

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

Bharti Airtel Foundation

2026



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Executive Summary

About the Study:

Launched in **2013**, the **Quality Support Program (QSP)** is a **collaborative initiative** by the **Bharti Airtel Foundation**, undertaken to **transform government schools** into happy, holistic institutions of learning for students. The program **engages multiple stakeholders**, school leaders, teachers, students, parents, and communities, to **strengthen** the overall educational experience. QSP partners with Education Departments across **twelve states of India** to scale jointly identified interventions. It adopts an approach of optimising existing school strengths while providing catalytic support to bridge gaps identified by school leadership teams. Implemented over a five-year timeframe through a whole-school approach, QSP is structured around four key pillars:



Student Empowerment



School Leadership and Teacher Engagement



Community and Parent Involvement



School Environment

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

Approach and Methodology:

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

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

Key Findings from the Study:



Student Empowerment

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

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

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

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

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

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

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

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

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

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

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

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

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



Teacher Engagement

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

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

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



Parents and Community Connect

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



School Environment

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

IRECS Findings:

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

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

Recommendations:

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

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

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

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

1. Introduction and Background



1.1. About Bharti Airtel Foundation

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

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

Outreach and Impact

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

Guiding Philosophy

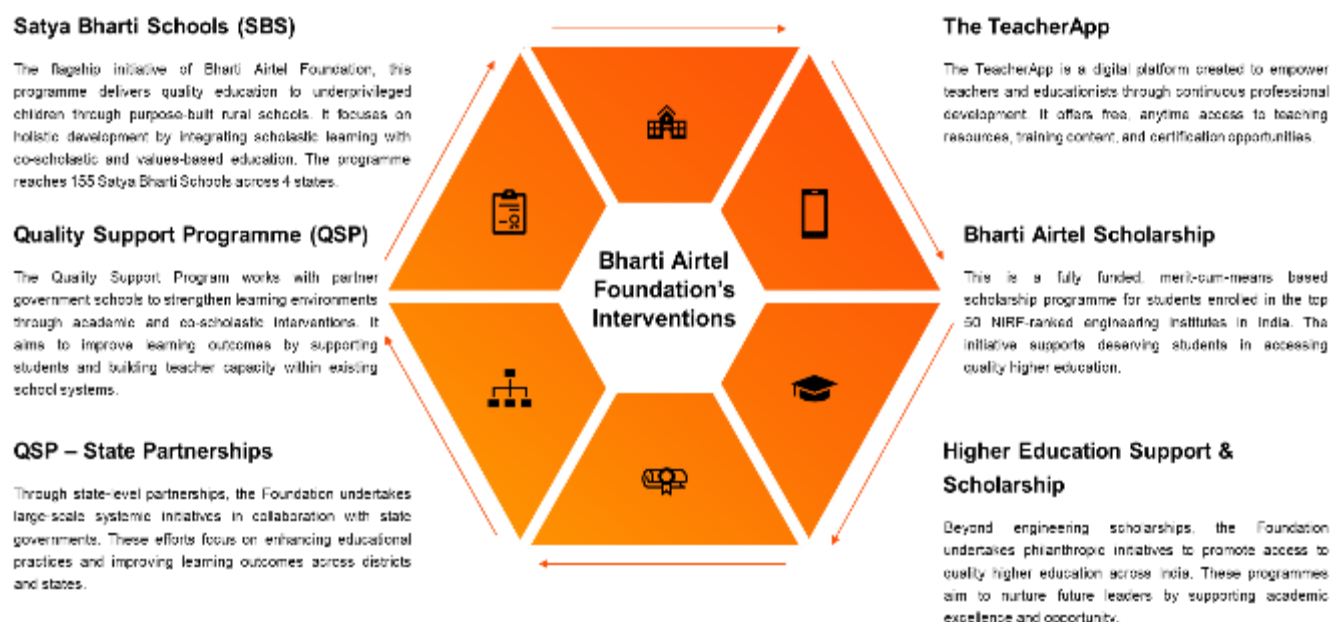
The leadership of Bharti Airtel Foundation emphasises nurturing the potential of children and youth while equipping teachers with the tools required to drive meaningful change in classrooms. The Foundation remains **deeply rooted in its founding belief that inclusive and quality education is essential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

Brief Summary of Key Programs

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

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

Figure 1: Bharti Airtel Foundation's Key Interventions



1.2. About Quality Support Program

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

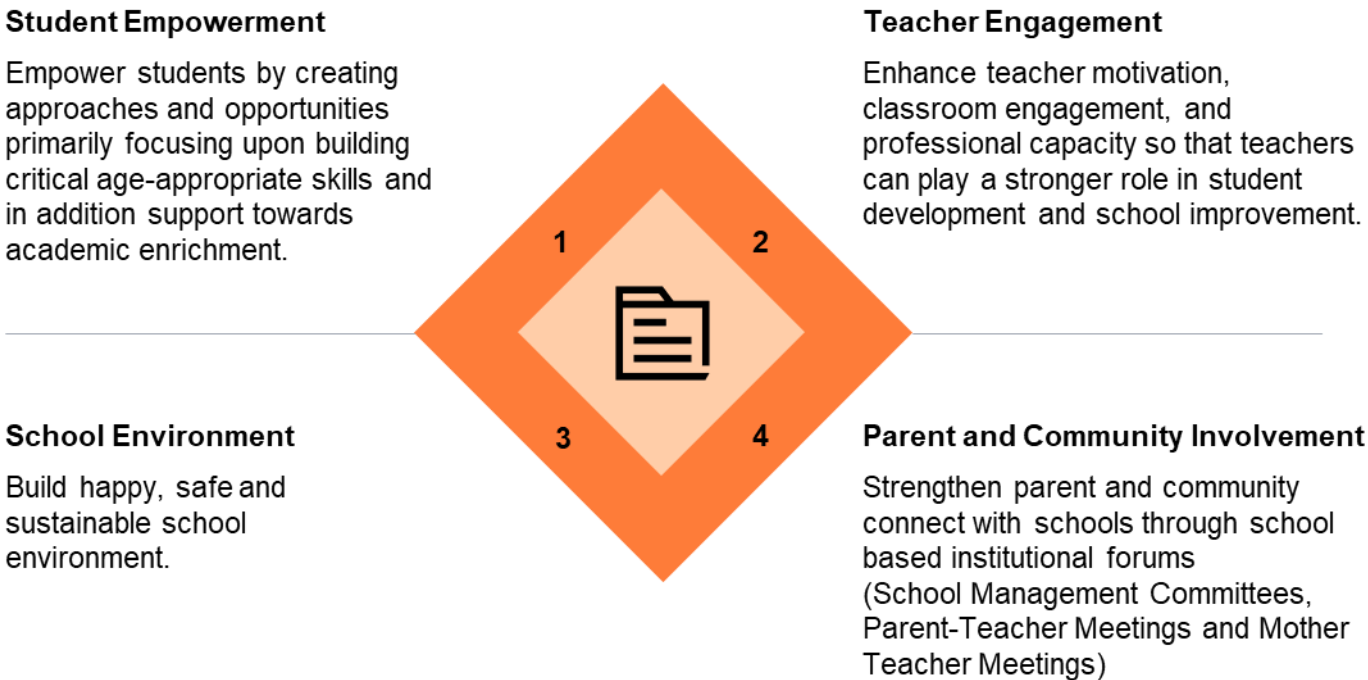
QSP adopts a holistic school transformation approach that goes beyond academic support to strengthen life skills, teacher motivation, community ownership, and institutional sustainability. The program promotes leadership, communication, collaboration, critical thinking, and gender-responsive participation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

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

1.2.1. Program Objectives

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

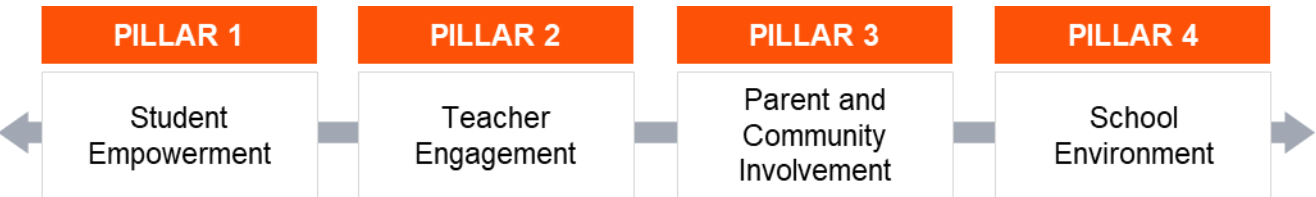
Figure 2: QSP’s Core Objectives



1.2.2. Program Approach

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

Figure 3: Program Pillars



1.2.3. Geographical Coverage

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

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

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

2. Approach and Methodology



2.1. Study Objectives and Scope of Work

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

2.1.1. Key Stakeholders

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

Table 2: List of Stakeholders

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

2.1.2. Key Areas of Inquiry

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

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

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

Pillar 2: Teacher Engagement

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

Pillar 3: Parents and Community Connect

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

Pillar 4: School Environment

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

2.2. Overall Methodology

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

Figure 4: Four-stage Approach for Impact Assessment

Overall Methodology

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

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

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

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

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

Figure 5: IRECS Framework Guiding the Assessment

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

2.3. Sampling Framework

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

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

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

Quantitative Sampling Plan:

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

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

Table 3: Steps for Quantitative Sampling Plan

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

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

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

Qualitative Sampling Plan:

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

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

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

Table 6: Steps for Qualitative Sampling Plan

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

2.4. Assumptions and Limitations

General

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

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

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

Pertaining to this report

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

3. Key Findings and Analysis



3.1. Pillar 1- Student Empowerment



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

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

Pillar 1: Student Empowerment

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

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

3.1.1. Beneficiary Profile

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

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

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

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

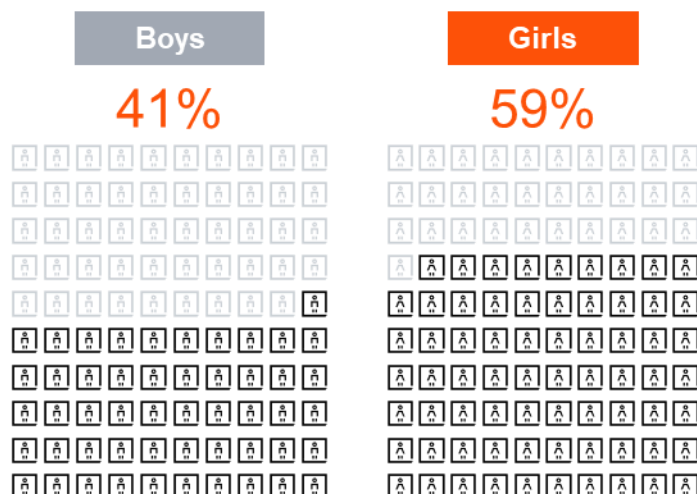


Figure 7: Cohort and Class Profile of Students (n=3760)

