident, expressive individuals.
- Alumni shared that they felt **no nervousness speaking before large audiences** in college because of the progressive training received in school.

The findings indicate that the programme has created **consistent and structured opportunities for student voice, teacher responsiveness, and collaborative learning**, resulting in observable growth

in confidence and communication. The transformation is not limited to the classroom but extends to public forums, competitions, and eventually into higher education settings.

B. On teamwork, inclusion, values, and leadership:

- **71% of Secondary students** confirmed that girls and boys always get equal chances to participate, answer, and lead activities; this rises to **87-96% in primary grades** across Rajasthan, Uttar Pradesh, and Haryana.
- **92% of teachers strongly agree** that they ensure equal gender participation; teachers reported **no difference** between girls and boys, with girls often being more proactive in leadership roles.
- **65% of Senior Secondary students** report that competitions and events helped them learn to work better in teams; students shared that working in groups brings different ideas together and makes the final work better.
- **Happy Hour sessions** foster empathy and respectful behaviour; teachers observe students helping one another and resolving conflicts during group tasks.
- Students who are part of the **leadership council** help co-organize events, coordinate with teachers, and encourage peers to participate.

The findings suggest that the programme has **embedded strong norms of gender equity, cooperation, and respectful collaboration** within the school environment. Equal treatment is not just a stated policy but something students experience in their daily interactions. Parents confirm that values such as kindness, respect, honesty, and environmental responsibility are now visible in their children's behaviour at home.

C. On social awareness, responsibility, and future aspirations:

- **61% of Punjab Primary students** have participated in school-led community activities on health, environment, and gender respect; this reaches **95-100%** in Rajasthan and Uttar Pradesh.
- **63% of Secondary students** confirmed that community activities **changed their own habits** around waste segregation, water saving, and gender respect.
- **66% of Secondary students** taught elders literacy and numeracy through the **Saksharta Bharti Abhiyan**; students shared that they feel proud and responsible when helping others learn.
- On career readiness: **76% know about pre-vocational courses, 72% are aware of scholarship opportunities, and 70% know whom to contact for guidance.** Career counselling, psychometric tests, and career dream boards are provided from Class 9 onwards.

3.2. Pillar 2 – Child-friendly and Technology Based Infrastructure



Background

This pillar evaluates the impact of the Satya Bharti Schools programme on creating a safe, inclusive, and technology-enabled learning environment for students. It looks at whether the physical and digital infrastructure provided by the programme contributes meaningfully to student safety, wellbeing, comfort, and enhanced learning experiences. Perspectives of students, teachers, parents, and alumni have been drawn upon to understand how infrastructure shapes the everyday school experience. **The assessment is anchored around the following aspects that together define the scope of child-friendly and technology-based infrastructure:**

- **Safety, inclusion, and emotional support:** The extent to which schools provide a safe, inclusive, and emotionally supportive environment for all students, and how effectively child safety policies, protocols, and school processes are implemented in day-to-day functioning.
- **Access, relevance, and teacher readiness for technology:** How accessible, relevant, and curriculum-aligned the digital and technological tools (such as Smart TVs, KYAN, panels, and virtual classes) are for teaching needs, and how comfortable and confident teachers feel in using these tools.
- **Technology integration and its influence on learning:** How frequently and meaningfully technology is integrated into teaching practices, and whether the use of digital tools and technology-enabled initiatives has influenced student engagement, understanding, retention, and the addressing of learning gaps or teacher shortages.

The assessment draws on quantitative data from **1,651 students** and **222 teachers**, supplemented by qualitative interactions with parents and alumni across all programme states. Each sub-section that follows examines a specific facet of infrastructure, contributing to a comprehensive understanding of whether Satya Bharti Schools have built an environment that is physically safe, emotionally nurturing, and technologically empowering for their students.

3.2.1. Student Safety

A safe school environment is the foundation on which all other learning outcomes depend. This theme assesses **whether students feel physically and emotionally secure on campus, whether clear safety rules and child-protection protocols are in place, and whether students feel comfortable reporting concerns to school staff.** It helps understand how effectively the programme has translated safety policies into a lived experience for students across school levels and states. This aligns with the aspect of providing a safe, inclusive, and emotionally supportive environment.

Students feel Safe and Secure on Campus

Figure 51: Secondary Grades (N=150)

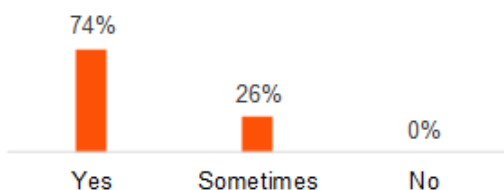


Figure 52: Upper Primary Grades (N=488)

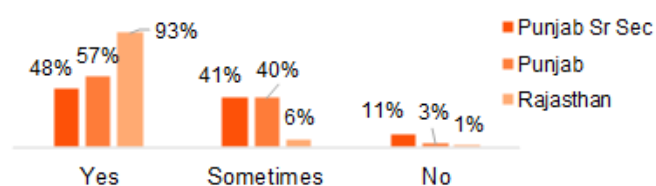
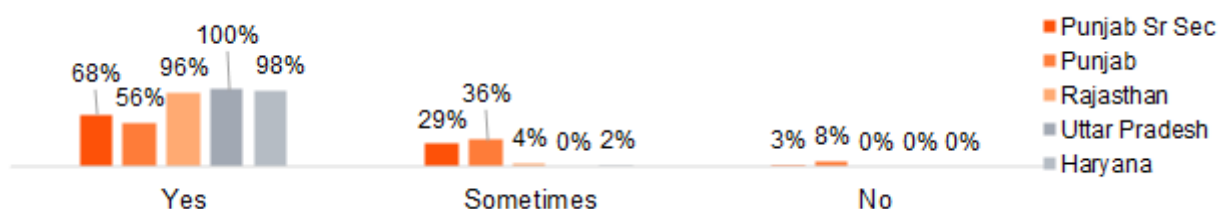


Figure 53: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

- 74% of students reported feeling safe and secure on campus, while 26% said sometimes. This indicates that a majority of senior secondary students consistently experience a secure school environment. During interactions, students confirmed that they feel properly safe in school.
- No incidents of feeling unsafe were reported despite many students having been there for 10 or more years. A security guard is posted at the gate, visitors cannot enter directly, and messages are sent to teachers when parents arrive. One concern mentioned was that the school area is occasionally affected by floods, but overall safety measures are well in place.

For Upper Primary Grades (N=488)

48% of Punjab Sr Sec, 57% of Punjab, and 93% of Rajasthan students said yes. The "sometimes" category stands at 41%, 40%, and 6% respectively, while "no" is at 11%, 3%, and 1%. Rajasthan schools demonstrate near-universal feelings of safety, while Punjab schools show a more distributed pattern with a notable "sometimes" category. Students shared that teachers and school staff take care of them properly. Attendance is checked regularly, and the school keeps watch on who comes inside.

For Primary Grades (N=1,013)

68% of Punjab Sr Sec, 56% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana students feel safe. The "sometimes" category stands at 29%, 36%, 4%, 0%, and 2% respectively. Uttar Pradesh, Rajasthan, and Haryana report near-universal safety perceptions. Students in primary grades confirmed that they feel safe because teachers always watch over them.

I feel completely safe in my school. There is a security guard at the gate, visitors cannot enter without permission, and teachers are always watching over us. We practice fire drills every month, so we know exactly what to do in an emergency. In 10 years here, I have never once felt unsafe.

- As narrated by a Sr. Secondary student in Punjab

Safety Drills and Awareness

Figure 54: Secondary Grades (N=150), Safety Drills



Figure 55: Secondary Grades (N=150), Awareness



Figure 56: Upper Primary Grades (N=488), Safety Research

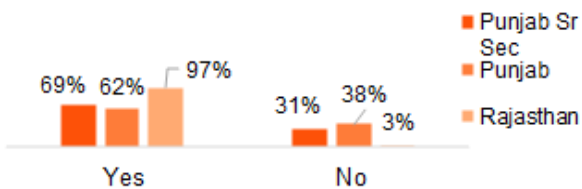


Figure 57: Upper Primary Grades (N=488), Awareness

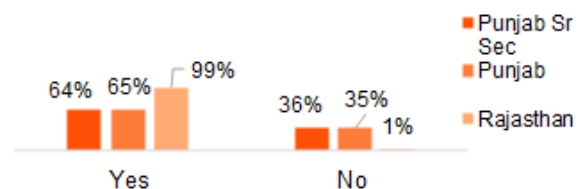


Figure 58: Primary Grades (N=1,013), Safety Drills

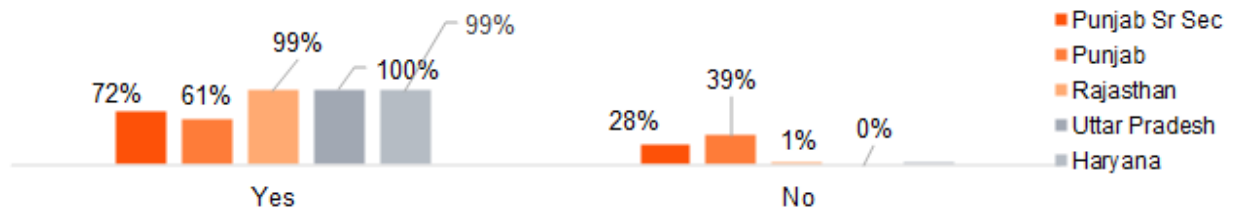
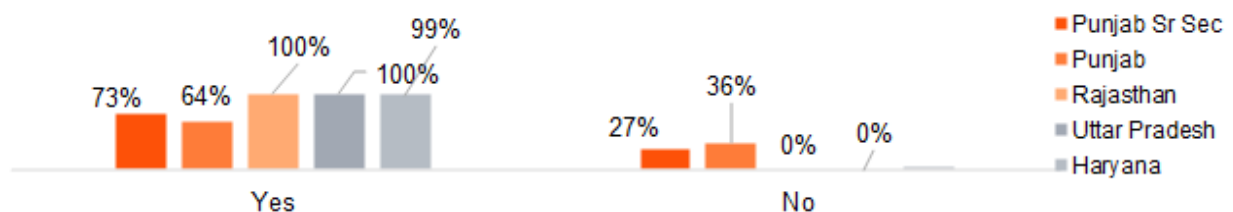


Figure 59: Primary Grades (N=1,013), Awareness



When asked whether they know what to do during safety drills or emergencies, and whether they know whom to tell if they feel unsafe in school, the responses showed strong awareness across school levels.

For Secondary Grades (N=150)

- Regarding knowing what to do during safety drills, 76% said yes and 24% said no. 70% students said 'yes' that they know whom to contact if they are feeling unsafe in school.
- Students shared that fire drills are conducted almost every month, and drills also cover other scenarios like electricity problems. During drills, students are instructed on what to do and how to respond in different emergency situations.

For Upper Primary Grades (N=488)

- Regarding knowing what to do during safety drills, 69% of Punjab Sr Sec, 62% of Punjab, and 97% of Rajasthan said yes. Regarding knowing whom to tell if feeling unsafe, 64% of Punjab Sr Sec, 65% of Punjab, and 99% of Rajasthan said yes.
- Students confirmed that during the drill, when the bell rings repeatedly, students form a line and move out. They are taught how to respond during emergencies and know which teacher to approach if they feel unsafe.

For Primary Grades (N=1,013)

- Regarding knowing what to do during safety drills, 69% of Punjab Sr Sec, 62% of Punjab, and 97% of Rajasthan said yes. Regarding knowing whom to tell if feeling unsafe, 64% of Punjab Sr Sec, 65% of Punjab, and 99% of Rajasthan said yes.
- Students confirmed that during the drill, when the bell rings repeatedly, students form a line and move out. They are taught how to respond during emergencies and know which teacher to approach if they feel unsafe.

I know exactly what to do when the emergency bell rings. We form a line, stay calm, and walk to the assembly area. Teachers taught us different drills for fire and earthquake. I also know that if I ever feel unsafe, I can immediately tell my class teacher or the principal.

- As narrated by an Elementary student in Rajasthan

3.2.2. Cleanliness and Usability of the Facilities

Well-maintained infrastructure signals care and respect for learners. This theme captures **whether classrooms, toilets, and drinking water points are consistently clean and usable, and whether facility-related issues are resolved promptly when reported.** It assesses whether the programme's focus on physical maintenance has created an environment where students can learn without discomfort or disruption. This connects to the aspect of how effectively school processes support day-to-day student wellbeing.

Clean Classrooms, Toilets and Water Points

Figure 60: Secondary Grades (N=150)

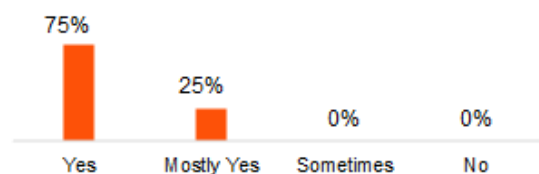


Figure 61: Upper Primary Grades (N=488)

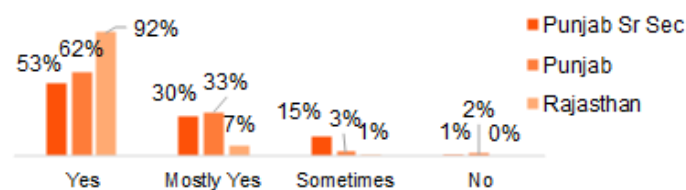
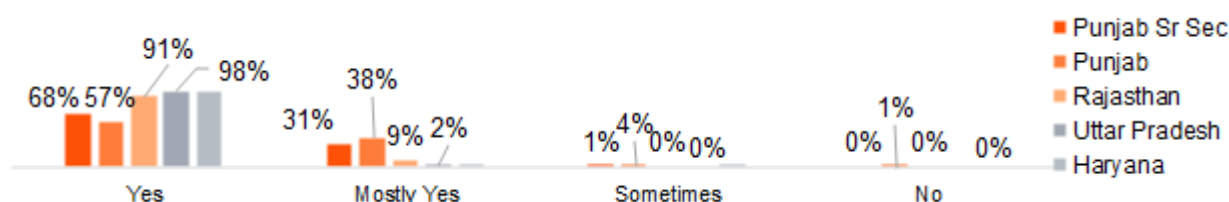


Figure 62: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

75% said yes and 25% said mostly yes. This indicates that all senior secondary students report either full or near-full cleanliness of facilities. During qualitative interactions, students shared that toilets and washrooms have proper water supply and soaps and are generally clean. The school has a system of cleanliness ambassadors. Both teachers and students are appointed as cleanliness ambassadors who help maintain cleanliness across the school.

For Upper Primary Grades (N=488)

53% of Punjab Sr Sec, 62% of Punjab, and 92% of Rajasthan said yes. The "mostly yes" category stands at 30%, 33%, and 7% respectively. "Sometimes" was reported by 15%, 3%. Students reported, during the qualitative interactions, that classrooms and toilets are cleaned several times a day and that the drinking water is clean and safe.

For Primary Grades (N=1,013)

68% of Punjab Sr Sec, 57% of Punjab, 91% of Rajasthan, 98% of Uttar Pradesh, and Haryana (near complete) said yes. The "mostly yes" category stands at 31%, 38%, 9%, 2%, and similar. Students shared that classrooms and toilets are cleaned and drinking water is good. In hot weather they also get cold filtered water. "Our classrooms and toilets are cleaned several times a day and have soap for washing hands. The drinking water is clean and safe," said a student.

Sanitary Napkin Access and Disposable System (Girls – Sr. Secondary)

Figure 63: Secondary Grades (N=113)

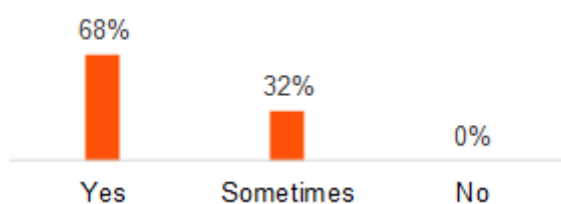
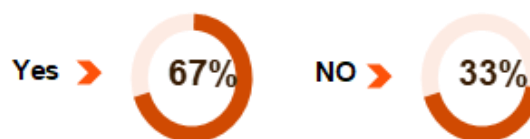


Figure 64: Secondary Grades (N=113)



When asked whether girls can access sanitary napkins within the school premises if required, and whether the school has a proper disposal system such as an incinerator, the responses confirmed strong support for adolescent girls' menstrual hygiene.

For sanitary napkin access, 68% of Sr Secondary girls said yes, 32% said not sure, and 0% said no. For having a proper disposal system (such as an incinerator), 67% said yes and 33% said no. Teachers confirmed that the school has a sanitary napkin vending machine to support girls' hygiene needs and proper disposal systems are in place.

I feel comfortable in school because the toilets are always clean, there is soap and water, and for girls there is a sanitary napkin machine and incinerator. These facilities make us feel cared for and respected. We never have to worry about hygiene.

- As narrated by a Sr. Secondary girl student in Punjab

Awareness of Grievance Redressal Mechanism

Figure 65: Secondary Grades (N=150)

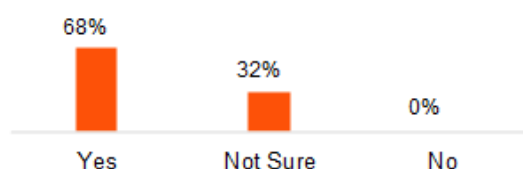


Figure 66: Upper Primary Grades (N=488)

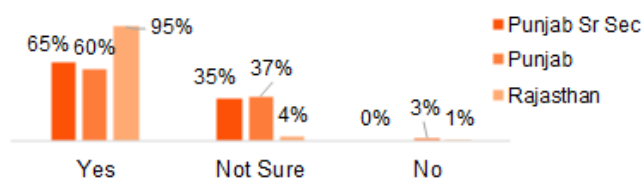
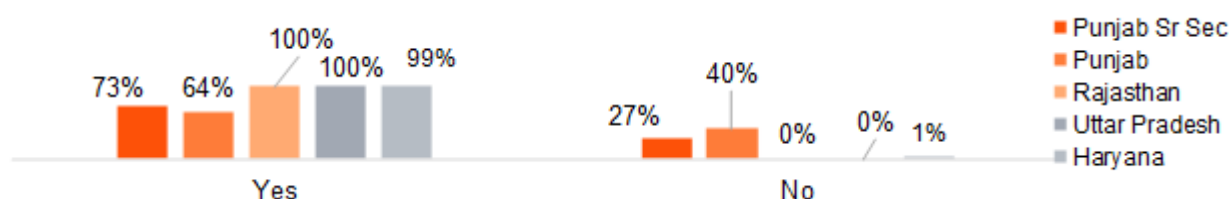


Figure 67: Primary Grades (N=1,013)



When asked whether they feel safe and secure on the school campus, students across all levels reported a strong sense of physical and emotional safety.

For Secondary Grades (N=150)

68% said yes and 32% said not sure, with 0% saying no. Students shared that they can approach the counsellor or principal if they have any concern, and the school has a proper process for handling complaints.

For Upper Primary Grades (N=488)

65% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Not sure" stood at 35%, 37%, and 4% respectively, with "no" at 0%, 3%, and 1%. Students confirmed that when they raise concerns or suggestions, teachers listen and changes become visible. "If we have any problem, including personal issues, we can talk to our teachers. They listen and try to help us."

For Primary Grades (N=1,013)

73% of Punjab Sr Sec, 64% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said yes. Rajasthan, Uttar Pradesh, and Haryana show near-universal awareness of the grievance mechanism. Students in primary grades shared that they can tell their teachers about any personal or other problems, and the counsellor helps them solve issues.

I feel completely safe in my school. There is a security guard at the gate, visitors cannot enter without permission, and teachers are always watching over us. We practice fire drills every month, so we know exactly what to do in an emergency. In 10 years here, I have never once felt unsafe.

- As narrated by a Sr. Secondary student in Punjab

3.2.3. Welcoming and Supportive Environment

Beyond safety and cleanliness, whether a school feels welcoming determines how deeply students connect with their learning space. This theme looks at **whether students feel happy coming to school and whether the overall environment is experienced as warm, inclusive, and supportive**. It captures the emotional dimension of infrastructure and its role in making students feel that school is a second home. This aligns with the inclusive and emotionally supportive aspect of the assessment.

Likert Scale: "I feel happy coming to school because it is safe and welcoming"

Figure 68: Secondary Grades (N=150)

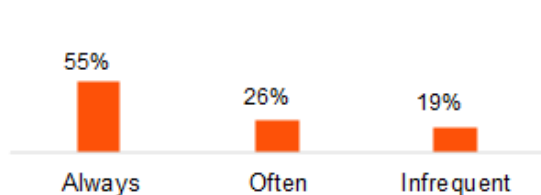


Figure 69: Upper Primary Grades (N=488)

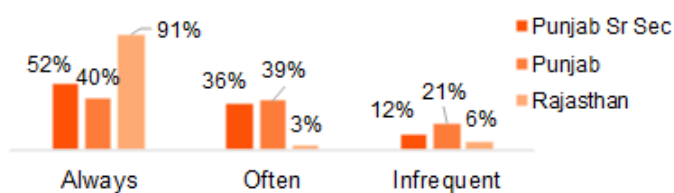
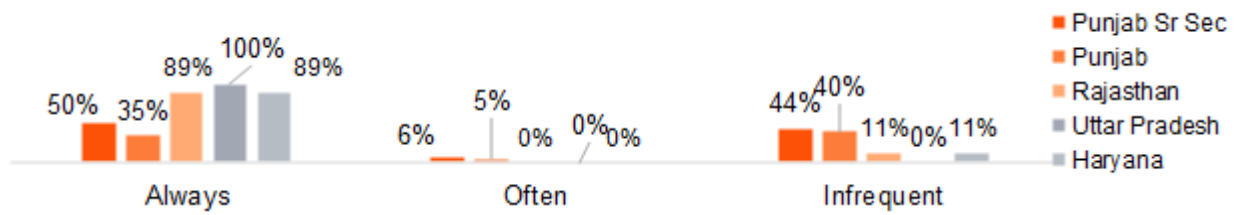


Figure 70: Primary Grades (N=1,013)



When asked whether they feel happy coming to school because it is safe and welcoming, the responses reflected overall positive sentiment, with some state-level variation.

For Secondary Grades (N=150)

55% said always, 26% said often, and 19% said infrequently. The senior secondary responses show a notable "infrequent" category of 19%, which may reflect the academic pressure and expectations at this level rather than any fundamental issue with the welcoming environment.

For Upper Primary Grades (N=488)

52% of Punjab Sr Sec, 40% of Punjab, and 91% of Rajasthan said always. The "often" category stands at 36%, 39%, and 3% respectively, and "infrequent" at 12%, 21%, and 6%. Rajasthan schools demonstrate overwhelmingly positive welcoming environment perceptions. Students shared that the school environment makes them feel comfortable and supported. "We feel good coming to school because teachers greet us, classrooms are clean, and the whole school is well maintained".

For Primary Grades (N=1,013)

50% of Punjab Sr Sec, 35% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 89% of Haryana said always. "Often" stood at 6%, 5%, 0%, 0%, and 0%, while "infrequent" was 44%, 40% (Punjab), 11%, 0%, and 11%. The high "infrequent" percentage in Punjab primary grades requires further exploration but may relate to the Likert scale interpretation by younger students. Students nonetheless confirmed that they enjoy coming to school. "It feels like a second home where teachers care about us".

While the proportion of students reporting negative responses on this indicator appears relatively high, particularly in Punjab, it does not appear to be fully corroborated by broader qualitative evidence, which largely characterises schools as safe, inclusive, and supportive environments. The finding may therefore be interpreted as reflecting varying perceptions of belonging, participation, and connectedness rather than concerns related to physical safety alone.

3.2.4. Accessibility & Reliability of Digital Tools

Technology can only enhance learning if it is consistently available and functional. This theme assesses **whether digital tools like Smart TVs, KYAN, Computer Labs, TabLabs, and panels are regularly accessible to students and whether this equipment works reliably during lessons without frequent disruptions**. It captures the foundational infrastructure condition that enables technology-based teaching. This directly addresses the aspect of how accessible and relevant digital tools are for teaching needs.