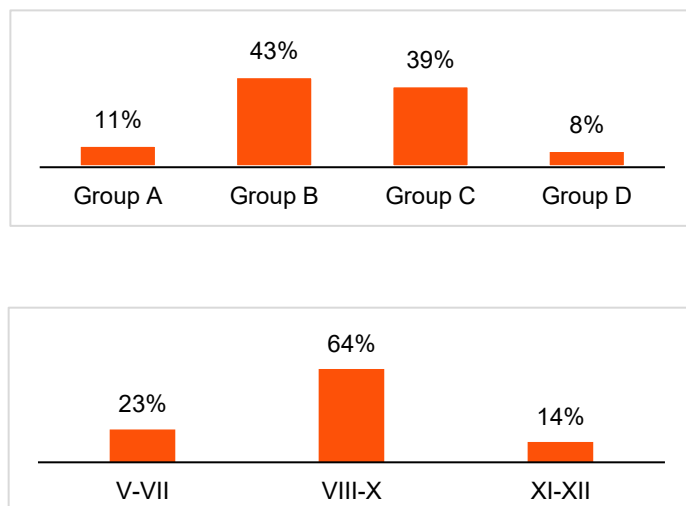
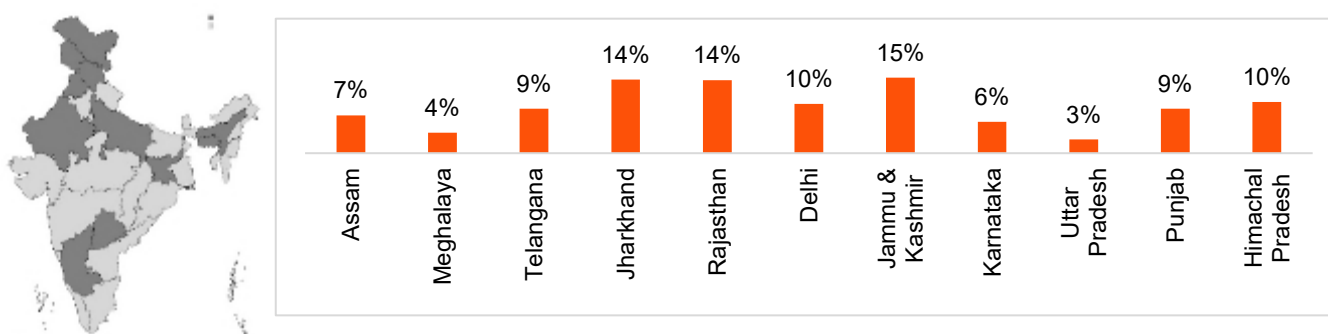


Table 7: Student Breakdown by School Type: All-Boys, All-Girls, Co-Ed (n=3760)

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

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

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



3.1.2. Houses and Clubs in Schools

House System in Schools:

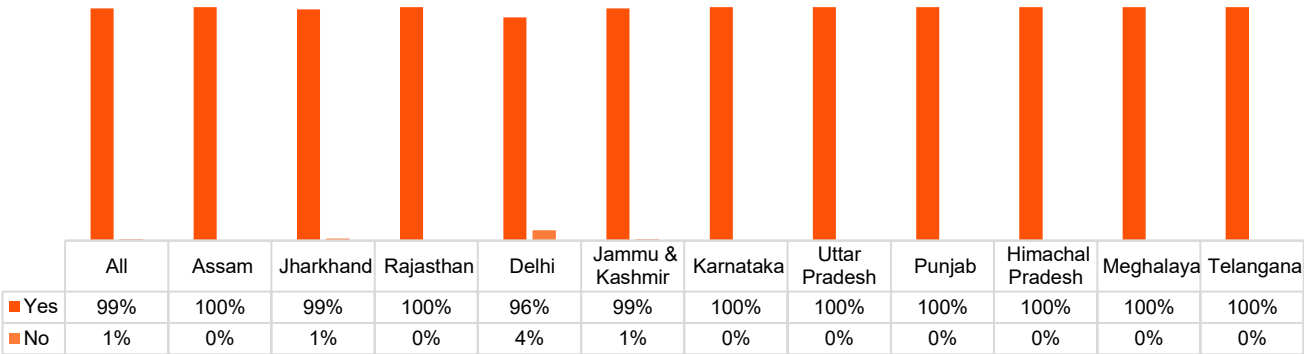
The **house system** is a long-standing and widely embraced practice across schools, designed to foster a sense of **belonging, teamwork, and healthy competition** among students. Under this system, students are divided into distinct groups, or "houses" that compete with another, intra-school, across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

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

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

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

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



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

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

Student Leader (Captain), Rajasthan

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

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

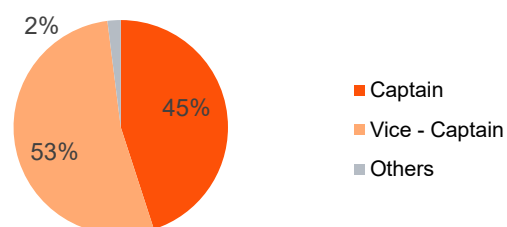


Table 8: Group-Wise Perception of the Benefits of House System (n=3625)

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

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

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

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

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

- Simran, Class IX, Punjab

*Student details changed to maintain anonymity of respondent

System of Clubs:

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

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

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

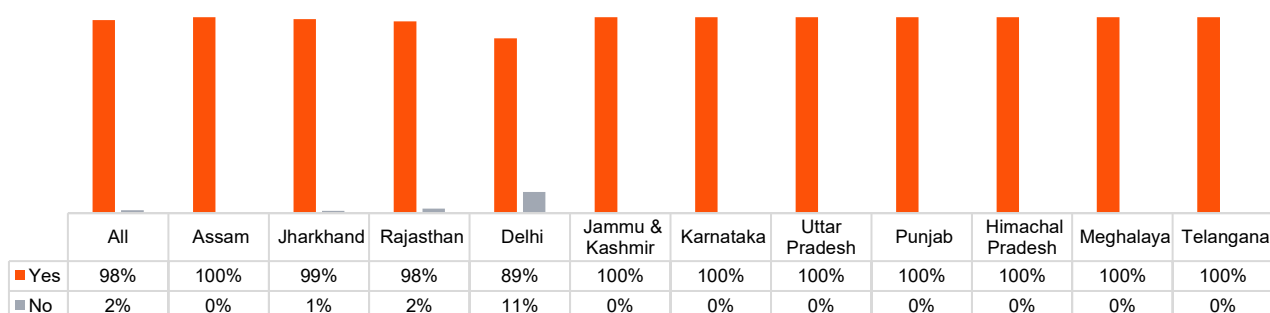
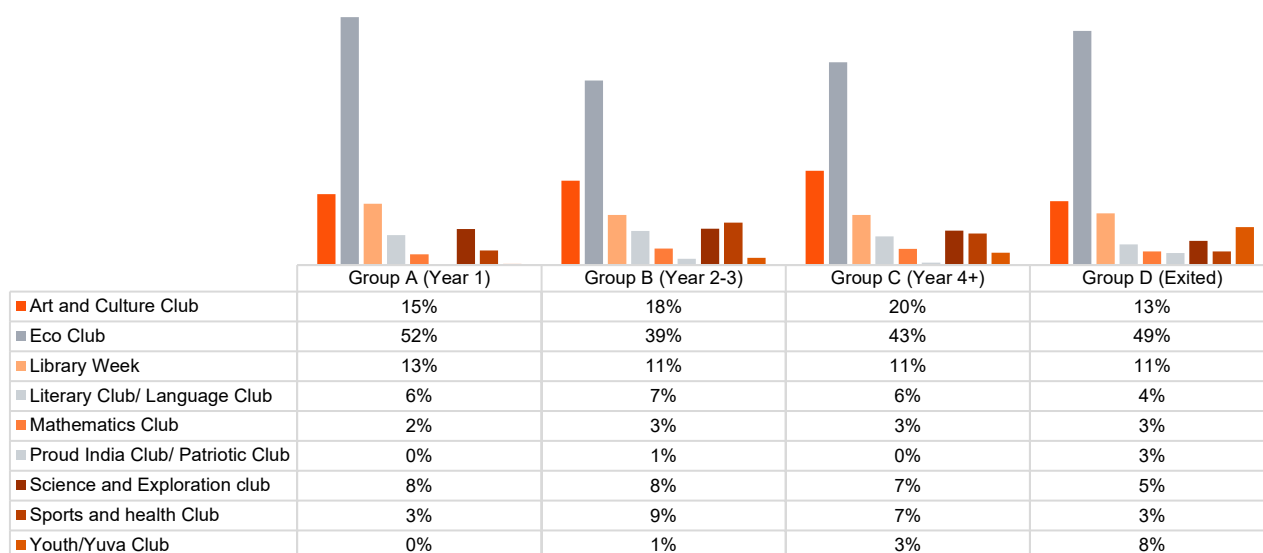


Figure 12: Participation of Students in the Type of Club (n=3703)

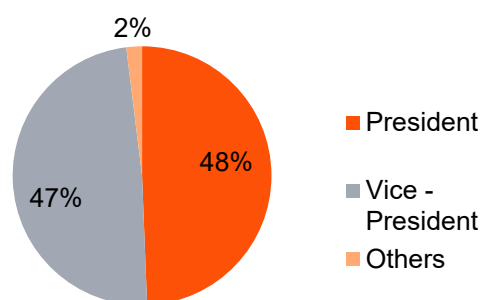


“When I wear my club badge, I feel like the whole school is looking at me. It reminds me that I have a responsibility, not just to my club, but to my school.”