Regular Access to Smart TV, TabLab, Computer Lab

Figure 71: Secondary Grades (N=150)

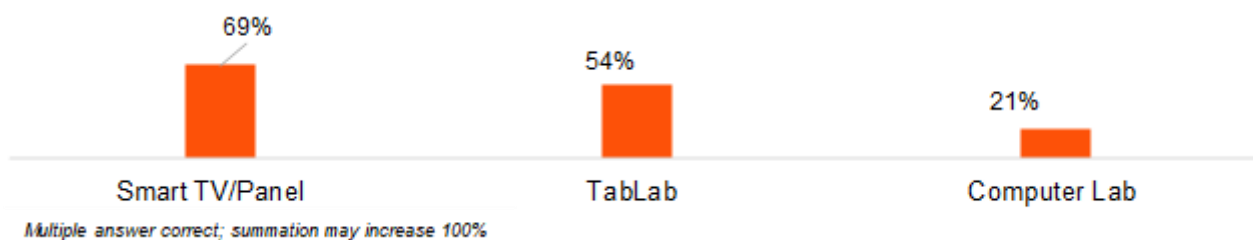


Figure 72: Upper Primary Grades (N=488)

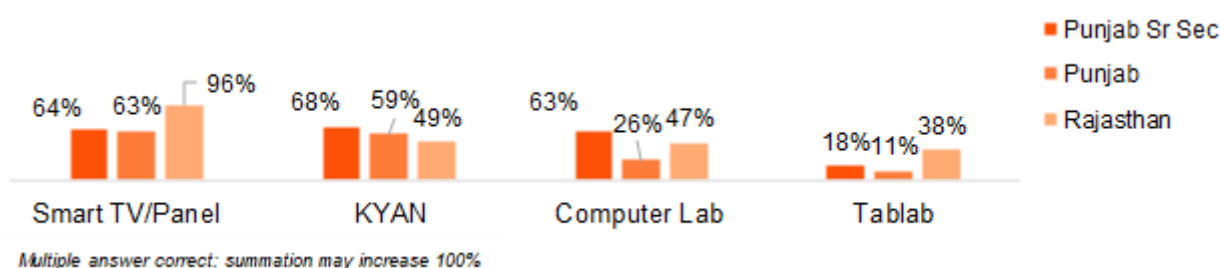
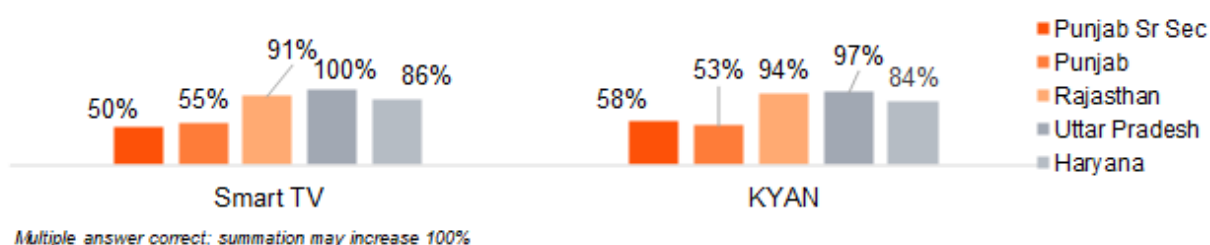


Figure 73: Primary Grades (N=1,013)



When asked about access to digital tools for learning, the responses⁶ showed strong availability of technology infrastructure, especially the Smart TV/Panel and TabLab.

For Secondary Grades (N=150)

- 69% reported using Smart TV/Panel, 54% use TabLab, and 21% use Computer Lab (multiple choice, hence totals exceed 100%). Students shared that the school has multiple labs with digital tools including a Computer lab, Tab lab (tablet lab), Robotics lab, Language lab, Retail lab, and Smart classrooms.
- Projectors are available from 5th class onwards, and the Tab lab is accessible from 6th class. In the Tab lab, each student gets an individual tablet with 41 to 42 tablets available for a class strength of approximately 40 students, so every student gets one.

For Upper Primary Grades (N=488)

⁶ Please note that the findings should be interpreted as reflecting student responses to the specific survey question on technology usage. Preferences and actual usage may differ depending on subject requirements, content availability, and frequency of access to individual tools.

- 64% of Punjab Sr Sec use Smart TV/Panel, 68% use KYAN, 63% use Computer Lab, and 18% use TabLab. In Punjab elementary schools, 63% use Smart TV/Panel, 59% use KYAN, 26% use Computer Lab, and 11% use TabLab. In Rajasthan, 96% use Smart TV/Panel, 49% use KYAN, 47% use Computer Lab, and 38% use TabLab.
- Rajasthan shows very high Smart TV usage, while Punjab schools show broader distribution across KYAN and Smart TV. Students confirmed that they use computers and smart boards every week and feel comfortable using these tools for learning.

For Primary Grades (N=1,013)

- Smart TV usage stands at 50% (Punjab Sr Sec), 55% (Punjab), 91% (Rajasthan), 100% (Uttar Pradesh), and 86% (Haryana). KYAN usage stands at 58%, 53%, 94%, 97%, and 84% respectively. Uttar Pradesh and Rajasthan report near-universal access to both Smart TV and KYAN.
- Students in primary grades confirmed: "Yes, we have computers and smart boards. We use them often, maybe every week. We understand lessons better because of the videos and pictures".

Equipment Works Reliably during Lessons

Figure 74: Secondary Grades (N=150)

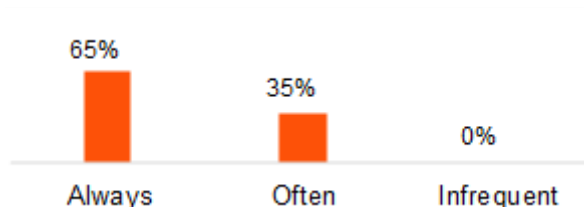
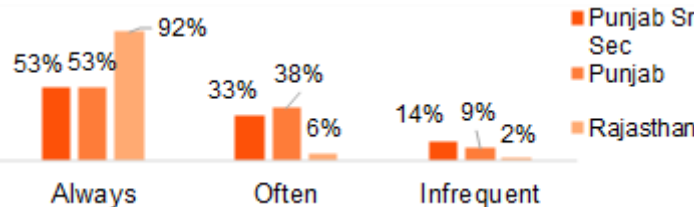


Figure 75: Upper Primary Grades (N=488)



When asked whether the digital equipment works reliably during lessons without frequent disruptions, the responses showed strong equipment reliability.

For Secondary Grades (N=150)

- 65% said always, 35% said often, and 0% said infrequent. Students confirmed that the equipment is properly functional most of the time, and if any tablet gets damaged, it is repaired or replaced promptly.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 53% of Punjab, and 92% of Rajasthan said always. "Often" stood at 33%, 38%, and 6% respectively, while "infrequent" was 14%, 9%, and 2%. Rajasthan schools report very high equipment reliability. Students shared: "We haven't seen the smart board have any issues yet" and "If any problem comes, the IT ma'am helps solve it quickly".

3.2.5. Student Confidence in using Technology

Access to technology must translate into student comfort and independence. This theme captures **whether students can use tablets and computers independently, and whether regular exposure to digital tools has built their confidence and digital literacy.** It assesses whether the programme

has moved students from being unfamiliar with technology to being self-assured users. This connects to the aspect of how technology integration influences student engagement and preparedness.

Can Use Tablet/Computer Independently

Figure 76: Secondary Grades (N=150)

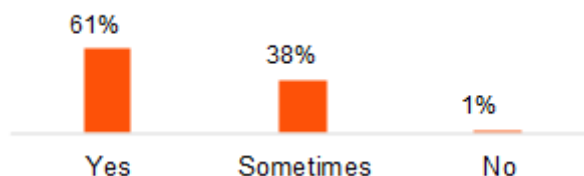
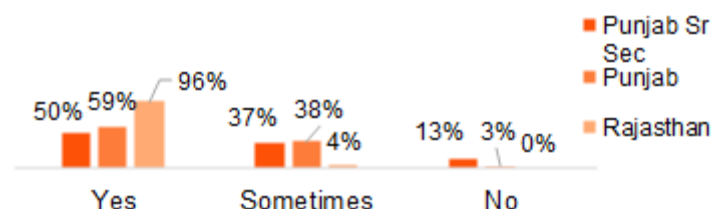


Figure 77: Upper Primary Grades (N=488)



When asked whether students can use tablets or computers independently, the responses confirmed growing digital independence among students.

For Secondary Grades (N=150)

- 61% said yes, 38% said sometimes, and 1% said no. Students feel very comfortable and confident using devices since they use tablets frequently. Though it is not allowed in school to access the tablets or computers independently without the presence of the teacher. The teachers informed that it is done to ensure that students use these devices judiciously without any misuse.

For Upper Primary Grades (N=488)

- 50% of Punjab Sr Sec, 59% of Punjab, and 96% of Rajasthan said yes. "Sometimes" stood at 37%, 38%, and 4% respectively, while "no" was 13%, 3%, and 0%. Rajasthan schools show near-universal student independence with technology. Students shared: "We feel comfortable using these digital tools, but sometimes we still need teacher help, especially when learning something new. Slowly, we are becoming more confident in using them on our own".

3.2.6. Effectiveness of Digital Tools in Learning

The ultimate measure of technology infrastructure is whether it improves learning outcomes. This theme assesses **whether students find it easier to understand difficult concepts through Smart TVs, panels, and animated videos, and whether digital tools make lessons more engaging and memorable**. It captures the learning impact of technology, not just its availability. This directly addresses how digital tools influence understanding, retention, and the addressing of learning gaps.

Digital Tools help Understand Difficult Concepts Better

Figure 78: Secondary Grades (N=150)

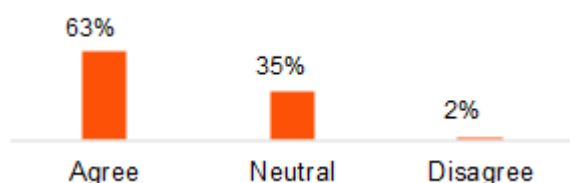


Figure 79: Upper Primary Grades (N=488)

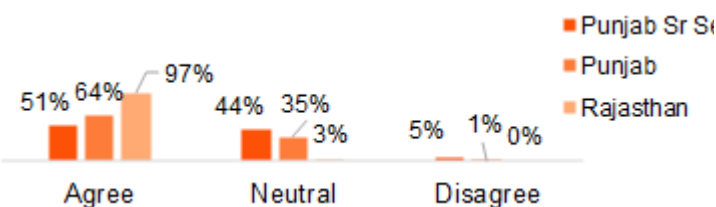
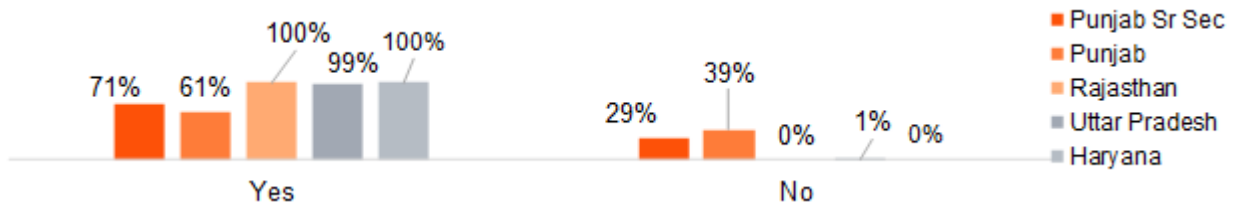


Figure 80: Primary Grades (N=1,013)



When asked whether digital tools help them understand difficult concepts better, the responses showed overwhelming agreement.

For Secondary Grades (N=150)

- 63% agreed, 35% were neutral, and 2% disagreed. Students shared that digital learning helps through visualization and listening, and it improves language skills. Digital tools make subjects like Maths and Science easier to understand because students can see and hear the concept more clearly through animated videos.

For Upper Primary Grades (N=488)

- 51% of Punjab Sr Sec, 64% of Punjab, and 97% of Rajasthan agreed. "Neutral" stood at 44%, 35%, and 3% respectively, while "disagree" was 5%, 1%, and 0%. Rajasthan shows near-universal agreement that digital tools enhance understanding. Students confirmed: "Smart boards and digital classrooms make learning science and math more fun and easier to understand. When we can see the concept through a video, it stays in our mind longer".

For Primary Grades (N=1,013)

- 71% of Punjab Sr Sec, 61% of Punjab, 100% of Rajasthan, 99% of Uttar Pradesh, and 100% of Haryana said yes. Students in primary grades confirmed: "Yes, we have computers and smart boards. They make the class more interesting. Sometimes, we need teacher help but mostly we manage on our own".

I understand Science much better when I watch animated videos on the smart TV. Topics like photosynthesis and light refraction become so clear through visuals. Earlier I found these difficult, but now I can understand and remember them easily because I saw them on screen. Technology has made my studies easier and more interesting.

- As narrated by an Elementary student in Punjab

Class Continued Through Online/Video Mode if Teacher Unavailable

Figure 81: Secondary Grades (N=150)

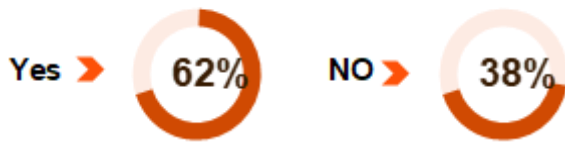
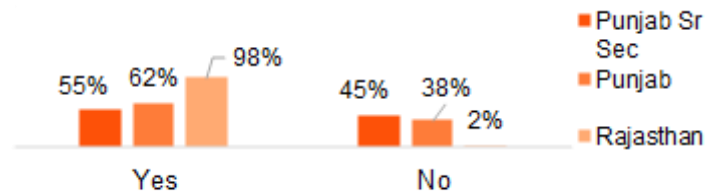


Figure 82: Upper Primary Grades (N=488)



When asked whether classes continued through online or video mode when a teacher was unavailable, the responses reflected strong learning continuity systems, particularly in Rajasthan.

For Secondary Grades (N=150)

- 62% said yes and 38% said no. Though most students during qualitative interactions suggested they would prefer in-person classes, they acknowledged that virtual classes help when teachers are absent.

For Upper Primary Grades (N=488)

- 55% of Punjab Sr Sec, 62% of Punjab, and 98% of Rajasthan said yes. Rajasthan shows near-universal learning continuity through virtual classes. Students confirmed that when subject teachers are unavailable, digital content and lab resources help maintain learning. The Tab lab and smart classrooms ensure that students are not left without learning opportunities.

When our teacher is not available, we still study through videos and digital content in the smart classroom. It keeps our learning going. But I feel that having the teacher explain alongside the video makes it even better, so I prefer when both happen together.

- As narrated by an Elementary student in Rajasthan

3.2.7. Green Audit Awards

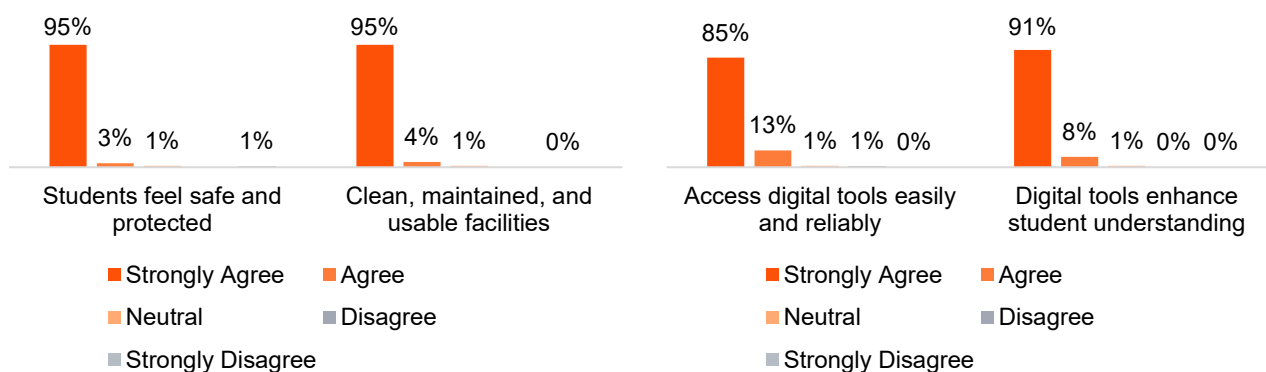
- The programme's focus on creating **environmentally sustainable school ecosystems** is reflected in multiple schools receiving **national-level recognition under Green School Audit programmes**, including several '**Green Category**' certifications and first-rank awards across states.
- These recognitions indicate strong institutional practices in **environmental management, cleanliness, and sustainability awareness**, reinforcing the programme's commitment to holistic, child-friendly infrastructure.

3.2.8. Teachers' Perception on Child Friendly & Technology Infrastructure

Teachers offer an operational lens on how infrastructure functions in practice. This theme captures **whether teachers confirm that students feel safe and protected, that digital tools are accessible and enhance understanding, and that facilities are well-maintained**. It provides the practitioner's

validation of what students report about their school environment. This offers a cross-check across all three aspects of the pillar.

Figure 83: Teachers' Perception on Child Friendly (A) & Technology Infrastructure (B)



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **95%** strongly agree (and 3% agree) that students feel safe and protected
- **85%** strongly agree (and 13% agree) that students access digital tools easily and reliably
- **91%** strongly agree (and 8% agree) that digital tools enhance student understanding
- **95%** strongly agree (and 4% agree) that facilities are clean, maintained, and usable

Teachers reported high levels of access to digital tools, **with 85% strongly agreeing that digital resources are easily and reliably available within their schools**. This access appears to translate into positive classroom experiences, as **91% of teachers strongly agreed that digital tools enhance student understanding by making lessons more interactive, engaging, and conceptually clearer**.

Further, following was reported based on the various qualitative interactions conducted with the teachers/principals across the states.

- **Safety Protocols:** Schools follow comprehensive safety measures daily. Teachers arrive before students to check the campus for any hazards. Gate entry is controlled, with visitors required to sign a register. Emergency drills including fire and earthquake drills are conducted quarterly or monthly. Students are trained on exit routes, assembly points, and how to respond calmly during emergencies. Different classes use different exits, and teachers supervise the entire process carefully. Attendance is monitored through biometric face scanning and manual roll calls, and absentees are followed up by calling parents
- **Child Protection Systems:** Students feel comfortable approaching teachers with personal, emotional, or safety concerns. Although some schools do not have a formal counsellor on site, teachers are trained to handle situations sensitively. If a teacher feels the matter needs escalation, it is reported to the principal, and appropriate steps are taken including speaking to parents or referring for counselling. The close-knit school community fosters an environment of trust and openness.

- **Cleanliness and Maintenance:** Schools maintain cleanliness through a system of cleanliness monitors including one teacher and one student who oversee the school environment daily. Toilets are equipped with flush systems, continuous water supply, and soaps, and are cleaned thoroughly twice a day. Sanitary napkin vending machines support girls' hygiene needs. Drinking water is readily available throughout the school and is regularly checked for safety. The sports grounds are well maintained with properly trimmed grass.
- **Digital Infrastructure:** Schools have robust digital infrastructure including Smart classrooms, Tab labs (with individual tablets for each student), Computer labs, Robotics labs, Language labs, and Retail labs. Projectors are available from 5th class onwards and Tab labs from 6th class. Recently installed smart boards and tablets function reliably. Teachers have received training to troubleshoot minor issues independently, and technical support is available for complex problems. Digital tools are used regularly, usually two periods per week per subject.
- **Student Confidence with Technology:** Teachers report that students are very confident and independent in using digital tools. Students show great interest and enthusiasm during digital learning sessions, often reminding teachers about digital periods. Visual and animated learning is especially effective for Science, Maths, SST, and English. Digital tools have significantly enhanced student engagement and understanding. However, for subjects requiring step-by-step practice like Mathematics, traditional board work remains more effective.
- **Value and Role of Virtual Learning:** Teachers perceived virtual classrooms as a valuable mechanism for expanding access to quality instruction and specialised subject support. They noted that virtual sessions expose students to diverse teaching approaches and enable continuity of learning where subject-specific expertise may not be readily available within a school. At the same time, teachers emphasised the importance of integrating virtual learning with regular classroom interactions to maximise learning outcomes.

Our school has a strong digital infrastructure including a Computer lab, Tab lab, Robotics lab, Language lab, and Smart classrooms. Each student gets an individual tablet in the Tab lab. Students are very confident and independent in using digital devices. They find virtual lessons particularly engaging and their attention levels are higher during digital lessons. The balanced approach of technology with teacher explanation gives students a strong foundation for learning.

- As narrated by a Principal in Punjab

3.2.9. Parents' Perception on Child Friendly and Technology Infrastructure

Parents assess school infrastructure through the lens of trust and observed impact on their children. This theme captures **whether parents feel satisfied with the school's safety measures, hygiene standards, and technology exposure, and whether they observe their children becoming excited and confident about digital learning.** It provides confirmation from outside the school walls. This contributes to understanding whether infrastructure investments translate into visible impact for families.

Following was observed around parents' perception on Holistic Development of students through Satya Bharti Schools programme based on the qualitative interactions conducted:

- **Campus Safety:** Parents feel assured sending their children to school as the campus is secure with proper boundary walls, gates, and controlled entry. Parents also shared that if a child is absent, the school contacts the family, which gives them confidence that the school is attentive and responsible.

- **Care for Girls and First-Generation Learners:** Parents expressed that the school is especially caring for girls and first-generation learners. Teachers give extra attention to children who are first in their family to go to school. Fire drills and emergency drills are conducted regularly so children know what to do in any situation. Because of the school's safe environment, people in the village are now less afraid to send girls to school.
- **Hygiene and Cleanliness:** Parents mentioned that the school maintains clean classrooms, toilets, and drinking water facilities. One parent confirmed: "The classrooms are clean and well organized. The toilets are clean and usable, with proper water supply and soaps, including separate toilets for girls. Clean drinking water is available and accessible at all times. The school has cleanliness ambassadors among both teachers and students who take responsibility for maintaining hygiene." Some parents suggested that filtered or cooler water, especially in summer, would be a welcome improvement.
- **Technology Exposure:** Parents noted that their children now use smart panels, tablets, and computer labs at school which has given them confidence with technology, something they could not have provided at home due to limited resources. One parent shared: "Children talk about digital learning tools used in school and seem excited by them. Some things cannot be understood easily only through reading, but children can learn more quickly when they see them visually." Parents felt digital learning increases interest in studies and helps children learn in an easier way. They did not express worry about technology; instead, they saw it as a helpful addition to learning.
- **Responsiveness to Complaints:** Parents confirmed that whenever they have raised any concern, the school has listened and fixed it. One parent shared: "I have never had to complain about cleanliness, but I know that if I did, the school would listen and fix it quickly." This responsive approach builds trust between parents and the school.

I feel my child is completely safe in this school. There is a proper boundary wall and gate, not just anyone can walk in, and when I visit, a message is sent to the teacher first. The classrooms are clean and well organized, and my child comes home excited about learning on smart boards and tablets. The school provides things that we could never afford at home, and I am very satisfied with the infrastructure and safety here.

- As narrated by a Parent in Rajasthan

3.2.10. Alumni Perception on Child-friendly & Technology Infrastructure

Alumni provide a long-term perspective on whether early technology exposure shaped their digital confidence in higher education and work. This theme captures **whether the school's technology foundation, safe environment, and well-maintained infrastructure gave alumni an advantage compared to peers from other schools**. It reveals the enduring impact of infrastructure investments on students' future readiness.

Following are the key findings around Pillar 1 as elucidated during the Alumni interactions:

- **Technology Foundation for Life:** Alumni confirmed that the school's technology exposure gave them an edge in higher education and work. One alumnus shared: "We had computer labs and learned basics like PowerPoint, Excel, and Word, which laid the foundation for my tech skills at college and beyond. While technology wasn't a major part of our education at the time, it definitely gave me an edge compared to students from typical government schools. I also gained some exposure to coding, which further built my comfort with technology".

- **Digital Learning Approach:** Alumni who studied in later batches confirmed more advanced technology use. Teachers used screens to teach and showed animated videos for better understanding, especially in English and Science. The teachers did not make them fully dependent on videos. They explained alongside, cleared doubts, and conducted tests. Because of this exposure, they are very comfortable with technology now. The balanced approach of technology plus teacher explanation gave them a strong foundation.
- **Confidence in Technology Compared to Peers:** Multiple alumni reported feeling more confident with technology than their peers from other schools. One alumna stated: "Our school was even better than many other private schools in this area in terms of digital facilities. Since we got this exposure in school, I am comfortable with technology now".
- **Safe and Caring Environment:** Alumni recalled the school as a safe, secure, and nurturing environment. One shared: "The school environment was very inclusive and motivating. Teachers treated all students fairly and provided special support to those who needed it. This fair and nurturing environment made me feel valued and confident".
- **Evolution of Infrastructure Over Time:** Alumni from earlier batches acknowledged that while basic computer training was available in their time, technology education has improved considerably since. "We had computers and basic training on Microsoft 365 and some computer fundamentals. However, we didn't have advanced technology like robotics when I was in 8th standard. I believe technology education has improved now".

We had ICR rooms and smart TVs in school. Teachers used screens to teach but did not make us fully dependent on videos. They explained alongside, cleared doubts, and conducted tests. Because of this balanced exposure, I am very comfortable with technology now. In college, I handle presentations and digital tools without any difficulty. This school gave me a technology foundation that many students from other schools do not have.

- As narrated by an Alumnus in Punjab

3.2.11. Summary of Findings on Child-Friendly and Technology-Based Infrastructure

This section consolidates the key outcomes from all themes covered under Pillar 2. It draws together findings from students, teachers, parents, and alumni to present an integrated view of how Satya Bharti Schools' infrastructure and technology investments are shaping the learning environment.

A. On safety, inclusion, and emotional support:

- Students across grades report feeling safe and secure on campus, **with 74% at the Secondary level and primary-level responses ranging from 56–68% in Punjab to 96–100% in Rajasthan, Uttar Pradesh, and Haryana.**
- Awareness of safety protocols and reporting mechanisms is evident across grades, with around **70–73% of Senior Secondary students reporting clear safety rules and knowledge of whom to approach**, and higher awareness levels observed in Rajasthan and Uttar Pradesh at elementary and primary levels.
- Teachers report that **95% of students feel safe and protected, supported by systems** such as controlled entry, CCTV monitoring, biometric attendance, regular emergency drills, and grievance redressal mechanisms.

- Students across grades report feeling welcomed in school, with **75% of Senior Secondary students indicating this and responses in Rajasthan, Uttar Pradesh, and Haryana ranging from 89% to 100% across elementary and primary levels.**
- Parents report that the school environment has reduced hesitation in sending children to school, particularly girls, and has contributed to greater acceptance of schooling within communities.

The findings indicate that **safety and emotional wellbeing are strongly embedded** in the programme's daily operations. The combination of physical safety measures and a warm, supportive school culture has created an environment where students feel protected and included. This is particularly significant for girl students in rural communities, where parental trust in school safety directly influences enrolment and retention decisions.

B. On access, relevance, and teacher readiness for technology:

- Students across grades report **access to digital tools, with Smart TVs/Panels being commonly used** (up to 91-100% at primary level in some states), along with KYAN systems, TabLabs, and Computer Labs.
- Tablet access in higher grades is structured to allow individual use during sessions, with approximately 41-42 tablets available for a class of around 40 students.
- Students indicate that digital equipment functions during lessons in most cases, with **65% of Senior Secondary students reporting consistent functionality and higher levels reported in Rajasthan elementary schools (up to 92%).**
- Teachers report **(85%) students can access digital tools easily, and 91% indicate that these tools support student understanding.**
- Teachers note that **digital tools are useful for visual and conceptual learning**, while some topics, particularly in Mathematics and Science, are addressed using a combination of digital and board-based methods.

The findings suggest that **technology infrastructure is well-established and functional**, particularly in Rajasthan, Uttar Pradesh, and Haryana. Teachers are comfortable using these tools and find them relevant for curriculum delivery. Punjab schools show slightly lower access levels, indicating that continued investment in device availability and maintenance will further strengthen technology readiness across all locations.

C. On technology integration and its influence on learning:

- Students across grades report that **digital tools support understanding of concepts**, with **63% of Senior Secondary students indicating this and responses in Rajasthan, Uttar Pradesh, and Haryana reaching 97-100% at the primary level.**
- Students report increasing familiarity with digital tools, with **61% of Senior Secondary students** indicating that they can use tablets or computers independently, rising to **96% in Rajasthan elementary schools.**
- Students report that classes continue through digital or video-based modes when teachers are unavailable, with **62% at Senior Secondary level and up to 98% in Rajasthan elementary schools.**
- Students indicate that visual and animated content supports understanding and recall, particularly for subjects such as Mathematics and Science.

- Alumni report that **exposure to technology in school has contributed to their familiarity with digital tools in higher education** and work environments.

The findings indicate that technological integration has moved beyond mere access to **meaningful impact on comprehension and retention**. Students find digital learning engaging, and the virtual class system provides effective learning continuity during teacher absences. The long-term value is confirmed by alumni who report that early exposure to technology gave them a distinct advantage in college and professional settings. This is particularly significant for first-generation learners who have no access to such tools at home.

3.3. Pillar 3 – Teacher Engagement & School Leadership



Background

This pillar assesses the impact of the Satya Bharti Schools programme on the quality, confidence, and professional growth of its teachers, and on the effectiveness of school leadership in supporting teaching and learning. It looks at whether the programme's structured interventions around training, assessment, mentoring, and recognition have translated into better classroom practices, stronger subject knowledge, and a motivated and empowered teaching workforce. Insights have been gathered from students, teachers themselves, parents, and alumni. **The assessment is anchored around the following aspects that together define the scope of teacher engagement and school leadership:**

- **Self-assessment, subject knowledge, and reflective practice:** How the Teacher Subject Knowledge Test (TSKT), regular assessments, and feedback processes help teachers identify their strengths and areas for improvement, build subject knowledge confidence, and encourage continuous reflection and improvement in teaching practice.
- **Evolution of instructional practices:** How teachers' instructional practices evolve toward child-centric, inclusive, and competency-based approaches, including adaptation to different learning levels, improved classroom management, and effective use of questioning, formative assessment, and feedback to support student learning.
- **Professional development, motivation, and institutional support:** How relevant and responsive CPD, mentoring, rewards, recognition, and professional growth opportunities are in addressing classroom challenges, and how these initiatives influence teachers' motivation, sense of value, commitment, and performance.

The assessment draws on quantitative data from **1,651 students** and a dedicated **teacher survey of 222 respondents**, along with qualitative interactions with teachers, principals, parents, and alumni. Each sub-section evaluates a specific dimension of teaching quality and school leadership, building towards an understanding of whether the programme has developed a confident, capable, and motivated teaching community.

The **findings presented in Sections 3.3.1 to 3.3.7 are based on students' reported experiences and perceptions of teacher accessibility, support, feedback practices, fairness, and classroom engagement.** These perspectives provide direct insight into how teaching practices are experienced by learners within Satya Bharti Schools.

3.3.1. Quality of Classroom Instructions

Effective teaching begins with the ability to explain concepts in ways that reach every learner. This theme assesses **whether teachers use multiple methods, explanations, and practical examples to ensure student understanding, and whether classroom instruction is activity-based, hands-on, and engaging rather than lecture-dependent.** It captures the instructional quality that students experience daily. This aligns with the aspect of how teachers' practices evolve toward child-centric and inclusive approaches.

Teacher Explains Concepts in More Than One Way

Figure 84: Secondary Grades (N=150)

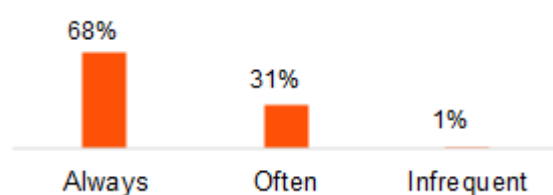


Figure 85: Upper Primary Grades (N=488)

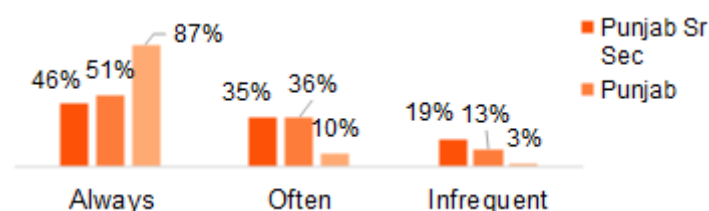
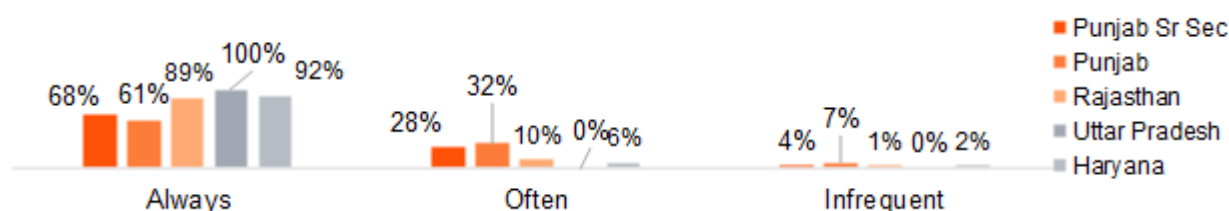


Figure 86: Primary Grades (N=1,013)



When asked whether, if they do not understand something, their teacher explains it in multiple ways, the responses across all levels confirmed strong adaptive teaching practices in Satya Bharti Schools.

For Secondary Grades (N=150)

- 68% of students reported that teachers always explain concepts in more than one way, 31% said often, and only 1% said infrequently. This reflects that teachers at the senior secondary level are skilled in using multiple explanations, tools, and examples to ensure student understanding. During interactions, students confirmed that teachers use diverse, creative, and hands-on methods to make learning engaging. Teachers prepare activities, questions, and interactive tasks for each topic. Concept-based practical examples are used.
- In Science, teachers demonstrate concepts physically. For solid, liquid, and gas, the teacher had students stand close together for solid (more bonds), slightly apart for liquid, and far apart for gas to show molecular bonding. History maps and Maths-based hands-on activities are used in higher classes. If a concept is not understood from one example, teachers give additional relevant examples until it is clear.

For Upper Primary Grades (N=488)

- Teachers always explain in multiple ways in 46% of Punjab Sr Sec, 51% of Punjab, and 87% of Rajasthan classrooms. The "often" category stands at 35%, 36%, and 10% respectively, while "infrequent" is at 19%, 13%, and 3%.
- Rajasthan shows very strong adaptive teaching with 87% reporting "always." Students shared that for difficult subjects, teachers break lessons into smaller parts and explain them step by step. For example, in Class 7, the chapter on "Understanding Markets" was difficult for many students, so the teacher did a practical classroom activity where some students acted as wholesalers and some as retailers. Through this role play, students understood how goods move in the market. In another class, to explain the solar eclipse, the teacher used students of different heights to represent the sun and the moon, making the concept very clear and interesting.

For Primary Grades (N=1,013)

- Teachers always explain in multiple ways in 68% of Punjab Sr Sec, 61% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 92% of Haryana classrooms. The "often" category stands at 28%, 32%, 10%, 0%, and 6% respectively.
- Uttar Pradesh shows universal adaptive teaching. Students confirmed that teachers explained lessons in different ways using activities, practical examples, and sometimes role play. When students were younger, teachers used pencils to teach addition and subtraction (e.g., 5 pencils minus 2 equals 3 pencils). Students also said that if they do not understand something, teachers explain again until it becomes clear.

3.3.2. Teacher Accessibility and Student Support

A teacher's impact extends beyond the lesson when students feel free to approach them with academic doubts or personal concerns. This theme captures **whether students can always go to their teachers for help, whether teachers create a non-threatening atmosphere for questions and sharing, and whether there is a system for handling student concerns sensitively.** It assesses the relational quality of teaching and its role in student wellbeing. This connects to inclusive classroom management and the support environment created by teachers.

Students Can Approach Teachers for Academic Help

Figure 87: Secondary Grades (N=150)

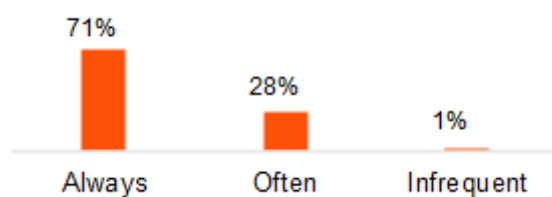


Figure 88: Upper Primary Grades (N=488)

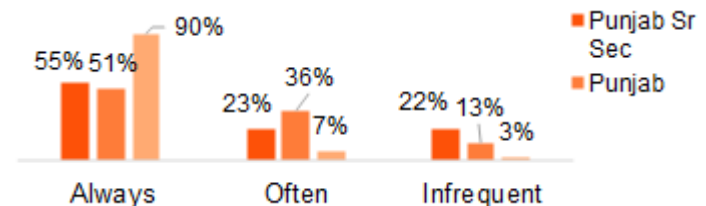
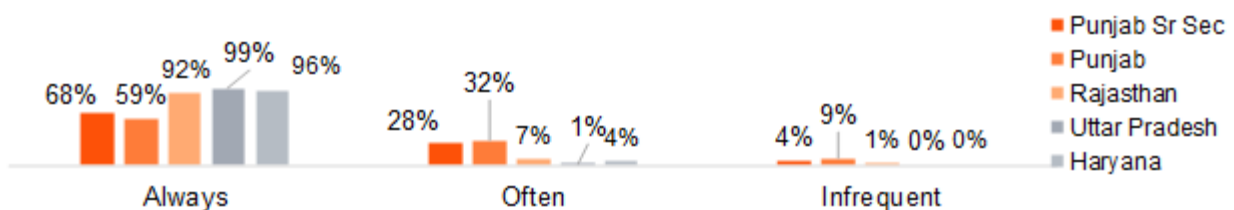


Figure 89: Primary Grades (N=1,013)



When asked whether they can approach teachers for academic help during or after class, the responses demonstrated strong teacher accessibility across all school levels.

For Secondary Grades (N=150)

- 71% of students reported they can always approach teachers for academic help, 28% said often, and only 1% said infrequently. Students shared that they feel comfortable reaching out to teachers for both academic doubts and personal problems.

- The school has a dedicated counselling room and a counselling teacher. Students go to whichever teacher they feel most comfortable with, not just the designated counsellor. When school-related issues are raised, changes become visible within a few days. Teachers listen to problems and provide suggestions.

For Upper Primary Grades (N=488)

- 55% of Punjab Sr Sec, 51% of Punjab, and 90% of Rajasthan students can always approach teachers. The "often" category stands at 23%, 36%, and 7% respectively, while "infrequent" is 22%, 13%, and 3%. While Rajasthan shows near-universal accessibility (90% always), Punjab Sr Sec shows a higher "infrequent" category of 22%, suggesting some variation in teacher accessibility.
- Students shared that if they have difficulty understanding something or are feeling sad or worried, they can go and talk to their teacher. Teachers usually behave well and help them. One student said that when he raises a question, the teacher clears it immediately.

For Primary Grades (N=1,013)

- Students can always approach teachers in 68% of Punjab Sr Sec, 59% of Punjab, 92% of Rajasthan, 99% of Uttar Pradesh, and 96% of Haryana classrooms. The "often" category stands at 28%, 32%, 7%, 1%, and 4% respectively.
- Students in primary grades confirmed: "We go to teachers when we have doubts. They explain nicely and do not get angry. Boys and girls both get the same care. The teachers are very friendly".

3.3.3. Individual Academic Support and Feedback

Personalised attention and timely feedback are hallmarks of effective teaching. This theme looks at **whether teachers provide timely and specific feedback on homework and classwork, give individual attention to students who struggle, and tell students clearly what to improve and how.** It assesses whether teaching goes beyond whole-class delivery to genuinely respond to individual learning needs. This aligns with the aspect of formative assessment and feedback to support student learning.

Feedback is Timely and Specific to Mistakes

Figure 90: Secondary Grades (N=150)

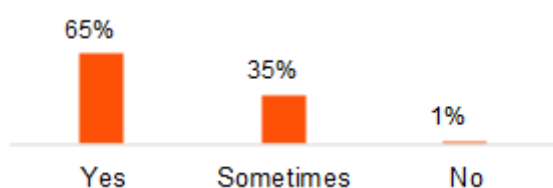


Figure 91: Upper Primary Grades (N=488)

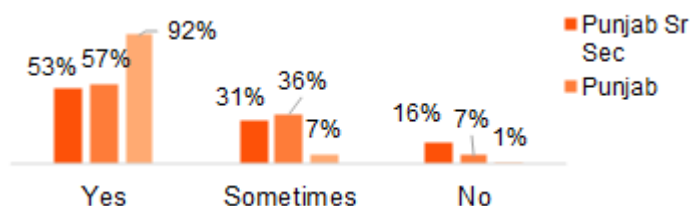
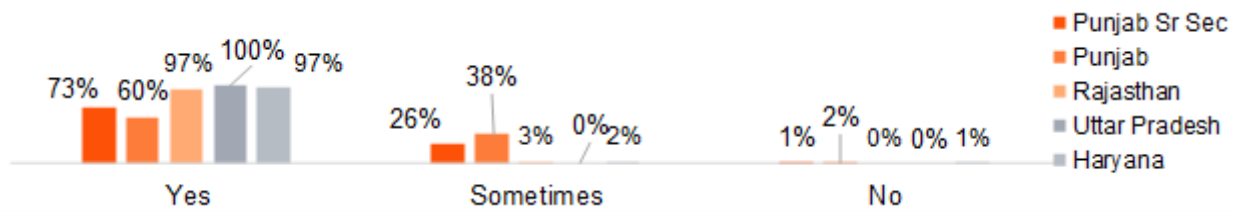


Figure 92: Primary Grades (N=1,013)



When asked whether the feedback they get is timely and specific to their mistakes regarding homework, the responses reflected strong feedback practices, particularly in Rajasthan and Uttar Pradesh.

For Secondary Grades (N=150)

- 65% said yes, 35% said sometimes, and only 1% said no. Students confirmed that homework is given regularly and checked by teachers. If homework is not done, teachers give mild consequences like standing outside as motivation and also inquire about the reason.
- Teachers actively check understanding by asking students to explain back what they learned. Teachers support shy and less confident students individually.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 57% of Punjab, and 92% of Rajasthan said yes. "Sometimes" stood at 31%, 36%, and 7% respectively, while "no" was 16%, 7%, and 1%. Rajasthan shows very strong feedback practices with 92% reporting timely feedback.
- Students confirmed that teachers give feedback on classwork and homework and tell them when something is wrong. Teachers motivate them to study and improve. "Teachers check whether they have understood the topic by asking questions in class. Before moving ahead, teachers ask students about what was taught".

For Primary Grades (N=1,013)

- 73% of Punjab Sr Sec, 60% of Punjab, 97% of Rajasthan, 100% of Uttar Pradesh, and 97% of Haryana said yes. "Sometimes" stood at 26%, 38%, 3%, 0%, and 2% respectively. Uttar Pradesh shows universal timely feedback.
- Students said teachers conduct doubt sessions and tests and also take feedback from students. "They care about our learning and want us to do well in life. They support us like parents and encourage us to move forward".

My teachers always check my homework and tell me exactly where I made a mistake. They do not just say 'wrong'; they explain why it is wrong and how to correct it. Before moving to a new topic, they ask us questions to check if we have understood. This makes me confident because I know exactly how to improve.

- As narrated by a Sr. Secondary student in Punjab

Extra Help/Remedial/Doubt-Clearing Available

Figure 93: Secondary Grades (N=150)

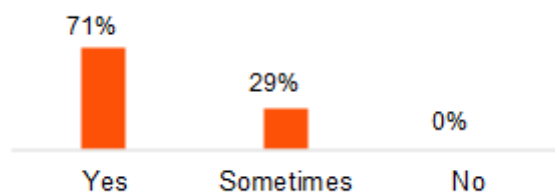


Figure 94: Upper Primary Grades (N=488)

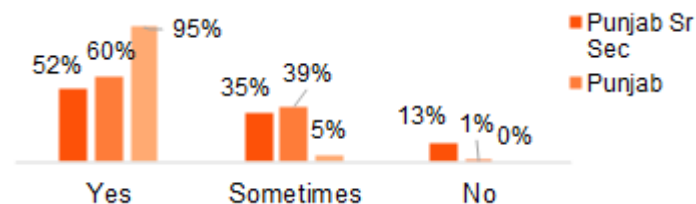
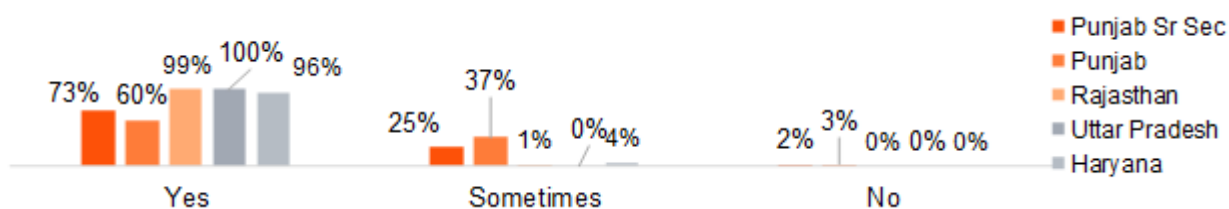


Figure 95: Primary Grades (N=1,013)



When asked whether they can attend doubt-clearing or extra support sessions when needed from the teacher, or whether the school management arranges remedial classes for students who are weak in studies, responses confirmed strong support systems.

For Secondary Grades (N=150)

- 71% said yes, 29% said sometimes, and 0% said no. Students who do not understand can take help from classmates and then clarify remaining doubts with the teacher. Students shared that before board exams, doubt sessions were held even on Sundays, which was very helpful.

For Upper Primary Grades (N=488)

- 52% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Sometimes" stood at 35%, 39%, and 5% respectively, while "no" was 13%, 1%, and 0%. Students shared that extra classes are held earlier in the morning for students who are weak in studies. Teachers gave personal help and focused on children who needed more support.

For Primary Grades (N=1,013)

- 73% of Punjab Sr Sec, 60% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 96% of Haryana said yes. "Sometimes" stood at 25%, 37%, 1%, 0%, and 4% respectively, while "no" was 2%, 3%, 0%, 0%, and 0%.
- Students in primary grades confirmed that if a concept is not understood, teachers repeat and re-explain using different examples until all students are clear.

3.3.4. Teacher Fairness

Equitable treatment of all students is a fundamental marker of school quality and a prerequisite for inclusive learning. This theme assesses whether **teachers treat all students fairly regardless of gender, socio-economic background, or academic ability, and whether students experience their classroom as a space free from favouritism or discrimination.** It captures how inclusiveness is practised at the interpersonal level between teachers and learners. This aligns with the aspect of respectful behaviour, empathy, and the creation of an inclusive classroom culture that enables every child to participate and grow without apprehension.