Student Leader, Eco-Club

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

Figure 13: Leadership Positions held by students



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

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

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

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

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

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

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

Aarav, Class X, Delhi

*Student details changed to maintain anonymity of respondent

3.1.3. Events and Competitions

Student Workshops and Exposure Visits:

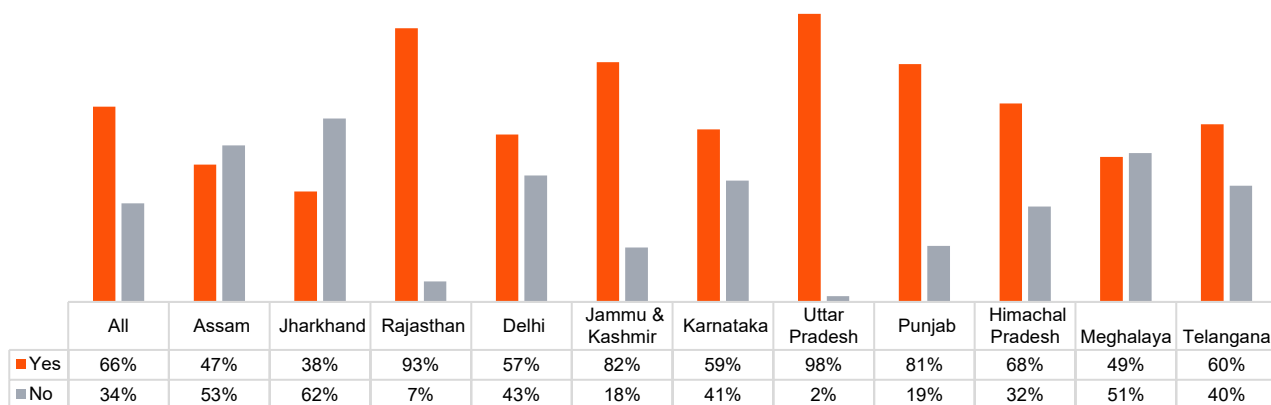
Student Workshops:

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

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

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

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



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

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

Student, Assam

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

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

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

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

Student Exposure Visits:

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

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

- Student, Karnataka

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

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

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

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

Student Perception:

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

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

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

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

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

Special Events:

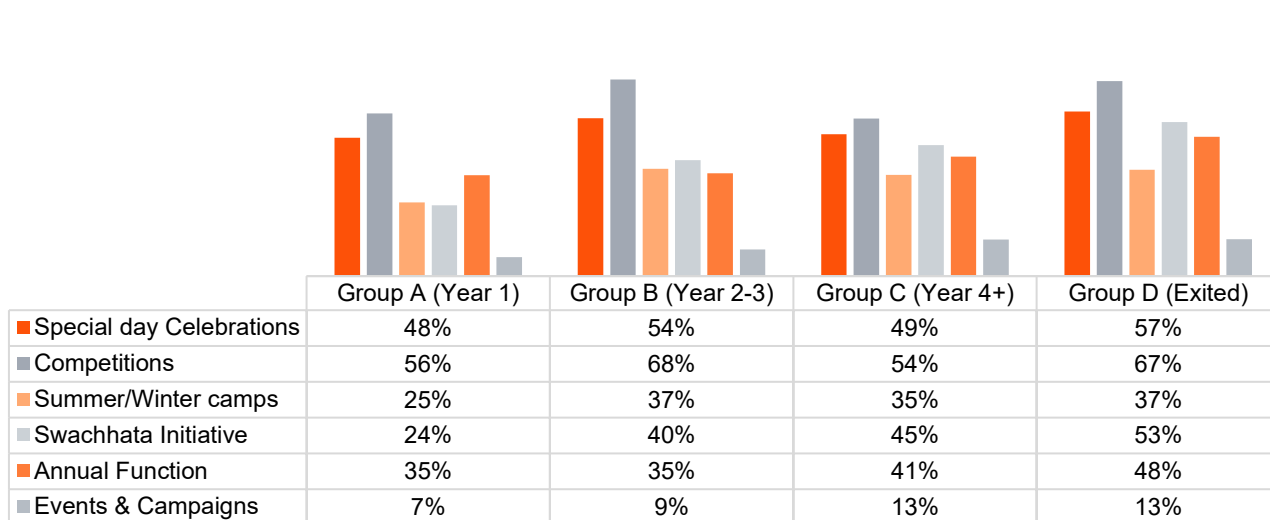
Special events, celebrations, and competitions form an integral part of school life across groups of schools, contributing significantly to the vibrancy and inclusivity of the learning environment. Schools regularly organise a wide spectrum of activities, ranging from **festival celebrations, intra-school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

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

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

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

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



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

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

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

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

Inter-school Competitions:

Student Awareness and Perception on School Participation:

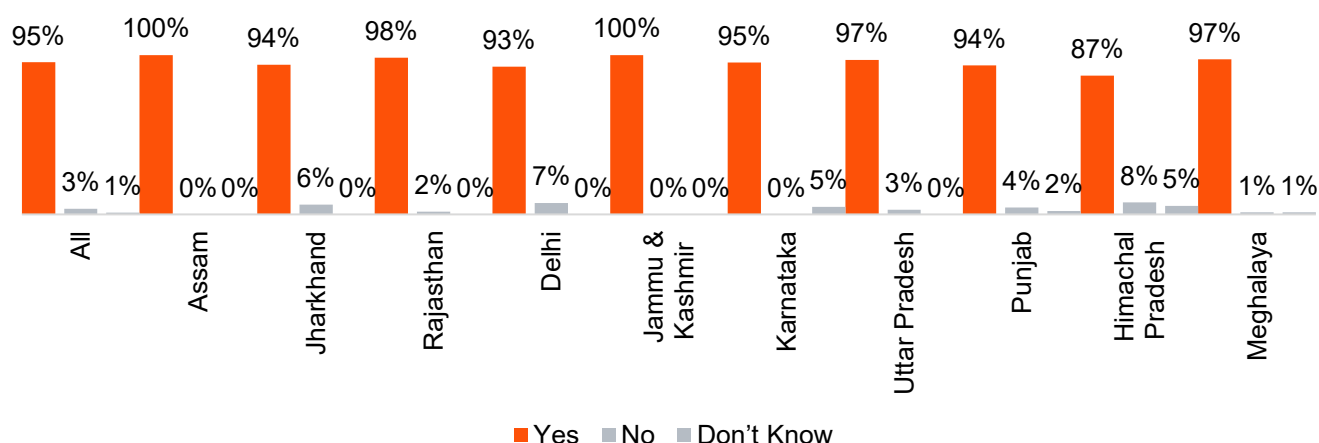
Inter-school competitions have emerged as one of the most defining and celebrated activities under the Bharti Airtel Foundation's Quality Support Programme. Increased participation in such competitions, along with a growing culture of award-winning across schools, serves as a strong indicator of the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

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

- Student, Jharkhand

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

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



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

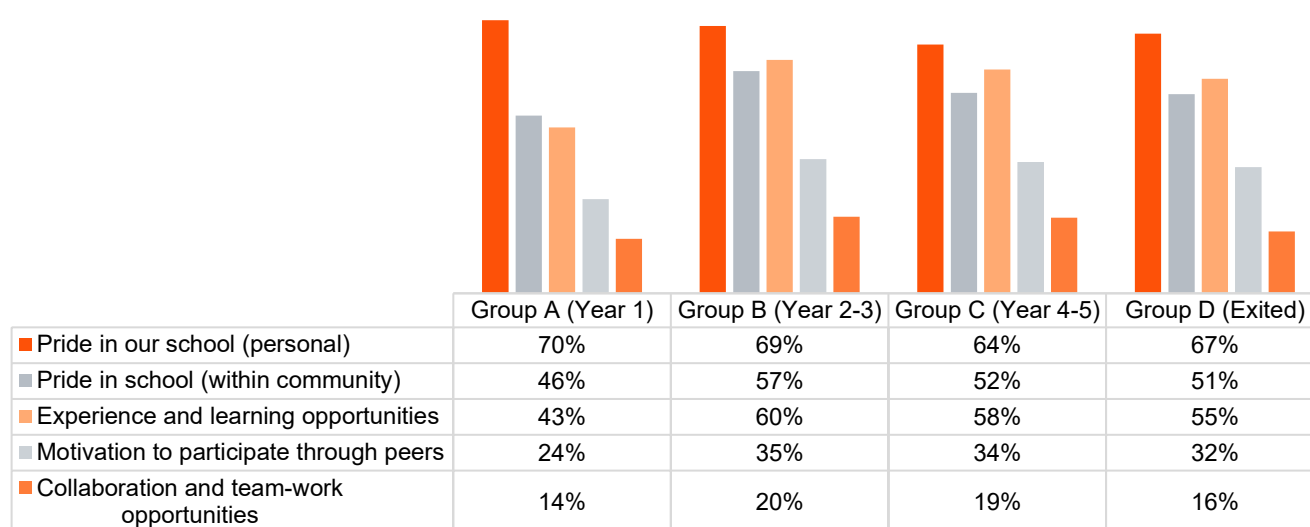
the student's individual sense of belonging and esteem toward their school, and **Community-Reflected Pride** captures how the school is perceived by the student's family, peers, and the broader community.

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

Parent of a Student, Delhi

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

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



Student Participation and Culture of Winning:

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

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

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

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

Table 14: Student Participation and Culture of Winning

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

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

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

Student Growth:

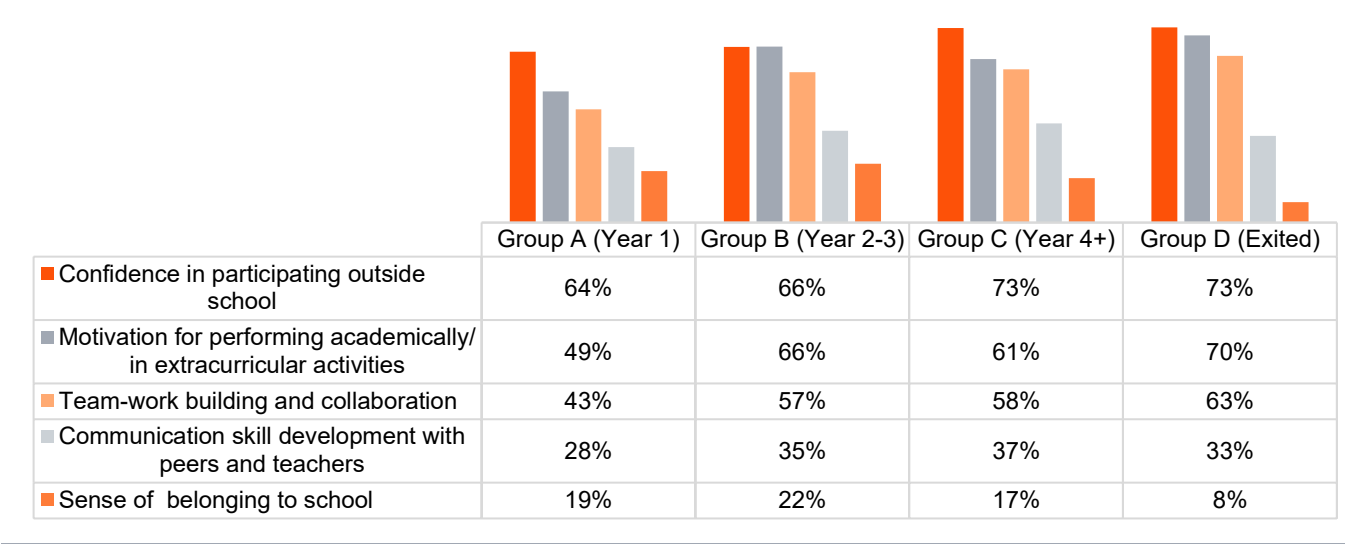
The findings reveal a growth trajectory among students participating in inter-school competitions, with **confidence emerging as the strongest outcome** at 69%, followed by motivation for academic and extracurricular performance (63%) and teamwork and collaboration (57%). What is particularly compelling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

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

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

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

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



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

Academic Scholarships and Career Guidance Sessions:

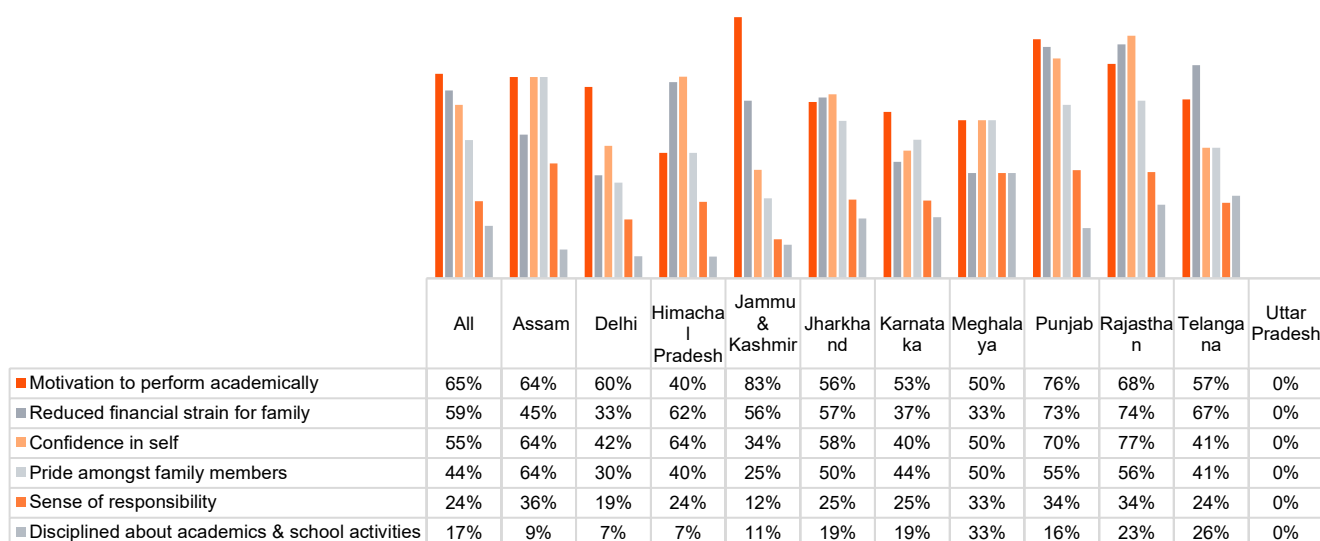
Academic Scholarships availed by Students:

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

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

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

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



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

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

- Student, Karnataka

Career Guidance:

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

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

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

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

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

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

From Curiosity to Care: My Journey Towards Becoming a Nurse

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

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

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

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

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

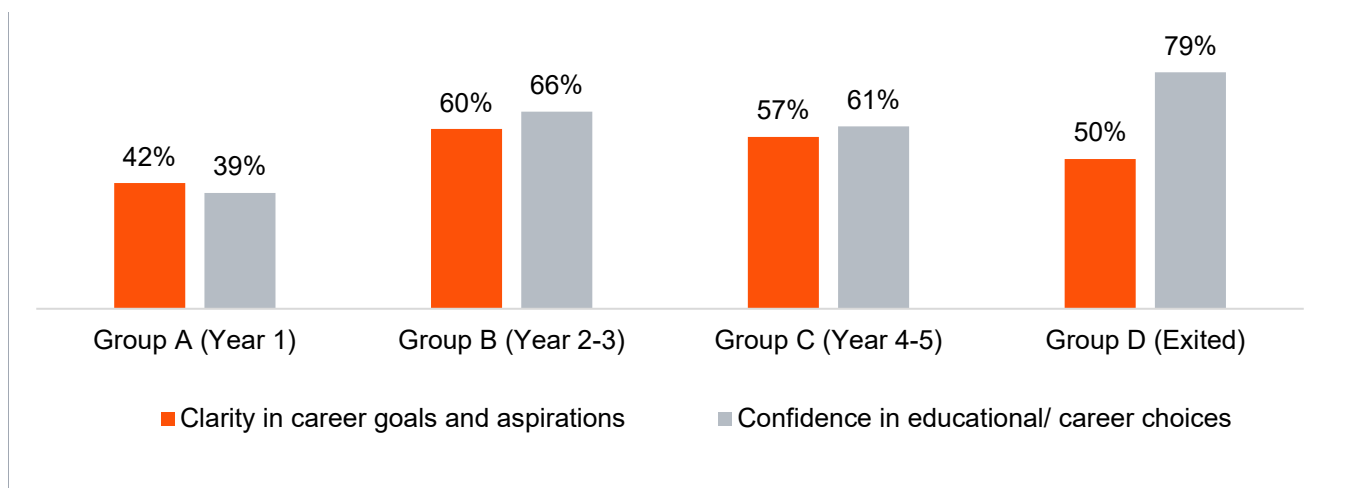
After the session, I spoke to my biology teacher and my parents. My teacher encouraged me, telling me that with my love for science and my caring nature, I would make a wonderful nurse. My parents, though initially unsure, slowly began to understand my dream and now stand firmly behind me.

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

- Ananya, Class XI, Delhi

*Student details changed to maintain anonymity of respondent

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



Other Interventions

IT Innovation Club:

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

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

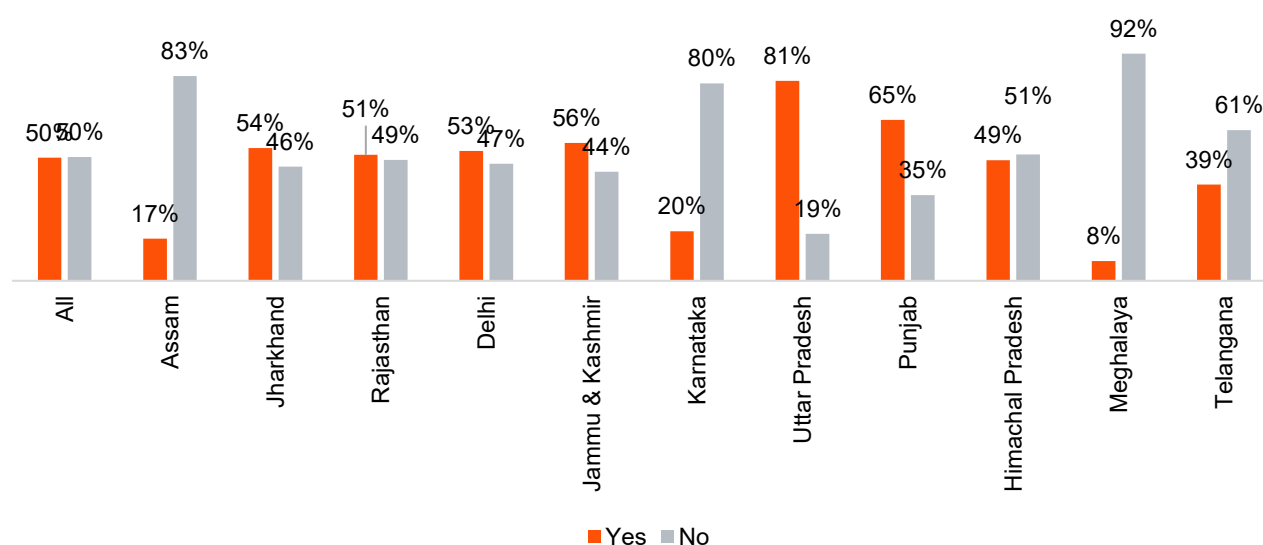
QSP in turn, strengthens this ecosystem through **mentor support, provision of open-source software resources such as Arduino IDE, Thonny with Python, and Audacity**, ideation sessions, project material support, and the promotion of **district, state, and inter-state collaboration** among clubs. Bharti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

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

- Student, Delhi

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

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



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

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

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

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

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

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

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

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

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

- Student, Kashmir

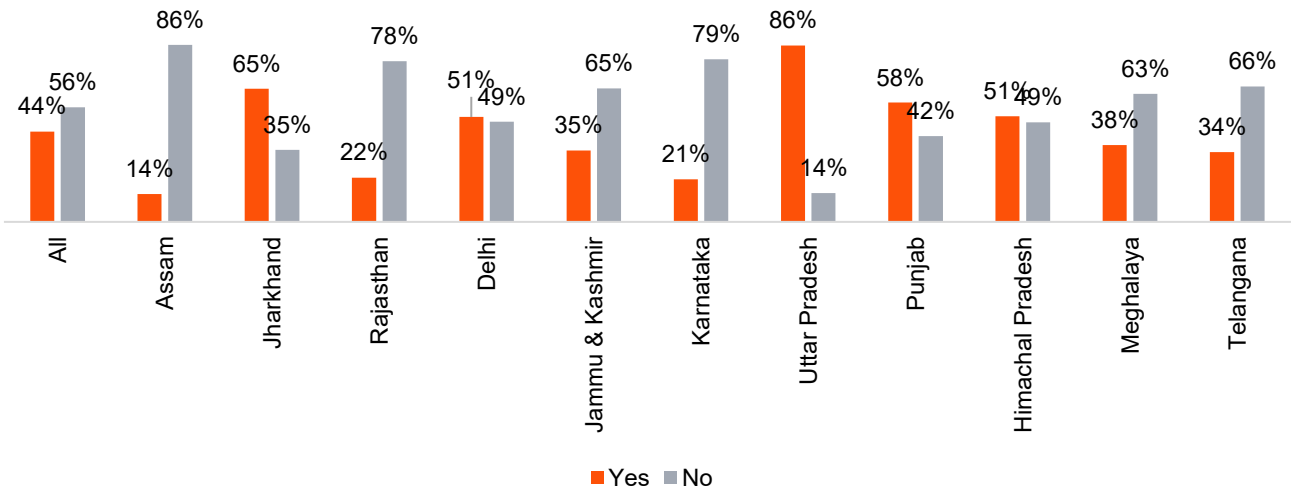
Astronomy Club:

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

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

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

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



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

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

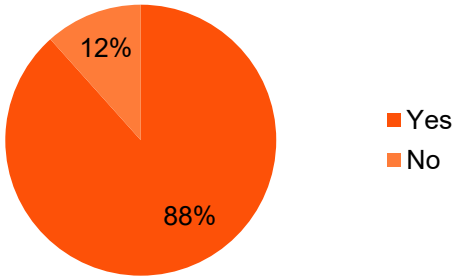
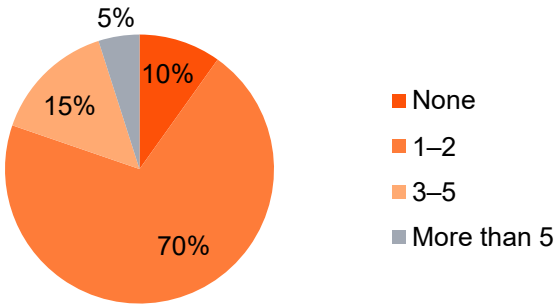


Figure 24: Frequency of Participation in Telescope-based Activities (n=1017)



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

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

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

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

Digital Literacy Club:

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

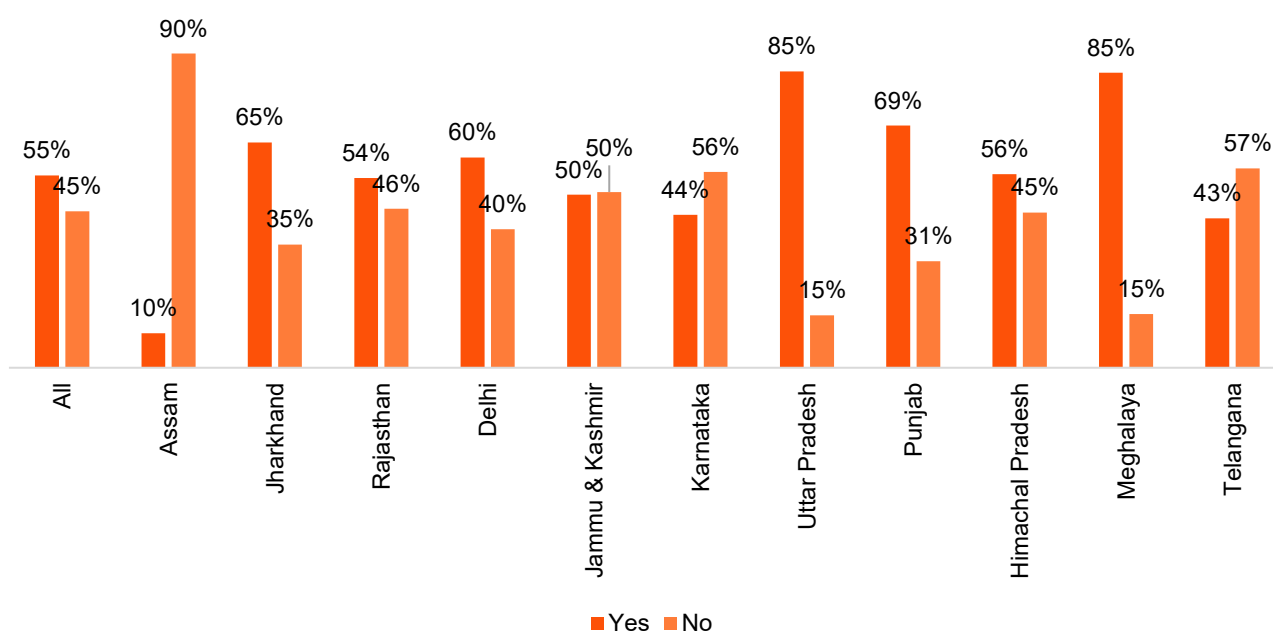
The club typically engages students from **Classes 6 to 12** and is set up in schools that have at least **one functional computer** available for student practice. The intervention follows a **workshop-based approach**, comprising **eight structured sessions of an approved module**, delivered through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

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

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

Government Official, Rajasthan

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



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

82%

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

72%

Students feel confident in exploring and learning from new online sources

63%

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

53%

Students agree that the modules have prepared them for future jobs

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

- Student, Government School, Punjab

Internships:

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

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

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

Table 20: Experience from Internship (n=533)

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

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

3.1.4. Student Perceptions

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

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

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

Table 21: Overall Student Perceptions (n=3760)

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

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

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

3.1.5. Student Life skills

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

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

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

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

Life Skills Assessment (V-VIII)

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

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

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

Cognitive Skills:

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

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

Personal Skills:

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

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

Inter-Personal Skills:

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

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

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

Global (Overall Life Skills):

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

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

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

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

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

Key Impact Highlights Across Student Skill Domains- State Wise

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

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

Cognitive Skills:

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

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

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

Personal Skills:

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

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

Interpersonal Skills:

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

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

Overall:

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

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

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

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

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

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

Cognitive Skills:

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

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

Personal Skills:

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

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

Interpersonal Skills:

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

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

Global:

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

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

Life Skills Assessment (IX-XII)

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

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

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

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

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

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

Creativity:

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

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

Critical Thinking:

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

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

Problem Solving:

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

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

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

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

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

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

Participation:

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

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

Decision Making:

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

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

Self-Awareness:

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

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

Negotiation:

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

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

Empathy:

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

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

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

Overall State-wise Life Skill Scores:

Table 25: Overall State-wise Life Skill Scores

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

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

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

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

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

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

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

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

State-wise Sub-Skill Level Insights:

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

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

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

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

Problem Solving: *Transition evident with strong competent clusters*

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

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

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

Resilience: *Consistent functional ability across most states*

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

Participation: *High engagement across almost all states*

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

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

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

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

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

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

Negotiation: *Strong functional ability across most states*

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

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

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

Overall Insight:

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

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

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

Overall Group-wise Life Skill Scores:

Table 27: Overall Group-wise Life Skill Scores

Groups	Skilled	Proficient	Competent	Basic	Emerging
Group A (N=222)	7%	5%	20%	20%	48%
Group B (N=847)	12%	5%	31%	17%	36%
Group C (N=754)	6%	4%	32%	16%	43%
Group D (N=156)	0%	1%	35%	16%	48%

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

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

Competent category strengthens with exposure across groups

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

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

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

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

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

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

Table 28: Overall Group-wise Sub Skill Scores

Sub-Skills		Creativity	Critical Thinking	Problem Solving	Communication	Resilience	Participation	Decision Making	Self-Awareness	Negotiation	Empathy
Group A	Skilled	18%	11%	7%	25%	9%	57%	6%	4%	19%	34%
	Competent	51%	34%	31%	46%	61%	36%	38%	25%	58%	49%
	Emerging	31%	55%	62%	29%	30%	7%	55%	71%	23%	18%
Group B	Skilled	26%	17%	8%	26%	11%	52%	13%	8%	22%	29%
	Competent	49%	42%	47%	46%	63%	38%	45%	37%	60%	54%
	Emerging	25%	41%	45%	28%	26%	10%	42%	55%	18%	17%
Group C	Skilled	20%	10%	5%	21%	8%	52%	10%	5%	18%	30%
	Competent	48%	45%	44%	47%	61%	38%	41%	30%	65%	53%
	Emerging	32%	45%	51%	32%	31%	10%	49%	65%	17%	17%
	Skilled	20%	1%	1%	12%	3%	51%	6%	5%	17%	29%
Group D	Competent	47%	45%	44%	54%	66%	42%	34%	20%	64%	56%
	Emerging	33%	54%	55%	34%	31%	7%	60%	75%	19%	15%

Group-wise Sub-Skill Level Insights:

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

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

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

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

Problem Solving: *Progressive shift towards competent levels*

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

Communication: *Early improvements with stable functional competence*

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

Resilience: *Consistent functional strength across all groups*

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

Participation: *High engagement sustained across all years*

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

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

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

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

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

Negotiation: *Strong and consistent functional development across groups*

- Skilled improves slightly (**19% - 22% - 18% - 17%**).

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

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

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

Overall Insight:

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

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

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

Skill Based Thematic Analysis:

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

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

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

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

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

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

Intrapersonal Skills (Self Awareness, Resilience)

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

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

What Improves Most vs What Stabilises:

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

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

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

Skills that Remain Consistently Strong Across All Groups

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

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

Skills Showing Gradual or Long-term Development Patterns

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

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

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

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

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

Overall:

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

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

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

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

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

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

Special Interventions	With/Without Special Intervention	Skilled	Proficient	Competent	Basic	Emerging
Internship	With	5%	4%	28%	16%	47%
	Without	11%	5%	34%	18%	32%

IT Innovation Club:

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

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

Astronomy:

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

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

Digital Literacy:

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

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

Internship:

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

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

Overall Insight:

Across interventions, the data reflects **alignment with the LSMT-S developmental continuum**, where students are distributed across all five competency levels. Selecting interventions, particularly IT

Innovation Club and Digital Literacy, show **visible movement toward higher skill bands**, while others reflect **a wider spread across foundational and emerging stages**, indicating varied learning progressions based on exposure and engagement.

3.2. Pilar 2- Teacher Engagement



Pillar 2: Teacher Engagement

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

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



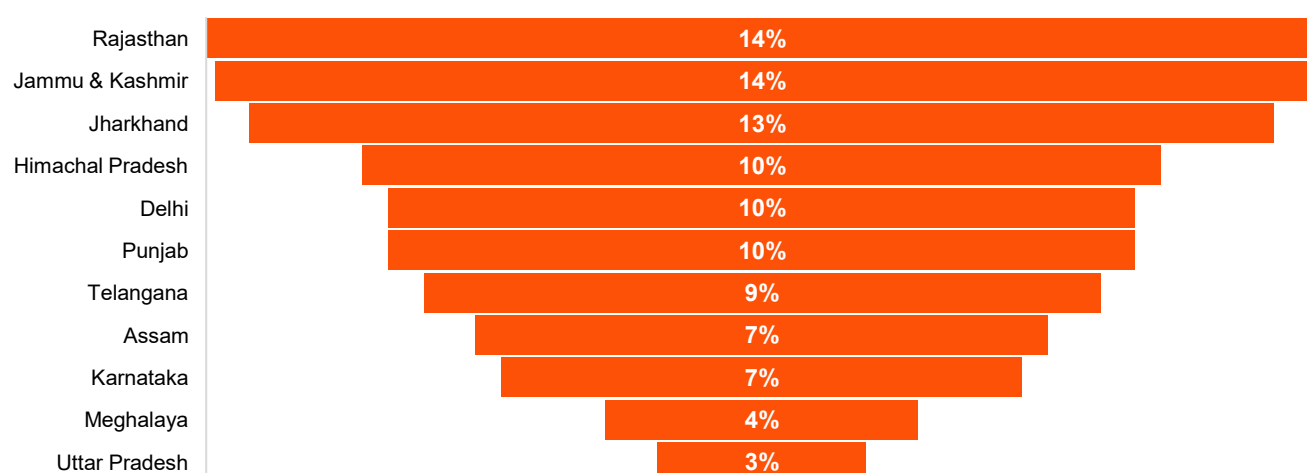
The findings that follow are organised around ten interlinked themes: **program awareness, capacity building, mentor support, classroom transformation, technology adoption, recognition and motivation, parent and community engagement, gender equity, and the sustainability of impact in exited schools**.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