Teachers Treat All Students Fairly Regardless of Gender, Background or Ability

Figure 96: Secondary Grades (N=150)



Figure 97: Upper Primary Grades (N=488)

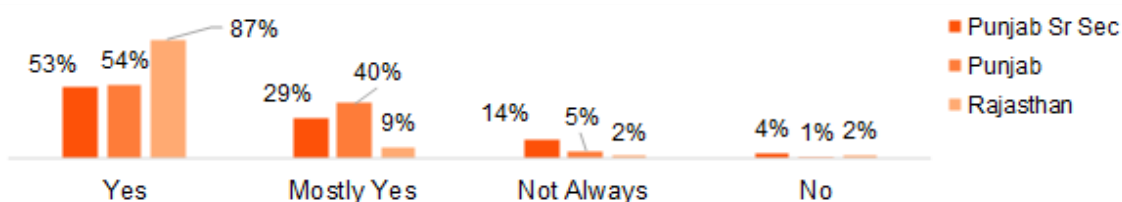
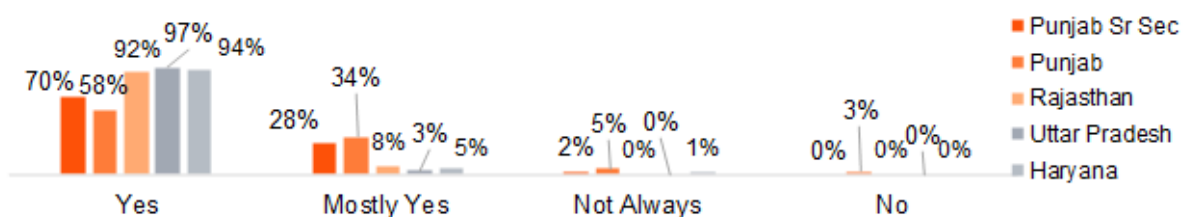


Figure 98: Primary Grades (N=1,013)



When asked whether they feel their teachers treat all students equally regardless of gender, background, or ability, the responses confirmed strong perceptions of fairness across all school levels.

For Secondary Grades (N=150)

- 72% said yes, 26% said mostly yes, 1% said not always, and 1% said no. Students explicitly stated they have never felt inequality on any grounds. Gender equality is well maintained. Both boys and girls receive equal treatment with the same expectations in exams and performance.
- No favouritism based on gender or family background was reported. Teachers can identify struggling students just by reading their facial expressions. One student mentioned the teacher can tell by looking at my face.

For Upper Primary Grades (N=488)

- 53% of Punjab Sr Sec, 54% of Punjab, and 87% of Rajasthan said yes. "Mostly yes" stood at 29%, 40%, and 9% respectively, "not always" at 14%, 5%, and 2%, and "no" at 4%, 1%, and 2%.
- Students confirmed that teachers encourage them to ask questions. They said teachers listen to doubts and respond properly. They also said teachers treat all students fairly. Boys and girls get equal attention and equal chances to answer questions and participate. Students did not report strong favouritism. They said they feel respected in school.

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 58% of Punjab, 92% of Rajasthan, 97% of Uttar Pradesh, and 94% of Haryana said yes. "Mostly yes" stood at 28%, 34%, 8%, 3%, and 5% respectively.
- Students said that teachers treat all students fairly, and boys or girls were not treated differently. They felt both boys and girls get equal opportunities to answer questions and participate. When asked if teachers have favourite students, the students said all children are treated as important and they did not strongly feel unfair favouritism in class.

3.3.5. Classroom Routines & Discipline

Structured routines provide the scaffold within which effective learning occurs. This theme assesses whether teachers follow **timetables consistently, start classes on time, and maintain an organized learning environment where students know what to expect each day**. It captures whether the programme has established predictable and disciplined classroom operations that minimize learning time lost to disorganization or delays. This connects to the aspect of how institutional practices support effective teaching and create conditions for focused, purposeful instruction.

Teachers Start Class on Time/Follow Timetable

Figure 99: Secondary Grades (N=150)

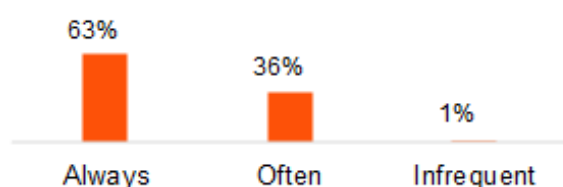


Figure 100: Upper Primary Grades (N=488)

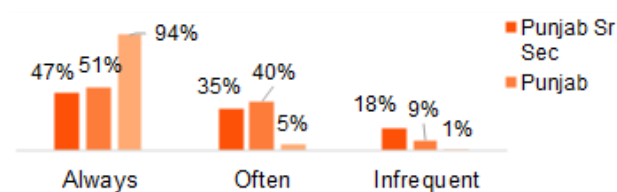
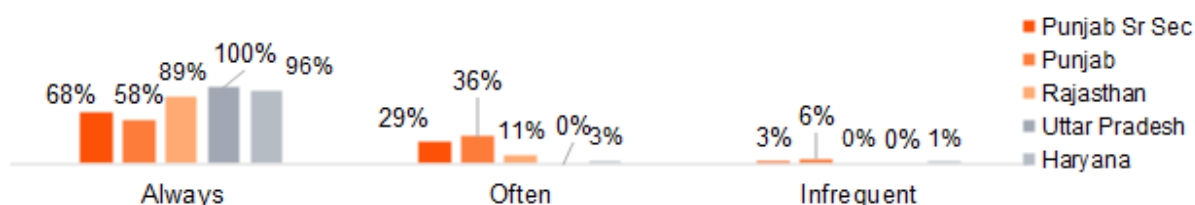


Figure 101: Primary Grades (N=1,013)



When asked whether teachers come on time and start lessons quickly as per the timetable, the responses showed strong adherence to structured school routines across all levels.

For Secondary Grades (N=150)

- 63% said always, 36% said often, and only 1% said infrequent. Students confirmed that the school follows a proper timetable with structured schedule of classes and breaks. Teachers maintain punctuality and classes start on time.

For Upper Primary Grades (N=488)

- 47% of Punjab Sr Sec, 51% of Punjab, and 94% of Rajasthan said always. "Often" stood at 35%, 40%, and 5% respectively, while "infrequent" was 18%, 9%, and 1%.
- Rajasthan shows very strong routine adherence with 94% reporting "always." Students shared that the timetable is followed properly and classes happen on time. "Teachers are punctual and we know exactly what subject comes when".

For Primary Grades (N=1,013)

- 68% of Punjab Sr Sec, 58% of Punjab, 89% of Rajasthan, 100% of Uttar Pradesh, and 96% of Haryana said always. "Often" stood at 29%, 36%, 11%, 0%, and 3% respectively, while "infrequent" was 3%, 6%, 0%, 0%, and 1%.
- Uttar Pradesh shows universal punctuality. Students in primary grades confirmed that teachers follow the timetable and classes begin on time. "The bell rings and teachers come to class. We know our daily schedule well".

3.3.6. Smart TV/KYAN Teacher Engagement

Technology is only as effective as the teacher who mediates it. This theme assesses whether teachers remain **actively present and engaged while using Smart TVs, KYAN, or digital panels, explaining concepts alongside visual content rather than simply switching on devices and stepping away**. It captures whether the programme's investment in digital infrastructure is complemented by pedagogically sound teacher behaviour that integrates technology with explanation, questioning, and conceptual reinforcement. This addresses the aspect of how meaningfully technology is integrated into teaching practices and whether it genuinely enhances student understanding.

Teachers Start Class on Time/Follow Timetable

Indicators	Secondary Grades		Upper Primary Grades	
	Punjab	Punjab Sr Sec	Punjab	Rajasthan
Starts it and stays for the full class, explaining the concepts	65%	67%	59%	94%
Starts it and stays for some part of the class	35%	33%	41%	6%

Indicators	Primary Grades				
	Punjab Sr Sec	Punjab	Rajasthan	Uttar Pradesh	Haryana
Starts it and stays for the full class, explaining the concepts	70%	61%	92%	100%	93%
Starts it and stays for some part of the class	30%	39%	8%	0%	7%

The survey assessed the extent to which teachers remain actively engaged while using digital tools, as opposed to simply switching on the device and leaving students to watch passively.

In Rajasthan, Haryana and Uttar Pradesh, teachers stay and explain for the entire class duration in over 90% of cases, reflecting exemplary integration of technology with active teaching. In Punjab, a notable proportion (30 to 41%) of teachers stay for only part of the class, which suggests a need to strengthen teacher engagement during digital lessons in Punjab schools.

During interactions, teachers confirmed that they do not make students fully dependent on videos. They explained alongside digital content, cleared doubts, and conducted tests. Students confirmed: "Teachers use screens to teach and show animated videos for better understanding, especially in English and Science. But teachers are smart about it. They explain alongside, clear doubts, and conduct tests".

3.3.7. Encouraging Student Participation & Motivation

Active student participation is both a teaching skill and an outcome of good pedagogy. This theme assesses **whether teachers actively encourage students to ask questions, speak up in class, and participate in discussions and activities, especially students who are shy or reserved.** It captures the extent to which teachers create participatory classrooms where every child gets a chance to engage. This connects to the effective use of questioning and encouraging diverse learners.

Teachers Care About Me and Want Me to Do Well in Studies

Figure 102: Secondary Grades (N=150)



Figure 103: Upper Primary Grades (N=488)

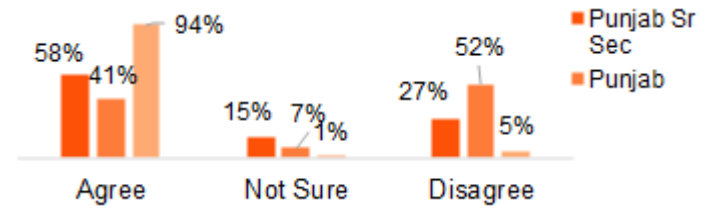
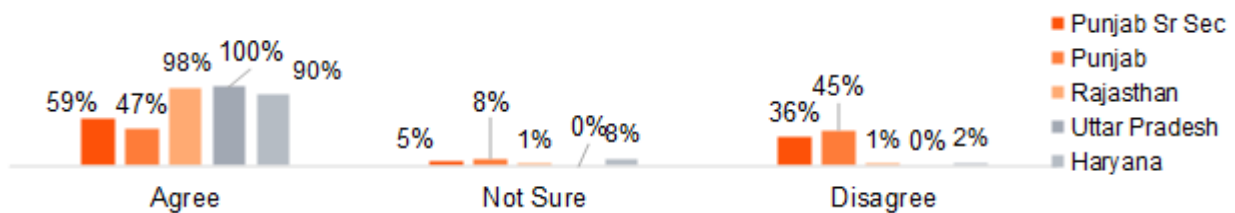


Figure 104: Primary Grades (N=1,013)



When asked whether they feel their teachers care about them and want them to do well in their studies, the responses on this Likert-scale question revealed important state-level variations.

For Secondary Grades (N=150)

- 74% agreed, 1% were not sure, and 25% disagreed. The 25% disagreement in Sr Secondary is notable and may reflect the academic pressure and high expectations at this level, where some students may interpret strictness as lack of caring. However, qualitatively, students expressed gratitude and confirmed that teachers genuinely care about their progress and well-being.

For Upper Primary Grades (N=488)

- 58% of Punjab Sr Sec, 41% of Punjab, and 94% of Rajasthan agreed. "Not sure" stood at 15%, 7%, and 1% respectively, while "disagree" was 27%, 52%, and 5%.
- The high disagreement in Punjab elementary (52%) is significant and needs further exploration. However, qualitative data from students in Punjab confirms that they feel teachers support them and care about their learning. Students shared: "We feel that teachers care about our learning and want us to do well in life. They support us like parents and encourage us to move forward".

For Primary Grades (N=1,013)

- 59% of Punjab Sr Sec, 47% of Punjab, 98% of Rajasthan, 100% of Uttar Pradesh, and 90% of Haryana agreed. "Not sure" stood at 5%, 8%, 1%, 0%, and 8% respectively. The higher "disagree" percentages in Punjab primary grades warrant attention, though this may partly be attributed to scale interpretation among younger students.

- Rajasthan, Uttar Pradesh, and Haryana show near-universal agreement. Students in primary grades confirmed: "Teachers motivate them to study and improve. Students feel that teachers care about their learning and want them to do well in life".

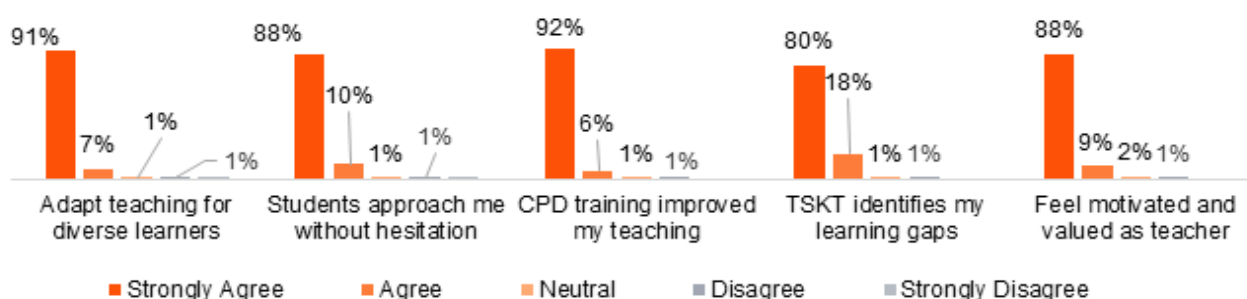
I know my teachers care about me because they always ask how I am doing, they notice when I am quiet, and they give me extra help when I need it. Even when they are strict, I understand it is because they want us to succeed. They support us like our own parents

- As narrated by a Sr. Secondary student in Punjab

3.3.8. Teachers' Perception on Teacher Engagement & School Leadership

Teachers' own reflections provide the most direct insight into the impact of professional development. This theme captures **whether teachers feel that CPD training has improved their practice, whether TSKT helps them identify gaps, whether they can adapt to diverse learners, and whether they feel motivated and valued.** It provides a self-assessment perspective from the teaching workforce. This offers validation across all three aspects of the pillar.

Figure 105: Teachers' Perception on Teacher Engagement & School Leadership



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **91%** strongly agree (and 7% agree) they can adapt teaching for diverse learners
- **88%** strongly agree (and 10% agree) that students approach them without hesitation
- **92%** strongly agree (and 6% agree) that CPD training improved their teaching
- **80%** strongly agree (and 18% agree) that TSKT identifies their learning gaps
- **88%** strongly agree (and 9% agree) they feel motivated and valued as teachers

Based on qualitative interactions with teachers and principals:

- **Multiple Teaching Methods:** Teachers feel confident adapting lessons using different explanations and real-life examples tailored to students' learning patterns. For difficult topics, they use a mix of verbal, visual, and practical approaches to meet diverse needs. They use tangible objects like pencils for basic math, physical demonstrations for science concepts, interactive projects for history, and animated videos via smart classrooms. However, some topics in math and science remain challenging to adapt digitally and require more hands-on explanations.
- **Individual Student Support:** After receiving training and mentoring, teachers feel well-equipped to provide individual support to struggling students. They identify students who need extra help

by observing their facial expressions, participation levels, and homework performance. If a student does not understand a concept, teachers repeat and re-explain using different examples until they are clear. They encourage students to ask questions without fear by saying things like "beta bolo" (speak up, child) and creating a supportive classroom atmosphere. Shy students are given specific attention and gradually encouraged to participate.

- **CPD Training Impact:** Continuous Professional Development training has been invaluable in adopting activity-based, child-centric methods. Techniques for individualized support and interactive teaching have improved classroom dynamics. Teachers now use dramas, role plays, hands-on experiments, real-life examples, concept-based activities, and creative methods instead of relying solely on lectures. Training programs are conducted in June and December at the district office, organized level-wise and aligned with subjects. Teachers confirmed the training content is relevant and useful for classroom teaching.
- **TSKT (Teacher Subject Knowledge Test):** Teachers reported that the TSKT process effectively identifies areas requiring additional attention in subject knowledge and pedagogy. Based on these results, targeted CPD trainings, mentoring support, and coaching interventions are provided, helping teachers strengthen instructional practices, improve classroom effectiveness, and support ongoing professional growth.
- **Motivation and Recognition:** Being recognized through the Rewards and Recognition programme has positively impacted teacher motivation and sense of value. It reinforces their commitment to the community and encourages continuous improvement. Teachers shared that handling multiple responsibilities such as being admission in-charge and mid-day meal in-charge has helped them grow professionally. Rewards and recognition motivate teachers and inspire them to work better.
- **School Leadership (Principal's Role):** Principals support teachers in implementing what they learn from CPD by conducting regular follow-ups, providing feedback after classroom observations, and creating opportunities for peer learning. They encourage teachers to experiment with new methods and share their successes with colleagues. The school leadership conducts regular meetings with teachers to address challenges, plan activities, and ensure smooth functioning of the academic programme.

CPD training has transformed my classroom practice. I now use dramas, role plays, hands-on experiments, and real-life examples instead of relying only on lectures. The training taught me to recognize that each child learns differently and gave me practical tools to reach every student. The TSKT helps me identify my own gaps, and the mentoring support ensures I keep growing. I feel truly motivated and valued as a teacher here.

As narrated by a Teacher in Punjab

3.3.9. Parents' Perception of Teacher Engagement & School Leadership

Parents observe teaching quality through its visible effects on their children. This theme looks at **whether parents find teachers accessible, kind, and effective, whether they see their children understanding lessons better, and whether they trust the school leadership to be responsive and fair.** It captures the external validation of teaching quality from families who interact regularly with the school. This provides a community-level perspective on teaching and leadership effectiveness.

Based on qualitative interactions with parents:

- **Teacher Accessibility:** Parents feel comfortable going to school and speaking with teachers. Teachers listen properly and explain the child's progress in a way that parents can understand. There is no sign of fear or hesitation in meeting school staff. One parent shared: "I feel comfortable coming to school and speaking with teachers. They listen properly and explain my child's progress in simple language so that I can understand even though I am not highly educated myself".
- **Teaching Quality:** Parents mentioned that their children understand lessons better as teachers use different methods to explain concepts. Children often come home excited about what they learned in class. Parents observed that children's interest in studies has increased and they actively share what they learned at school. "Teachers care about children's overall development, not only about classroom marks. My child is now genuinely interested in studies and often teaches younger siblings what was learned in school".
- **Teacher Kindness and Equal Treatment:** Teachers behave very kindly and respectfully with all children. There is no difference in treatment whether the child is a boy or girl, from a rich or poor family, or academically strong or weak. All children get equal attention and opportunities. Parents have never heard about any harsh behaviour from any teacher. Teachers tell parents clearly how their child is doing and give simple guidance on what can be done at home, like encouraging regular study, checking homework, and creating a quiet study space.
- **Extra Help for Weak Students:** If a child is weak in studies or has any problem, teachers give extra attention and help. Parents confirmed that teachers identify children who need more support and provide additional classes or individual help. One parent mentioned: "When my child was struggling in one subject, the teacher gave extra attention and even called me to explain what we should practice at home. Within months, my child improved significantly".
- **School Leadership:** Parents confirmed that the Principal is approachable, listens carefully, and takes action on any concerns. One parent stated: "Yes, if I have any problem or complaint, I can go and talk to the Principal directly. The Principal listens carefully and takes action. I have never felt that my concerns were ignored. The school management is transparent and responsive. Overall, I am very happy with how the school is managed and how teachers teach." Parents described the Head Teacher as supportive, fair, and accessible.
- **Trust in School:** Multiple parents expressed deep trust in the school management and teaching staff. The dedication of the teachers, the quality of education, the safety measures, and the free facilities together make the school the best option in their area. Parents have no major complaints about the management.

I am very happy with how teachers teach in this school. They speak politely and with care. They explain my child's progress clearly during meetings and guide me on what I can do at home. If my child faces any difficulty, teachers pay extra attention. The Principal also listens whenever I need to talk. I trust this school completely with my child's education and development.

As narrated by a Parent in Punjab

3.3.10. Alumni's Perception of Teacher Engagement & School Leadership

Alumni carry the longest-term perspective on whether good teaching made a lasting difference. This theme captures **whether alumni recall teachers as dedicated, supportive, fair, and impactful, and whether the teaching quality gave them a strong foundation for higher education and career success**. It reveals whether the investment in teacher quality translates into enduring outcomes for students. This provides the strongest long-term validation of teaching and leadership impact.

Based on qualitative interactions with alumni:

- **Dedicated and Supportive Teachers:** Alumni recalled that teachers were extremely helpful and dedicated. They taught repeatedly until every child understood, using multiple ways and examples. Before exams, teachers worked very hard to prepare students. Regular tests were conducted throughout the year, and doubt sessions were held even on Sundays before board exams. One alumnus shared: "Teachers here are extremely helpful. They teach repeatedly until every child understands, using multiple ways and examples. They clear all doubts patiently and never make a student feel afraid to ask questions".
- **Encouragement to Question and Speak:** Teachers encouraged students to ask questions freely and express themselves confidently. Alumni confirmed that they were never afraid to speak up in class because teachers created a supportive atmosphere. One alumnus shared: "My teachers were hugely supportive. They encouraged me to ask questions freely and express myself confidently, which greatly boosted my academic performance and self-belief".
- **Fairness and Equal Treatment:** Teachers were very fair and treated every student equally, regardless of background or academic ability. They motivated students consistently, creating a positive and inclusive environment. One alumnus stated: "Teachers were very fair and treated every student equally, regardless of background or academic ability. They motivated us consistently, creating a positive and inclusive environment".
- **Teachers as Life Mentors:** Alumni viewed teachers not just as academics but as mentors who shaped their entire personality and future direction. One alumnus specifically thanked teachers who helped with school admission transitions, made subjects enjoyable, and provided individual guidance. "My teachers made math enjoyable and helped me decide to pursue economics in my undergraduate studies. The Principal helped me with admission to senior secondary. They were not just teachers but mentors who believed in me".
- **Long-term Impact of Teacher Support:** Alumni confirmed that the teaching quality and teacher dedication gave them a strong foundation for higher education. Despite challenges like language barriers (transitioning from Punjabi medium to English medium), teacher support and the "I CAN DO IT" mindset instilled by teachers helped them push through. "The school laid a solid foundation for my education, discipline, and values. The confident mindset my teachers gave me helped me push through every academic challenge in college".

- **Feedback and Exam Preparation:** Alumni remembered that teachers gave regular feedback, cleared doubts properly, and prepared them thoroughly for board exams. "Whenever I had difficulty in understanding something, teachers explained it again patiently. They also gave regular feedback and cleared doubts properly. I never felt afraid to ask questions in class".

Teachers in my school taught repeatedly until every child understood. Before board exams, they held doubt sessions even on Sundays. They never made me feel afraid to ask questions. My math teacher made the subject enjoyable and inspired me to pursue economics in college. I am most grateful for the teachers who encouraged and believed in me despite my struggles. My message to them is: thank you for your patience and guidance, it made all the difference in my life

As narrated by an Alumnus in Punjab

3.3.11. Summary of Outcomes under Teacher Engagement and School Leadership

This section consolidates the key outcomes from all themes covered under Pillar 3. It brings together findings from students, teachers, parents, and alumni to present an integrated picture of how the programme's investments in teacher development and school leadership are shaping classroom practice and student experience.

A. On self-assessment, subject knowledge, and reflective practice:

- **80% of teachers strongly agree** (and 18% agree) that the TSKT helps them identify their learning gaps; based on TSKT results, relevant training and coaching are provided to address specific areas of weakness.
- Teachers confirmed that they strengthen their subject knowledge through the syllabus, sample papers, and self-study guided by TSKT outcomes.
- The school offers **routine mentoring and access to teaching materials**, fostering ongoing professional growth; teachers noted that more frequent coaching on modern methodologies would further help.
- Principals support implementation through **regular follow-ups, classroom observations, and constructive feedback**, creating a culture of continuous reflection.
- Alumni recalled that teachers **taught repeatedly until every child understood**, using multiple ways and examples, suggesting that strong subject preparation translated into persistent classroom effort.

The findings indicate that the TSKT process has established a **structured cycle of self-assessment and targeted improvement** for teachers. While 80% strong agreement confirms widespread acceptance of the tool, the fact that teachers themselves ask for more frequent coaching suggests a healthy appetite for continued professional growth. School leadership plays an enabling role in ensuring that assessment leads to action.

B. On the evolution of instructional practices:

- **68% of Senior Secondary students** report that teachers always explain concepts in more than one way; this reaches **87-100% in Rajasthan, Uttar Pradesh, and Haryana** elementary and primary schools.

- **65% of Senior Secondary students** say teachers always provide personal attention when they struggle; **65%** say they receive timely and specific feedback on their work.
- **91% of teachers strongly agree** they can adapt teaching for diverse learners; they use tangible objects, physical demonstrations, interactive projects, animated videos, and real-life examples.
- **88% of teachers strongly agree** that students approach them without hesitation, indicating that teachers have created a supportive and non-threatening classroom atmosphere.
- Students confirmed that teachers do not just lecture but **ask questions, use activities, and create interactive classrooms** where participation is encouraged through techniques like "beta bolo" (speak up, child).

The findings suggest that instructional practices across the programme have **shifted meaningfully toward child-centric, activity-based approaches**. Teachers are not relying solely on lectures but are using a diverse repertoire of methods adapted to different learners. The strong student-reported accessibility and the culture of questioning indicate that classrooms have become spaces of dialogue rather than one-way instruction. Parents corroborate this by noting that children understand lessons better and come home excited about what they learned.

C. On professional development, motivation, and institutional support:

- **92% of teachers strongly agree** that CPD training has improved their teaching; training is conducted twice yearly, organized level-wise and aligned with subjects.
- **88% of teachers strongly agree** they feel motivated and valued; the Rewards and Recognition programme reinforces commitment and encourages continuous improvement.
- Teachers confirmed that CPD has been **invaluable in adopting activity-based, child-centric methods**; they now use dramas, role plays, experiments, and creative methods instead of relying only on lectures.
- Principals support teachers by conducting regular meetings, **creating opportunities for peer learning**, encouraging experimentation with new methods, and sharing successes across the team.
- Alumni confirmed that the **teaching quality and teacher dedication gave them a strong foundation** for higher education; one alumnus credited his teachers with making subjects enjoyable and shaping his career choice.

The findings indicate that the programme's professional development ecosystem has created a **motivated, skilled, and continuously improving** teaching community. The combination of CPD training, TSKT-based self-assessment, mentoring, and recognition has built both competence and commitment among teachers. Parents describe teachers as kind, accessible, and effective. Alumni go further, describing them as life mentors who shaped not just academic outcomes but personality and future direction. The leadership structure ensures that training translates into classroom practice through sustained follow-up and a culture of collaboration.

3.4. Pillar 4 – Teacher, Parent and Community Engagement



Background

This pillar assesses the impact of the Satya Bharti Schools programme on building strong connections between the school, parents, and the wider community. It looks at whether the programme's initiatives around parent engagement, community participation, and scholarship support have created an ecosystem where families actively support their children's education, where community attitudes toward schooling (especially for girls) have shifted, and where the model demonstrates meaningful alignment with broader educational goals. Inputs from students, teachers, parents, and alumni inform the assessment. **The assessment is anchored around the following aspects that together define the scope of parent and community engagement:**

- **School leadership, instructional support, and gender-equitable culture:** How effective and accessible school leadership is in supporting academic needs, implementing academic planning and follow-up, and fostering a culture of collaboration, peer learning, best practice sharing, and gender equity with strong role models for girl students.
- **Parent and community involvement and attitudinal shifts:** How parents and community members engage with and support the school through initiatives such as Home Mentoring, PTMs, Saksharta Bharti Abhiyan, and student-led campaigns, and what changes are observed in parental attitudes toward education, especially girls' education.
- **Programme influence, sustainability, and alignment with national goals:** Overall, how the Satya Bharti Schools programme influences students, teaching practices, and the school environment, and how well the model aligns with NEP goals and the needs of first-generation learners while demonstrating sustainability, meaningful impact, and scope for further improvement.

The assessment integrates quantitative data from students and teachers with extensive qualitative insights from parents, community members, and alumni. Each sub-section that follows examines a specific dimension of parent and community engagement, building towards an understanding of how the programme has turned families and communities from passive observers into active partners in their children's education.

3.4.1. Frequency & Quality of Parent-School Interaction

Regular and meaningful contact between parents and schools is the bedrock of community-supported education. This theme assesses **whether parents attend PTMs at least once a year, how frequently schools engage families through formal and informal touchpoints, and whether these interactions are substantive rather than perfunctory**. It captures whether the programme has established patterns of consistent two-way communication between school and home. This aligns with the aspect of how parents engage with and support the school through structured initiatives.

Parents/Guardians Attended PTM At Least Once

Figure 106: Secondary Grades (N=150)



Figure 107: Upper Primary Grades (N=488)

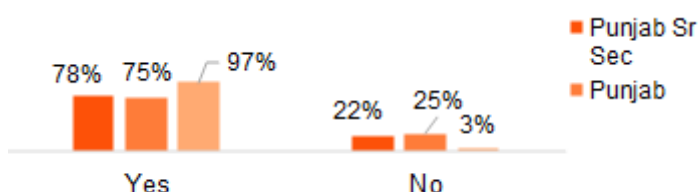
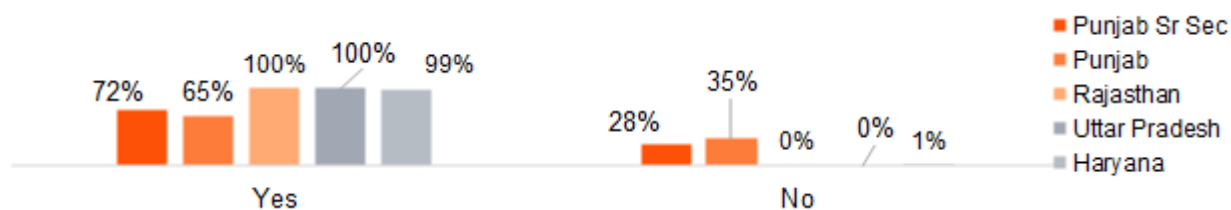


Figure 108: Primary Grades (N=1,013)



When asked whether their parents or guardians have attended a PTM or interacted with their teachers at least once this year, the responses showed strong parent-school connectivity across all levels.

For Secondary Grades (N=150)

- 67% of students confirmed that their parents or guardians attended PTM at least once this year, while 33% said no. This indicates that two-thirds of Sr Secondary families are actively engaging with the school through formal parent-teacher meetings.
- During qualitative interactions, parents confirmed they attend PTMs regularly. One parent shared: "I attend school meetings every time I am called. PTMs happen seven to eight times a year and I make sure to go for everyone. I also visit the school sometimes on my own to check on my child's progress". 71% said yes, 29% said sometimes, and 0% said no. Students who do not understand can take help from classmates and then clarify remaining doubts with the teacher. Students shared that before board exams, doubt sessions were held even on Sundays, which was very helpful.

For Upper Primary Grades (N=488)

- 78% of Punjab Sr Sec, 75% of Punjab, and 97% of Rajasthan confirmed attendance. Non-attendance stood at 22%, 25%, and 3% respectively.
- Rajasthan shows near-universal parental engagement through PTMs. Parents confirmed they attend meetings when called and receive guidance from teachers about children's studies. They try to follow this advice, especially around homework and learning support at home. 52% of Punjab Sr Sec, 60% of Punjab, and 95% of Rajasthan said yes. "Sometimes" stood at 35%, 39%, and 5% respectively, while "no" was 13%, 1%, and 0%. Students shared that extra classes are held earlier in the morning for students who are weak in studies. Teachers gave personal help and focused on children who needed more support.

For Primary Grades (N=1,013)

- 72% of Punjab Sr Sec, 65% of Punjab, 100% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana confirmed attendance. Non-attendance stood at 28%, 35%, 0%, 0%, and 1% respectively.
- Rajasthan, Uttar Pradesh, and Haryana show near-universal parental attendance. Parents shared that there is no hesitation in meeting teachers or discussing the child's progress. The school maintains an open and welcoming environment for parents.

We attend every PTM without fail because I want to know how my child is doing. Teachers explain everything clearly and guide me on how to help my child at home. When I go to school, I feel respected and welcomed. This connection between school and home has made a big difference in my child's studies.

- As narrated by a Parent in Punjab

3.4.2. Home Support for Learning

What happens at home reinforces or undermines what happens at school. This theme looks at **whether parents provide a supportive learning environment at home by monitoring homework, creating study routines, and following through on teacher guidance**. It assesses the extent to which the programme's Home Mentoring approach has empowered parents to become active partners in their child's academic journey, even when they themselves have limited education. This connects to the changes observed in parental attitudes and behaviours around supporting education.

Family Encourages Study at Home

Figure 109: Secondary Grades (N=150)

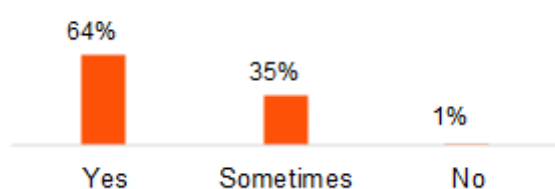


Figure 110: Upper Primary Grades (N=488)

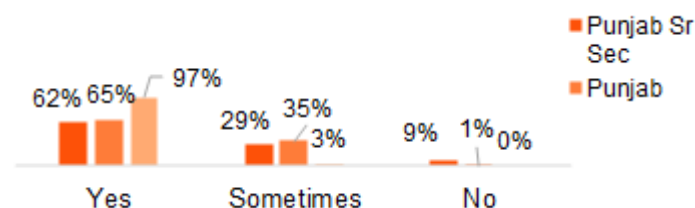
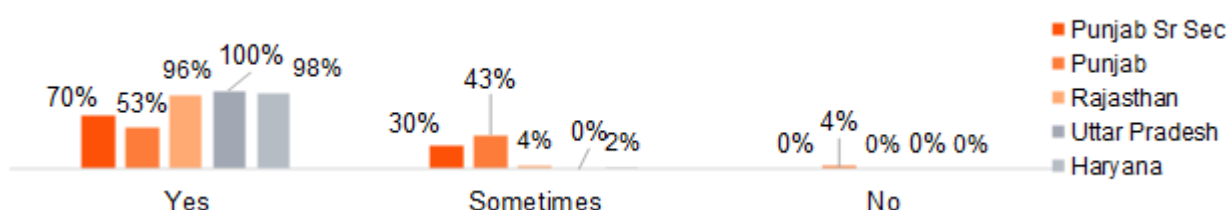


Figure 111: Primary Grades (N=1,013)



When asked whether their family encourages them to study at home, the responses revealed strong home support systems with some state-level variation.

For Secondary Grades (N=150)

- 64% said yes, 35% said sometimes, and 1% said no. This indicates that most families are encouraging study at home, though a third provide only intermittent encouragement.

For Upper Primary Grades (N=488)

- 62% of Punjab Sr Sec, 65% of Punjab, and 97% of Rajasthan said yes. "Sometimes" stood at 29%, 35%, and 3% respectively, while "no" was 9%, 1%, and 0%. Rajasthan shows near-universal family encouragement.

- Parents confirmed they encourage their children to study and remind them that this is the age for learning. One parent shared: "When teachers give me advice about helping my child study at home or behave well, I try my best to follow it. I encourage my child to study, check homework, and remind them that this is the age for learning".

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.
- Parents shared that families try to follow the advice given by teachers about supporting children's studies. "We make the child sit, open the book, and complete the work. Even if we cannot teach the subject ourselves, we make sure the child is studying".

Study Corner⁷ at Home

Figure 112: Secondary Grades (N=150)



Figure 113: Upper Primary Grades (N=488)

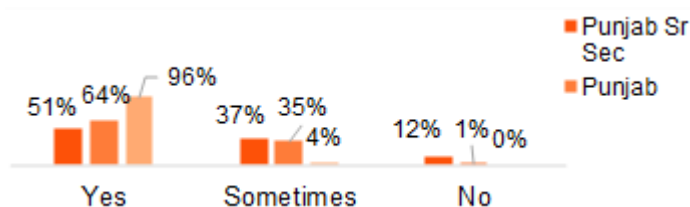
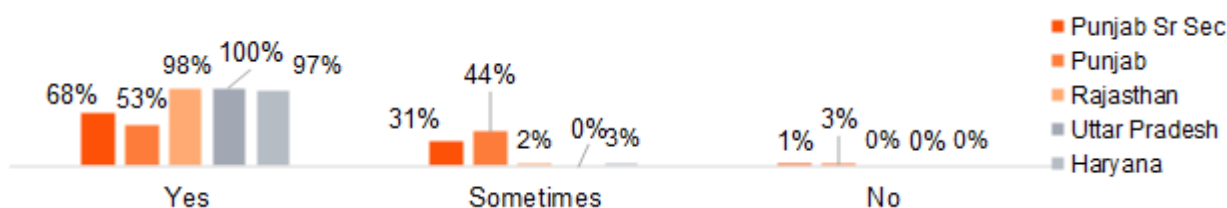


Figure 114: Primary Grades (N=1,013)



When asked whether they have a study corner at home, the responses showed considerable variation by state and highlight socio-economic differences across communities.

For Secondary Grades (N=150)

- 64% said yes, 35% said sometimes, and 1% said no. While most have access to a study corner, about a third face intermittent challenges, possibly due to household crowding or seasonal work demands.

⁷ a designated and relatively distraction-free space for learning within the household

For Upper Primary Grades (N=488)

- 51% of Punjab Sr Sec, 64% of Punjab, and 96% of Rajasthan said yes. "Sometimes" stood at 37%, 35%, and 4% respectively, while "no" was 12%, 1%, and 0%. Rajasthan shows near-universal availability of study corner at home.

For Primary Grades (N=1,013)

- 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.
- Parents shared that families try to follow the advice given by teachers about supporting children's studies. "We make the child sit, open the book, and complete the work. Even if we cannot teach the subject ourselves, we make sure the child is studying". 70% of Punjab Sr Sec, 53% of Punjab, 96% of Rajasthan, 100% of Uttar Pradesh, and 98% of Haryana said yes. "Sometimes" stood at 30%, 43%, 4%, 0%, and 2% respectively. Uttar Pradesh shows universal family encouragement.

3.4.3. Community Support & Participation

A school's relationship with its surrounding community determines whether education remains an isolated institutional activity or becomes a shared endeavour. This theme assesses whether **community members actively participate in school events such as Annual Day, Sports Day, and awareness rallies, whether people in the community are aware of the school's work, and whether local leaders support the school's initiatives**. It captures the breadth and depth of community investment in the school. This aligns with the aspect of how the model demonstrates meaningful community-level impact and growing ownership.

Community Members Attend School Events (Annual Day/Sports/Rallies)

Figure 115: Secondary Grades (N=150)

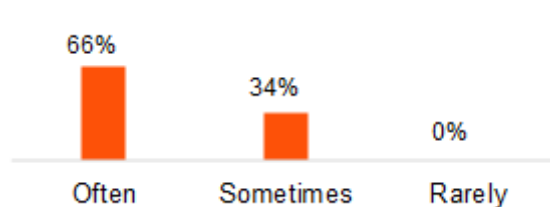


Figure 116: Upper Primary Grades (N=488)

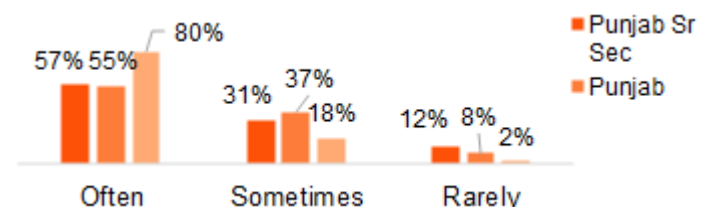
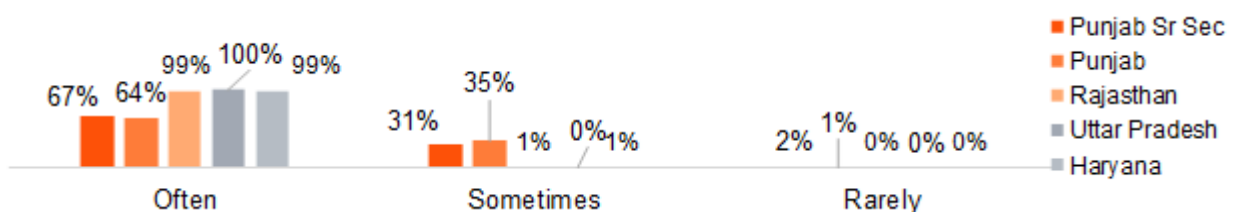


Figure 117: Primary Grades (N=1,013)



When asked whether community members attend school events such as Annual Day, Sports Day, or awareness rallies, the responses showed strong community involvement across all levels.

For Secondary Grades (N=150)

- 66% said often, 34% said sometimes, and 0% said rarely. This indicates consistently strong community participation in school events at the senior secondary level.
- During qualitative interactions, teachers shared that the highest community participation is seen during major school events such as Independence Day, Annual Day, and similar celebrations. Parents come in large numbers to watch performances and prize distribution. Community members, local leaders, and parents all contribute to making the school a community-centred institution.

For Upper Primary Grades (N=488)

- 57% of Punjab Sr Sec, 55% of Punjab, and 80% of Rajasthan said often. "Sometimes" stood at 31%, 37%, and 18% respectively, while "rarely" was 12%, 8%, and 2%. Rajasthan shows the strongest community engagement.
- Teachers confirmed that community support is growing: "We regularly invite community members to school functions and events. During these events, important social messages are communicated through dramas, role plays, and activities performed by students".

For Primary Grades (N=1,013)

- 67% of Punjab Sr Sec, 64% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said often. "Sometimes" stood at 31%, 35%, 1%, 0%, and 1% respectively.
- Rajasthan, Uttar Pradesh, and Haryana show near-universal community participation. Parents confirmed: "The school organizes events and the community participates actively. We attend school functions and watch children's performances. It brings the community together"

People in Community Know About School's Work/Events

Figure 118: Secondary Grades (N=150)

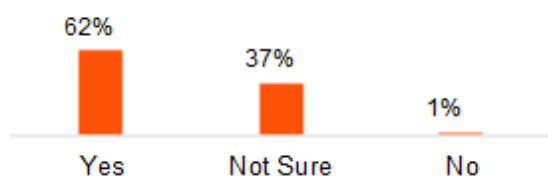


Figure 119: Upper Primary Grades (N=488)

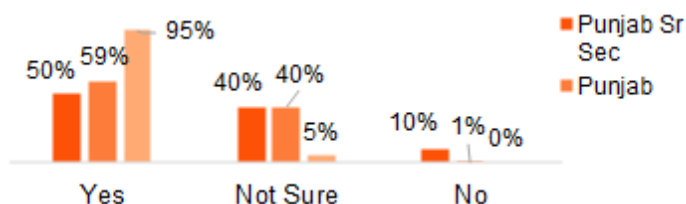
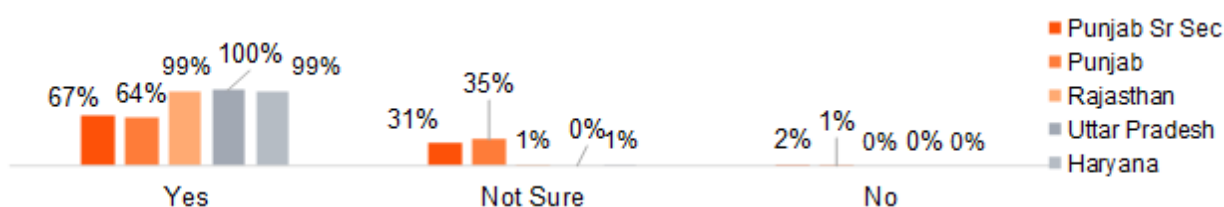


Figure 120: Primary Grades (N=1,013)



When asked whether people in their community know about their school's work and events, the responses revealed varying levels of community awareness.

For Secondary Grades (N=150)

- 62% said yes, 37% said not sure, and 1% said no. Students confirmed that the school has a strong reputation in the area. Alumni come back to visit and interact with current students. The school's rallies and community campaigns make the school visible in the village.

For Upper Primary Grades (N=488)

- 50% of Punjab Sr Sec, 59% of Punjab, and 95% of Rajasthan said yes. "Not sure" stood at 40%, 40%, and 5% respectively, while "no" was 10%, 1%, and 0%. Rajasthan shows overwhelming community awareness. Teachers confirmed that over the years, community engagement has evolved from passive participation to active partnership.

For Primary Grades (N=1,013)

- 67% of Punjab Sr Sec, 64% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 99% of Haryana said yes. "Not sure" stood at 31%, 35%, 1%, 0%, and 1% respectively.
- Parents confirmed that the school has a strong name in the area and people speak well about its teaching and care for children. This positive reputation influenced many families' decision to choose this school.

Everyone in our village knows about our school. When we do rallies and awareness campaigns in the community, people see us and know this is Satya Bharti School. My parents tell everyone in the neighbourhood about this school, and many families have sent their children here because of our recommendation.

- As narrated by a Student in Punjab

3.4.4. School Preference & Reputation

A school's reputation among its stakeholders is the ultimate external validation of its impact. This theme assesses whether **students feel proud to study in this school and would recommend it to others, and whether families choose this school over nearby government and private alternatives based on perceived quality.** It captures whether the programme has built sufficient trust and demonstrated enough value that community members actively advocate for it. This connects to

the aspect of sustainability, community endorsement, and the school's standing as a preferred institution within its locality.

I Feel Proud to Study in This School and Would Tell Others It Is a Good School

Figure 121: Secondary Grades (N=150)

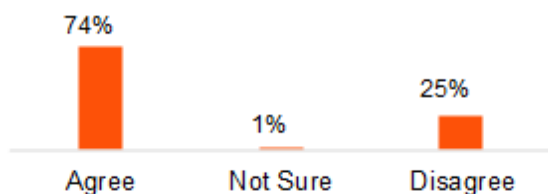


Figure 122: Upper Primary Grades (N=488)

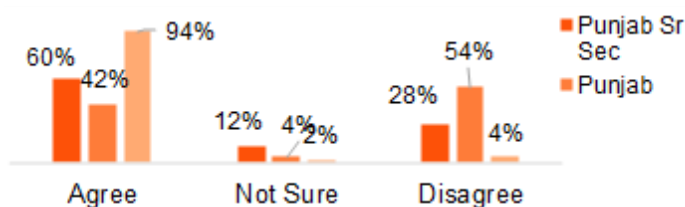
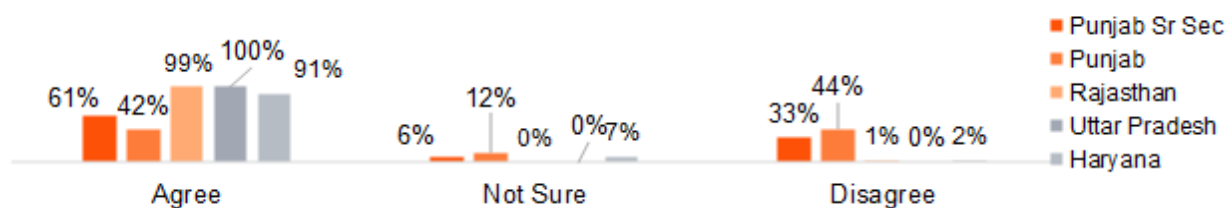


Figure 123: Primary Grades (N=1,013)



When asked whether people in their community know about their school's work and events, the responses revealed varying levels of community awareness.

For Secondary Grades (N=150)

- 74% agreed, 1% were not sure, and 25% disagreed. The 74% agreement demonstrates strong school pride among the majority of students at the senior secondary level.
- Students during qualitative interactions expressed pride in their school, with one alumna stating: "I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class".

For Upper Primary Grades (N=488)

- 60% of Punjab Sr Sec, 42% of Punjab, and 94% of Rajasthan agreed. "Not sure" stood at 12%, 4%, and 2% respectively, while "disagree" was 28%, 54%, and 4%.
- The higher disagreement in Punjab elementary (54%) is a concern that needs further exploration; however, Rajasthan shows near-universal school pride. Parents from Punjab confirmed pride in their children studying here: "I feel proud telling everyone in the village that my child studies in Satya Bharti School".