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

3.2.1. Beneficiaries Profile

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

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



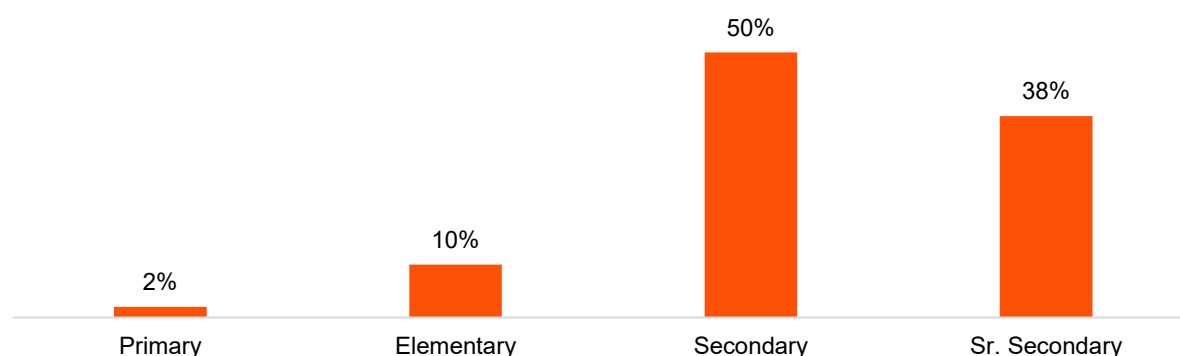
The sample teachers (N=450) are distributed across program school types as follows: **28%** are from **Group B (Year 3)**, **23%** from **Group C (Year 4)**, and **16%** from **Group B (Year 2)**. The remaining share is spread across the other stages, with **10%** each from **Group A (Year 1)** and **Group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

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

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

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

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



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

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

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

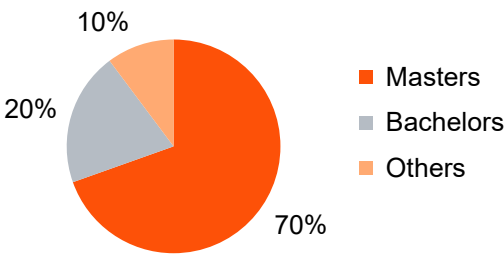
The sample distribution has been designed to ensure representation across all defined groups Group A, Group B, Group C, and Group D. The table below presents the **group-wise distribution of teachers across different types of schools**, highlighting how the sample is spread across each category:

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

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

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

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



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

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

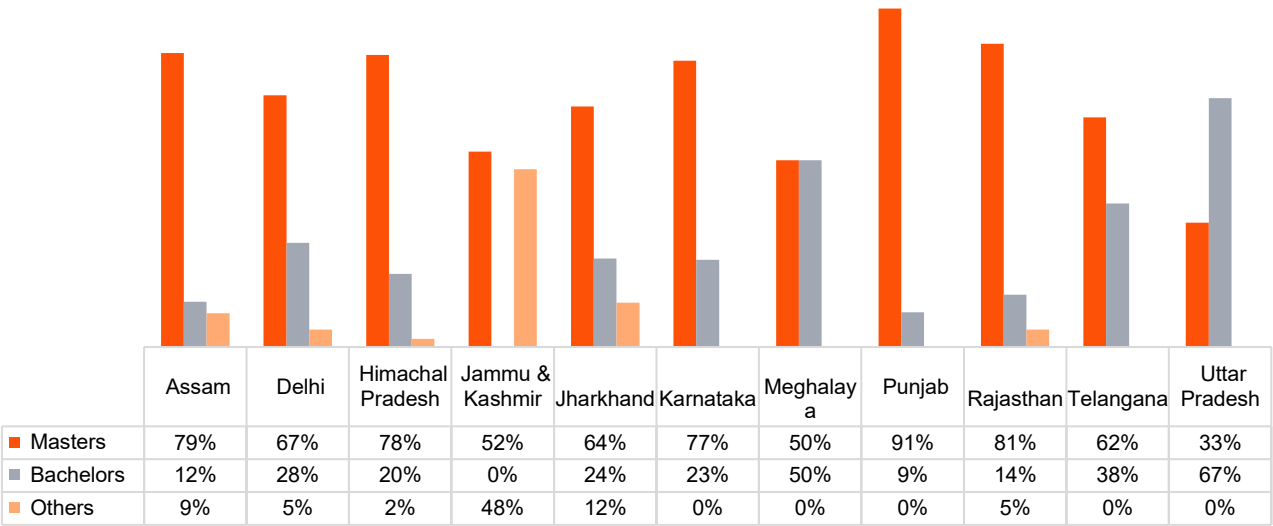
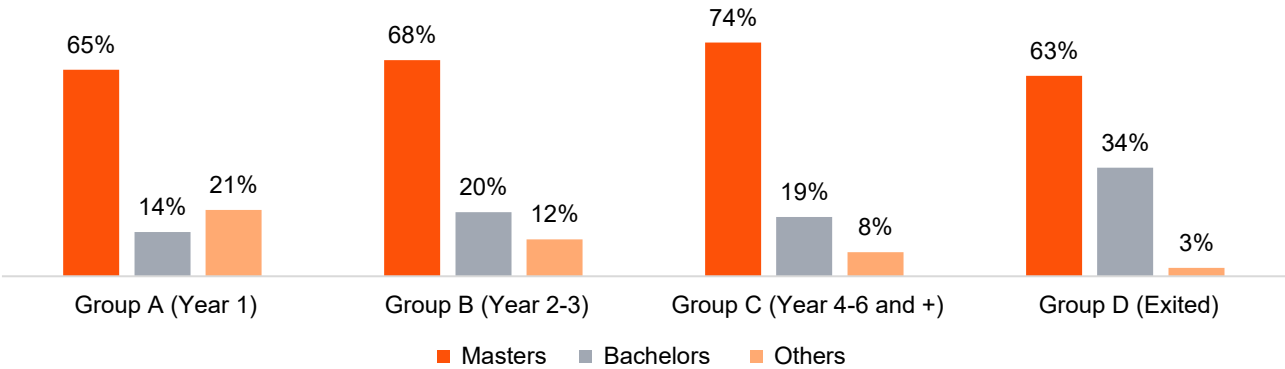


Figure 30: Group-Wise Distribution of Teachers as per their Educational Qualifications (n=450)



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

Figure 31: Experience of Teachers (N=450)

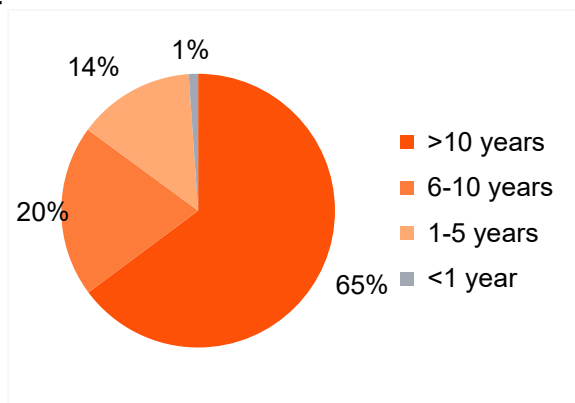


Table 33: State-wise Experience among Teachers (n=450)

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

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

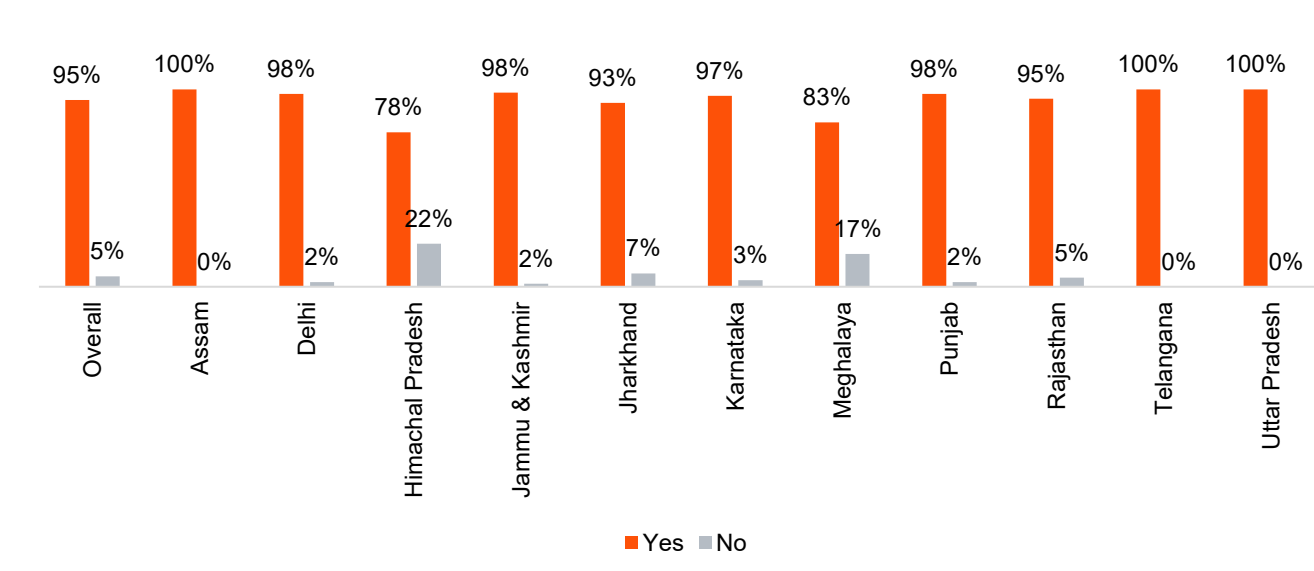
Group	>10 years	6-10 years	1-5 years	<1 year
Group A (Year 1)	74%	19%	5%	2%
Group B (Year 2-3)	67%	19%	13%	1%
Group C (Year 4-6 and +)	60%	23%	16%	1%
Group D (Exited)	63%	18%	18%	0%

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

3.2.2. Teacher's Awareness and Capacity Building

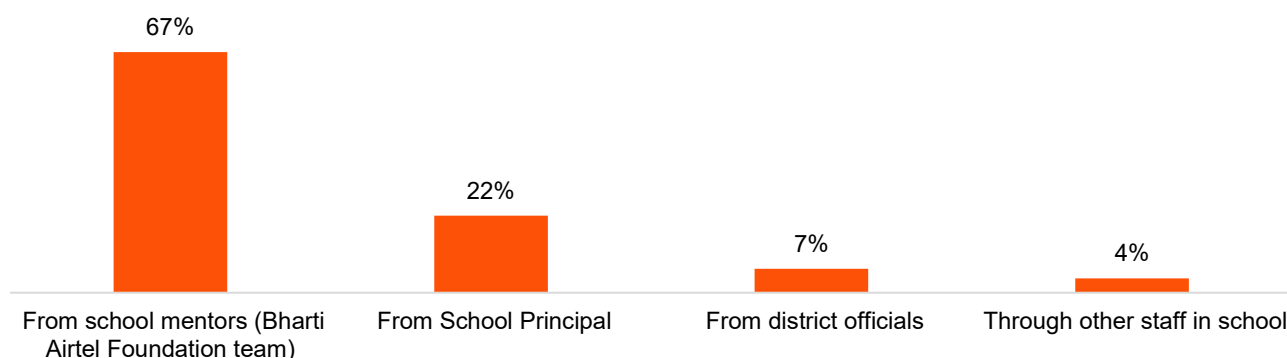
A program's effectiveness is foundationally dependent on whether its core stakeholders are aware of, engaged with, and able to articulate its purpose. For QSP, the first measurable indicator of success was therefore the depth of teacher awareness, and whether the Program had been onboarded through structured,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