For Primary Grades (N=1,013)

- 61% of Punjab Sr Sec, 42% of Punjab, 99% of Rajasthan, 100% of Uttar Pradesh, and 91% of Haryana agreed. "Not sure" stood at 6%, 12%, 0%, 0%, and 7% respectively, while "disagree" was 33%, 44% (Punjab), 1%, 0%, and 2%.

- Rajasthan, Uttar Pradesh, and Haryana show near-universal school pride. Parents confirmed: "No private institute near our village has the kind of faculty or infrastructure this school has. We would tell other families to send their children here".

Further, qualitative interactions suggest that students' sense of pride stems from multiple factors, including the quality of education received, opportunities for participation in extracurricular activities, exposure to leadership opportunities, the supportive school environment, and their association with a school that is widely respected within the community. Several students also expressed pride in personal achievements made possible through their schooling experience.

3.4.5. School Shift in Parental & Community Attitudes

Shifting deeply held attitudes toward education, especially for girls, is one of the most significant impacts a programme can achieve. This theme assesses whether village-level thinking about girls' education has changed, whether more **families now support sending daughters to school, whether school-led campaigns have influenced civic behaviour around cleanliness and environment, and whether the Satya Bharti Scholarship has strengthened students' confidence about pursuing higher education.** It captures attitudinal transformation at both family and community level, addressing the changes observed in parental attitudes toward education and the programme's broader social influence beyond academic outcomes.

School Activities Help Learn Civic Sense (Cleanliness Drives, Awareness Rallies)

Figure 124: Secondary Grades (N=150)



Figure 125: Upper Primary Grades (N=488)

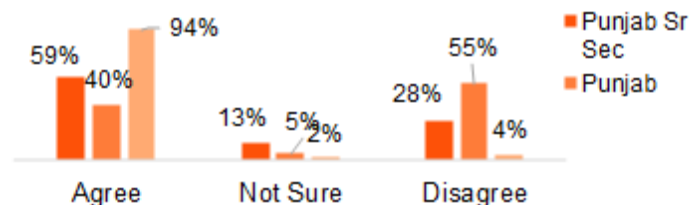
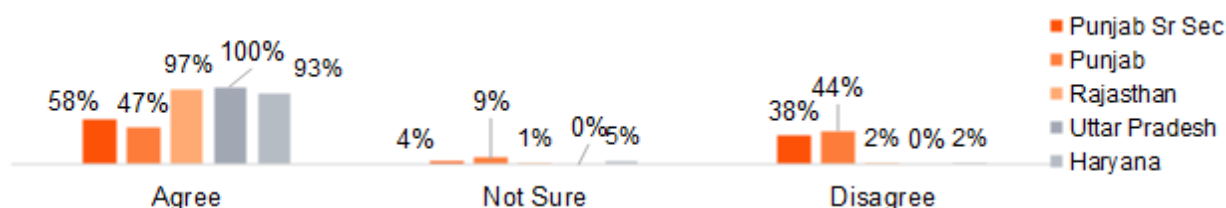


Figure 126: Primary Grades (N=1,013)



When asked whether school activities like cleanliness drives, awareness rallies, and campaigns help them learn civic sense, the responses showed a positive contribution of school community activities to civic awareness building.

For Secondary Grades (N=150)

- 76% agreed, 3% were not sure, and 21% disagreed. The 76% agreement indicates that a majority of students at the senior secondary level feel school campaigns have contributed to their civic awareness.
- Students confirmed they participate in campaigns on hygiene, water conservation, pollution control, girl child awareness, and anti-dowry through Nukkad Natak.

For Upper Primary Grades (N=488)

- 58% of Punjab Sr Sec, 43% of Punjab, and 96% of Rajasthan agreed. "Not sure" stood at 12%, 6%, and 2% respectively, while "disagree" was 30%, 51%, and 2%. Rajasthan shows near-universal agreement.
- Students confirmed that they participate in cleanliness and awareness activities and that these activities brought changes in their own behaviour.

For Primary Grades (N=1,013)

- 59% of Punjab Sr Sec, 47% of Punjab, 97% of Rajasthan, 100% of Uttar Pradesh, and 93% of Haryana agreed. "Not sure" stood at 10%, 9%, 2%, 0%, and 5% respectively, while "disagree" was 31%, 44%, 1%, 0%, and 2%.

3.4.6. Shift in Parental & Community Attitudes towards Girls' Education and Impact of the Bharti Scholarship

Shifting deeply held attitudes toward education, especially for girls, is one of the most significant impacts a programme can achieve. This theme assesses **whether village-level thinking about girls' education has changed, whether more families now support sending daughters to school, and whether the Satya Bharti Scholarship has strengthened students' confidence about pursuing higher education.** It captures attitudinal transformation at both family and community level. This directly addresses the changes observed in parental attitudes toward education, especially girls' education.

Community members and parents also **acknowledged the positive influence of school activities on student behaviour and civic awareness.** They noted improvements in students' attitudes towards cleanliness, environmental responsibility, gender equality, and community participation, often observing that **students were able to carry these messages beyond the school environment into their homes and neighbourhoods.**

Figure 127: Secondary Grades (N=150), Scholarship Awareness

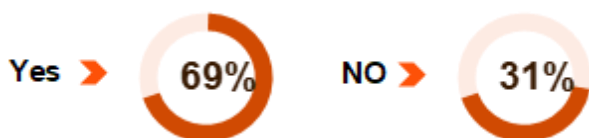
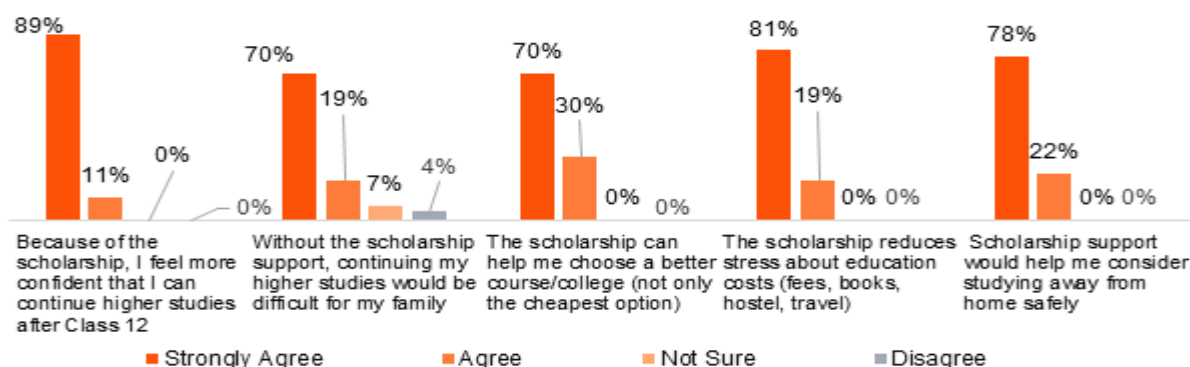


Figure 128: Secondary Grades (N=150), Know Whom to Reach for Info on Scholarship



Figure 129: Secondary Students' Perception on Scholarship



The findings presented in Figure 129 highlight the extent to which shifts in community perceptions are translating into tangible support for education. The evidence suggests growing acceptance of continued education, stronger aspirations for higher studies, and increased willingness among families to invest time and effort in supporting children's educational journeys.

When asked about the impact of the Satya Bharti Scholarship Scheme on their confidence and ability to pursue higher education, the responses from Sr Secondary students showed overwhelming agreement.

The data reveals that 100% of students either strongly agree or agree that the scholarship makes them more confident about continuing higher studies. An overwhelming 89% strongly agree on this point. Similarly, 100% agree that the scholarship helps them choose better courses and reduces stress about education costs.

During interactions, alumni confirmed the transformative impact of the scholarship. One alumnus shared: "I received the Satya Bharti Foundation scholarship covering hostel, mess, and tuition fee, close to 1 lakh rupees in the first year. The scholarship covers graduation and post-graduation within India. This has been life-changing support for my family who otherwise cannot afford higher education".

Parents also confirmed awareness of scholarship opportunities: "The school informs us about scholarships available after passing out, which cover tuition, hostel, and mess fees for graduation and post-graduation. This gives us hope that our child can continue studying even after Class 12".

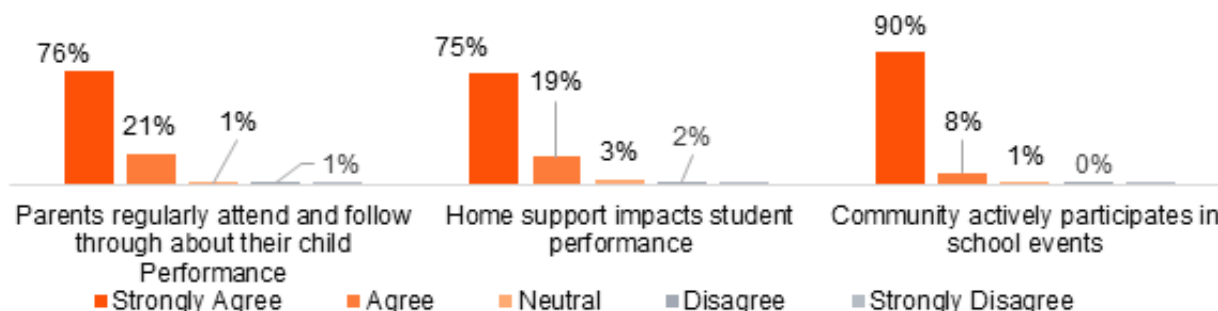
The scholarship from Satya Bharti Foundation changed my life. Without it, my family could never have afforded college fees, hostel, and mess charges. Because of this support, I was able to focus on studies without worrying about money. I chose a better college and course than I ever thought possible. This scholarship does not just pay for education; it gives hope and removes the biggest barrier between a poor child and a bright future

- As narrated by an Alumnus in Punjab

3.4.7. Teachers' Perception on Parent & Community Engagement

Teachers observe parent and community engagement from the front line of implementation. This theme captures **whether teachers confirm that parents attend regularly, follow through on guidance, and whether the community actively participates in school events and campaigns.** It provides the institutional perspective on how effectively the school-community relationship is functioning. This offers practitioner-level validation across the pillar's key aspects.

Figure 130: Teachers' Perception on Parent & Community Engagement



Based on the quantitative survey of teachers (N=222), the following perceptions were recorded:

- **76%** strongly agree (and 21% agree) that parents regularly attend and follow through about their child's performance
- **75%** strongly agree (and 19% agree) that home support impacts student performance
- **90%** strongly agree (and 8% agree) that community actively participates in school events

Community engagement stands out as the strongest area, with 90% of teachers strongly agreeing that the community actively participates in school events. This is the highest strongly agree percentage among the three indicators for this pillar.

Based on interactions with teachers and principals:

- **PTM Participation and Quality:** Parent-Teacher Meetings are held regularly, especially around exam times, and attendance is expected from all parents. Teachers report PTM attendance of around 70 to 80 percent. Both mothers and fathers attend, though mothers come more often, especially for younger children. During PTMs, teachers discuss student progress, behaviour, and guidance for the next academic phase. Parents are also invited to cultural events and school functions where they actively participate. The school maintains contact records and teachers reach out to parents often. Parents are connected through WhatsApp groups for regular updates.
- **Home Support and Follow-Through:** Most families follow through on the guidance provided by teachers regarding home learning and behaviour reinforcement. Parents encourage their children

to study and remind them that this is the age for learning. During PTMs, teachers provide specific guidance on self-study habits, upcoming academic changes, and areas where the child needs improvement. However, some challenges exist. Many parents come from labour-class backgrounds and are not highly educated, which limits their ability to directly help with academic work at home, though their encouragement and emotional support remain strong. Some families involve children in household or seasonal work during peak agricultural periods.

- **Community Engagement and Events:** Community support for the school is strong and growing. Schools regularly invite community members to school functions and events. During these events, important social messages are communicated through dramas, role plays, and activities performed by students. Topics that cannot be addressed directly are conveyed creatively, which makes the community reflect on issues like drugs, education, social awareness, and environmental responsibility. The school also organizes special community skill-development sessions. For example, one school conducted a vermicompost session where community members were invited to learn a skill that could help them start their own livelihood.
- **SMC/SMDC Role:** The School Management Committee plays a supportive role in school development by providing input on school needs, participating in planning, and helping bridge the gap between the school and the community. Meetings happen regularly (around every three months), and the committee gives guidance on school discipline, student behaviour, safety, and management matters. Community members, local leaders, and parents all contribute to making the school a community-centred institution. Over the years, community engagement has evolved from passive participation to active partnership.
- **Impact of Community Campaigns:** Schools have conducted campaigns on topics such as girls' education, cleanliness, environment, plantation, and hygiene. Students participate actively in these campaigns through rallies, role plays, public speaking, and outreach activities. A literacy-related school activity involves students teaching someone in the family or neighbourhood who cannot read; later that person comes to school for an assessment. Teachers report that after community campaigns, student confidence, empathy, awareness, and responsibility improve noticeably.
- **Scholarship Awareness:** Teachers confirmed that the school has already informed parents about the Satya Bharti Scholarship Scheme during PTMs and interactions. Parents are aware of the scholarship that covers higher education costs including tuition, hostel, and mess fees for graduation and post-graduation.

Parent participation has grown significantly over the years. I have spoken with parents and they are quite appreciative of the school and its impact on their children and the community. Parents' behaviour has changed dramatically. Earlier, especially for girls, parents did not see the value of education, but now they actively seek admissions for their daughters. The enrolment of girls being more than boys reflects the strong trust and support parents have in us. Community engagement has evolved from passive participation to active partnership, and this shared responsibility enriches our school culture.

- As narrated by a Principal in Punjab

3.4.8. Parents' Perception on Parent & Community Engagement

Parents themselves are the most important voice on whether the programme has succeeded in making them active partners. This theme looks at **whether parents feel connected to the school, follow through on learning advice, participate in community events, prefer this school over others, and see changes in how their village values education.** It captures the parent's own account of transformation. This provides direct stakeholder confirmation of the pillar's intended outcomes.

Based on qualitative interactions with parents:

- **Parent-School Connect:** Parents attend PTMs regularly and feel comfortable approaching the school to ask about their child. Teachers give useful guidance during meetings, especially around studying at home and paying attention to the child's work. Families try to follow this advice. One parent shared: "I attend school meetings every time I am called. PTMs happen seven to eight times a year and I make sure to go for everyone. When teachers give me advice, I try my best to follow it".
- **Home Learning Support:** Parents confirm that teachers guide them on how to support children's studies at home, including monitoring homework, creating study routines, and encouraging reading. One parent shared: "When teachers give me advice about helping my child study at home, I encourage my child to study, check homework, and remind them that this is the age for learning. Sometimes work and household responsibilities make it difficult, especially during peak agricultural seasons, but I always prioritize my child's education".
- **Community Involvement and Events:** Parents confirmed that the school organizes events and the community participates actively. Children from the school take part in cleanliness drives, tree plantation, water conservation awareness, and health and hygiene campaigns. Children perform Nukkad Natak at village bus stands to spread awareness about girl child education, anti-dowry, and pollution control. Parents are invited to school functions and cultural events where they participate actively.
- **Scholarship Information:** Parents confirmed that the school has already informed them about scholarships available after passing out. One parent shared: "The school informs us about scholarships available after passing out, which cover tuition, hostel, and mess fees for graduation and post-graduation. This information gives us hope and confidence that our child can continue studying even after Class 12 without financial worry".
- **School Preference Over Other Schools:** Parents prefer this school over nearby government and private schools because of better teaching quality, caring teachers, free facilities, and the overall development of children. One parent stated: "No private institute near our village has the kind of faculty or infrastructure this school has. Private schools charge 40 to 50 thousand rupees per class and still cannot provide what this school gives for free." Multiple parents confirmed they would recommend this school to every family in their village.
- **Changes in Village Thinking:** Parents acknowledged that the school has helped change how their village thinks about education, especially for girls. More families now support sending daughters to school. "The school's door-to-door awareness campaigns and the fact that education is free have removed all barriers. I now believe education is the most important thing I can give my child, whether boy or girl".
- **SMC Involvement:** Parents connected with the School Management Committee shared that meetings happen every three months. In these meetings, school-level matters are discussed, including studies, mid-day meal, and general school functioning. Committee members help by keeping an eye on things like food and general school.

I attend every PTM and stay connected with the school. Teachers tell me clearly how my child is doing. The school has changed how our entire village thinks about education. Earlier, people were hesitant to send girls to school, but now more families are sending their daughters here than ever before. I am proud of this school and would recommend it to every family in my village. The

scholarship information gives me hope that my child can continue studying after Class 12 without financial burden.

- As narrated by a Parent in Punjab

3.4.9. Alumni's Perception on Parent & Community Engagement

Alumni reflect on how family and community engagement shaped their own educational journey years ago. This theme captures **whether alumni recall their parents being involved, whether scholarship support enabled their higher education, and whether they continue to feel connected to their school community**. It reveals the long-term effects of building a strong school-family-community ecosystem. This provides the retrospective validation of whether sustained engagement produces lasting outcomes.

It should be noted that **alumni perspectives presented in this assessment are primarily drawn from individuals who have progressed beyond school** and are pursuing higher education or employment opportunities. Consequently, **these perspectives provide valuable insights into longer-term programme outcomes** but may not reflect the experiences of students who have recently completed primary or elementary schooling.

Based on qualitative interactions with alumni:

- **Community Responsibility Learned in School:** Alumni confirmed that the school taught them to care about their community and help others. They participated in community activities like save water drives, Nukkad Nataks at village bus stands, slogan writing, and Saksharta Bharti (teaching elders to read). One alumnus shared: "This school taught me to care about the community. I participated in three to four campaigns including save water drives, Nukkad Natak at Rohani village bus stand, and slogan writing. During summer vacations, through 'Shiksha Par Charcha', I taught my uneducated mother basic reading and writing, and now she can sign her name. These experiences gave me a deep sense of community responsibility".
- **Continued Practice of Community Values:** Alumni continue to practice the community values learned in school even after passing out. One alumnus shared: "The school's activities like vermicomposting, rallies, and agricultural work taught me to care for the environment and community. Now I practice these values at home, growing crops like ladyfinger and chilies. I feel a strong connection and hope to give back by supporting current students and helping my village thrive".
- **Scholarship as Life-Changing Support:** Alumni who received the Satya Bharti Scholarship confirmed its transformative impact. One alumnus shared receiving close to 1 lakh rupees in the first year covering hostel, mess, and tuition fees. The scholarship covers graduation and post-graduation within India, removing the financial barrier to higher education for families who otherwise cannot afford it. This has enabled alumni to choose better courses and colleges rather than settling for the cheapest option.
- **Desire to Give Back:** Multiple alumni expressed a strong desire to give back to their school and village because of what they learned. They stay connected through alumni meets and share their experiences with current students. One alumnus stated: "I would love to give back to the school and assist current students in navigating their academic journey. The school taught me that education is not just about earning money but about making society better".

- **School's Role as Community Anchor:** Alumni recognize the school as a community anchor that has changed village attitudes. They observe that more families now send children, especially girls, to school. The school's reputation in the area has grown significantly over the years, and alumni feel proud to be associated with it. One alumnus stated: "I believe this is the top school in our area, better than private schools charging 40 to 50 thousand per class." Alumni recommend the school to other families in their villages.
- **Sustained Connection with School:** Alumni stay connected with the school through alumni meets and groups. They come back to visit, interact with current students, and share guidance about higher education and career options. The alumni network provides ongoing support and mentoring to current students.

This school taught me that education is not just about earning money but about making society better. I participated in save water drives, Nukkad Nataks, and taught my mother to read through Shiksha Par Charcha. Now she can sign her name. The scholarship made higher education possible for me when my family could never have afforded it. I stay connected with my school through alumni meets and I want to help current students the way my teachers helped me. I am proud to be an alumnus of Satya Bharti School.

- As narrated by an Alumnus in Punjab

3.4.10. Parent and Community Engagement Outcomes Emerging from the Assessment

This section brings together the key outcomes from all themes covered under Pillar 4. It consolidates findings from students, teachers, parents, and alumni to present an integrated view of how the programme has built a school-community ecosystem that supports learning, transforms attitudes, and enables upward mobility.

A. On school leadership, collaboration, and gender-equitable culture:

- Parents confirmed that the **Principal is approachable, listens carefully, and takes action** on any concerns raised; they described the school leadership as transparent, supportive, and responsive.
- **76% of teachers strongly agree** that parents regularly attend and follow through on their child's performance; PTM attendance is reported at 70-80% by teachers.
- Teachers conduct regular meetings to address challenges, plan activities, and ensure smooth academic functioning; Principals **encourage peer learning, experimentation, and sharing of successes** among teachers.
- Girl enrolment in the schools is now **higher than boys** in several locations, which teachers describe as the strongest indicator of parent trust and the school's gender-equitable culture.
- The programme has built a model where community engagement has **evolved from passive participation to active partnership**.

The findings indicate that school leadership has successfully created an environment of trust, accessibility, and collaboration. Parents from labour-class backgrounds who might otherwise feel intimidated by institutional settings report feeling welcomed and heard. The high girl enrolment, driven by community trust rather than obligation, is among the strongest indicators that the programme's commitment to gender equity is recognized and valued by families.

B. On parent and community involvement, and attitudinal shifts:

- **67% of Senior Secondary parents** attended PTM at least once; this reaches **97-100% in Rajasthan, Uttar Pradesh, and Haryana** elementary and primary schools. Parents confirmed PTMs happen 7-8 times a year.
- **90% of teachers strongly agree** that the community actively participates in school events; community members are invited to functions where students perform dramas and campaigns on social issues.
- Parents confirmed that they **follow through on teacher guidance** regarding study routines, homework monitoring, and creating quiet study spaces at home; though peak agricultural seasons sometimes limit availability.
- The programme provides **free education, uniforms, books, bags, shoes, stationery, and socks**, resulting in annual household savings of approximately **Rs. 16,000 to 18,000 per student per year**. One parent saves Rs. 1,000 monthly and deposits it into the child's bank account for future education.
- Multiple parents stated that **no private school in their area provides the quality this school offers for free**; private schools charge Rs. 20,000 to 30,000 per class yet cannot match the faculty, infrastructure, or holistic development.

The findings suggest that the programme has successfully **converted financial access into genuine educational engagement**. The free provisions remove the economic barrier entirely, and the school's quality and care convert initial access into active family participation. Parent-Teacher Meetings are not just formal events but meaningful exchanges where guidance is shared in language families can understand and act upon.

C. On programme influence, sustainability, and alignment with national goals:

- Parents confirmed that the school has **fundamentally changed village thinking about girls' education**. "Earlier, many people used to think there is no point in educating girls. But now that thinking is completely gone."
- **100% of scholarship-aware Senior Secondary students** either strongly agree or agree that the scholarship makes them more confident about continuing higher studies; **89%** strongly agree on this point.
- **81% strongly agree** the scholarship reduces stress about education costs; **78%** agree it would help them consider studying away from home safely.
- Alumni confirmed the **Satya Bharti Scholarship** (covering hostel, mess, and tuition for graduation and post-graduation, close to Rs. 1 lakh in the first year) has been life-changing for families who cannot otherwise afford higher education.
- Alumni are now pursuing B.Com, B.Tech, and other higher education courses, confirming that the programme's impact extends well beyond Class 12 into sustained educational and career progression.

The findings indicate that the programme has achieved one of its most significant impacts in **transforming deeply held community attitudes** toward education and girls' empowerment. The shift from reluctance to pride in sending daughters to school represents a generational change in mindset. The scholarship mechanism bridges the gap between school completion and higher

education, ensuring that academic aspirations nurtured over 10-12 years of schooling are not derailed by financial constraints. Taken together, the programme demonstrates strong alignment with national goals of equity, access, quality, and inclusion for first-generation learners, while creating a self-sustaining model of community trust and participation.

3.5. Life-Skills Assessment



3.5.1. Life Skills Assessment

- The report also presents the findings from the assessment of life skills⁸ among students enrolled in the Satya Bharti Schools programme, using standardized and validated Life Skills Measurement Tools (LSMT) developed by Young Lives India (YLI) in collaboration with UNICEF. The assessment was conducted across multiple grade levels, covering Primary (Class 5), Elementary (Classes 6-8), and Senior Secondary (Classes 9-12) students. The tools used have been specifically designed to be age-appropriate, context-sensitive, and aligned with the developmental stages of children and adolescents.
- For students in the Primary Stage (Class 5) and Elementary stage (Classes 6-8), the LSMT-E was administered. This tool uses vignette-based scenarios drawn from everyday contexts to assess nine core life skills across cognitive, personal, and interpersonal domains. For students in the Senior Secondary stage (Classes 9-12), the LSMT-S was used, which adopts a self-reported Likert-scale format suitable for older adolescents and assesses ten life skills aligned with the same overarching UNICEF framework.
- The life skills scores presented in this report are based on the prescribed scoring rubrics, normative interpretations, and classification thresholds outlined in the respective technical manuals. Scores are analysed both at aggregate level and across relevant grade groupings to provide insights into patterns of life skills development across schooling stages within the programme.

Secondary Grades (n=150)

Overall Life Skills Scores:

Skilled	Proficient	Competent	Basic	Emerging
7%	27%	55%	5%	5%

School-wise Overall Life Skills Scores

School Name	Skilled	Proficient	Competent	Basic	Emerging
Sherpur Kalan	3%	17%	70%	3%	7%
Fattubhila	0%	47%	53%	0%	0%
Jhaneri	0%	37%	63%	0%	0%
Rauni	33%	27%	40%	0%	0%
Chogawan	0%	10%	50%	23%	17%

⁸ The Life Skills Assessment was undertaken as a standalone exercise on the assessment sample and should be interpreted as indicative of life skills outcomes within the study population for this specific year rather than as a basis for comparison with other studies.

Sub-Skill Scores:

Table 5: Sub-skill scores (Secondary Sections)

Sub Skills ↓	Skilled	Competent	Emerging
Creativity	48%	47%	5%
Critical Thinking	45%	47%	9%
Problem Solving	9%	80%	11%
Communication	43%	55%	3%
Resilience	10%	83%	7%
Participation	23%	73%	4%
Decision Making	48%	39%	13%
Self-Awareness	39%	48%	13%
Negotiation	11%	87%	2%
Empathy	12%	83%	5%

School-wise Sub-Skill Scores:

Table 6: School-wise sub skills (Secondary Sections) (1/2)

School Name	Creativity			Critical Thinking			Problem Solving			Communication			Resilience		
	S	C	E	S	C	E	S	C	E	S	C	E	S	C	E
Sherpur Kalan	20%	73%	7%	27%	63%	10%	10%	80%	10%	13%	83%	3%	3%	90%	7%
Fattubhila	60%	40%	0%	50%	50%	0%	0%	100%	0%	57%	43%	0%	0%	100%	0%
Jhaneri	67%	33%	0%	63%	37%	0%	0%	100%	0%	50%	50%	0%	0%	93%	7%
Rauni	67%	33%	0%	53%	43%	3%	30%	70%	0%	67%	33%	0%	27%	67%	7%
Chogawan	27%	57%	17%	30%	40%	30%	7%	50%	43%	27%	63%	10%	20%	67%	13%

Table 7: School-wise sub skills (Secondary Sections) (2/2)

School Name	Participation			Decision Making			Self-Awareness			Negotiation			Empathy		
	S	C	E	S	C	E	S	C	E	S	C	E	S	C	E
Sherpur Kalan	17%	80%	3%	10%	77%	13%	17%	70%	13%	13%	87%	0%	17%	80%	3%
Fattubhila	0%	100%	0%	57%	43%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%
Jhaneri	0%	90%	10%	67%	33%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%
Rauni	33%	67%	0%	77%	23%	0%	53%	47%	0%	20%	73%	7%	23%	63%	13%
Chogawan	63%	30%	7%	30%	20%	50%	27%	23%	50%	20%	77%	3%	20%	70%	10%

S – Skilled; C – Competent; E – Emerging

Direct Key Inferences

- **Overall life skills performance is largely clustered at the ‘Competent’ level**
 - ✎ A majority of students (**55% Competent, 27% Proficient**) demonstrate acceptable to strong life skills performance overall.
 - ✎ The proportion of students at the **Skilled** level (7%) indicates that while benchmarks are being met by many, fewer students consistently exhibit advanced proficiency across the full range of life skills assessed.
- **Disparity between sub-skill strength and overall classification**
 - ✎ Several individual life skills record relatively high proportions of students in the **Skilled** category; however, this is not reflected in the overall classification.
 - ✎ This suggests that strong performance is often **skill-specific rather than uniform across domains**, which affects the aggregate life skills categorisation.
- **Creativity emerges as a strong area of performance**
 - ✎ With **48% Skilled** and **47% Competent**, creativity shows a high concentration of students performing at advanced and expected levels.
 - ✎ The limited proportion at the Emerging level (5%) suggests that creative thinking behaviours are well established among senior secondary students.
- **Communication skills are well developed with minimal learning risk**
 - ✎ Communication shows **43% Skilled** and **55% Competent**, with only **3% Emerging**, indicating a strong base in expression, interaction, and information exchange.
 - ✎ This distribution reflects consistent performance across the cohort and limited vulnerability at the lower end.
- **Critical thinking demonstrates high potential alongside moderate variability**
 - ✎ Nearly half of the students (**45%**) are classified as Skilled in critical thinking.
 - ✎ The presence of **9% Emerging**, however, suggests that a subset of learners may require additional support to reach expected analytical and evaluative proficiency.
- **Problem solving is predominantly at a functional level**
 - ✎ The majority of students (**80% Competent**) demonstrate adequate problem-solving abilities.
 - ✎ At the same time, the relatively low **Skilled** proportion (**9%**) and higher **Emerging** share (**11%**) indicate limited depth in advanced or complex problem-solving skills for some students.
- **Negotiation and empathy are strong at the competence level but show limited advanced proficiency**
 - ✎ Negotiation (**87% Competent**) and empathy (**83% Competent**) display very strong clustering at the Competent level.

- ☞ The smaller Skilled proportions suggest that while students can manage interpersonal situations effectively, fewer demonstrate consistently advanced application of these skills.
- **Resilience is broadly adequate with scope for deeper strengthening**
 - ☞ Most students fall within the **Competent** category (**83%**) for resilience.
 - ☞ The distribution indicates general capacity to cope with challenges, though comparatively fewer students display consistently high resilience-related behaviours.
- **Participation reflects steady engagement rather than proactive leadership**
 - ☞ With **73% Competent** and **23% Skilled**, participation levels suggest regular involvement in collective or group settings.
 - ☞ The pattern points to stable engagement, with comparatively fewer students demonstrating highly proactive or leadership-oriented participation.
- **Decision making and self-awareness show polarised outcomes**
 - ☞ Both skills record relatively high **Skilled** proportions (**48% for Decision Making, 39% for Self-Awareness**) alongside notable **Emerging** shares (13% each).
 - ☞ This spread indicates substantial strengths among many students, while also highlighting a distinct subgroup that may need additional structured support in reflective thinking and informed decision-making.

Direct Key Inferences from the School-wise analysis

- ☞ **Competency levels are high across most life skills and schools:** The majority of students across schools fall within the Competent category for most life skills, indicating a strong foundational development of life skills among secondary students.
- ☞ **Resilience emerges as one of the strongest life skills across schools:** Fattubhila and Jhaneri report 100% of students as Competent in Resilience, while Sherpur Kalan reports 90% Competent. This suggests that students generally demonstrate the ability to cope with challenges and adapt to changing circumstances.
- ☞ **Problem Solving demonstrates strong foundational capability:** All students in Fattubhila and Jhaneri fall within the Competent category for Problem Solving. While competency is high, relatively few students are classified as Skilled, indicating scope to strengthen advanced problem-solving abilities.
- ☞ **Creativity is particularly strong in Rauni, Jhaneri, and Fattubhila:** Rauni and Jhaneri report 67% Skilled students in Creativity, while Fattubhila reports 60% Skilled. This indicates comparatively stronger creative thinking and idea generation among students in these schools.
- ☞ **Communication skills are well-developed but primarily at the Competent level:** Across schools, most students demonstrate effective communication abilities, with Competent levels ranging from 33% to 83%. However, the proportion of Skilled students remains moderate, suggesting opportunities for further enhancement.
- ☞ **Critical Thinking shows variation across schools:** Fattubhila, Jhaneri, and Rauni exhibit stronger performance, whereas Chogawan records 30% of students in the Emerging category.

This indicates a need for targeted efforts to strengthen analytical and reasoning abilities in Chogawan.

- ✎ **Decision Making is a notable strength in Rauni and Jhaneri:** Rauni records 77% Skilled students and Jhaneri records 67% Skilled students in Decision Making, reflecting strong confidence and ability among students to evaluate options and make informed choices.
- ✎ **Participation levels differ significantly across schools:** Chogawan has the highest proportion of Skilled students in Participation (63%), while Fattubhila and Jhaneri report no students in the Skilled category. This suggests that opportunities for active engagement and leadership may vary across schools.
- ✎ **Negotiation and Empathy are consistently developed across schools:** Most students fall within the Competent category for these interpersonal skills. Fattubhila and Jhaneri have 100% of students classified as Competent in Empathy and Negotiation, indicating strong social and relationship-building capacities.
- ✎ **Sherpur Kalan demonstrates balanced life skill development:** The school shows consistently high Competent levels across all sub-skills with relatively low Emerging percentages, reflecting stable and well-rounded life skill development among students.
- ✎ **Chogawan exhibits the widest variation across life skills:** While the school performs strongly in Participation and demonstrates relatively higher Skilled levels in several domains, it also records the highest Emerging percentages in Problem Solving, Decision Making, and Self-Awareness. This suggests uneven skill development and the need for targeted support.
- ✎ **Emerging-level students are generally few across schools:** The low proportion of students in the Emerging category across most skills indicates that foundational life skills have been effectively established among the majority of students.
- ✎ **Distinct school-specific strengths are visible:** Rauni excels in Creativity and Decision Making, Chogawan performs strongly in Participation, Fattubhila and Jhaneri demonstrate strong competency across interpersonal skills, while Sherpur Kalan shows balanced performance across domains.
- ✎ **The key developmental need is progression from Competent to Skilled:** While students demonstrate strong foundational life skills, relatively fewer students achieve Skilled-level performance across several domains. Moving students from competency to mastery should be a focus area through experiential learning, leadership opportunities, collaborative tasks, and real-world application exercises.

Direct Key Inferences Integrated with Programme Findings

- **Overall distribution is concentrated in the “Competent” (55%) and “Proficient” (27%) bands with limited “Skilled” (7%),** indicating that most students demonstrate expected life skills but a smaller share shows sustained higher-level proficiency; this pattern aligns with the classroom environment where **76% students report always getting opportunities to ask questions/present and 70% report that teachers listen to their views**, reflecting consistent exposure to participatory learning but variation in mastery across domains.

- **Creativity and communication show higher proportions in the Skilled category** (48% and 43% respectively), with minimal Emerging shares in communication (3%), indicating relatively stable expression and idea generation abilities; this is consistent with reported classroom practices such as **presentations (69% always), group work (71% always), and participation in competitions and exhibitions**, which provide repeated opportunities to apply communication and creative thinking.
- **Critical thinking shows a distribution with a substantial Skilled share (45%) alongside an Emerging segment (9%)**, indicating uneven development within the cohort; this corresponds with teaching practices that emphasize **multiple methods of explanation and activity-based learning**, where effectiveness may vary across learners depending on engagement and comprehension levels.
- **Problem-solving is largely concentrated in the Competent band (80%) with limited Skilled representation (9%) and an Emerging segment (11%)**, suggesting that students demonstrate functional problem-solving but limited higher-order application; this is consistent with findings that **digital tools support conceptual understanding (63% agree)** while certain areas still require structured, teacher-led practice for deeper application.
- **Decision-making and self-awareness display a spread across Skilled and Emerging bands (13% Emerging in both)**, indicating variation in reflective and independent thinking; this is situated within a system where **career counselling, psychometric assessments, and exposure to future pathways (76% awareness of vocational courses, 72% awareness of scholarships)** are provided, suggesting that while many students benefit from these inputs, a subgroup requires more structured support in applying them
- Punjab Senior Secondary schools are positioned as high-intervention settings (Punjab has all Sr Secondary schools; Sr Secondary schools have the maximum number of interventions in sampling rationale). Within these settings, the report documents technology-based infrastructure and usage, including Smart TVs/Panels (69% usage), TabLabs (54%), Computer Labs (21%) among senior secondary students, alongside multiple labs (Computer, Tab, Robotics, Language, etc.) and generally reliable equipment. This is **consistent with the Life Skills finding that Punjab Sr Sec cohorts (even in elementary/primary) perform better than Punjab non-Sr Sec cohorts, especially reducing the “Emerging” share.**

Upper Primary Grades (N=488)

Overall and Subskill Life Scores:

		Overall (n=488)	Punjab Sen Sec. (n=150)	Punjab (n=150)	Rajasthan (n=188)
Overall	Proficient	3%	9%	0%	0%
	Competent	15%	9%	1%	30%
	Basic	65%	63%	68%	64%
	Emerging	18%	19%	31%	6%

		Overall (n=488)	Punjab Sen Sec. (n=150)	Punjab (n=150)	Rajasthan (n=188)
Cognitive	Proficient	2%	5%	0%	1%
	Competent	23%	21%	9%	35%
	Basic	61%	57%	73%	55%
	Emerging	14%	17%	18%	9%
Personal	Proficient	5%	11%	0%	3%
	Competent	23%	19%	17%	32%
	Basic	41%	46%	59%	23%
	Emerging	31%	23%	24%	43%
Inter- Personal	Proficient	3%	9%	0%	0%
	Competent	25%	16%	7%	45%
	Basic	50%	47%	53%	49%
	Emerging	23%	29%	39%	6%

Direct Key Inferences

- **Overall outcomes are concentrated in ‘Basic’ across the combined sample**
 - ☞ At the overall level (n=488), **65%** of students are classified as **Basic**, while **15%** are **Competent** and **3%** are **Proficient**; **18%** fall in **Emerging**.
 - ☞ Under the LSMT-E interpretation bands, Basic indicates performance below the Competent range, while Emerging represents the lowest band of life skills performance.
- **‘Proficient’ performance is limited across geographies, and is concentrated in one subgroup**
 - ☞ **Proficient** is low in the combined sample (**3%**) and is **0%** in **Punjab** and **Rajasthan** overall, while **Punjab Senior Secondary** reports **9% Proficient** overall.
 - ☞ This suggests that higher-band performance is not evenly distributed across locations/subgroups.
- **Rajasthan shows the strongest overall profile on the combined (‘Overall’) classification**

- ✎ Rajasthan reports **30% Competent** and **6% Emerging** overall, compared with the overall sample (**15% Competent; 18% Emerging**) and Punjab (**1% Competent; 31% Emerging**).
- ✎ This indicates a comparatively stronger overall life skills distribution in Rajasthan at the elementary stage, primarily driven by fewer students in the lowest band and more in the expected band.
- **Punjab (elementary) shows the highest concentration in ‘Emerging’ overall**
 - ✎ Punjab reports **31% Emerging** overall, higher than the overall sample (**18%**), Punjab Senior Secondary (**19%**), and Rajasthan (**6%**).
 - ✎ This indicates a larger share of students in Punjab elementary who fall in the lowest life skills band under the LSMT-E categorisation.

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

- **Cognitive domain: Rajasthan leads on ‘Competent’; Punjab shows heavier ‘Basic’**
 - ✎ Rajasthan Cognitive: 35% Competent, 9% Emerging
 - ✎ **Punjab Cognitive: 9% Competent, 18% Emerging**, with **73% Basic** (highest Basic share among the three)
 - ✎ This indicates that cognitive life skills (as structured in LSMT-E’s domain framework) are relatively stronger in Rajasthan and comparatively more concentrated in Basic in Punjab.
- **Personal domain shows the greatest dispersion and appears to be a key driver of lower performance**
 - ✎ Overall sample: **31% Emerging** in Personal (highest Emerging among domains at the overall level).
 - ✎ **Rajasthan Personal: 43% Emerging** (highest Emerging across all domain-state cells shown), even though Rajasthan performs strongly on the overall and interpersonal domain.
 - ✎ This suggests that personal life skills (within the LSMT-E domain structure) may be a differentiating area and could be contributing to within-state variability.
- **Interpersonal domain shows the sharpest state contrast**
 - ✎ **Rajasthan Interpersonal: 45% Competent, 6% Emerging**
 - ✎ **Punjab Interpersonal: 7% Competent, 39% Emerging**
 - ✎ This indicates comparatively strong interpersonal outcomes in Rajasthan and a larger low-band concentration in Punjab, implying substantial differences in interpersonal skill performance at the elementary stage across states.

Punjab vs Punjab Senior Secondary (Upper Primary Cohorts) – Comparative Insights

- **Punjab Senior Secondary (Upper Primary cohort) performs higher overall than Punjab (Upper Primary cohort)**

☞ **Proficient: 9%** (Punjab Sen Sec) vs 0% (Punjab)

☞ **Competent: 9%** vs 1%

☞ **Emerging: 19%** vs 31%

☞ This indicates that the elementary cohort within Punjab Senior Secondary schools has a more favourable distribution, including a smaller share in the lowest band and higher shares in the top bands.

- **The largest Punjab vs Punjab Sen. Sec gap is in the Interpersonal domain**

☞ **Interpersonal Emerging: 29%** (Punjab Sen Sec) vs 39% (Punjab)

☞ **Interpersonal Competent: 16%** vs 7%

☞ This suggests that differences between the two Punjab subgroups are most pronounced in interpersonal life skills.

- **Cognitive and Personal domains also show consistent advantages for Punjab Senior Secondary over Punjab**

☞ **Cognitive Basic: 57%** (Punjab Sen Sec) vs **73%** (Punjab); **Cognitive Competent: 21%** vs **9%**

☞ **Personal Proficient: 11%** vs **0%**; **Personal Basic: 46%** vs **59%**

☞ Overall, Punjab Senior Secondary shows a pattern of **lower Basic/higher upper bands** across domains compared with Punjab.

Direct Key Inferences Integrated with Programme Findings

- **Elementary outcomes are concentrated in the “Basic” band (65%) with limited representation in “Competent” (15%) and “Proficient” (3%),** indicating that foundational life skills are present but not consistently at the expected level; this aligns with variation in classroom processes and exposure levels, where opportunities for participation and structured engagement exist but are not uniform across all geographies and school types.
- **Rajasthan shows a higher proportion of students in the Competent band (30%) and a lower share in Emerging (6%),** indicating a more favourable distribution; this corresponds with reported classroom practices where students experience **consistent participation opportunities, high engagement in group work and presentations, and strong reported usefulness of digital tools in learning,** supporting more stable development of life skills.
- **Punjab (elementary) shows a higher concentration in the Emerging band (31%), particularly in the interpersonal domain (39% Emerging),** indicating that social interaction and collaborative skills require strengthening; this is consistent with broader classroom experience patterns showing greater variability in perceived participation, engagement, and support compared to other geographies.
- **Punjab Sr Secondary–run schools show a more favourable distribution than Punjab (elementary)** (Proficient 9% vs 0%; Competent 9% vs 1%; Emerging 19% vs 31%), indicating a shift away from the lowest band; this aligns with the presence of **higher intervention intensity** in

Sr Secondary school settings, including **technology-enabled infrastructure (Smart TV/Panel, TabLab, labs)** and more structured exposure to participatory and activity-based practices.

- **The personal domain shows higher dispersion across states, with elevated Emerging shares even where overall performance is relatively stronger**, indicating that self-management and reflective skills are less consistently developed; this corresponds with programme emphasis on participation and collaboration, suggesting that personal competencies may require more explicit and sustained integration in classroom processes.

Primary Grades (N=1,013)

Overall and Subskill Life Scores:

		Overall (n=1,013)	Punjab Sr. Sec. (n=177)	Punjab (n=514)	Haryana (n=141)	Uttar Pradesh (n=91)	Rajasthan (n=90)
Overall	Proficient	2%	1%	0%	1%	13%	2%
	Competent	9%	14%	6%	26%	85%	32%
	Basic	16%	74%	75%	50%	2%	49%
	Emerging	72%	12%	19%	23%	0%	17%
Cognitive	Proficient	2%	2%	0%	0%	11%	7%
	Competent	26%	18%	14%	37%	86%	32%
	Basic	52%	65%	62%	36%	2%	46%
	Emerging	20%	15%	24%	27%	1%	16%
Personal	Proficient	6%	2%	2%	3%	40%	4%
	Competent	30%	34%	20%	29%	59%	33%
	Basic	40%	44%	51%	33%	1%	21%
	Emerging	24%	21%	27%	25%	0%	41%
Inter- Personal	Proficient	1%	1%	0%	0%	5%	1%
	Competent	30%	25%	16%	30%	89%	62%
	Basic	36%	40%	42%	33%	4%	27%

	Overall (n=1,013)	Punjab Sr. Sec. (n=177)	Punjab (n=514)	Haryana (n=141)	Uttar Pradesh (n=91)	Rajasthan (n=90)
Emerging	33%	34%	42%	36%	1%	10%

Direct Key Inferences

- **Overall distribution is concentrated in the lowest band**
 - ✎ In the combined sample, **72%** of students are classified as **Emerging**, with **16% Basic**, **9% Competent**, and **2% Proficient**.
 - ✎ This indicates that, at an overall level, a large share of Class 5 students are placed in the lowest performance category.
- **There is substantial cross-state variation in the overall classification**
 - ✎ **Uttar Pradesh** stands out with **85% Competent** and **0% Emerging**, indicating a markedly higher overall profile compared to other states.
 - ✎ **Haryana** shows a mixed profile (**26% Competent**; **23% Emerging**).
 - ✎ **Rajasthan** has **32% Competent** but also a sizeable **Basic** group (**49%**) and **17% Emerging**.
 - ✎ **Punjab** shows a high concentration in **Basic (75%)**, with comparatively low **Competent (6%)** and **19% Emerging**.
 - ✎ **Punjab Sr. Sec.** has higher **Competent (14%)** and lower **Emerging (12%)** than Punjab, while **Basic** remains similar (**74%**).
- **The combined 'Overall' column differs sharply from state patterns**
 - ✎ The overall figure (**72% Emerging**) is much higher than the Emerging proportion in any listed state subgroup (0–23%).
 - ✎ This suggests the combined total may include additional geographies/samples not shown here, or differences in aggregation/compilation; the overall summary should therefore be interpreted alongside state-wise distributions rather than in isolation.

Domain-Level Insights (Cognitive, Personal, Interpersonal)

- **Cognitive domain: most students fall in 'Basic' overall, with strong state-level differences**
 - ✎ Combined sample: **52% Basic**, **26% Competent**, **20% Emerging**, **2% Proficient**.
 - ✎ **Uttar Pradesh** again shows a high profile (**86% Competent**; **1% Emerging**), while **Punjab** and **Haryana** have larger Basic/Emerging concentrations (**Punjab: 62% Basic**; **24% Emerging**; **Haryana: 36% Basic**; **27% Emerging**).
- **Personal domain shows the widest spread across states and appears to be a key differentiator**
 - ✎ Combined sample: **30% Competent**, **40% Basic**, **24% Emerging**, **6% Proficient**.

- ✎ **Uttar Pradesh** is distinct with **40% Proficient** and **59% Competent** (virtually no Basic/Emerging).
- ✎ **Rajasthan** reports **41% Emerging** in Personal, its highest Emerging share among domains, despite stronger overall performance in other areas.
- ✎ **Punjab** has **51% Basic** and **27% Emerging**, indicating comparatively lower outcomes in this domain.
- **Interpersonal domain shows clear contrasts between Punjab and Rajasthan/UP**
 - ✎ Combined sample: **30% Competent**, **36% Basic**, **33% Emerging** (with **1% Proficient**).
 - ✎ **Uttar Pradesh** again shows high placement in upper bands (**89% Competent**; **1% Emerging**).
 - ✎ **Rajasthan** shows a relatively strong interpersonal profile (**62% Competent**; **10% Emerging**).
 - ✎ **Punjab** shows higher concentration in lower bands (**42% Emerging**; **42% Basic**; **16% Competent**), indicating comparatively weaker interpersonal outcomes.