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



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

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



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

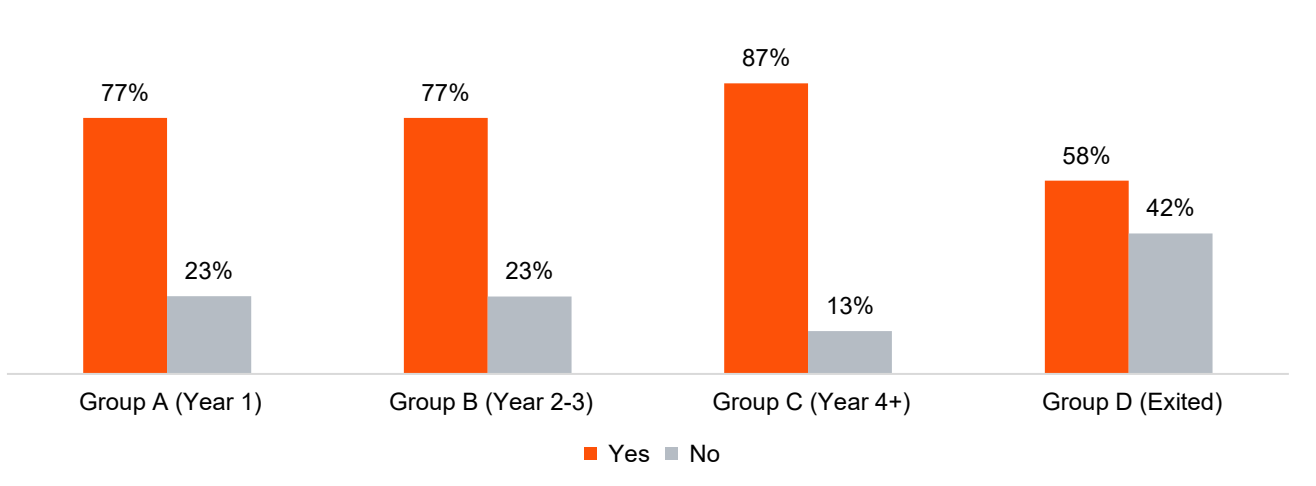
Source of Awareness: 67% of teachers (n=428) reported having first learnt about the Program directly from QSP Mentors, establishing the mentor as the single largest channel of Program onboarding. Other notable sources included school leadership (22%) reinforcing that the mentor was not merely one of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

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

Capacity Building of Teachers:

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

Figure 34: Teachers having TeachersApp (n=450)



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

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

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

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

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

Teacher, Government School, Karnataka

3.2.3. Teacher Participation and Wins in External Events

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

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

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

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

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

3.2.4. Teachers Ownership and Participation for Program Activities

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

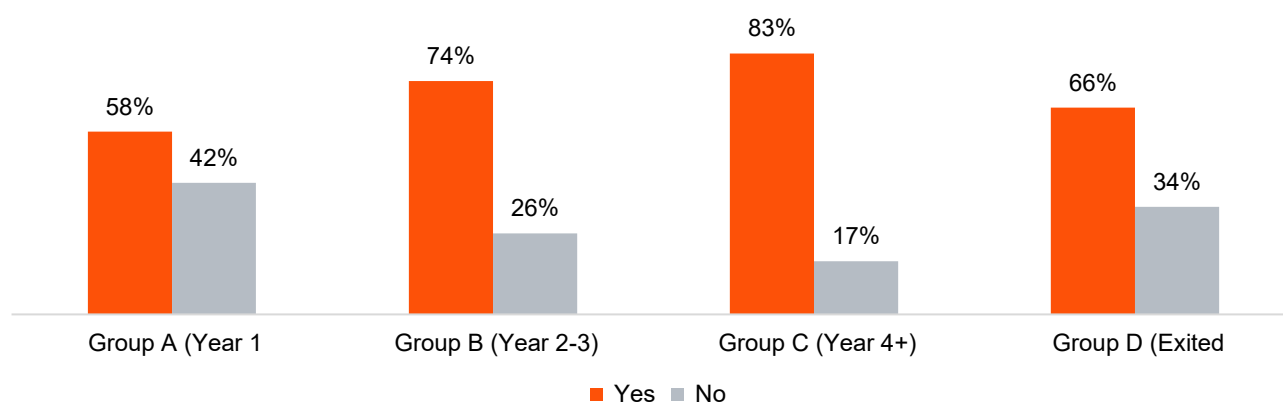
1. Participation in QSP Activities:

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

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

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

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



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

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

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

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

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

2. Strengthening School–Home Engagement through PTMs

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

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

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

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

3. Role of QSP Mentors in Enabling School Processes

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

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

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

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

4. Implementation of School Development Plans (SDP)

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

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

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

3.2.5. Perceptions of Teachers on Pillars of QSP

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

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

Student Empowerment:

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

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

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

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

Statements	Response	Group A	Group B	Group C	Group D
initiatives such as Astronomy club, IT Innovation Club, Digital Literacy Club)	Neutral	7%	12%	12%	8%
	Agree	60%	43%	43%	34%
	Completely agree	23%	41%	40%	47%
Improved student teacher relationships and communication	Completely disagree	0%	1%	2%	0%
	Disagree	0%	0%	0%	0%
	Neutral	7%	9%	14%	5%
	Agree	44%	44%	35%	39%
	Completely agree	49%	47%	49%	55%
Increased student confidence levels due to the Bharti Airtel Foundation initiatives	Completely disagree	0%	1%	1%	0%
	Disagree	0%	1%	2%	0%
	Neutral	9%	7%	11%	3%
	Agree	42%	46%	37%	37%
	Completely agree	49%	46%	49%	61%
Increased initiative and responsibility taking among students in learning new activities/participating in new activities	Completely disagree	0%	0%	1%	0%
	Disagree	0%	2%	0%	3%
	Neutral	5%	5%	8%	3%
	Agree	49%	46%	52%	47%
	Completely agree	47%	47%	39%	47%
Improved peer relationships (student-student)	Completely disagree	0%	0%	2%	0%
	Disagree	0%	1%	0%	3%
	Neutral	7%	8%	11%	3%
	Agree	49%	43%	42%	42%

Statements	Response	Group A	Group B	Group C	Group D
Equal participation or improved participation among girls and boys) in extra-curricular activities and regular activities	Completely agree	44%	48%	44%	53%
	Completely disagree	0%	0%	1%	0%
	Disagree	0%	1%	2%	0%
	Neutral	12%	4%	8%	5%
	Agree	49%	45%	46%	45%
	Completely agree	40%	51%	43%	50%
Improved student peer/teacher relationships, improved attentiveness in class, participation, creative thinking, etc.	Completely disagree	0%	1%	1%	0%
	Disagree	0%	1%	2%	3%
	Neutral	5%	4%	8%	3%
	Agree	49%	44%	49%	39%
	Completely agree	47%	51%	42%	55%
Increased leadership skills of girl students and positions of leadership held by girls	Completely disagree	0%	1%	2%	0%
	Disagree	2%	2%	0%	0%
	Neutral	12%	6%	9%	5%
	Agree	42%	42%	44%	45%
	Completely agree	44%	50%	44%	50%
Increased engagement with career guidance among senior secondary students	Completely disagree	2%	1%	2%	3%
	Disagree	0%	1%	1%	0%
	Neutral	14%	10%	8%	11%
	Agree	44%	46%	48%	42%
	Completely agree	40%	43%	42%	45%

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

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

Teacher Empowerment:

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

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

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

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

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

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

Parent and Community Engagement:

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

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

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

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

Enabling School Environment:

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

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

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

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

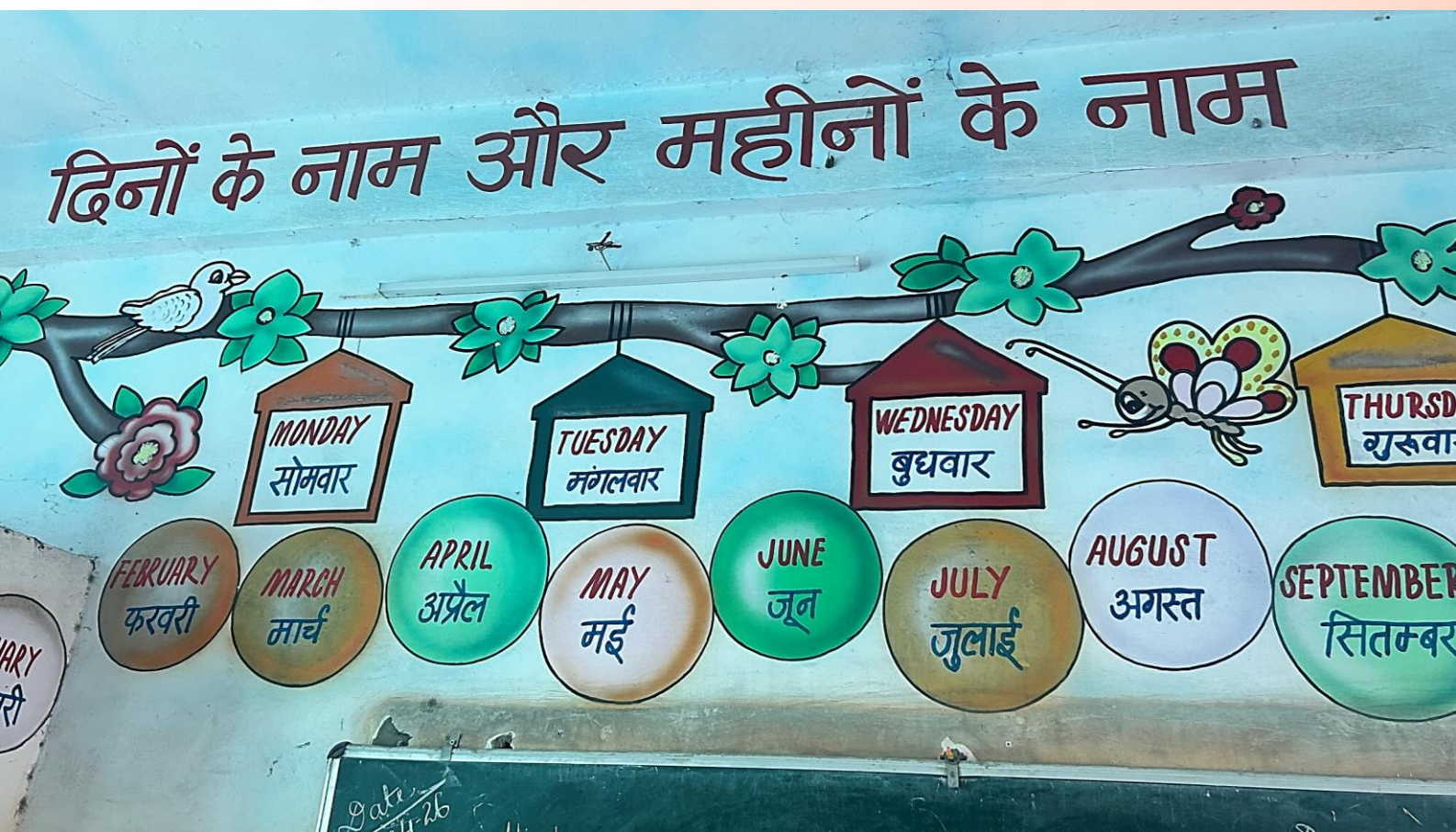
Statements	Response	Group A	Group B	Group C	Group D
usage and updating should also be captured)	Neutral	7%	6%	6%	8%
	Agree	47%	43%	37%	45%
	Completely agree	47%	51%	54%	47%
SDP/Annual calendar utilization in the schools	Completely disagree	0%	0%	2%	5%
	Disagree	0%	2%	1%	5%
	Neutral	12%	6%	8%	8%
	Agree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