Punjab vs Punjab Sr. Sec. (Primary Class) – Comparative Insights

- **Overall performance in Punjab Sr. Sec. (Primary) is higher than Punjab (Primary)**
 - ✎ **Competent: 14% (Punjab Sr. Sec.) vs 6% (Punjab)**
 - ✎ **Emerging: 12% vs 19%**
 - ✎ **Basic: similar (74% vs 75%)**
 - ✎ This indicates that the Punjab Sr. Sec. primary cohort shifts more students into the upper performance bands and reduces the lowest-band share, while Basic remains the dominant category in both.
- **The strongest Punjab vs Punjab Sr. Sec. difference is in the Interpersonal domain**
 - ✎ **Interpersonal Competent: 25% (Punjab Sr. Sec.) vs 16% (Punjab)**
 - ✎ **Interpersonal Emerging: 34% vs 42%**
 - ✎ This suggests relatively stronger interpersonal outcomes in the Punjab Sr. Sec. primary cohort compared with the Punjab primary cohort.
- **Cognitive outcomes are moderately stronger in Punjab Sr. Sec. than Punjab**
 - ✎ **Cognitive Competent: 18% vs 14%**
 - ✎ **Cognitive Emerging: 15% vs 24%**
 - ✎ The gap is mainly driven by fewer students in Emerging within Punjab Sr. Sec., with a modest increase in Competent.
- **Personal domain shows a smaller but consistent advantage for Punjab Sr. Sec.**
 - ✎ **Personal Competent: 34% vs 20%**
 - ✎ **Personal Basic: 44% vs 51%**
 - ✎ **Personal Emerging: 21% vs 27%**

☞ This indicates a more favourable distribution in Punjab Sr. Sec. driven by a shift from lower bands into Competent.

Direct Key Inferences Integrated with Programme Findings

- **Primary stage shows a high share in the Emerging category in the combined distribution (72%), though state-level patterns vary significantly**, indicating that early-stage life skills development is uneven and dependent on context; this is consistent with variation in implementation across locations in classroom engagement, instructional practices, and infrastructure access.
- **Uttar Pradesh shows a higher concentration in the Competent band (85%) and negligible Emerging share**, indicating more consistent early-stage life skills development; this aligns with reported classroom conditions where **students experience regular participation opportunities and high levels of access to and use of digital learning tools**, supporting engagement and comprehension at early grades.
- **Punjab primary shows a higher share in the Basic category (75%) with limited Competent representation (6%)**, indicating that foundational behaviours are present but not consistently translated into higher life skills categories; this corresponds with observed variability in classroom experience and student engagement patterns relative to other states.
- **Punjab Sr Secondary–run primary cohorts show comparatively higher Competent (14% vs 6%) and lower Emerging (12% vs 19%) than Punjab**, indicating movement away from the lowest category; this pattern is consistent with **technology-enabled and structured learning environments in Senior Secondary schools**, where access to **digital tools and interactive pedagogies** may influence early exposure and student engagement.

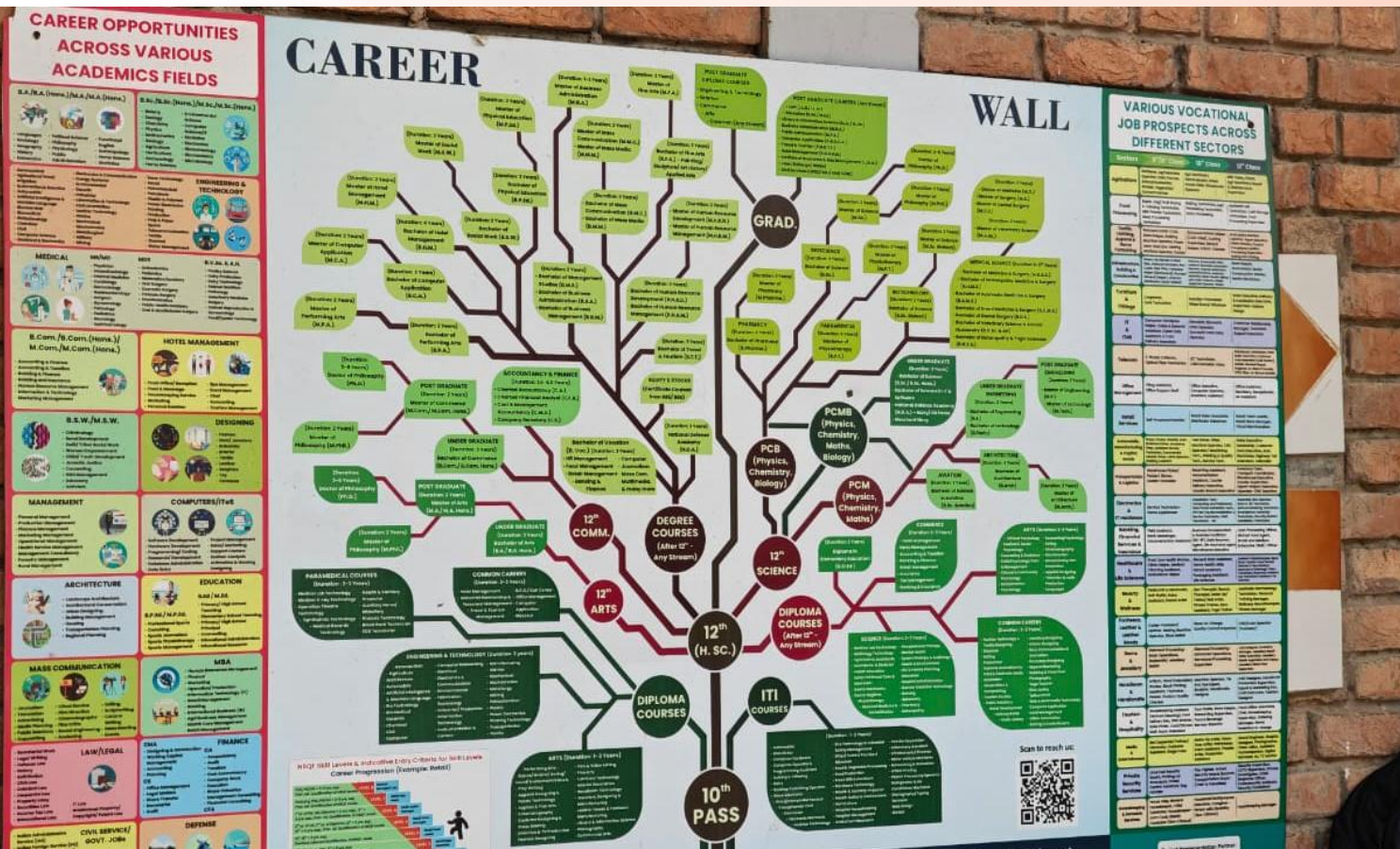
3.5.2. Summarising the Key Findings of Life Skills Assessment

- **Overview of Life Skills Assessment and Developmental Trends** – The Life Skills Assessment presents a comprehensive picture of students' life skills development across Primary (Class 5), Upper Primary (Classes 6-8), and Secondary (Classes 9-12) stages within the Satya Bharti Schools programme, using validated Life Skills Measurement Tools aligned to the UNICEF framework. The findings indicate a clear developmental gradient, with life skills outcomes improving steadily across schooling stages, alongside substantial within-stage variation by domain and geography. While most students demonstrate foundational life skills, particularly at younger grades, fewer consistently exhibit advanced or integrated proficiency across life skill domains, highlighting both progress and persisting gaps as students advance through school.
- **Secondary Stage Outcomes: Predominance of Competence with Skill-Specific Strengths** – At the Secondary stage, overall life skills performance is concentrated at the Competent (55%) and Proficient (27%) levels, reflecting generally sound preparedness in cognitive, personal, and interpersonal competencies among older adolescents. However, only 7% of students are classified as Skilled, suggesting that advanced, consistently high application of life skills remains limited. Sub-skill analysis shows that several competencies, such as creativity, communication, critical thinking, and decision-making, record relatively high proportions of students in the Skilled category, indicating strong potential in specific areas. At the same time, skills such as problem solving, resilience, empathy, and negotiation are heavily clustered at the Competent level, reflecting functional but not advanced performance. The divergence between strong sub-skill performance and lower overall Skilled classification suggests that

students' strengths are often domain- or skill-specific rather than uniformly developed, affecting their aggregate life skills categorization.

- **Upper Primary Stage Patterns: Concentration at Basic Level and State-Wise Variation** – The Upper Primary stage presents a more mixed profile, with outcomes largely concentrated in the Basic (65%) category at the overall level, and a relatively small proportion of students reaching Competent (15%) or Proficient (3%) levels. Considerable inter-state variation is observed. Rajasthan demonstrates the most favourable distribution, with a higher share of students classified as Competent and a markedly lower proportion in Emerging. In contrast, Punjab (elementary) shows a strong concentration in the Emerging (31%) and Basic categories, indicating greater foundational gaps. Domain-level analysis reveals that the Personal domain records the highest Emerging shares overall, suggesting that skills related to self-management, self-awareness, and regulation may be particularly challenging at this stage. Comparisons between Punjab and Punjab Senior Secondary (elementary cohorts) further indicate that students in Senior Secondary-run schools consistently perform better, especially in interpersonal and cognitive domains, pointing to meaningful institutional or contextual differences influencing life skills development.
- **Primary Stage Findings: Early-Stage Skill Development with Sharp Regional Contrasts** – At the Primary stage, the assessment highlights the most pronounced learning challenges. Across the combined sample, 72% of students are classified as Emerging, indicating that a majority of Class 5 students are still at an early stage of life skills acquisition. However, this overall figure masks substantial state-level variation. Uttar Pradesh stands out strongly, with a very high proportion of students classified as Competent across all domains and negligible representation in Emerging, suggesting relatively advanced life skills development at this stage. Haryana and Rajasthan show mixed distributions, while Punjab again exhibits a heavy concentration in Basic and Emerging categories. Domain-wise, the Personal and Interpersonal domains show the widest dispersion across states and appear to be key differentiators of performance, with Punjab showing comparatively lower outcomes and Uttar Pradesh demonstrating consistently strong profiles.

4. IRECS Analysis



4.1. IRECS Analysis

Basis the interactions with the key stakeholders and desk review, the impact of the project is also assessed on the IRECS framework parameters. The analysis summary has been presented in below table:

IRECS Parameter	Analysis and Inferences
Inclusiveness <i>Assessed based on access, equity, gender inclusion, participation, and inclusive learning experiences.</i>	• The programme demonstrates strong inclusiveness across Primary, Upper Primary, and Secondary grades, ensuring free and equitable access to quality education for underserved rural communities and first-generation learners, with annual household savings of ₹16,000-₹18,000 per student per annum. • Gender inclusion is consistently embedded across grade levels with ☞ 71% of Secondary students reporting equal participation opportunities ☞ Rising to 87-96% at the Primary level across states, indicating stronger parity in early grades. • Teachers validate institutional commitment, with 92% strongly ensuring equal gender participation, reinforced through classroom practices across all grades. • Qualitative evidence across Primary, Upper Primary, and Secondary students shows no discrimination based on gender or socio-economic background, indicating that inclusiveness is operationalized in everyday learning environments. • Life skills outcomes reinforce inclusiveness across grades: ☞ Secondary: Strong social competencies with 83% Competent in empathy and 73% in participation ☞ Upper Primary: Rajasthan demonstrates stronger distribution (higher Competent, lower Emerging), indicating more balanced skill inclusion ☞ Primary: Variation exists, but lower Emerging share in some states reflects broader inclusion in early-stage development. ☞ 63% of Secondary students report behavioural change through community engagement, reflecting internalization of inclusive values across environments. Overall, the programme demonstrates strong alignment with inclusiveness, driven by equitable access, gender parity, and measurable life skills reflecting empathy and participation.
Relevance <i>Assessed based on alignment of programme</i>	• The programme demonstrates strong relevance across all grade levels, through a holistic model integrating academics, life skills, and socio-emotional development.

IRECS Parameter Analysis and Inferences

interventions with student, teacher, parent, and community needs and aspirations.

- **Learner-centric pedagogy is evident across grades**, including:
 - ☞ **Secondary:** 76% receive consistent participation opportunities; 70% report teachers value student inputs
 - ☞ **Upper Primary & Primary:** Structured participation, group work, and presentation-based learning are embedded in classrooms.
 - ☞ The curriculum integrates **life skills such as communication, critical thinking, and decision-making**, linking classroom learning to real-world application across all stages.
- **Life skills outcomes validate relevance across grades:**
 - ☞ **Secondary: 55% Competent and 27% Proficient**, aligning with expected developmental benchmarks
 - ☞ **High performance in communication (43% Skilled) and creativity (48% Skilled)** reflects applied competency development
 - ☞ **Upper Primary:** Outcomes largely Basic, but stronger geographies (e.g., Rajasthan) indicate effective contextual alignment
 - ☞ **Primary:** Improved performance in certain states linked to stronger pedagogical and technology exposure.
- **Career readiness is embedded at Secondary level, with**
 - ☞ **76% awareness of vocational courses**
 - ☞ **72% awareness of scholarships**, linking learning to future pathways.
- Relevance of the programme is further evidenced by students achieving **meritorious admissions into institutions such as Navodaya Vidyalayas and Schools of Eminence**, indicating alignment with competitive academic benchmarks
- Life skills distribution indicates that **performance is often domain-specific rather than uniform**, suggesting relevance of targeted programme inputs with scope for deeper mastery.

Holistically, the programme demonstrates **strong relevance**, with **curriculum and pedagogy aligned to academic needs, life skills development, and future pathways**.

Effectiveness

Assessed based on educational, developmental, and behavioural outcomes achieved through programme interventions.

- The programme demonstrates **strong effectiveness across Primary, Upper Primary, and Secondary grades**, with measurable improvements in **confidence, participation, and learning outcomes**.
- At the **Secondary level**, effectiveness is evident through:
 - ☞ **77% confidence in public speaking**
 - ☞ **92% engagement in leadership roles**, reflecting strong leadership development.
- At the **Upper Primary and Primary levels**, structured exposure to group work, presentations, and activities leads to **progressive improvement in confidence and engagement**, particularly among initially hesitant learners.
- **Teacher effectiveness strengthens outcomes, with**
 - ☞ **92% confirming improved teaching practices post-CPD**
 - ☞ **91% reporting enhanced adaptability in instruction**
- **Life skills outcomes validate effectiveness across grades:**
 - ☞ **Secondary:** Strong baseline outcomes with
 - ☞ **80% Competent in problem solving**
 - ☞ **83% Competent in resilience**
 - ☞ However, **only 7% Skilled**, indicating limited advanced proficiency
 - ☞ **Upper Primary:** Concentration in Basic suggests functional learning outcomes but limited higher-order skills
 - ☞ **Primary:** High Emerging share in some contexts reflects early-stage development but improved outcomes in stronger implementation settings.
 - ☞ Qualitative evidence highlights transformation from **low-confidence to confident, self-expressive students across grades**.
- The programme's ability to sustain student participation across schooling stages is **further reflected in high transition rates (Primary → Upper Primary and Upper Primary → Secondary)**, indicating continued retention and progression, particularly for vulnerable groups.

The programme demonstrates **strong effectiveness**, evidenced by **improvements in student confidence, leadership, and life skills outcomes across multiple domains**.

Convergence

Assessed based on stakeholder participation, institutional partnerships, community engagement, and system-level integration.

- The programme demonstrates **strong convergence across all grades**, integrating **students, teachers, parents, alumni, and community stakeholders into a cohesive ecosystem**.
- **Parent engagement is high**, with
 - ☞ **PTM participation reaching 97–100% in several states**
 - ☞ **76% of teachers confirming active parental involvement**
- Across **Primary, Upper Primary, and Secondary grades**, students actively participate in **community campaigns and awareness activities**, linking classroom learning with real-world application.
- The programme's convergence is further reflected through **institutionalisation of environmental practices**, with multiple schools receiving **Green Audit recognitions and sustainability-related awards**, indicating alignment between infrastructure, student behaviour, and school systems.
- **63% of Secondary students report behavioural change due to community engagement**, indicating cross-system alignment.
- The **Public-Private Partnership (PPP) model adopted within Senior Secondary Schools represents a notable example of convergence**, combining government educational infrastructure with programme-led investments in quality enhancement, student development, and institutional strengthening.
- **Life skills outcomes reinforce convergence:**
 - ☞ **Secondary:** Empathy, participation, and negotiation cluster in Competent bands
 - ☞ **Upper Primary & Primary:** Interpersonal skills show stronger alignment in better-performing geographies (e.g., Rajasthan)
 - ☞ Indicates consistency between instructional practices and behavioural outcomes.
 - ☞ Teacher systems demonstrate convergence through **integration of TSKT assessments, CPD training, and classroom practices**, ensuring alignment between systems and outcomes.

Thus, the programme demonstrates **strong convergence**, integrating **stakeholders, systems, and life skills outcomes into a cohesive learning ecosystem**.

Sustainability

Assessed based on educational continuity, institutional strengthening, community ownership, capacity building, and long-term continuation of outcomes.

- The programme demonstrates **strong sustainability across all grade levels**, through a model combining **education delivery, capacity building, and community engagement**.
- **Financial sustainability is ensured at the household level**, with free education enabling continued enrolment across Primary to Senior Secondary grades.
- **Community ownership is evident**, with increasing participation and enrolment of girls, indicating sustained behavioural change over time.
- At the **Secondary level**, sustainability is reinforced through future pathways:
 - ☞ **100% of aware students report increased confidence in pursuing higher education**
 - ☞ **89% strongly agree that scholarships reduce financial barriers.**
- **Life skills progression demonstrates developmental sustainability:**
 - ☞ **Primary:** Basic/Emerging
 - ☞ **Upper Primary:** Transition phase with high Basic but improving Competent
 - ☞ **Secondary:** Majority Competent/Proficient (55% + 27%)
- This indicates a **clear cumulative trajectory of development across schooling stages**, reflecting sustained programme impact.
- **Sustained high transition rates across early and middle schooling stages** indicate that programme benefits are not short-term but support **consistent student progression over time**.
- Institutional sustainability is ensured through **teacher development systems (CPD + TSKT)** driving continuous improvement.

This showcases that the programme demonstrates **strong sustainability**, supported by **financial accessibility, community ownership, institutional systems, and sustained life skills progression**.

On an overall note:

- The Satya Bharti Schools programme demonstrates **strong alignment across all IRECS parameters**.
- **Quantitative outcomes, stakeholder validation, and life skills collectively confirm programme impact.**

- The programme combines **access, standardised pedagogy, life skills, and community engagement into a comprehensive and scalable model.**

Overall, the assessment **indicates strong programme performance across the dimensions of Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability.** The programme has expanded access to quality education for underserved communities, **responded effectively to stakeholder needs and aspirations, contributed to meaningful educational and developmental outcomes, leveraged partnerships to strengthen implementation, and established foundations that support the long-term continuation of programme benefits.** Collectively, these findings suggest that the programme has created a strong platform for generating sustained educational impact and supporting positive change at the student, school, and community levels.

5. Recommendations



5.1. Recommendations:

Based on the findings of the assessment and detailed engagement with stakeholders across Satya Bharti Schools Programme, the following recommendations are proposed to further strengthen the programme's reach, depth, and long-term impact.

1. Introduction of Science Stream (Medical and Non-Medical) After Class 10:

Explore the phased introduction of Science streams within select Senior Secondary schools, accompanied by **appropriate laboratory infrastructure, qualified faculty, and subject-specific learning resources**. Findings from the field interactions indicate a consistent demand for Medical and Non-Medical Science streams among students, parents, teachers, and school leadership. At present, students aspiring to pursue Science after Class 10 are required to transition to external institutions, often imposing significant financial burdens on families and resulting in the loss of students from the Satya Bharti Schools ecosystem at a critical educational stage. In this context, Satya Bharti Foundation may consider **undertaking a feasibility assessment for piloting Science streams in one or two Senior Secondary schools, alongside scholarship and transition-support mechanisms to ensure continuity of educational pathways for deserving students**. Strategic partnerships with nearby colleges, higher education institutions, and science laboratories may also be explored to provide practical exposure and strengthen career readiness. Such an intervention would **help expand academic choices, improve retention of academically motivated students, and support aspirations for science-related higher education and career pathways**.

2. Strengthening the Alumni Network and Establishing a Formal Mentoring Programme

While alumni expressed strong emotional connection to their school and desire to give back, during the interactions, it was found that **there is currently no formal structured mechanism for alumni engagement beyond occasional meets**. The school's rural setting makes it difficult to maintain a strong alumni network. However, alumni represent a critical resource for current students in terms of career guidance, mentoring, and scholarship awareness. **It is recommended that the Satya Bharti Foundation should establish a formal Alumni Mentoring Programme** with a dedicated digital platform (WhatsApp groups, app, or portal) connecting alumni with current students; structured quarterly virtual mentoring sessions where alumni share experiences about higher education, career choices, and scholarship applications; an annual Alumni Day at each school with career guidance workshops; and documentation of alumni success stories to motivate current students and demonstrate long-term programme impact to stakeholders.

3. Enhancing Life Skills through Integrated and Experiential Learning

The findings indicate that while students demonstrate strong skills in communication and creativity, outcomes in problem-solving, decision-making, and self-awareness are comparatively lower, highlighting the need for focused attention on these areas. It is recommended that the programme adopts a **more structured and continuous approach to integrating these critical life skills across grade levels**. This can be achieved **by incorporating scenario-based learning and real-life challenges that promote collaborative problem-solving, embedding reflective practices such as journaling to foster self-awareness, and using role-playing exercises with peer feedback to develop empathy and ethical decision-making**. Additionally, integrating life skills into existing subjects through project-based learning, providing targeted teacher training on facilitation and assessment of these skills, and creating meaningful student leadership and decision-making opportunities will enable practical application and reinforce balanced, holistic development.

4. Enhancing Student-Teacher Engagement and Perception of Support

The programme should strengthen mechanisms that enhance student-teacher relationships, particularly focusing on improving students' perception of teacher support and care. Although the overall findings show strong teaching practices, accessibility, and structured feedback systems, there are notable variations in how students perceive teacher motivation and support, especially at the elementary level in certain geographies. This indicates a gap between instructional effectiveness and the emotional experience of students. To address this, it is recommended that the **programme institutionalizes structured feedback loops, such as periodic anonymous student surveys, and establish mentorship systems where teachers are assigned smaller groups of students for regular check-ins**. These steps would ensure that teaching practices are not only effective in delivery but also perceived as supportive and responsive, thereby improving student engagement, motivation, and overall classroom experience.

5. Scaling the programme further in Uttar Pradesh

The findings from the assessment, when combined with secondary evidence⁹ on education outcomes in Uttar Pradesh, indicate a strong case for scaling the programme in the state. The study shows that **programme schools in Uttar Pradesh demonstrate consistently high levels of student participation, confidence, safety, and effective use of digital learning tools**, with several indicators approaching near-universal levels. These outcomes are particularly important when viewed against broader evidence that, despite high enrolment rates, Uttar Pradesh continues to face significant gaps in foundational learning and instructional quality. In this context, **scaling the programme offers a targeted solution that directly addresses these systemic challenges through its focus on activity-based pedagogy, teacher support, and technology-enabled learning**. Given that the programme has already proven effective in improving classroom engagement and conceptual understanding within the state context and aligns with ongoing state priorities around learning improvement and digital integration, its expansion, presents a high-impact opportunity to strengthen both foundational learning and holistic student development at scale.

⁹ ASER 2024

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