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

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

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

3.3. Pilar 3- Parent and Community Involvement



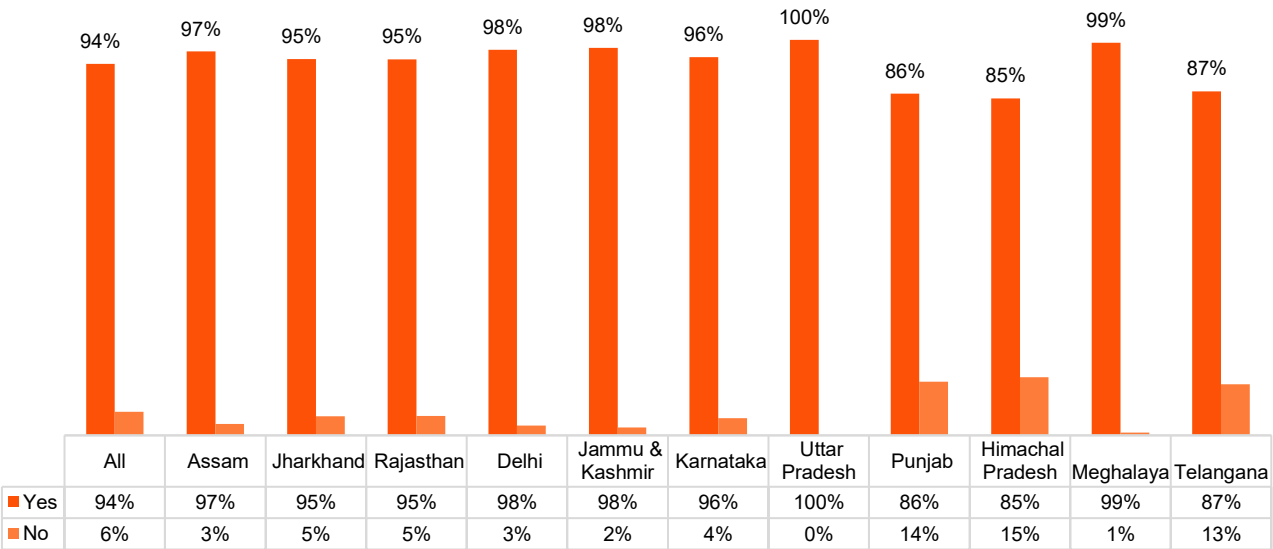
Pillar 3: Parents and Community Involvement

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

3.3.1. Parent-Teacher Meetings

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

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



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

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

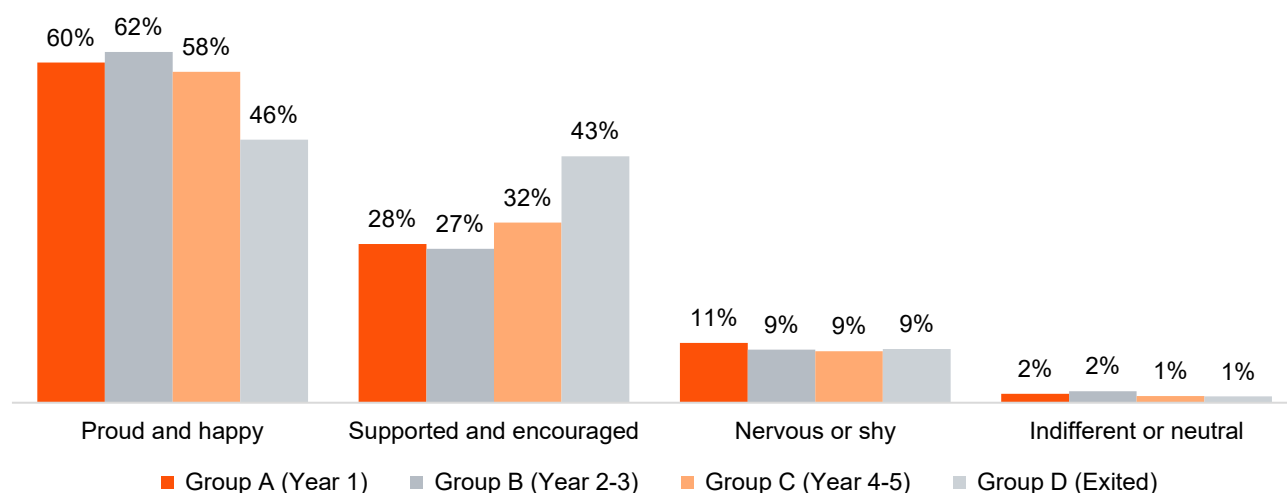
Table 44: Group-Wise Attendance of Parents in PTM (n=3760)

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

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

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

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



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

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

- Teacher, Telangana

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

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

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

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

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

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

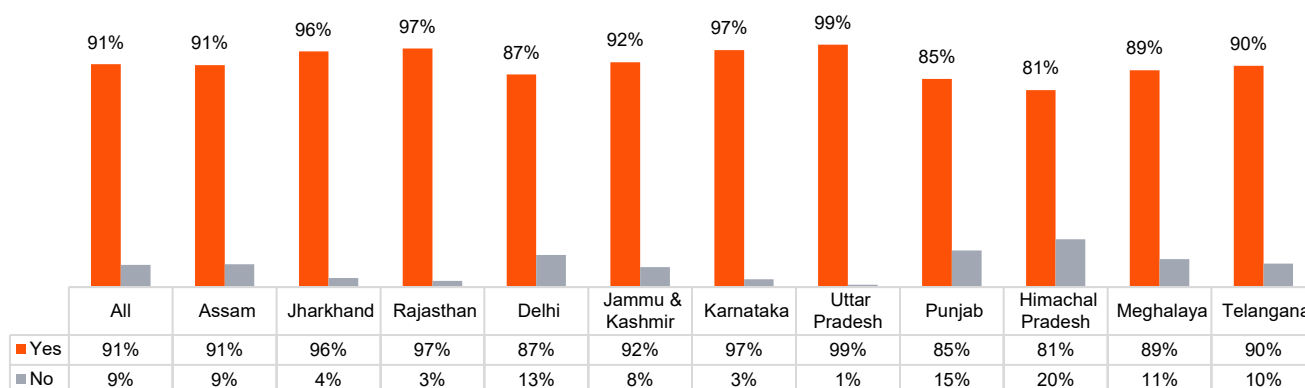


Table 45: Group-Wise Categorisation of Students Who Reported Parental Attendance in PTMs (n=3760)

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

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

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

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

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

Our School, Our Pride: A Parent's Journey

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

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

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

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

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

Sunita, Parent of a Class IX Student, Rajasthan

3.3.2. Community Involvement

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

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

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

- Student, Jammu

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

3.4. Pilar 4- School Environment



Pillar 4: School Environment

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

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

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

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

3.4.1. Cleaner, Greener and Vibrant Schools

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

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

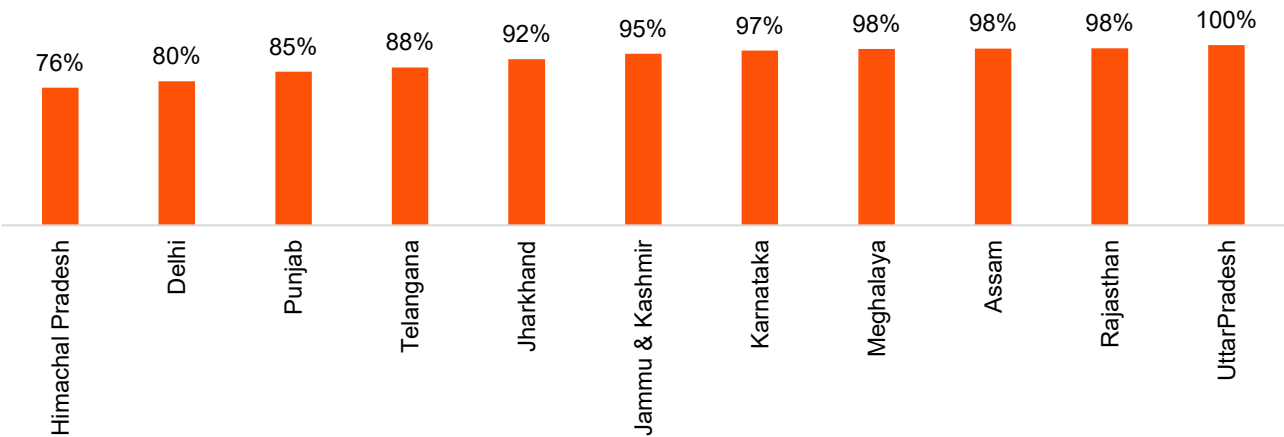
Interactions with the students further reinforced the significance of these efforts. With **93% expressing pride in their schools**, environmental improvements strengthened student identity and fostered a sense of belonging. Findings suggest that **infrastructural enhancements extend beyond functional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

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

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

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

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



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

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

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

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

- Teacher, Uttar Pradesh

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.4.2. Enriched Classrooms

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

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



85% of students reported gallery walls displaying their artwork.



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



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

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

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

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

- Teacher, Rajasthan

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

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

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

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

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

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

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

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

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

- Student, Kashmir

Figure 40: Display of House Activities in School Premises



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

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

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

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

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

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

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

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

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

Learning Comes Alive

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

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

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

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

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

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

*Details have been changed to maintain anonymity

3.5. IRECS Analysis



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

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

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

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

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

5th to 8th Grade:

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

9th to 12th Grade:

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

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

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

4. Recommendations



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

1. Strengthen Participation in Specialised Clubs

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

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

2. Increase the Frequency and Visibility of Life skill Workshops

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

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

3. Strengthen Follow-Through on Scholarship Opportunities

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

4. Deepen Teacher Training and Engagement Through the Teacher App

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

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

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

5. Strengthen Parental Engagement Beyond SMC and PTMs

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

6. Improve Visibility of Gallery Walks and Display Boards

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

7. Refine School Selection Criteria for Greater Equity

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

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

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

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

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